NEW YORK STATE PROFESSIONAL PREPARATION
COUNCIL FOR PHYSICAL EDUCATION
FALL MEETING
Monday, September 22, 2008
Albany, NY – State Education Building, Room 201

MINUTES

[ 8:15-8:30AM ] CONTINENTAL BREAKFAST – assorted Danish, donuts, mini-muffins, coffee/tea/juice/water

[ 8:30AM ] CALL TO ORDER
Elaine Gregory

- Opening Remarks – “Welcome” – Elaine’s last year of presidency. President-Elect, Susan Dempf will take over next year;
- Sign-in sheet sent around;
- Roster/Contact sheet for schools passed for corrections/updates;
- Peg De Furia, from Syracuse U. will be serving as the recorder today;
- Restroom locations pointed out – down through offices and turn right

- Agenda and Name/School placards ready for pick-up on desk as you enter
- 2007 Minutes accepted
- Introduction of Members – several new faces and different schools represented

Representative Present: Institution
Elaine Gregory, President Roberts Wesleyan College
Susan Dempf, President-Elect Sage Colleges
Peg De Furia, Recorder Syracuse University
Steve Virgilio Adelphi University
Alisa James The College at Brockport-SUNY
Howard Zeng Brooklyn College
Clancy Seymour Canisius College
JoEllen Bailey SUNY-Cortland
Becca Dziekan Geneseo Community College
Jay Cameron Hofstra University
Trini Rangel Houghton College
Raj Subramanian Ithaca College
Shawna Ladda Manhattan College
Lisa Toscano Manhattan College
Rhonda Clements Manhattanville College
Doug Henneberg* Monroe Community College
Gail Tylec Niagara County Community College
Sandra Bargainnier Syracuse University

* Liz Kelly, Treasurer – was unable to make this meeting and sent Doug to represent Monroe CC and to collect checks for from participants

Guest Speakers Affiliation
Alisa James Advisor to the Future Professionals Section, NYSAHPERD
Rich Gervaise Supervisor of Teacher Education, State Ed.
Ellen Massa Associate in Teacher Education, State Ed.
Trish Kocialski Associate in Physical Education, State Ed.

Schools not represented:
Fingerlakes Community College
Nassau Community College
Queens College
Queensboro Community College
St. Bonaventure University
Teacher’s College – Columbia University
Treasurer’s Report – Doug Henneberg (for Liz Kelly)

- Researched possibility of obtaining a Federal Tax ID for this organization
  - At least one institution requested this number prior to cutting any checks to the organization.
  - Any group needs to have $5,000 in the bank before this becomes a necessity.
  - **Decision:** We will remain without a Federal Tax ID for now.

Next Year’s Meeting – Motion (Virgilio): **Change next year’s meeting to a Friday (9/25);**

2nd – Clements; Discussion – we need to wait until after the State Ed. reps. speak to see if they will be available; Motion Amended – to include Thursday (9/24) as a possible meeting date, dependent upon availability of State Ed. personnel and room (201 State Ed. Building, 8:15 continental breakfast).

Announcement: President-Elect Susan Dempf (Sage Colleges) will serve as President in 2009 and 2010 and will be looking for a President-Elect at the next meeting.

