

MINUTES – CALLED TELECONFERENCE BOARD MEETING

February 24, 2004

Submitted for: Action.

Summary: Minutes of the called teleconference meeting of the Illinois Board of Higher Education.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the February 24, 2004 teleconference meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES – CALLED TELECONFERENCE BOARD MEETING
February 24, 2004

A teleconference meeting of the Illinois Board of Higher Education was called to order at 9:01 a.m.

James L. Kaplan, Chairman, presided.
Linda Oseland was Secretary for the meeting.

The following Board members participated:

Guy Alongi	Cordelia Meyer
J. Robert Barr	Proshanta K. Nandi
Jerry D. Blakemore	Kevin O'Kelly
Frances G. Carroll	Gilbert Rutman
Samuel K. Gove	Lucy Sloan
Thomas R. Lamont	Steven Taslitz

Also present by invitation of the Board were:

Daniel J. LaVista, Executive Director, Illinois Board of Higher Education
Geoff Obrzut, President and CEO, Illinois Community College Board

Chairman Kaplan called the meeting to order. A quorum was present.

Dr. LaVista said, "Our first step is to summarize where we have been. On February 3, 2004, the seven items presented for your review this morning did have some discussion, but were tabled for further review and consideration in terms of information that you now have. You all have a set of materials from IBHE as well as materials from the Community College Board, which includes a report of the paraprofessional taskforce convened by the Illinois State Board of Education and the Illinois Community College Board.

"We are hopeful that the additional information represents what you need to consider these proposals again this morning."

Dr. Alexander said, "Item 3 provides background information that staff developed in response to specific questions raised at the Board's February 3, 2004 meeting. You have information regarding the A.A.S. in paraprofessional educator on assessment of students in the program -- on the ability of the students to transfer into teacher education programs. That information makes it clear in several places that all public information about these programs makes it clear that they are not explicitly designed for transfer.

"In addition, Board Members received information from Chairman Alongi of the Community College Board that includes brief descriptions of each college's planned assessment of student learning as it relates to the paraprofessional educator program; and also the final report of the Paraprofessional Taskforce, which was convened by the Illinois State Board of Education and the Community College Board to develop the model A.A.S. degree in paraprofessional educator used as the basis for these programs. You also have in your materials a checklist, which was developed by IBHE staff for use in reviewing the statewide model.

"Regarding the A.A.S. in forensic specialist, you have information regarding articulation between two-and-four year degree programs as well as the job market for program graduates. Attachment 2 includes specific responses from Illinois Valley Community College regarding the forensic specialist degree. I recommend approval of these programs."

Chairman Kaplan said, "On Page 4 of Item 2, it says 'curriculum' and it says 'sixty-four credit hours' but when you do the math, I cannot see how you come up with sixty-four credit hours. Would you explain that?"

Dr. Alexander said, "The second sentence that begins 'the program consists of technical coursework in' and lists several courses, is merely descriptive. When added, you have five credit hours of work-based learning, thirty credits of technical course work, twenty-six credits of general education, three credits of electives, and a five hour internship."

Chairman Kaplan said, "The internship counts as credit?"

Dr. Alexander said, "Yes, it does. That adds up to sixty-four."

Chairman Kaplan said, "It is more than sixty-four if you count the electives, but I did not know that the internship is a credit for the program. Is that like a practicum?"

Dr. Alexander said, "Yes."

Dr. Carroll said, "I think the internship counts as a credit towards the degree, but would not be counted in transfers. Is that correct?"

Dr. Alexander said, "It is not a transfer degree. It is a part of the program."

Dr. Carroll said, "Right."

Chairman Kaplan said, "Because this is a terminal degree."

Chairman Kaplan then said, "The next question I have is on funding for this. On Page 4 and the top of Page 5, it says that the cost of equipment and supplies is \$6,000 in each of the first three years. When you get down to the physical and personnel resources, the cost of implementing the program would be approximately \$11,800, and in the succeeding years, \$11,000. We are talking about roughly \$5,000 to \$5,800 for faculty. Does that a reasonable amount?"

Dr. Alexander said, "For part-time faculty, yes."

Chairman Kaplan said, "Everyone is agreed on that?"

Dr. Alexander said, "Yes."

