



New York State Assembly

Carl E. Heastie, Speaker

ANNUAL REPORT 2015

A dark blue silhouette of a city skyline, including various skyscrapers and buildings, positioned behind the large white text of the title.

Committee on

Higher Education

Deborah J. Glick, Chair



DEBORAH J. GLICK
Assemblymember 66TH District
New York County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

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Higher Education Committee
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COMMITTEES
Governmental Operations
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December 15, 2015

The Honorable Carl E. Heastie, Speaker
New York State Assembly
State Capitol, Room 349
Albany, New York 12248

Dear Speaker Heastie:

On behalf of the members of the Assembly Committee on Higher Education, I respectfully submit to you the Committee's 2015 Annual Report which highlights our activities over the past year.

The 2015 Legislative Session was a productive one. The 2015-16 Legislative budget for higher education provided \$90 million in additional funding above that proposed by the Executive. The Executive proposal maintained State support for community colleges at prior-year levels of \$2,497 for each full-time equivalent (FTE) student. The Legislature added \$20 million to the Executive's proposal, bringing funding levels from \$2,497 to \$2,597 per FTE student at SUNY and CUNY community colleges. The Legislature also provided an additional \$1.4 million for the Tuition Assistance Program (TAP) to address the inconsistency in law that had been preventing students with disabilities from receiving TAP. The Legislature established the New York Achievement and Investment in Merit Scholarship (NY AIMS) to provide a \$500 award each year for up to four years of undergraduate study to New York State high school graduates who achieve academic success. The Legislature also successfully restored \$18.6 million to the SUNY Health Science Centers at Stony Brook, Syracuse, and Brooklyn providing a total of \$87.9 million.

The Legislature provided a 20% increase for opportunity programs administered by SUNY and CUNY, providing an additional \$5.72 million for the Educational Opportunity Program (EOP); \$5 million for the Search for Education, Elevation, and Knowledge (SEEK) Program, and; \$241,000 for the College Discovery Program. The

Educational Opportunity Centers (EOC's) also received an increase of \$1.5 million, for a total funding level of \$52.5 million. The Legislature provided a 15% increase for opportunity programs administered by the State Education Department (SED), providing an additional \$2.99 million for the Higher Education Opportunity Program (HEOP); \$1.5 million for the Liberty Partnership Program (LLP); \$1.33 million for the Science and Technology Entry Program (STEP), and; \$1 million for the Collegiate-STEP (CSTEP) Program. In addition, the Legislature established the Foster Youth College Success Initiative to provide support services to assist youth in foster care to apply for, enroll in, and succeed in college.

The Legislature restored and increased funding for SUNY and CUNY child care centers providing \$2.1 million to SUNY child care centers and \$1.7 million to CUNY child care centers. The Legislature provided an additional \$500,000 in support of CUNY's Linking Employment, Academics, and Disability Services (LEADS) program. The Legislature restored \$1.5 million in funding for SUNY's Graduation, Achievement and Placement (GAP) Program. Finally, the Legislature restored and increased funding for ATTAIN Labs and CUNY's Accelerated Study in Associate Programs (ASAP), providing \$2.5 million for each.

The Committee's efforts were not limited to fiscal concerns. In fact, the 2015 Legislative session addressed several pressing issues that reflect the varied priorities of the Higher Education Committee. The Legislature passed bills that were enacted: requiring electronic instructional materials for college students with disabilities; establishing the "Interstate Reciprocity Agreement for Post-secondary Distance Education Programs;" implementing uniform policies and procedures to prevent and respond to cases of domestic violence, dating violence, stalking, and sexual assault; authorizing pharmacists to administer certain vaccinations; providing for the licensure of occupational therapy assistants; allowing technicians to administer certain psychological or neuropsychological tests; extending the Collaborative Drug Therapy Management Program; enacting the "Veterinary Emergency Response and Mobility Act," and; allowing certified school psychologists to conduct multi-disciplinary evaluations of preschool children. The Executive vetoed important legislation establishing five-year capital plans for SUNY and CUNY and providing for modifications to the maintenance of effort of provision contained in NYSUNY 2020 for SUNY and CUNY. The Assembly passed legislation that would ban conversion therapy on individuals younger than 18 years old. Finally, the Assembly also passed the New York State DREAM Act, which would provide state-aided programs, scholarships, or other financial assistance to undocumented students who meet certain requirements. The Committee will continue to vigorously advocate for this legislation.

As you can see, much has been accomplished this year, but much still remains to be done. Thank you for your leadership and steadfast support of our State's higher education community. I am proud of my eighth year as Chair of the Higher Education

Committee and thank you for the opportunity to continue working with you and my colleagues toward our shared goal of ensuring that our systems of public and private higher education remain the best in the nation.

Sincerely,

A handwritten signature in black ink, reading "Deborah J. Glick". The signature is written in a cursive style with a large, stylized initial 'D'.

Deborah J. Glick
Chair
Higher Education Committee

2015 ANNUAL REPORT

NEW YORK STATE ASSEMBLY

STANDING COMMITTEE ON HIGHER EDUCATION

Deborah J. Glick, Chair

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Charles LeDuc, Legislative Analyst
Charles LeDuc & Louise Mahon, Committee Clerks
Jeannine Barcher, Program and Counsel Executive Secretary

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I. COMMITTEE JURISDICTION

The Committee on Higher Education is responsible for the initiation and review of legislation relevant to higher education and the professions in New York State. It is primarily concerned with policy initiatives affecting the State University of New York (SUNY), the City University of New York (CUNY), the independent colleges and universities of New York, proprietary vocational schools, student financial aid, and the licensed professions. However, because of the complex and comprehensive nature of New York's system of higher education, the Committee has also been involved in shaping legislation in such diverse public policy fields as health care, economic and workforce development, technology, capital financing, and elementary and secondary education.

The New York State system of higher education has been heralded for decades for its quality and comprehensive service to the public with a full range of academic, professional, and vocational programs. The three components of this system include the State University of New York (SUNY), the City University of New York (CUNY), and the numerous independent colleges and universities, proprietary colleges and schools located within New York State.

In addition to providing support to the state-operated campuses of SUNY and the senior college programs of CUNY, New York State contributes financially to community colleges and provides direct aid to independent colleges and universities. The State also demonstrates its commitment to higher education through funding one of the country's largest state-supported Tuition Assistance Programs (TAP), a need-based grant program that helps eligible New York State residents pay tuition at approved higher education schools in the State (both public and private institutions).

