



NEW YORK STATE ASSEMBLY • SHELDON SILVER, SPEAKER

2007
Annual Report

COMMITTEE ON
HIGHER EDUCATION
DEBORAH J. GLICK, CHAIR



DEBORAH J. GLICK
Assemblymember 66th District
New York County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Higher Education

COMMITTEES
Environmental Conservation
Rules
Ways & Means

December 15, 2007

The Honorable Sheldon Silver, Speaker
New York State Assembly
State Capitol, Room 349
Albany, New York 12248

Dear Speaker Silver:

On behalf of the members of the Assembly Committee on Higher Education, I respectfully submit to you the Committee's 2007 Annual Report which highlights our activities over the past year. I would also like to thank Assemblymember Ron Canestrari for his dedicated work and leadership as Chair of the Committee for the past 4 years.

The 2007 Legislative Session was a productive one. Following a series of public Conference Committee meetings, the 2007-08 Legislative budget for higher education provided \$45 million in additions above the Executive proposal. The Legislature increased Operating Aid for SUNY State Operated Colleges above the Executive Proposal by \$7 million and by \$4.7 million for CUNY Senior Colleges, provided \$17.1 million in additional appropriation authority, and increased the Executive's \$100 proposed increase to community college base aid by an additional \$50 per FTE, bringing base aid to \$2,675 per Full-Time Equivalent.

The Legislature provided \$17 million in additional appropriation to the Tuition Assistance Program. The increased State funding includes an additional \$7 million to support increased eligibility for Accelerated TAP awards and allows students to apply the equivalent of six remedial course credits toward the twenty-four credits required in the previous two semesters to receive an Accelerated TAP award. The Assembly Majority successfully rejected the Executive proposal to eliminate the use of the Ability to Benefit (ATB) examination and directed \$10 million to support the continued use of the ATB as a measure for determining TAP eligibility. The Assembly also continued its commitment in ensuring all students have access to higher education and enhancing student academic success with a \$3.1 million increase for higher education counseling, remedial coursework, financial assistance, drop-out prevention, and skills training programs.

The Committee's efforts were not limited to fiscal concerns. In fact, the 2007 Legislative Session addressed several pressing issues that reflect the varied priorities of the Higher Education Committee. The Student Lending Accountability, Transparency and Enforcement (SLATE) Act was enacted to protect students and their parents from being steered by lenders and institutions of higher learning into student loans laden with conflicts of interest. In addition, several new laws were enacted, including: continuing the current practice of administering medication and treatment to children in day care settings under certain circumstances, and ensuring that students with disabilities have access to instructional materials in suitable alternate formats for use in New York State colleges.

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 first year as Chair of the Higher Education Committee and for having the opportunity to continue working with you and my colleagues toward our shared goal of ensuring that our system of public and private education remains 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 initial "D".

Deborah J. Glick
Chair
Higher Education Committee

2007 ANNUAL REPORT

NEW YORK STATE ASSEMBLY

STANDING COMMITTEE ON HIGHER EDUCATION

Deborah J. Glick, Chair

Committee Members

Majority

Audrey I. Pheffer
Richard N. Gottfried
Joseph D. Morelle
William Magee
Steve Englebright
Kevin A. Cahill
Patricia A. Eddington
Amy Paulin
Darrel J. Aubertine
Barbara Lifton
Rhoda Jacobs
Luis M. Diaz
Michael J. Cusick
Donna A. Lupardo
Jose´ R. Peralta
Linda B. Rosenthal
Albert A. Stirpe, Jr.

Minority

Joel M. Miller,
Ranking Minority Member
James D. Conte
Marc W. Butler
Michael J. Fitzpatrick
Michael Cole
Thomas W. Alfano
Louis R. Tobacco

Majority Staff

Mark Casellini, Legislative Coordinator
Jennifer Trowbridge, Analyst
Lindsey Goodspeed, Committee Assistant
Suzanne Bolling, Associate Counsel
Theresa Swidorski, Legislative Director
Sarah Sorensen, Legislative Analyst
Susan Noworogrodski, Committee Clerk
Laura Inglis, 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 the City University, 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 the country's largest state-supported Tuition Assistance Program (TAP).

The Committee on Higher Education also monitors the ongoing activities of the 47 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 2007 legislative session.

II. HIGHER EDUCATION

A. Budget Highlights

The 2007-08 Legislative budget for higher education provided \$45 million in additions above the Executive proposal. The Legislature increased Operating Aid for SUNY State Operated Colleges above the Executive Proposal by \$7 million and by \$4.7 million for CUNY Senior Colleges, provided \$17.1 million in additional appropriation authority, and increased the Executive's \$100 proposed increase to community college base aid by an additional \$50 per FTE, bringing base aid to \$2,675 per Full-Time Equivalent.