Chairman Kaplan said, "When you get into the forensic issue on Page 8, it says that credit for prior learning 'is limited to a maximum of twenty of the sixty-two to sixty-four' hours. Is that life experience amount to one-third of the program?"

Dr. Alexander said, "The nature of that would depend upon the student's background and the agreement they make with the program."

Chairman Kaplan said, "When you are giving one-third of the program for life experience, how objective or what criteria is there for that?"

Virginia McMillan, Executive Vice-President, Illinois Community College Board said, "Each institution has a policy on credit for prior learning. Each has guidelines that it uses to determine what credit will be applied for prior learning. That can vary by program."

Chairman Kaplan said, "Up to one-third of the requirement for life experience circumstance -- is that accepted throughout the community college system?"

Ms. McMillan said, "Yes, in fact for the paraprofessional degree, that is the amount of credit that was agreed upon between the Community College Board and the Board of Higher Education as being acceptable."

Chairman Kaplan said, "The unions, the IFT or the IEA, agreed to that life experience?"

Ms. McMillan said, "Yes, they have."

Kathy Pampe, Associate Dean of Career Education and Economic Development, Illinois Eastern Community Colleges, said, "When we are dealing with current paraprofessionals, they already have thirty hours of post-secondary education and some of that is being counted toward their degree."

Chairman Kaplan said, "But that is not life experience, is it?"

Ms. Pampe said, "It would be, yes. If they have course work from their previous job -- but they have also been on the job -- some of them for twenty to thirty years. They have been aides."

Chairman Kaplan said, "I see what you are saying."

Ms. Sloan said, "We were talking about life experience and how that would be one-third of the credits, could you give me an example?"

Ms. McMillan said, "In the case of paraprofessionals that have been working for a number of years, under the current requirements they would bring experiences into the program with them. The college would assess those experiences and determine whether they are equivalent to the standards and the coursework that would be required for that program and therefore grant credit based on the assessment that their experience is equivalent to the coursework they would be required to take."

Chairman Kaplan said, "Does that satisfy everyone on that issue?"

Chairman Kaplan then said, "On Page 10, it says in the paragraph entitled 'Accreditation and Licensure' that 'Based on the No Child Left Behind statute, individuals working in the field are eligible to be recognized as "qualified" or "highly qualified" teacher aides or assistants, based on their educational background, work experience, and/or passage of a State-approved assessment test.' That was your concern, Ms. Meyer?"

Ms. Meyer said, "Yes."

Chairman Kaplan said, "The authority exists, under the current law, to ask schools to do a State-approved assessment, just like the paraprofessionals are. Is that satisfactory?"

Dr. Alexander said, "A state test exists now. The paraprofessional can take that test, and if they pass it, they are considered qualified. That is not a program assessment test, it is an alternative."

Ms. McMillan said, "There are a number of routes for paraprofessional to either enter or continue in the field that are allowed by NCLB legislation. They are required to have sixty hours, an associate degree, or be able to demonstrate their skills through the assessment."

Chairman Kaplan said, "Is it potentially possible to have a person not go through the accredited course and pass the assessment test?"

Ms. Pampe said, "Right. They are using the assessment for current paraprofessionals who already have the thirty hours. In order to get a teacher's aide certificate right now, you must have at least thirty hours of post-secondary education. The assessment would actually add to what they have and let them stay in their jobs to meet NCLB requirements. These are people who have been working for twenty to thirty years as an aide."

Chairman Kaplan said, "Ms. Meyer, what is your concern?"

Ms. Meyer said, "My concern is that there are national tests -- the paraprofessional and the Work Keys -- they are using to assure that people have the sufficient skills to be able to be in the classroom. What the programs do is provide additional coursework, but at the end, there is not a transparency to assure that the people coming out of the program, given the additional coursework, would be able to pass the Basic Skills. There is not that transparency that can indicate that the program is making sure that the paraprofessionals in the classrooms have the skills that you need to be in the classroom."

Ms. Pampe said, "The Work Keys, which is what Eastern Illinois University has been using, has a fourth component to the assessment, which is an observation. They have to score a certain number of points. What we have been doing is going into the classroom and observing them and working with their supervisors and principals."