The Committee on Higher Education also monitors the ongoing activities of the 53 professions, which the State Education Department (SED) is charged with licensing and regulating. Through careful consideration of legislation affecting the professions and through the monitoring of the professional discipline functions of the State Education and Health Departments, the Committee endeavors to protect the health, safety, and welfare of the public and to ensure the maintenance of high standards and competence within the professional realm.

This report summarizes the activities and achievements of the Assembly Committee on Higher Education in each of its major areas of responsibility during the 2015 Legislative Session.

II. HIGHER EDUCATION

A. Budget Highlights

The 2015-16 Legislative budget for higher education provided \$84.5 million in additional funding for SUNY and CUNY above the Executive proposal. This increase includes an \$18.6 million restoration to the three SUNY Health Science Centers, a \$20 million increase in SUNY and CUNY community college base aid, and a 20% increase across the board for the access/opportunity programs.

1. Community Colleges

This year, the Executive proposal maintained State support for community colleges at prior-year levels of \$2,497 for each full-time equivalent (FTE) student. Base aid is the State's responsibility for its share of community college budgeted operating costs. The State, the sponsoring locality, and the students share in the operational costs of community colleges and therefore the level of State support that community colleges receive directly affects tuition rates and local contributions. Statutorily the State is obligated to pay one-third of a community college's operating costs and up to forty percent of these costs for full opportunity schools. Recognizing the importance of preserving the State's support of community colleges, the Legislature proposed an increase in funding of \$13.8 million for SUNY and \$6.2 million for CUNY community college base aid above the Executive proposal. The Executive accepted the Legislature's \$100 per FTE increase, bringing base aid from \$2,497 per FTE student to \$2,597.

The Legislature restored \$1.5 million in funding for the Graduation, Achievement and Placement (GAP) remediation program at SUNY community colleges. In addition, the Legislature restored and increased funding for the Accelerated Study in Associate Programs (ASAP) for CUNY community colleges, providing \$2.5 million.

The Legislature authorized SUNY community colleges to consult with BOCES to identify new or existing programs offered to students that would allow a student to pursue an associate of occupational studies degree from a community college upon high school graduation and ensure that students are aware such programs exist.

The Legislature accepted the Executive proposal to provide that up to three community school grants may be awarded at SUNY and up to two community school grants may be awarded at CUNY in an amount up to \$500,000 to be paid over a three year period to improve student outcomes through the implementation of community schools programs that use community college facilities as community hubs to deliver co-located or college-linked child and elder care services, transportation, health care services, family counseling, employment counseling, legal aid and/or other services to

students and their families.

The Legislature modified the Executive proposal requiring each SUNY and CUNY community college to complete a performance improvement plan in order to receive funding from the Next Generation NY Job Linkage Program. The performance improvement plan would include, but not be limited to, criteria to improve access, completion, academic and post-graduation success and services, research, and community engagement and must be approved by the SUNY and CUNY Board of Trustees by December 31, 2015.

The Legislature also modified the Executive proposal to establish regional community college councils at SUNY. The work of the regional councils would be to set program development, enrollment, and transfer goals on a regional basis; coordinate education and training program offerings within each defined region, and; establish goals to improve student outcomes. When coordinating education and training offerings, community colleges must ensure that the needs of the residents of the local community and host county are met by the local community college and the needs of the residents of the community and county remain the community colleges' primary concern.

2. SUNY State Operated Colleges and CUNY Senior Colleges

The Executive proposal provided \$987 million in state supported operating aid to SUNY, an increase of \$7.5 million from the 2014-15 State Budget, and \$536.5 million in state supported operating aid to CUNY, an increase of \$9.9 million from the 2014-15 State Budget. The Legislature restored and increased funding for SUNY and CUNY child care centers providing \$2.1 million to SUNY child-care centers and \$1.7 million to CUNY child-care centers. The Legislature provided an additional \$500,000, for a total of \$1.5 million, in support of CUNY's Linking Employment, Academics, and Disability Services (LEADS) program. CUNY's LEADS program offers individualized career guidance and support to students with disabilities enrolled in CUNY schools. The program is free for eligible students and provides them with academic advisement, internship and job seeking assistance, free textbooks, and career counseling. The Legislature restored and increased funding for the Advanced Technology Training and Information Networking (ATTAIN) lab program, providing \$2.5 million. ATTAIN labs are located across New York States' most economically challenged urban and rural communities and provide communities access to new technologies, education, and technology training.

The Legislature provided \$4.68 million for the support of SUNY collectively bargained obligations. The Legislature provided an additional \$1.5 million for Educational Opportunity Centers (EOCs), providing a total of \$52.5 million. EOCs provide academic and vocational training to adults to help them obtain the skills and

credentials they need to pursue higher education and/or to secure career oriented employment.

The Legislature modified the Executive proposal requiring the SUNY and CUNY Board of Trustees to develop a plan to make available to students beginning in the 2016-17 academic year, approved experiential or applied learning activities. The plan must be completed by June 1, 2016 and will have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.

The Legislature also modified the Executive proposal requiring each SUNY and CUNY college to complete a performance improvement plan in order to receive funding from a SUNY or CUNY investment and performance fund. The performance improvement plan would include, but not be limited to, criteria to improve access, completion, academic and post-graduation success and services, research, and community engagement and must be approved by the Board of Trustees by December 31, 2015.

3. SUNY Health Science Centers

The Legislature successfully restored \$18.6 million in support to provide \$87.9 million to the SUNY Health Science Centers at Stony Brook, Syracuse, and Brooklyn. The \$18.6 million in funding will be divided equally among the three SUNY Health Science Centers.

4. Independent Colleges and Universities

This year, the Legislature increased funding for the Higher Education Opportunity Program (HEOP) by \$2.9 million, providing \$29.6 million in order to keep its commitment to help disadvantaged students gain access to private colleges. The Legislature also accepted the Executive's proposal to maintain funding for Bundy Aid at the prior year level of \$35.1 million. Bundy Aid, formally known as Unrestricted Aid to Independent Colleges and Universities, provides direct support to higher education institutions based on the number and type of degrees conferred by the college or university.