[ 8:45 AM ] NYS AHPERD

- **How can we help her? What can this organization provide? What can our colleges do to improve involvement and new membership of future professionals?**
  - Passed out hand-outs of her PowerPoint presentation because we did not have a log-in for the Smart Board.
  - Brockport has a very active major’s club (with regular week night meetings)
  - Benefits the students – professional organization membership; great leadership opportunity
  - Membership to state/national organizations important career-wise.
  - **Additional trends:**
    - only four schools nominated students for PE Major of the Year
    - PE majors’ club may be active, but their Health majors are not
    - there is a steady decrease in pedagogy and doctoral programs available
    - role models are lacking at the college level
  - **Directive:**
    - get your colleagues involved…more faculty involvement
    - advocate for students – there are male and female major of the year awards available
      - (only had seven nominations this year, would like at least 20 in the future)
    - nominate your students for National awards
    - providing funding for students to present (or present with a faculty member) at conferences…sometimes this funding may come from the school (i.e., not your department’s budget)
  - **Reviewed Characteristics of a Quality Future Professional** (page 2 of handout)
    - Knows the benefits of membership in a professional organization
    - Understands and can articulate the structure of state and national organizations
    - Is professionally active in state and national organizations
    - Values membership in their professional organization and professional development
  - **NYS AHPERD CONVENTION: 11/20/08** – hands-on sharing of information on getting more involved (3:45p.m.); ideas to start or re-vamp your own major’s club
  - **Discussion:** currently no real break for students (i.e., no “deals”…still $70 entry fee); lodging is expensive…How about a two-for-one deal…group rates? What if the students work the conference?
  - **Suggestion:** NYS is split into 11 zones – zone boards should be contacted for supplemental funding
  - **QUALIFICATIONS FOR AWARDS:** must be a member for six months, minimum – for major of the year; must be a member for one year for J.B. Nash award
  - **Discussion:** All of these requirements seem geared toward the four year programs; therefore, two year schools are at a disadvantage. More recognition is needed for two-year programs. There should also be a reduced fee for student registration and conference fees. CUNY students have many additional responsibilities (i.e., working two jobs, etc.) so involvement has been limited
  - **Suggestions:**
    - Start with the Zone Conference to gain student interest – cheaper, one-day event so no hotel expense; posted on NYS AHPERD Conference web site.
Suggestions: (Cont.)

- Identify a “point person” at each college…Department Chair is not always the best choice; designate the point person at your institution on the contact sheet for distribution once it is updated…may use faculty advisor or director of teacher certification as point person.
- Since scheduled meetings appear to be problematic at some institutions (so many conflicts with athletic schedules, evening classes, etc.) some schools have instituted a “common hour” when no classes are scheduled.
- Brockport has a “level” system of participation similar to credit cards (platinum, gold, silver, bronze, copper…). Where students earn points and attain higher levels of involvement, where holding an office is worth a set number of points, chairing a committee is worth points, being an active member gives the student additional points; they also have an on-line option for meeting attendance (use Angel, which is similar to Blackboard) where a set number of meetings is required…but some feel this should provide supplemental information where minimal meeting attendance should still be mandatory. Best practice: KEEP IT SIMPLE, one fall and one spring event.

[10:00 – 10:05AM] - SHORT BREAK –

[10:10AM] TEACHER CERTIFICATION
- His new title – Supervisor of Teacher Education in New York State
- 113 institutions in NYS
- Updates from the Board of Regents:
  - Higher Education:
    - State received $3,000,000.00 grant for educational leadership
      - encourage/enlarge leadership programs (experience-based, real-life leadership preparation
      - participant would need to take a leave of absence (but maintain salary) → go into the field while the grant would pay for a substitute for the year of training
    - Rochester City School District – developing a Leadership Academy
    - Physical Education – not considered “liberal arts/science” area so cannot just be certified in Special Ed…so the Special Ed. revamping is still in progress by Board of Regents for certification plan – Special Ed. teachers will eliminate middle childhood certificate: birth → grade 3 (1-6 yrs.); middle childhood; 7th-12th (hardest one – because it requires liberal arts and science major in a teachable subject)
  - Discussion: There is some confusion as to the related fields for P.E. for master’s degrees for professional certification (after the initial certificate) which must lead to a certificate in another field.
    - For master’s degree in Health (certified) – can get professional certification in P.E. as a result (recommended at end of degree program)
    - With concentration in another field – if then trying for P.E. – still need more credits. Health is considered a related field to P.E.; but, P.E. is NOT related to Health leading to the initial certification in another field. The powers that be do not see the link between the two with all the sport-related programs in P.E.
    - Therefore, 12 credits of graduate study are needed in P.E. above and beyond the master’s degree requirements.
- **Safety Education:** ever heard of it? Used to be a certificate – a little bit of everything.
  - Safe environments – a little Health/First Aid/Fire Prevention…a means of expanding teacher preparation to include maintaining a safe environment.