Ms. Meyer said, "That is fine, but the hope was at the end of this, as we look at how we prepare all the people for the classroom, is that you have a national test that provides transparency to assure that everyone in the classroom has those necessary basic skills. At the end of the A.A.S. that they would take one of those tests to prove that they have the skills that someone who, at the beginning of the test, was able to exit out of doing the work because they took those tests."

Ms. Pampe said, "We all have included an assessment, which was put into our degree narrative. I am sure that each college has a different assessment, but we all identified specific student learning outcomes from this program."

Mr. Alongi asked, "Ms. McMillan, do we require this for any other program?"

Ms. McMillan said, "The only other program that requires a standardized assessment is the new Associate of Arts in Teaching. In that case, the model requires the passage of the Basic Skills Exam."

Mr. Alongi asked, "Why would we want to make these programs so stringent?"

Ms. Meyer said, "My hope was, and what we are trying to do in all instances where people are in the classroom, that we would just assure that they all have the basic skills. That is what we have done on the teaching side in terms of the A.A.T., and we have done it in terms of people entering schools of education. The paraprofessionals would be, in many instances, the one constant in classrooms. There would be a transparent assessment that could assure those people have basic skills, and just taking the same test could exit out"

Mr. Alongi asked, "Would this not be an administrative expense?"

Ms. Meyer said, "It could easily be, if you look at some of the assessments that the schools have suggested. It would be one of the evaluation tools that could be used."

Mr. Alongi said, "These classes have gone through community college boards and have been critiqued over a period of time. I just do not know whether we need to take a position to tweak it that much or not."

Dr. Carroll said, "I agree with Ms. Meyer. I feel that we are talking about minimal standards, and certainly the use of an instrument that is already in the schools, not at an additional cost. I think that the community colleges already give an entry test on basic skills. Is that not true?"

Ms. Pampe said, "There is an entrance exam, yes."

Dr. Carroll said, "Would that include the Basic Skills?"

Ms. Pampe said, "Yes."

Chairman Kaplan said, "Does this pertain to this field as well?"

Ms. Pampe said, "Any program, whether it is an occupational program or a transfer program, a student has to take an entrance exam."

Chairman Kaplan said, "And that is the same Basic Skills Test that teachers take before they go into studying our teaching program?"

Dr. LaVista said, "Most community colleges have some system for placement in basic skills as defined in reading, writing, and mathematics. We have gone over the ground previously on levels of remediation provided by two-and-four year institutions. These entry placement exams are an attempt to make more students ready for college-level courses in math, reading, and English. Most community colleges do that for all programs for all students."

Ms. Meyer said, "It would be a placement test, right?"

Dr. LaVista said, "Correct, it would be a placement exam. There was a time that most colleges were leaving that to students, but increasingly over the years, more and more colleges have stepped up, as the expert professionals, to say in the spirit of this learning community which dominates most community colleges, 'We want you to succeed; we know better. You need a remedial course in math to succeed in an entry math class.'

"I think the question that led to this discussion needs continued review. Eligibility for employment for paraprofessionals is a responsibility of the State Board of Education, is that not true?"

Ms. Meyer said, "Yes."

Dr. LaVista said, "What is the process for intervening in a system when the State Board of Education and the Community College Board worked to develop this program? Does it not stand in isolation as the way to judge eligibility -- which is to say preparation for students with a paraprofessional degree?"

Ms. Meyer said, "I think that the Board of Higher Education does have a role in program review, program approval. There was an interesting point in the documents on Page 16, '...it is important to distinguish the question of reforming teacher education, from the practical matter of approving specific programs.' That is actually our role. There is a precedent, in the sense that BHE did insist that this test of Basic Skills be given at schools of education at entrance, as opposed to an exit requirement, about two years ago."

"My belief is that this degree has obviously gone through lots of negotiation. It certainly meets the minimum of the law, as indicated by the degree. I was hoping that we would get to the next level as we look at paraprofessional as important people in the classroom. In terms of meeting No Child Left Behind, there is no question that the way the law is currently drafted, it

meets the requirements of No Child Left Behind. I certainly was hoping that we could get a transparent assessment system that we could look at across the state.