In addition, the Legislature accepted the Executive proposal making statutory changes to continue the Higher Education Capital Matching Grants Program (HeCap) for Independent Colleges. An additional \$30 million was also appropriated for the program. HeCap awards private colleges funding based on enrollment and relative student financial need as measured by total awards provided through the Tuition Assistance Program (TAP), and requires a three to one (non-State to State) match by institutions. Grants may be used for the design, construction, or acquisition of new facilities, rehabilitation and repair of existing facilities, or for any projects for targeted

priorities including economic development/high technology (including wet labs), critical academic facilities, and urban renewal/historic preservation. These grants are awarded by the Higher Education Capital Matching Grant Board.

5. Financial Aid

Tuition Assistance Program

New York State is fortunate to have one of the most comprehensive systems of financial aid in the United States. At the forefront is the Tuition Assistance Program (TAP), New York's largest grant program that helps eligible New York residents pay tuition at approved schools in the State. Award amounts are determined by net taxable income (up to \$80,000) and financial status (independent or dependent). Depending on income, TAP awards can range from \$500 to \$5,165 with low-income students receiving larger awards. The TAP program helps keep college accessible and affordable for students who would otherwise not be able to attend.

The Legislature provided an additional \$1.4 million for TAP to address the inconsistency in law that has been preventing students with disabilities from receiving TAP when they attend college part-time by modifying academic progress standards for those students.

Scholarship/Loan Forgiveness Programs

The Legislature modified the Executive proposal to establish the Get on Your Feet Loan Forgiveness Program to provide loan forgiveness to students who: graduate from a NYS high school and college; apply for the program within two years of college graduation; participate in a federal income-driven repayment plan payment; have an income of less than \$50,000; live in New York; and work in New York, if employed. Recipients would receive an award equal to 100% of his or her monthly federal income-driven repayment plan payments for the first twenty-four months of repayment under the federal program.

The Legislature also modified the Executive proposal requiring the Department of Financial Services (DFS), in consultation with the Higher Education Services Corporation (HESC), to develop a standard financial aid letter to be used by all vocational institutions, colleges, and universities in New York State.

The Legislature provided an additional \$250,000 for the Social Worker Loan Forgiveness Program, providing \$1.48 million in funding. The Legislature also provided an additional \$50,000 in funding for the New York State Young Farmers Loan Forgiveness Incentive Program, for a total funding level of \$150,000.

The Legislature established the New York Achievement and Investment in Merit Scholarship (NY AIMS) to provide a \$500 award each year for up to four years of undergraduate study to New York State high school graduates who achieve academic success. To be eligible for an award, a student must achieve two of the following during high school: graduate with a GPA of 3.3 or above; graduate with an “honors distinction” on a New York State Regents diploma or receive a score of three or higher on two or more AP exams; or graduate within the top 15% of their high school class. An appropriation of \$5 million was provided for this scholarship program.

Access Programs

Access to higher education has been a long-standing concern of this Committee. Over the years, the Legislature has created programs which provide special assistance to educationally and economically disadvantaged students, underrepresented groups, and “at-risk” youth (students who require additional support in order to achieve academic success). The Assembly has been committed to ensuring that all students have access to higher education and ensuring their academic success through the support of access programs.

Through counseling, remedial coursework, financial assistance, drop-out prevention, and skills training, these programs are dedicated not only to encouraging enrollment in college, but also helping to ensure success in the postsecondary academic environment. New York’s Access Programs include:

*The Higher Education Opportunity Program (HEOP) provides critical access programs for educationally and economically disadvantaged students who attend independent institutions of higher education. HEOP programs serve approximately 4,600 students through 53 programs including pre-freshman summer programs, remedial and developmental courses, tutoring, and counseling. HEOP students, who do not meet the traditional academic criteria when they are admitted to college, typically earn their degrees at rates that equal or exceed other students. With mentoring and support, 59% of HEOP students graduate within five years of enrolling. There are over 36,000 HEOP alumni. The Legislature increased funding for HEOP by \$2.99 million, providing \$29.6 million in funding.

*The Education Opportunity Program (EOP) provides academic support and financial aid to students who attend public institutions of higher education and show promise for mastering college-level work, but who may otherwise not be admitted. In 2014, EOP supported 9,404 students through programs including special tutoring, and academic, career, and personal counseling. EOP services are available at most SUNY schools, at all CUNY senior colleges through the Percy Ellis Sutton Search for Education, Elevation, and Knowledge (SEEK) program, and at all CUNY community colleges through the College Discovery program. The Legislature increased funding for EOP by \$5.72

million, providing \$26.8 million in funding; increased funding for SEEK by \$5 million providing \$23.3 million in funding; and increased funding for College Discovery by \$241,000, providing \$1.12 million in funding.

*The Liberty Partnerships Program (LPP) serves approximately 11,500 middle, junior, and senior high school students who are at risk of dropping out. LPP also assists students in completing high school, preparing for and entering college, and obtaining meaningful employment. LPP has a retention rate of 99% and a graduation rate of 92%. The Legislature increased funding for LPP by \$1.5 million, providing \$15.3 million in funding.

*The Teacher Opportunity Corps (TOC) has the goal of attracting more African-Americans, Hispanics, and Native Americans to the teaching profession and to prepare these individuals to work effectively with students who are at risk of academic failure and dropping out of school. TOC is also considered to be a model of excellence for teacher education programs. The Legislature accepted the Executive's proposal to maintain TOC funding at \$450,000.

*The Science and Technology Entry Program (STEP) and Collegiate-STEP (CSTEP) programs were created to encourage the attendance of more students of underrepresented and economically disadvantaged populations by helping these students enter collegiate study and careers in scientific, technical, and health-related fields. The Legislature increased funding for STEP by \$1.33 million, providing \$13.17 million in funding, and increased funding for CSTEP by \$1 million, providing \$10 million in funding.

*The State provides small awards for Native Americans pursuing post-secondary study in New York. This access program offers financial aid to eligible Native Americans and has been critical in addressing the underrepresentation of this population in New York State's higher education system. The Legislature accepted the Executive proposal to maintain funding for post-secondary aid to Native Americans at \$598,000.

The Legislature also established the Foster Youth College Success Initiative to provide support services to assist youth in foster care to apply for, enroll in, and succeed in college by allowing SED to allocate additional funding to expand opportunities through current post-secondary opportunity programs for foster youth.

B. Legislative Highlights

1. *Community Colleges*

New York State has 37 public community colleges: 30 within the State University system and 7 within the City University system. With an enrollment of approximately 340,000 students, community colleges provide a primary source of access to higher education opportunities. The community colleges of SUNY and CUNY are referred to as “full opportunity” institutions, accepting all recent high school graduates and returning residents from the colleges’ sponsorship areas.