- **Discussion on Certification (cont.):**
  - Perhaps we as a group should compile a list of related fields in HPE – for certificate areas
  - With the advent of on-line resources, much has changed
  - Send all suggestions to: Bob Bentley, Office of Teaching Initiatives [rbentley@mail.nysed.gov](mailto:rbentley@mail.nysed.gov)
  - The on-line information has changed a lot.
  - PE students cannot get a certificate in Special Ed. Must have a TEACHABLE course certification…must be a practitioner…so get a master’s in another area (or different concentration): ex. Science orientation for 30 credits to be used as Childhood Academic Classroom-certificate to be Special Ed. leading to certification but then are not inclined to teach PE. HOWEVER, one can no longer be certified in Childhood 1-6 Classroom applying through Office of Teaching without teacher prep programs whether in or out-of-state.
  - Pedagogical core + Student Teaching – apply to Office of Teaching…but then must take a pass content core exam in order to qualify.
  - Sun-setting certification ➔ Childhood has 400 people applying in every job opening in NYS.
  - TEACH SYSTEM – prior to college, recommend individuals using paper application and humans for processing to get certification. Though, errors on either (which are very specific and require perfect alignment) will cause it to reject and are no longer happening this way: a) The proposal must be correct and b) must have program registered correctly. Any errors in the process will result in a delay.
  - NEEDED: What program the students are in, the program code, the exact degree, exact certificate(s) to be eligible for recommendation. Because everything is now electronic and if there are errors…the information just sits in the computer with no action being taken. If all is correct, the certificate is issued overnight! If problems, contact the help line (Rich Gervais’ office: 518-474-1551) or e-mail the Office of Teaching Initiatives
  - **This is an important announcement from the Office of Teaching Initiatives:** *The availability of the individual evaluation pathway to certification has been extended to February 1, 2012 for applicants seeking certificates in all classroom titles except childhood education. For more information go to [Extension of Individual Evaluation Pathway to Certification](http://www.highered.nysed.gov/tcert/)* from the following website: [http://www.highered.nysed.gov/tcert/](http://www.highered.nysed.gov/tcert/)
  - Rich Gervaise should be contacted for the following: a change in a program, an adjustment or revised program, a changed title of a program…each college has a dedicated member of Rich’s group. Jr. Colleges are not included unless in a joint membership with a four-year college.
  - **There are only two effective certification dates in NYS – September 1st and February 1st**
  - They can all be processed electronically now, and you would receive them in one day.
  - If your college does not confer diplomas other than once/year, the Office of Teaching Initiatives will circumvent with a letter to teach in Sept. (or Feb.).
  - If you put in the wrong registration date = NO CERTIFICATE.
  - Also, you must have a registered (with the state) program to enroll students or the computer will kick it back.

- **ADVANCED CERTIFICATES:** can be anywhere from 9 credits ➔ up (i.e., above and beyond those necessary for the initial certificate).
  - PE can develop program for C.A.S. – e.g., Sports Administration…for those applicants who now want to be PE teachers, but are lacking the pedagogical core) and do not need another master’s degree. So, it is advised, that the C.A.S. is developed to cover the pedagogical core AND the practicum (student teaching).
  - Anyone with CONTENT EXAM QUESTIONS – contact Ellen Massa at NYSED.

- **TRANSFER STUDENTS:** Four-year institutions taking in transfer students from two-year programs (where they are coming in with general ed. and content core for the majority of their credits), the four-year institutions should analyze the data received, because the two-year colleges are not responsible for the exam on content core results.

- **REMINDEERS:**
  - Colleges will lose their programs if they fall below 80% pass rate.
  - Sun-set programs – going back to get an additional certification through transcript reviews without approved programs (on individual basis) is becoming problematic for NYSED. The evaluators are overwhelmed: their phone voice mails are filled and not accepting additional incoming calls; these positions are not funded (and the state is not filling any vacancies at this point).
  - Unfortunately, Tommy Holecek, Senior Certificate Specialist did not attend this gathering.
- Additional Discussion from individual institutions:
  - College at Brockport – website not updated for Teacher Certification; and, their President switches every two years. This should be handled by NYSAHERD (Colleen Corsi). **E. Gregory will contact.**
  - NCCC – What about a SAFETY concentration for a master’s? Does any institution offer these? What should be included? **E. Gregory to pass these queries to Rich Gervaise.**
  - Sage Colleges – suggestion to invite Bob Bentley to talk with this group to include “related fields” of study.

PE Undergraduate concerns/suggestions:
1) Check out State Ed. list for acceptable (allowable courses) for second certification.
2) If they received a master’s degree in a “related field,” would STILL need 12 credit hours of PE.

- Buffalo State – has the 12 credit hours built in for PE…but they must be at the graduate level in this instance (Ed. Technology, Ed. Leadership and/or Ed. Computing).

- Question: What about Athletic Director: K-12 level in Education Administration? To be a Director of PE must have master’s 1st graduation in principal or supervisory role – master’s should be in Education Administration.