“Maybe this is something that over time we could look towards, and maybe establish a timeframe that we would look at having a transparent test across it. Understanding the necessary desire of schools to get this up and running to meet needs, maybe we review it in a year -- or less than the five-year timeframe that we normally do, and we look at this assessment issue because I have looked at all the assessments. As we look at any new programs relating to teachers, it should be based on this goal of having transparency. When you compare how students are doing across the nation, the fact that you have already used the national test to opt out of the program seems like an easy way to do it. I do think this is an issue that we all should have talked about well in advance of having it dealt with at the last Board meeting. Any other types of issues like this, we should discuss as a Board prior to any meeting so that we are not surprised in any sense and try to get the best for public policy.”

Chairman Kaplan said, “What I am hearing from you is that the Board of Higher Education should adopt the policy for this issue and should look at that very carefully, and that monitoring of this needs to be done by our staff in conjunction with the Community College Board on a longitudinal basis to make sure that what we are doing is making sense and is working. What type of a monitoring program is available to use now to determine that this program is working, if we approve it?”

Ms. McMillan said, “The Community College Board requires all institutions to review their programs at least once every five years.”

Ms. Meyer said, “That is what I thought was the current system.”

Chairman Kaplan said, “Can we calendar this for a year from the April 4, 2004 meeting and have a report on the progress, what is happening, and the efficiency of the program? Can we have a presentation by the Community College Board a year from now?”

Dr. Mary Kay Kickels, Senior Vice-President of Academic Affairs, Moraine Valley Community College said, “I would be very happy have to have Moraine Valley Community College in on that report.”

Chairman Kaplan said, “That is going to be our expectation -- to see how this is working out and then maybe we can tweak this a little bit. Meanwhile, I think our Board should look at the transparency issue that Ms. Meyer is raising on assessment. I think it is cutting edge stuff and I think we should be on top of that.”

Ms. Meyer said, “If we had been having JEC meetings, I assume this issue would have come up earlier -- certainly in terms of teacher preparation. The JEC is a place where we were talking about this stuff and we have not had an on-going dialog on what efforts are going on and keeping all sides up to date.”

Chairman Kaplan said, “Based on the Governor’s *State of the State* message, I can understand why the JEC had requested us not to convene. I am going to convene the JEC again at the earliest possible opportunity. I do not want to use the JEC as a launching board for an attack on the administration or the Board.”

At the request of Chairman Kaplan, Dr. LaVista agreed to work on dates to convene the JEC.

Chairman Kaplan said, "Everyone should consider how we can deal with the present issues existing between the Board and the administration. We do not want to be drawn into that - either the Community College Board or the Board of Higher Education."

Ms. Meyer said, "As we look at *The Illinois Commitment* or other pieces, what are some of the principles that we want to guide our work? I think that is what we are running into."

Chairman Kaplan said, "I think that would be the best venue to handle this. I think everyone would have input on it. We are going to work on that and I will convene a meeting within the next thirty to forty days."

Dr. Carroll said, "On Page 10 in the last paragraph on public information and the assurance that advisors would inform all students that these degrees are terminal, it says 'It is clearly stated that the program leads to jobs as teacher aides/assistants, not to teaching positions.' My concern is that is not always clear to the person on the other side of the table. Do we have a disclaimer that the student would actually sign that they understand?"

Chairman Kaplan said, "That is the proposal I made to staff. Does anyone have a problem that before the students enters the program that he or she is given a notice that this is a terminal program that may or may not meet articulation standards for going on to being a teacher?"

Dr. LaVista said, "The signing off might be an exception to the rule. I do not know of any other programs for which the students truly sign off on a disclaimer. The idea of putting it in writing is something that I have talked about with several Board Members, and this was a point of difference months ago between BHE and ICCB. They have revised their position to assure us that clear language would be provided in the catalog, brochure, and other print material.

"Those written communications should be sufficient. They would truly mirror the kinds of disclaimers that are evident in countless other programs. To put a burden on admissions personnel for requiring students, many of whom register online, to sign something would be burdensome."

Chairman Kaplan said, "It may be, but it would be difficult for a student to say, 'I did not know that this did not transfer.' If he signed off on it, and you could sign off it with a check mark online."

Dr. LaVista said, "Would we ask the Community College Board to make the same disclaimer for all other A.A.S. programs not designed for transfer?"

Chairman Kaplan said, "It may be a great idea. I do not think a signature is a real heavy burden."

Mr. Geoff Obrzut, President and Chief Executive Office of the Illinois Community College Board said, "I would be very much opposed to that. I would think that would be a burden to the student and the school."