Community colleges are unique in that they are financed cooperatively by three partners: the State, a local sponsor, and the students. Community colleges are primarily governed by the local sponsor, assuring that these institutions have greater flexibility to respond to the local educational needs of their unique student population. Many community college students are non-traditional students who return to college later in life, attend part-time and/or combine work and family responsibilities with study.

2. *City University of New York*

Founded as the Free Academy in 1847, the City University of New York (CUNY) has grown into the largest urban university in the nation. CUNY is also the third largest university in the country and comprises 24 campuses throughout Queens, Brooklyn, Manhattan, the Bronx, and Staten Island. It includes 11 senior colleges, a two-year preparatory medical program, an honors college, a journalism school, a school of professional studies, a law school, a graduate center, and 7 community colleges. Through this network, CUNY provides educational opportunities and skills training to an ethnically and culturally diverse population of approximately 275,132 students annually: 175,174 at the senior colleges and 99,958 at the community colleges.

3. *State University of New York*

The State University of New York (SUNY) is the largest public university system in the nation, embracing 64 distinct individual campuses located in urban, suburban, and rural communities across New York State. These 64 campuses offer a full range of academic, professional, and vocational programs through their university centers, comprehensive colleges, colleges of technology, and community colleges. SUNY enrolls approximately 459,550 students in over 7,000 programs of study.

4. *Independent Colleges and Universities*

New York State is fortunate to have the most diversified and largest independent sector of higher education in the nation. According to the Commission on Independent Colleges and Universities (CICU), in 2011, nineteen percent of the students enrolled in

the independent sector in New York State were minorities. The independent colleges and universities of the State enroll nearly 487,026 students. New York not only boasts the nation's largest private university, New York University, it also prides itself on numerous outstanding small colleges as well. Independent campuses throughout New York State have a collective annual economic impact of \$74.3 billion, employ 394,386 New Yorkers, and have a \$26.5 billion payroll.

Providing for the Investigation of Crimes and Crime Reporting on College Campuses

A.873 Braunstein, Chapter 537 of the Laws of 2015. This bill would require that each college and university inform the victim of a sexual offense of their rights and options in notifying local law enforcement and provide assistance in notifying such authorities if the victim so chooses.

Enacting the New York State Dream Act

A.4311 Moya, Passed Assembly. This bill would:

- Create a DREAM Fund, administered by a newly created DREAM Fund Commission, in order to provide private scholarships to college-bound students who are the children of immigrants.
- Allow undocumented students to be eligible for TAP, scholarships, and opportunity programs if they meet the following criteria:
 - Attended an approved NYS high school for two or more years, graduated from an approved NYS high school and applied for attendance to a NYS college or university within 5 years of receiving their NYS high school diploma; or
 - Attended an approved NYS program for a state high school equivalency diploma, received their state high school equivalency diploma and applied for attendance to a NYS college or university within 5 years of receiving their state high school equivalency diploma; or
 - Otherwise eligible for in-state tuition at SUNY, CUNY or community colleges as prescribed by their admission criteria.
- Allow undocumented individuals to open a New York State 529 family tuition account under the New York State College Tuition Savings Program and/or be a designated beneficiary on an account if they have a taxpayer identification number.

Undocumented students would be required to file an affidavit with their college/university stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so.

Additionally, this bill would direct the president of the Higher Education Services Corporation (HESC), in consultation with the commissioner of the State Education Department (SED), to establish an application form and procedures for eligible students to apply for applicable awards without having to submit any information to any other state or federal agency, and under the presumption of confidentiality.

Expanding the Maintenance of Effort Provision for SUNY and CUNY

A.5370-A Glick, Veto Message #280. This bill would include (1) the SUNY Health Science Centers and (2) all SUNY and CUNY mandatory costs, including collective bargaining costs and other non-personal services costs such as utility costs, building rentals and other inflationary expenses incurred, in the maintenance of effort provision for SUNY and CUNY beginning in state fiscal year 2016-17.

Establishing a New Tuition Rate for Distance Learning at SUNY and CUNY

A.5962-A Glick, Chapter 437 of the Laws of 2015. This law authorizes the SUNY Board of Trustees and the CUNY Board of Trustees to establish a separate category of tuition rate for non-resident students enrolled in distance learning courses. The new tuition rate must be more than the tuition rate charged for resident students but less than tuition charged for non-resident students.

Allowing Proprietary Schools to Operate Under Candidacy Status

A.6901 Glick, Chapter 120 of the Laws of 2015. This law extends for an additional three years, the law that allows proprietary schools to operate under a candidacy status for a period of one year, with a possible six month extension, while its application for licensure is considered by the State Education Department.

Authorizing the Transfer of Funds to Support the Oversight of Proprietary Schools

A.6973-A Pichardo, Chapter 264 of the Laws of 2015. This law extends the authorization, for an additional four years, that allows assessments collected by the State Education Department from proprietary schools for the Tuition Reimbursement Account to be deposited into the Bureau of Proprietary School Supervisions Account when the net balance of the Tuition Reimbursement Account is greater than \$1.5 million in order to assist in funding the State Education Department's oversight of the proprietary school sector.

Requiring Reimbursement of Past Due Funds to the SUNY Hospitals

A.7252-B Magnarelli, Veto Message #261. This bill would require the Office of the State Comptroller to reimburse to a SUNY Health Science Center, any past due tuition, fees,

and medical charges collected by the Attorney General on behalf of the SUNY Health Science Center within thirty days.

Establishing Five-year Capital Plans for SUNY and CUNY

A.7388 Glick, Veto Message #267. This bill would require the Executive budget to include a five-year capital plan for SUNY and CUNY beginning in 2016 and every year thereafter. The capital plans must provide for 100% of the annual critical maintenance needs identified by each university system and may include funds for new infrastructure or other major capital initiatives, provided that funding for new infrastructure does not count towards meeting the overall critical maintenance requirement. If the capital plan is unable to fund 100% of the critical maintenance needs, the Director of Budget would develop a five-year capital plan that would annually reduce the overall facility condition index for each university system. The apportionment of capital appropriations to each SUNY or CUNY college would be based on a methodology to be developed by the Director of Budget, in consultation with SUNY and CUNY.

Extending the Authorization for SUNY to Lease Land at Stony Brook University

A.7748 Englebright, Chapter 535 of the Laws of 2015. This law authorizes SUNY to extend the terms of a land lease from 60 years to 83 years at the State University of New York at Stony Brook.