- WE NEED TO GENERATE A RELATED FIELDS LIST: based on and including the following standards…
  1) the initial certificate is in PE
  2) a master’s degree in another area STILL requires an additional 12 credits in PE above and beyond
  3) which should professional certification
  4) The currently registered (recognized) master’s programs include but are not exclusive to:
     . Sports Medicine
     . Sports Administration
     . Recreation Education
     . Dance
     . Sports Science
     . Sports Psychology
     . Sports Management

Where does SAFETY ED. fit?????

**[ 11:10AM ]  CONTENT SPECIALTY EXAM EXPERT**

Located in the Office of Teaching Initiatives for NYSED

Ellen Massa

emassa@mail.nysed.gov

- Handout – to Deans/Directors of Institutions of Higher Education Offering Teacher Preparation Programs announcing two new resources provided by NYS from Joseph P. Frey.
  - NYSTCE – New York State Teacher Certification Examinations results report (summary reports)…”to better inform colleges regarding evaluation of their own programs” …calculation of trends over time (started 8/5/08).
  - FACULTY RESOURCES – “developed to provide information concerning appropriate use and interpretation of the data contained in the new report as well as all previous test takers from 1993” - to help students improve on content area (initiated on 9/22/08).

- This information will be used in conjunction with EQUIS – for individuals in colleges who handle data to show performance of students over time on Teacher Certification exams with possible program adjustments as the main purpose.
- Score report contacts: Who at your institution houses the students’ individual scores?
  - Becomes problematic for junior colleges, BECAUSE: each individual has an identifier that is affiliated with only ONE institution at a time…therefore, if the student transfers problems.
  - The system tracks multiple attempts of taking the test all in one year.
  - Also a glitch because reporting will only go to ONE institution.
  - How else can junior colleges get that information?
    - Check with join program at neighboring four-year institution
    - Will need sign-off from individual test taker to get that information, however.
    - If you just need general information, ask for data without individual’s name attached.
    - Be sure to cc: Rich Gervaise and/or Ellen Massa when requesting information from the four-year school.
- DEFINITION OF: Program Completer – one who has “fulfilled all requirements”
  - Completed all coursework
  - Taken exam with content specialty
  - Completed student teaching
  - AND, being recommended by college for certification

The question is, should they all be at 100% - **ANSWER: Title II demands must be 80% or higher.**

★ TEACHER FILE: includes - candidate has already been fingerprinted and is done with student teaching…but, if this person will probably (or be perceived as) have a hard time with the content core…they may NOT be recommended; those having problems with content core make the college look badly, so the college may opt to NOT recommend this student for certification.
- OPTIONS: candidate can try for Independent Certification meeting specific standards – but reporting data varies and may work against the program.
Mei Zhou (mzhou@mail.nysed.gov) works with Title II reports...pronounced MAY ZHOO...in Rich G.'s office.

Discussion on Certification Exams:

- Question: When the student takes the exams and is supposed to check off a school – can the individual leave that blank? YES – all test taker’s data differs from Title II data, where the colleges identify these test takers. Therefore, if the college identifies the student as being in the program, the form is complete – even if the student did not check off which college on the form (left it blank) – the school will still get the report.
- Question: Are practice exams available? Is there a resource booklet? ANSWER: There are “preparation guides” on-line for teacher certification giving content outline/framework, but only one sample of multiple choice questions from each major content area available; there is a sample of constructive response questioning – with a strong response: scoring rubric available as well (like a Regents exam).
- Test questions are secure and recycled on a regular basis. They are expensive to generate – a college committee prepares them, then they are pilot-tested before making each question available for the actual exam.
- What about validity? It seems “fitness-heavy” – geared toward kinesiology. ANSWER: It has an acceptable index of relevance for job-related to PE. Pretty well checked by fair-sampling, diversity, small and large school representatives in accordance with importance to the field and relates to current learning standards. Statistical data run checking indices. Also, reliability is checked. So, it is fairly solid.
- Theoretically speaking, there is a built in framework where a percentage of the questions (5-6/test) are dedicated to each of the main sub-areas, where individual objectives are covered per sub-area….so, these tests should not be overly focused on any one topic, in this case, fitness. The state will look into it if development of the test is slanted. There is a booklet available – but errors have been noted. The Physical Education field has evolved so rapidly that there are already some inaccuracies on the current exam.
- It has been suggested that this committee become involved in the design of the exam AND when it should be taken. Suggestion: if it remains “science laden,” it should be taken the final semester.
- Question: Is this “framework” aligned with K-12 learning standards? Are these aligned with NCATE and NASPE standards? Answer: The process skills vs. product outcome has been updated so the test checks what a NYS teacher needs to know according to NYS learning standards…if accreditation requires more, then the school’s program may need to be adjusted.
- Of all 90 questions, a small percentage are assigned to pedagogical issues. Much is science-related. Suggestion: Make sure students review all content areas for specialty test and have them take it at the end of their program.
- Point of interest: when the “framework” was designed (1993), Standard 1-B did not exist, therefore, there is nothing to compare it to. NES did a god job of putting the test together, but the actual committee was never consulted as to the finished product.
- Question: Who wrote the specific questions? Answer: Pearson – an outside agent – has content area individuals who write them.
- Excelsior College – solicited test questions from professors in the field and they were poorly written. It takes a good deal of time and energy to know how to write test questions. That is the reason why an outside company (the staff at Pearson) writes them as they are technically sound in that: they are relevant to the field, with one correct (though others are plausible but incorrect) answer. If the company has concerns about any of the test questions as written, they would have to be changed or thrown out.
- TEACH SYSTEM – initial glitch, while both are acceptable and available, your could take EITHER the Elementary Test OR the Secondary Test.
- SOLUTION: The next time the Physical Education content specialty test committee meets, we are all invited. Call Ellen Massa.
- Important websites: www.NYSTCE and www.highered.nysed.gov

[12:05PM] LUNCH BREAK – ham/turkey/tuna wraps, potato salad, potato chips, fresh fruit, chewy cookies, coffee/tea/soda/juice/water/hot cocoa

[12:37PM] [MEETING RESUMED] P.E. PROFILES Trish Kocialski, Associate for PE-SED
- Distributed one P.E. Profile/member present
- Started training to this initiative last year to 699 school districts across the state...273 left to train
- No VISTA-compatible copy and pressed before Microsoft 2007...so cannot print from it.
- Located on the NYSED website: www.emsc.nysed.gov/ciai/pe/profile.htm with toolkit available!
- Curriculum, Instruction and Instructional Technology (CI & IT) E-BLAST ➔ monthly updates of what’s new: NASPE STARS – grants/applications; PECAT; PETET
- OSC Audits – Gov. Spitzer said NYS standards and regulations are strong – but uncontrolled. Must make sure they are compliant: checklist of what they SHOULD have, DO have with documentation
Since 1982, these school districts have been required to review and revise their P.E. plans yearly. After seven years – discard paperwork – rather have them submitted electronically. The state does not require specifics (i.e., how many weeks/topic) but does give variety of experiences in broad terminology.

Local school districts design their own curriculums

All NYS P.E. rules and regulations are located on the commissioner’s web page.

Education Law (EL Sect. 803) takes precedence; however, where all schools must have individuals certified to teach such subjects.

**Item #2 – days/minutes requirements.** At the elementary level (120 minutes total) the daily allotment falls short.

**Instructional Period:** planned sequential learning experience…

**Question:** Where is the breakdown of NYS law to have an approved program in higher education institutions? **Answer:** See http://eservices.nysed.gov

**Question:** What criteria is used to develop an approved program? **Answer:** See requirement description OR ask Higher Ed.

**Standard 1-B…look under Assessment / P.E. Profiles / PE Profile #2 kit → # 7…hand-outs → must check updates.**

New scenarios will be added (when Trish has time) if you have any suggestions, contact her; pkocials@mail.nysed.gov

**Suggestion:** What the students should know:
- make sure your students have this website: www.emsc.nysed.gov
- learning standards are available → not to be used as curriculum for charter schools, however.
- severe disability standards are available as well
- Adaptive P.E. has a separate section
- Questions; contact aschiano@mail.nysed.gov
- Coaching requirement Guidelines on web site
- Website also has links to professional organizations
- Two ways of getting to the same information: ciai/physed.html OR VLS – virtual learning system (information also included in E-BLAST).