Chairman Kaplan said, "I understand your concern but, I still think it is not much of a burden -- to have a student say that he understands the status of his program and what will happen after he graduates. I am going to leave that up to the Board. That is my concern and I would like to have some discussion on that."

Mr. Obrzut said, "I would like to check on how other states handle this. I do not believe that they do this. I would like to see from a survey of the states overall how this is handled."

Mr. Barr said, "I do not understand what kind of burden it could possibly be. They have got to fill out a lot of forms. How could it possibly be a burden?"

Ms. Pampe said, "If we do it for this particular program then we are looking at 110 other programs. With respect to it being unduly burdensome, it would require additional paperwork and follow-up. That is not to say that we could not possibly do it on this one, if it is so desired."

Chairman Kaplan said, "I think it is an added protection for you."

Mr. Obrzut said, "Some of the classes are transferable. You are giving the impression to the students that none of these classes are going to be transferable."

Chairman Kaplan said, "That can be included in the disclaimer as well -- that many of your courses will be transferable to a senior institution, but this is considered a terminal degree and there may be courses that you take that will not be of an articulating posture."

Ms. Pampe said, "We had to specify on the application for the program in our catalog which is considered an official document, that this is not a transferred program. This is intended to get a job. That is written clearly."

Chairman Kaplan said, "But there is a difference between seeing something and signing something."

Ms. Pampe said, "It is in the catalog. Students are given the catalog when they have an advising appointment. When you go online, it is a change to that computer program to add that."

Mr. Barr said, "I have not heard anything to convince me that there is any burden whatsoever to any of this -- except that you do not want to do it."

Ms. Pampe said, "It is a precedent."

Chairman Kaplan said, "Does any Board Member have further discussion on this?"

Mr. Obrzut said, "Has this been a problem in the past that I am not aware of -- that we had a lot of students complain about this, that they thought these classes were transferable?"

Chairman Kaplan said, "I do not know. This is the first time an issue like this has come up since I have been here. I want the students not to be able to come back to us and say, 'You never told me and I never noticed.' There is a difference between seeing something and noticing it. You can give them the catalog, but they may not notice that it is not transferable. I look at this as a protection for the community college, so they do not have a lot of people coming back and complaining that, 'I thought I could use this towards a teaching degree.' I do not see this as a burden."

Mr. Obrzut said, "Let me bring this back to my Board."

Mr. Alongi said, "Can we defer this until after we review this program after one year?"

Chairman Kaplan said, "We can do whatever the Board says."

Mr. Alongi said, "We are going to get into a long discussion here about something that is peanuts in the long run to these programs. If we are going to look at this program in a year, maybe that is something that we need to look at down the road and not make the requirement now."

Mr. Lamont said, "If we approve the program, we do not have the power to take any action after that. We cannot disapprove the program or get rid of the program. That is not in our power, is it?"

Chairman Kaplan said, "No, and I do not think we would want to do that."

Ms. Pampe said, "It would be the call of the ICCB."

Dr. Carroll said, "I do want to thank Gary for the information that clarifies for me some of the questions that I asked. There are a number of counties that have been cited that indicated they need this kind of program. After a year I would like to have the information about how many of them have been employed."

Chairman Kaplan said, "When you make a presentation at our 2005 meeting, would you include that information?"

Dr. LaVista said, "I need more information on the nature of the view and its timing. Many students that would be in either of these programs, the paraprofessional or the forensics, will be doing so on a part-time basis, so the sort of results orientation within a year may be shallow --within a year or fourteen months there will be many students that have taken a couple of classes."

Chairman Kaplan asked, "Ms. Meyer, what type of timeframe do you think we need?"

Ms. Meyer asked, "How many do you think would graduate by the end of next June?"

Dr. LaVista said, "None. It is a two-year program. Even if the student was going full-time, they would not finish by next year."

Mr. Lamont said, "We would not have any data on jobs until possibly two years from August."

Dr. LaVista said, "I am guessing that the announcement of these programs would be in the upcoming catalogs in March, April, or May. Programs start in the fall, so even a full-time student would not complete in less than two years."

Chairman Kaplan said, "Community College Board will make their report in August 2006."

Ms. Meyer said, "And hope in the meantime that people will look at their programs and think about transparency."