Requiring Electronic Instructional Materials for College Students with Disabilities

A.8030 Cusick, Chapter 219 of the Laws of 2015. This law extends for an additional three years, the requirements for publishers and manufacturers of printed instructional materials for colleges students to provide electronic instructional materials for college students with disabilities at a cost comparable to the cost of printed materials. The electronic versions of the printed materials must maintain the structural integrity of the printed instructional material, be compatible with commonly used Braille translation and speech synthesis software, and include corrections and revisions as may be necessary.

Establishing the Interstate Reciprocity Agreement for Post-Secondary Distance Education Programs

A.8240 Glick, Chapter 220 of the Laws of 2015. This law authorizes the commissioner of the State Education Department to enter into an interstate reciprocity agreement (commonly referred to as SARA) on behalf of New York. The purpose of the agreement is to facilitate the approval process for institutions of higher education to become approved to deliver distance learning programs and courses in another jurisdiction. The

law designates the State Education Department as the “portal agency” responsible for approving or disapproving New York State institutions and programs applying to participate and to resolve complaints filed against one of the State’s approved institutions. The law also authorizes the State Education Department to impose a penalty against a school in order to resolve a complaint, sets forth eligibility requirements for admission into SARA, and authorizes the State Education Department to impose fees.

Implementing Uniform Policies and Procedures to Prevent and Respond to Cases of Domestic Violence, Dating Violence, Stalking, and Sexual Assault

A.8244 Glick, Chapter 76 of the Laws of 2015. This law requires all New York State institutions of higher education to adopt and implement uniform policies and procedures to prevent and respond to cases of domestic violence, dating violence, stalking, and sexual assault. Provisions of this law require:

- Adopting a statewide uniform definition of affirmative consent, a policy for alcohol and/or drug use amnesty, a “Student Bill of Rights,” and a response to reports, including a campus judicial/conduct process.
- Campus climate assessments to be conducted biennially and the results of the surveys to be published online by the institution.
- Options for confidential disclosure.
- Student onboarding and ongoing education campaigns on sexual assault, domestic violence, dating violence, and stalking education and prevention that occur year-round.
- Annually reporting aggregate data and information to the State Education Department about reports of domestic violence, dating violence, stalking, or sexual assault.
- Establishing a new Sexual Assault Victims Unit within the Division of State Police.

This law also provides additional funding to support (1) the services and expenses of rape crisis centers including but not limited to prevention, education and victim services on college campuses in the state (2) the new Sexual Assault Victims Unit within the Division of State Police and (3) college campuses for training and other expenses related to this law.

III. LICENSED PROFESSIONS

A. Legislative Highlights

New York State currently licenses 53 professions under Title VIII of the Education Law. Legislation to license a new profession or to alter the practice of an existing profession falls under the jurisdiction of the Committee on Higher Education. The State Education Department (SED), through its Office of the Professions, regulates the practice of the licensed professions on an ongoing basis.

An essential component of the monitoring process is to ensure that existing standards and qualifications reflect current practices and needs, especially in light of shifting demographics and rapidly changing technologies. Each year, the Committee reviews numerous pieces of legislation which propose to change the scope of practice of currently licensed professions. Ensuring that any modification to current professional standards is thoroughly examined and appropriately executed provides a means by which the Committee fulfills its obligations to protect the well-being of the public.

Authorizing Pharmacists to Administer Certain Vaccinations

A.123-B Paulin, Chapter 46 of the Laws of 2015. This law:

- Authorizes licensed physicians and certified nurse practitioners to prescribe a patient specific or non-patient specific regimen to a licensed pharmacist for immunizations to prevent influenza, pneumococcal, acute herpes zoster (shingles), tetanus, diphtheria, or pertussis.
- Requires pharmacists to report such administration by electronic transmission or facsimile to the patient's primary health care practitioner, if any, and to the extent practicable, make himself or herself available to discuss the outcome of such immunization, including any adverse reactions, with the attending primary health care practitioner, or to the statewide immunization registry or the citywide immunization registry.
- Requires pharmacists to inform the patient, prior to administering the immunization, of the total cost of such immunization, subtracting any health insurance subsidization, if applicable. If the immunization is not covered, the pharmacist must inform the patient of the possibility that the immunization may be covered when administered by a primary health care practitioner.
- Requires pharmacists to administer the immunization according to the most current recommendations by the Advisory Committee for Immunization Practices (ACIP) and to post in the patient privacy area, the most current "Recommended Adult Immunization Schedule" published by the ACIP.

- Expands the requirement that a licensed physician or certified nurse practitioner issuing a patient specific order or non-patient specific regimen have a practice site in the county in which the immunization is administered, to include a practice site in an adjoining county.
- Authorizes the Commissioner of Health to issue a non-patient specific regimen applicable statewide if the Commissioner of Health determines that there is an outbreak of disease, or that there is the imminent threat of an outbreak of disease.
- Requires the Commissioner of Health, in consultation with the Superintendent of Financial Services and the Commissioner of Education, to prepare and submit a report to the Governor and Legislature on or before October 1, 2019 regarding rates of health insurance plan coverage for immunizations administered at pharmacies in New York State and any other subjects deemed relevant and necessary.
- Extends the various immunizations laws to July 1, 2019.

Providing Technical Amendments for Continuing Education Programs for Massage Therapists

A.871 Lupardo, Chapter 10 of the Laws of the 2015. This law makes clarifying amendments to Chapter 498 of the Laws of 2014 to make clear that massage therapists who are licensed in another state or country and who wish to provide instruction to a New York State licensed massage therapist in connection with a program of continuing education must be in good standing and are subject to the personal and subject matter jurisdiction and disciplinary and regulatory authority of the Board of Regents. This law also requires these massage therapists to comply with the laws, the rules of the Board of Regents, and the regulations of the Commissioner of Education relating to professional misconduct, disciplinary proceedings, and penalties for professional misconduct.

Providing Technical Amendments for the Licensure of Geologists

A.874 Englebright, Chapter 9 of the Laws of 2015. This law amends Chapter 475 of the Laws of 2014 to clarify that geologists would pay a fee of \$220 to the State Education Department for an initial license. In addition, geologists who apply for licensure within one year of the effective date of this law may qualify for licensure without a written examination if the geologist has satisfied certain requirements for education and experience. Finally, this law authorizes the Commissioner of Education to promulgate regulations and the Board of Regents to appoint board members, and take any other action necessary for the implementation of this law.