**Discussion:**
- Question about audits: What if districts have not complied with standards? **Response:** The majority of schools in this district were non-compliant (i.e., only one of 21 schools), which stimulated the governor – so did the obesity crisis! So, BMIs are now required. Gov. Patterson is supportive of the initiatives by former Gov. Spitzer.
- State Ed is NOT a department of the government. The State Ed. commissioner does NOT answer to the governor. The State Ed. commissioner reports to the board of regents (so we are out of the political mix)...which is not so good because we need some action and the government might be helpful.
- Common problems with schools: lacking facilities; lacking personnel; lacking equipment – all of which are costly.
- We must learn to think outside the box – where the elementary classroom teachers are working together with elementary P.E. teachers instead of alienating each other…this should not entail a turf war!
- Wellness Policies: was a result of a Federal mandate where child nutrition programs came into effect. However, perhaps a comprehensive plan might work better – where health, nutrition and P.E. all align.
- Some pro-active people (i.e., the governor’s wife) are already interested in health issues in schools.
- **Point of Interest:** At the Sage Colleges, Special Topics courses worth one credit, were added to senior schedules the semester before the student-teaching experiences utilizing the P.E. profiles tape as the textbook in conjunction with the methods class and the practical experience. Their reasoning was two-fold: 1) prepares the student to be ready to use or is now knowledgeable of the profile, which can provide a model for the districts still stuck in the “dark ages,” as well as have the more advanced school districts open to assessments; and 2) have materials available on NCATE requirements (assessment proof).
- Some students attended training with their host teacher and walked through the ZONE training with Trish, who will e-mail syllabus of course to everyone.
- **Reminder:** You cannot videotape students in the field…it’s a Civil Rights issue. Teachers can be videotaped – but the students (participants) cannot.
Adaptive – (IEP) suggested process: review documentation on student; shadow host teacher using P.E. profile-generated-style assessments; check out raw data…only one piece of the puzzle.

For NCATE evidence/proof: differentiate level of performance through various assessments.

When submitting rubrics include: raw data/individual; pre-test/post-test; variety of different skills

Points of Interest: Canisius is also using the P.E. Profiles – 3 week unit; practice the different assessments in the gym. These P.E. Profiles are very regimented and therefore difficult to implement in limited facilities – so they are not realistic for huge classes. (PPE 371: which is taken before secondary methods course).

It was mentioned, that you really do not need to submit tapes to NCATE. They look at the documentation.

At the Sage Colleges, peer feedback is provided during micro-teaching taping in senior seminar.

Again, it was emphasized that the student-teachers really DO need to be video-taped and reviewed, because they do not believe you or agree with your assessments of their teaching.

We should all be using the P.E. Profiles as an agent of physical education. This CD Rom information can be copied and pasted into your hard-drive. However, there is not enough bandwidth on Blackboard or Angel-type information systems to copy and paste information where students can access it more easily.

This does require consistency (when the trainers are trained) at the upper level: in disseminating P.E. Profiles information.

Aldelphi University – their methods instructors are learning to use the P.E. Profiles for their specific sport.

College at Brockport – P.E. Profiles used in all methods classes – showing this is how to assess, now, are you meeting the standards? when going into secondary methods critiques. They are tending to move away from the traditional “tests and measurements” and opting to use the P.E. Profiles instead…they watch the video then perform it, live.

NYSAHPERD – will be addressing Elementary and Middle School Assessment Tools.

Manhattan College – also did away with tests and measurements and are adapting the P.E. Profiles assessments instead.

SUMMARY:

Elaine Gregory

1) Updated contact sheet will be sent electronically to everyone by Elaine Gregory
2) Website issue: will be addressed from Brockport → NYSAHPERD; Elaine G. will contact Colleen Corsi
3) Formulated a related-field list: Elaine Gregory and Susan Dempf will talk with Bob Bentley and Rich Gervaise to find out the specific contact people and then e-mail everyone for brain-stormed suggestions.
4) Meeting Date – traditionally held on Monday…but maybe a different day or day(s) would make it easier for others to attend. The State Ed. people are here all week, M-F, so…vote taken to hold the next annual meeting on Friday, 9/25/09. Call-to-question: Friday only meeting…6 for; 7 opposed; 1 abstained.
Hofstra suggested a Thursday meeting (Cortland 2nd) vote: 10 for, 4 opposed, 1 abstained; Result: motion carried: Next meeting = 9/24/09.

[1:52PM] MEETING ADJOURNED

Respectfully Submitted:
M.L. De Furia (Syracuse University)
NYSPPCPE – Recorder
12/22/08