Chairman Kaplan said, "Maybe we can have a six-month review on what colleges are doing in light of the Board's request to do this. Let us set October of 2004 for a Board item giving a presentation on what community colleges are doing in light of Ms. Meyer's expressed concern."

Dr. LaVista said, "I am aware that there are other paraprofessional program proposals in the works that follow in the footprints of the ones we are looking at today. Is there any particular counsel to staff in terms of welcoming those programs -- continuing with the same process we have used?"

Chairman Kaplan said, "No one has the right to assume that the Board is going to be a rubber stamp. No one has the right to assume that issues will not come up at a meeting which may be uncomfortable to those who may be making the proposal. I do not think that is fair to expect of the Board. Reasonable issues raised by Board members are not out of line. You know the Board Members who are concerned with the issues of assessment and the like. If there are issues in the proposal that you are making you should contact that Board Member and explain what you doing, how you are going to deal with this, and how you are going to do assessment. Is everyone on the same page with that?"

Mr. Lamont said, "Absolutely. That is a very important comment."

Dr. Alexander, "I think some of this is a function of the fact that we have only recently been bringing these items to the action agenda and we did that without developing a process for discussing these matters in advance. We will work with you on that. It may be that we want to bring them to you for information one meeting early."

Chairman Kaplan said, "That is a great idea."

Ms. Meyer said, "You may even want to do it earlier than that. Well in advance of that so that you can actually have a good discussion."

Dr. Carroll said, "I have a very high regard for community college degrees and I want to underline that word 'degrees.' When there is a program called a 'degree' that is non-transferable that is my concern. Most urban students who want a degree go to a college and feel that the degree will take them someplace. If we are going to call these degrees, then we have to make sure that the people who are going into them for the vocational aspect know that it is just that. That is why I am in favor of them signing that they know."

Chairman Kaplan said, "As a heads up to all of you with these proposals, you know what the concerns are and I am sure all of you can address them and be prepared to address concerns, giving the Board members enough time to bring up some issues."

Chairman Kaplan said, "I ask for the addition of the written notice requirement signed off by a student. I would expect to have some further discussion on that."

Mr. O'Kelly said, "I went to a community college, but I went to an associate of arts degree. When you sign up for an associate of applied science degree, there is extra paperwork, but I did not have to sign a form. I got a student planning worksheet for how to go about it and

did not have to go to a counselor. Is there any specific requirements for signing up for an A.A.S. degree different from what I had to do?”

Chairman Kaplan said, “Mr. O’Kelly, with your experience, did you have any idea about what a terminal degree was or a transferable degree to a senior college? Did you have any explanation given to you about that?”

Mr. O’Kelly said, “I had a better understanding than most community college students so I do not want to label myself as being the average community college student. I knew and my friends knew that an A.A. or an A.S. transferred. I have learned more about the applied science degrees once I got in student government. It seems more of the applied science students are not traditional and so they have a better understanding of what they need to do and where they need to go. Most people are taking an applied science degree to transfer. That is just my understanding from people who I have know and what I have seen.”

*The Illinois Board of Higher Education, on motion made by Professor Nandi and seconded by Mr. Blakemore, unanimously granted authority to **Illinois Eastern Community Colleges (Frontier Community College, Lincoln Trail Community College, Olney Central College, Wabash Valley College)** to offer the Associate in Applied Science in Paraprofessional Educator.*

*And granted authority to **Kaskaskia College** to offer the Associate in Applied Science in Paraprofessional Educator.*

*And granted authority to **College of Lake County** to offer the Associate in Applied Science in Paraprofessional Educator.*

*And granted authority to **Moraine Valley Community College** to offer the Associate in Applied Science in Paraprofessional Educator.*

*And granted authority to **Oakton Community College** to offer the Associate in Applied Science in Paraprofessional Educator.*

*And granted authority to **Southeastern Illinois College** to offer the Associate in Applied Science in Paraprofessional Educator.*

*The Illinois Board of Higher Education, on motion made by Mr. Alongi and seconded by Professor Gove, unanimously granted authority to **Illinois Valley Community College** to offer the Associate in Applied Science in Forensics Specialist.*

Chairman Kaplan adjourned the meeting at 10:15 a.m.

Respectfully submitted by Linda Oseland, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the February 24, 2004 teleconference meeting.