Providing Technical Amendments for Authorizing Acupuncturists Licensed in Other States to Practice in Limited Settings

A. 875 Glick, Chapter 143 of the Laws of 2015. This law makes clarifying amendments to Chapter 504 of the Laws of 2014 to make clear that acupuncturists who are licensed in another state or country and who wish to practice acupuncture in New York State in certain limited settings must be in good-standing and are subject to the personal and subject matter jurisdiction and disciplinary and regulatory authority of the Board of Regents. This law also requires these acupuncturists to comply with the laws, the rules of the Board of Regents, and the regulations of the Commissioner of Education relating to professional misconduct, disciplinary proceedings, and penalties for professional misconduct.

Establishing Standards for Out-of-State Clinical Laboratory Practitioners

A.1202 Jaffee, Veto Message #247. This bill would require the Commissioner of Health to adopt regulations, in consultation with the Commissioner of Education, to establish standards for clinical laboratory practitioners practicing in out-of-state clinical laboratories that are licensed by the New York State Department of Health and are working on New York State specimens.

Providing for the Licensure of Occupational Therapy Assistants

A.1798-A Gunther, Chapter 470 of the Laws of 2015. This law establishes licensure for occupational therapy assistants to provide occupational therapy and client related services under the direction and supervision of an occupational therapist or licensed physician. This law sets forth the requirements for obtaining licensure, establishes representation on the State Board of Occupational Therapy for a licensed occupational therapy assistant, and provides grandparenting for those occupational therapy assistants who are currently registered with the State Education Department if such person meets all the other requirements for licensure, except the examination requirement.

Authorizing Professionals Appointed by the World Triathlon Corporation

A.3473 Stec, Chapter 79 of the Laws of 2015. This law authorizes physicians, physician assistants, massage therapists, physical therapists, chiropractors, dentists, optometrists, nurses, nurse practitioners, or podiatrists who are licensed in another state or territory, who are in good standing in such state or territory and who has been appointed by the World Triathlon Corporation, to provide services to participating athletes at the Ironman Triathlon being held on July 26, 2015 in Lake Placid, New York.

Allowing Technicians to Administer Certain Psychological or Neuropsychological Tests

A.3563-C Lavine, Chapter 374 of the Laws of 2015. This law allows technicians under the direct and ongoing supervision of a licensed psychologist to administer and score objective (non-projective) psychological or neuropsychological tests which have specific predetermined and manualized administrative procedures which entail observing and describing test behavior and test responses, and which do not require evaluation, interpretation or other judgments, if such technician meets certain requirements set forth in the law.

Providing Conforming Amendments for “The Nurse Practitioners Practice Modernization Act”

A.4140 Gottfried, Chapter 376 of the Laws of 2015. This law makes technical, conforming changes to references in law related to nurse practitioners. Chapter 56 of the Laws of 2014 enacted “The Nurse Practitioners Modernization Act” which eliminated a requirement that nurse practitioners practice under a written practice agreement with a physician for those with at least 3600 hours of practice. This law removes the now outdated references in law. Additionally, the law allows nurse practitioners to provide health examinations to barbers as part of their registration requirements for the Department of State.

Prohibiting Conversion Therapy on Minors

A.4958 Glick, Passed Assembly. This bill would provide that it shall be professional misconduct for a mental health professional to engage in any sexual orientation change efforts upon any patient less than 18 years of age.

Providing for the Licensure of Low Vision Specialists, Orientation and Mobility Specialists, and Vision Rehabilitation Specialists

A.5451-C Lupardo, Veto Message #295. This bill would establish licensure for low vision therapists, orientation and mobility specialists, and vision rehabilitation therapists. This bill would define the practice of “vision rehabilitation services;” set forth the requirements for licensure as a low vision therapist, orientation and mobility specialist, and vision rehabilitation therapist; establish a State Board for Vision Impairment Services; set forth provisions for limited permits, exempt persons and special provisions; and provide for corporate practice.

Extending the Collaborative Drug Therapy Management Program

A.5805-A McDonald, Chapter 238 of the Laws of 2015. This law extends the authorization for the Collaborative Drug Therapy Management (CDTM) program by an additional three years. This law expands approved settings from teaching hospitals to also include general hospitals (including any diagnostic center, treatment center, or hospital-based outpatient department) as well as nursing homes with an on-site pharmacy staffed by a licensed pharmacist. This law allows the Department of Education, in consultation with the State Board of Pharmacy, to determine any additional requirements above those already specified in law for pharmacists to become eligible to participate. Finally, this law requires a report to be issued by the Department of Health, in consultation with the Department of Education, on how the continued application and expansion of the CDTM demonstration program has contributed to patient health-related outcomes, quality of care for patients, reduced risk of medication error and health care expenditures. The report may also make recommendations regarding the extension, alteration and/or expansion of these provisions, which shall include recommendations for addressing any barriers to further implementation of CDTM, and make any other recommendations related to the implementation of CDTM.

Extending the Duration of Limited Permits for Podiatric Medicine

A.6440 Glick, Chapter 119 of the Laws of 2015. This law extends the duration of limited residency permits for podiatrists from one year to three years in order to allow permit holders to complete the residency programs that they undertake to meet postgraduate training requirements for licensure. This law establishes a limited fellowship permit to authorize fellows to participate in approved fellowship programs and ensure that they are appropriately supervised. This law expands the student exemption to engage in clinical practice under the supervision of a licensed podiatrist to students enrolled in approved podiatry programs in other jurisdictions.

Extending the Authorization for Physical Therapy Assistants to Provide Services in Home Care Settings

A.6969 Persaud, Chapter 27 of the Laws of 2015. This law extends for an additional five years, the law that allows physical therapy assistants to provide services in public and private primary and secondary schools.

Enacting the “Veterinary Emergency Response and Mobility Act of 2015”

A.6990-B Glick, Chapter 444 of the Laws of 2015. This law allows veterinarians and veterinary technicians licensed in other states, and in good standing, to provide services in New York State during an emergency, natural disaster, or in connection with a state or federal investigation into animal fighting or animal cruelty.

Authorizing Additional Tests to Detect or Screen for Tuberculosis Infections

A.7034 Glick, Chapter 464 of the Laws of 2015. This law allows a nurse practitioner or licensed physician to prescribe and order a non-patient specific regimen to a registered professional nurse to administer a purified protein derivative (PPD) test or other test to detect or screen for tuberculosis infections.

Authorizing Advanced Home Health Aides

A.7188 Glick, Passed Assembly. This bill would provide an exemption to the Nurse Practice Act to establish a program for "advanced home health aides" who would be authorized to perform certain nursing tasks, including the administration of medications, under the direct supervision of a registered professional nurse, in accordance with regulations developed by the Commissioner of Education in consultation with the Commissioner of Health. Such regulations would take into account the recommendations of a workgroup of stakeholders convened by the Commissioner of Health, in consultation with the Commissioner of Education. This act would expire on June 30, 2019 and would require a report to the Legislature and the Executive on the implementation of this act.

Prohibiting the Substitution of Opioids having Abuse-Deterrent Technology

A.7427-A Cusick, Veto Message #284. This law prohibits a pharmacist from interchanging or substituting an opioid analgesic drug product that lacks abuse-deterrent properties for an opioid analgesic drug having such abuse-deterrent properties, when the prescriber indicates "dispense as written" or "DAW" on the written or electronic prescription. The law also provides that New York State Health Exchange carriers must provide coverage for at least one abuse-deterrent opioid analgesic drug per opioid analgesic active ingredient.

Authorizing Professionals Appointed by the New York Road Runners

A.7589 Glick, Chapter 216 of the Laws of 2015. This law authorizes physicians, physician assistants, massage therapists, physical therapists, chiropractors, dentists, optometrists, nurses, nurse practitioners, certified athletic trainers, or podiatrists who are licensed in another state or territory, who are in good standing in such state or territory and who have been appointed by New York Road Runners, to provide services to participating athletes four days before, the day of, and one day after the following events:

- The New York City half marathon on March 15, 2015;
- The Brooklyn half marathon on May 16, 2015;
- The Queens 10K on June 21, 2015;
- The Bronx half marathon on September 27, 2015;

- The Staten Island half marathon on October 11, 2015; and
- The New York City marathon on November 1, 2015.

Allowing Certified School Psychologists to Conduct Multi-Disciplinary Evaluations of Preschool Children

A.8241 Glick, Chapter 217 of the Laws of 2015. This law provides an exemption to certified school psychologists employed by and under the dominion and control of an approved center based program, agency, or a preschool special education program to conduct a multi-disciplinary evaluation of a preschool child having or suspected of having a disability.

IV. PUBLIC HEARINGS

The Changing Demographics of Students in Higher Education and Educational Opportunity Programs

December 15, 2015 Roosevelt Hearing Room C, LOB Albany, New York
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The Assembly Standing Committee on Higher Education convened a hearing and received testimony examining the changing demographics of students in higher education and ways in which colleges and universities can better serve New York State students.

The demographics of the student population in higher education have changed drastically over the last several decades. The “traditional” college student, one who enrolls in college immediately after high school graduation, pursues a degree on a continuous full-time basis, and completes a degree program in four years, is becoming the exception. Today’s college students are more likely to be financially independent; need remediation; delay college enrollment; enroll in college part-time; be employed full-time; have children; be single parents; or be first-generation college students. These characteristics can become barriers to college success. It is crucial that colleges and universities adjust to better serve their students as demographics continue to shift. The role colleges and universities play in the advisement of students, the offering of support services, and providing academic interventions often make the difference in the academic success of these students.

In the 2015-16 State budget, the Legislature provided funding to support several existing programs that offer support services to college students, including \$119 million for the various opportunity programs (EOP, HEOP, SEEK, College Discovery, STEP, CSTEP, Liberty Partnership Program); \$2.1 million for the SUNY child care centers; \$1.7 million for the CUNY child care centers; \$2.5 million for the for the Accelerated Study in Associate (ASAP) Programs at CUNY; and \$1.5 million for the Graduate Achievement and Placement (GAP) Program at SUNY. In addition, two new programs were established to provide special assistance to college students. Approximately \$1.5 million in funding was allocated to create the Foster Youth College Success Initiative, which provides support services to assist youth in foster care apply for, enroll in, and succeed in college. The State budget also established a total of five community school grants, three at SUNY and two at CUNY, to improve student outcomes through the implementation of community schools programs that use community college facilities as community hubs to deliver co-located or college-linked child and elder care services, transportation, health care services, family counseling, employment counseling, legal

aid and/or other services to students and their families.

This hearing sought and received testimony on these programs and other programs that colleges, State agencies, or community based organizations have implemented that have proven to be successful in helping students thrive in the postsecondary academic environment. In addition, this hearing sought and received testimony regarding recent trends in student enrollment and demographics; the efficiency and effectiveness of support programs; the potential for expansion of support programs; ways in which colleges can improve peer support; modifications that could be made to part-time TAP to increase participation and its effectiveness; any gaps in support services that remain; the impact of support programs on student outcomes; and additional ways New York State can help improve retention and graduation rates at our colleges and universities.

Individuals who testified at the hearing include: Nancy L. Zimpher, Chancellor, SUNY; Alexander N. Cartwright, Provost & Executive Vice Chancellor, SUNY; Eileen G. McLoughlin, Vice Chancellor for Finance & Chief Financial Officer, SUNY; Johanna Duncan-Poitier, Senior Vice Chancellor for Community Colleges & the Education Pipeline, SUNY; Frank D. Sanchez, Vice Chancellor for Student Affairs, CUNY; Felix Matos Rodriguez, President, Queens College, CUNY; Donna Linderman, University Dean for Student Success Initiatives, CUNY; Cheryl Williams, University Associate Dean for Special Programs, CUNY; Laura Anglin, President, Commission on Independent Colleges and Universities; Gale Haynes, Vice President for Operations and University Counsel, Long Island University; Dr. Anne Killen, Associate Vice President of the Center for Professional Studies, Keuka College; MaryEllen Elia, Commissioner, SED; Jhone Ebert, Senior Deputy Commissioner of Education Policy, SED; Barbara Bowen, President, Professional Staff Congress; Frederick E. Kowal, President, United University Professions; Michael O'Sullivan, Senior Director of Government Relations, The College Board; Jessica Maxwell, Coordinator, Fostering Youth Success Alliance; Alex Bornemisza, Chairperson, New York Public Interest Research Group; Jacqui Lunchick, Literacy Coordinator, Rockland BOCES; Jesse Roylance, Director of Adult and Alternative Education, Schenectady City School District; Amanda Vellake, Supervisor of Adult and Continuing Education, Buffalo Public Schools Adult Education Division; Lucas Almonte, Legislative Director, University Student Senate, CUNY; Taisha Pagan, Vice Chair for Part-time & Evening Affairs, University Student Senate, CUNY; Xulfi Soomro, Vice Chair for Fiscal Affairs, University Student Senate, CUNY; Mande Reyes, Senator, Bronx Community College Student Government Association; Joshua Davis, Student, Medgar Evers College; Bridget McCurtis, Assistant Vice President for Diversity & Senior Director for HEOP, New York University; William Short, HEOP Director, St. Lawrence University; Joey Tse, HEOP Director, Syracuse University; Gladys Fernandez, College of Staten Island Representative, CUNY DREAMers; Monica Sibri, President, CUNY DREAMers; Diana Cruz, SUNY New Paltz Representative, SUNY DREAMers; Jose Lopez, Dutchess Community College Dreamers

Representative, SUNY DREAMers; Bruce Carmel, Deputy Executive Director, Workforce Professionals Training Institute, and; Kevin Stump, Northeast Director, Young Invincibles.

V. OUTLOOK FOR 2016

As the Committee looks ahead to the upcoming 2016 Legislative Session, many of the traditional goals relative to higher education and the professions will continue to take precedence.

Foremost among the Committee's priorities for the 2016 session will be to secure financing for the coming fiscal year that is sufficient to meet the needs of SUNY, CUNY and the independent sector in order to support their unique educational missions. The broader goal of preserving access to higher education for students across New York State is also critical. By continuing to fight for increased funding for access programs, the Committee will promote the recognition of these highly successful educational services and assist more students in realizing their higher education aspirations. Another priority of the Committee will be to provide capital funding for SUNY and CUNY. Campuses throughout the state are in need of funding for critical maintenance as well as the expansion of academic and residence facilities. As always, the Committee will continue to focus on TAP and ensure the availability of the program at current or enhanced levels. The Assembly Higher Education Committee is proud of this comprehensive financial aid program and will fight to continue its success in opening doors to college students throughout the State.

In 2016, the Committee will also address several important legislative issues. Among these will be measures relating to the licensed professions overseen by the Department of Education's Office of the Professions. Chief among these will be initiatives aimed at preserving the integrity of the individual professions and ensuring that professional competence translates into increased public protection and safety. The Committee will continue to study the evolution of existing professions to assess the possible need for statutory changes to reflect the changing needs of consumers.

APPENDIX A

PROFESSIONS LICENSED, CERTIFIED OR AUTHORIZED BY THE BOARD OF REGENTS

Acupuncture	Mental Health Practitioners
Applied Behavior Analysis	<ul style="list-style-type: none"> • Creative Arts Therapist
<ul style="list-style-type: none"> • Licensed Behavior Analysts 	<ul style="list-style-type: none"> • Marriage and Family Therapist
<ul style="list-style-type: none"> • Certified Behavior Analyst Assistants 	<ul style="list-style-type: none"> • Mental Health Counselor
Architecture	<ul style="list-style-type: none"> • Psychoanalyst
Athletic Training	Midwifery
Audiology	Nursing
Certified Shorthand Reporting	<ul style="list-style-type: none"> • Registered Professional Nurse
Chiropractic	<ul style="list-style-type: none"> • Nurse Practitioner
Clinical Laboratory Technology	<ul style="list-style-type: none"> • Clinical Nurse Specialist
<ul style="list-style-type: none"> • Clinical Laboratory Technologist 	<ul style="list-style-type: none"> • Licensed Practical Nurse
<ul style="list-style-type: none"> • Cytotechnologist 	Occupational Therapy
<ul style="list-style-type: none"> • Clinical Laboratory Technician 	<ul style="list-style-type: none"> • Occupational Therapist
<ul style="list-style-type: none"> • Certified Histological Technician 	<ul style="list-style-type: none"> • Occupational Therapy Assistant
Dentistry	Ophthalmic Dispensing
<ul style="list-style-type: none"> • Dentist 	Optometry
<ul style="list-style-type: none"> • Dental Anesthesia/Sedation 	Perfusion
<ul style="list-style-type: none"> • Dental Hygienist 	Pharmacy
<ul style="list-style-type: none"> • Certified Dental Assistant 	Physical Therapy
Dietetics and Nutrition	<ul style="list-style-type: none"> • Physical Therapist
Engineering	<ul style="list-style-type: none"> • Physical Therapist Assistant
Geology	Podiatry
Interior Design	Polysomnographic Technician
Land Surveying	Psychology
Landscape Architecture	Public Accountancy
Massage Therapy	<ul style="list-style-type: none"> • Certified Public Accountant
Medical Physics	<ul style="list-style-type: none"> • Public Accountant
Medicine	Respiratory Therapy
<ul style="list-style-type: none"> • Physician 	<ul style="list-style-type: none"> • Respiratory Therapist
<ul style="list-style-type: none"> • Physician Assistant 	<ul style="list-style-type: none"> • Respiratory Therapy Technician
<ul style="list-style-type: none"> • Specialist's Assistant 	

Social Work	Veterinary Medicine
• Licensed Master Social Worker	• Veterinarian
• Licensed Clinical Social Worker	• Veterinary Technician
Speech-Language Pathology	

APPENDIX B

2015 SUMMARY SHEET

Summary of Action on All Bills Referred to the Committee on Higher Education

<u>Final Action</u>	<u>Assembly Bills</u>	<u>Senate Bills</u>	<u>Total Bills</u>
<u>Bills Reported With or Without Amendment</u>			
To Floor; not returning to Committee	7		7
To Ways and Means Committee	10		10
To Codes Committee	16		16
To Rules Committee	8		8
To Judiciary Committee	0		0
Total	41		41
<u>Bills Having Committee Reference Changed</u>			
To			
Total			
<u>Senate Bills Substituted or Recalled</u>			
Substituted		13	13
Recalled		0	0
Total		13	13
<u>Bills Defeated in Committee</u>	0	0	0
<u>Bills Held for Consideration</u>	2	0	2
<u>Bills Never Reported, Died in Committee</u>	256	23	279
<u>Bills Having Enacting Clauses Stricken</u>	6	0	6
<u>Motion to Discharge Lost</u>	0	0	0
<u>Total Bills in Committee</u>	305	36	341
Total Number of Committee Meetings Held	8		