1. Community Colleges

This year, the Executive proposal increased State support for community colleges by \$100 for each FTE students. Base aid constitutes the State's responsibility for its share of community college financing and is divided among the schools through a formula that accounts for each FTE student. Recognizing the importance of the State's support of community colleges, the Assembly has provided additional academic year funding of \$6.1 million for SUNY and \$2.3 million for CUNY community college base aid, adding an additional \$50 on top of the Governor's proposal. This additional funding raises the State's share of community college financing to \$2,675 per FTE student as compared to the \$2,625 recommended by the Governor in his budget proposal. The Assembly also added \$1 million in additional assistance to SUNY community colleges for low enrollment assistance, and \$500,000 for the Cornell Cooperative Extension.

2. SUNY State Operated Colleges and CUNY Senior Colleges

Expanding access to public universities continues to be a high priority for the Assembly Higher Education Committee.

The Assembly was instrumental in securing additional operating aid of \$4.7 million for CUNY to support the University's master plan initiatives, including the hiring of additional full-time faculty and \$7 million for SUNY to support enrollment growth, hiring of additional full-time faculty and other university-wide initiatives. Tuition remains at \$4,350 at SUNY and \$4,000 at CUNY.

Additional funding to the Small Business Development Centers at \$500,000, the ATTAIN Lab program administered by Educational Opportunity Center (EOC's) at \$6.1 million, and \$500,000 for the Joseph Murphy Institute at Queens College was provided by the Legislature.

This year, the Assembly enacted a \$3.1 million increase for higher education programs, amounting to a 3% increase in the Educational Opportunity Program (EOP), 5% increases in the Higher Education Opportunity Program (HEOP), SEEK, and College Discovery programs, and \$360,540 for the Liberty Partnership program.

3. 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 2006 twenty-five percent of the students enrolled in the independent sector in New York State were minorities. The independent colleges and universities of the State enroll over 462,000 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.

In many instances across the State, a college or university is the major employer in the community. Therefore, a strong independent sector of higher education helps the New York economy in several respects: through educating its work force, as an employer, and through the ancillary services in the community that cater to the student and staff population. Independent campuses throughout New York State have a collective annual economic impact of \$41.4 billion, employ 139,000 New Yorkers and have a \$7.5 billion payroll.

Higher Education Opportunity Program (HEOP)

This year, the Legislature increased support to the program by \$1 million in order to keep its commitment to help disadvantaged students gain access to private colleges.

Bundy Aid

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. The Legislature restored \$4.2 million in funding for Bundy Aid. The Legislature also provided funding to private institutions for their nursing programs.

4. Financial Aid

Tuition Assistance Program

New York State is fortunate to have the most comprehensive system of financial aid in the United States. At the forefront is the Tuition Assistance Program (TAP), which assists thousands of students attending college each year.

The Assembly Higher Education Committee is committed to keeping college affordable for students. This year, the Legislature provided \$17 million in additional appropriation and enacted a number of important policy changes to TAP. The increased State funding includes an additional \$7 million to support increased eligibility for Accelerated TAP awards and allows students to apply the equivalent of six remedial course credits toward the twenty-four credits required in the previous two semesters to receive an Accelerated TAP award. The Assembly rejected the Executive proposal to eliminate the use of the Ability to Benefit (ATB) examination and directed \$10 million to support the continued use of the ATB as a measure for determining TAP eligibility.

The Assembly also supported removing eligibility for students receiving TAP awards from schools that do not qualify for Federal tuition assistance programs authorized by Article VI of the Higher Education Act of 1965. This results in no fiscal impact as it will not begin until 2015.

Scholarships/Loan Forgiveness Programs

The Legislature amended the Senator Patricia K. McGee nursing faculty scholarship program to allow for doctoral students to receive awards and expand the number of awards to be disbursed annually. The Legislature also amended the nursing faculty loan forgiveness incentive program to allow persons who have obtained doctoral degrees to participate.

Access Programs

Access to higher education opportunities 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 all students access to higher education and enhancing 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 5,606 students through 63 programs with support programs including pre-freshman summer programs, remedial and developmental courses, tutoring, and counseling.

*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. EOP support programs include special tutoring, and academic, career, and personal counseling.

*The Liberty Partnerships Program, serving middle, junior, and senior high school students who are at risk of dropping out, and assisting them in completing high school, preparing for and entering college, and obtaining meaningful employment;

*The Teacher Opportunity Corps (TOC), the goal of which is to attract 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. The TOC is also considered to be a model of excellence for teacher education programs.

*The Science and Technology Entry Program (STEP) and Collegiate-STEP (CSTEP), created to encourage the attendance of more students of underrepresented and economically disadvantaged populations by helping these students to enter collegiate study and careers in scientific, technical, and health-related fields; and

*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 under representation of this population in New York State's higher education system.

B. Legislative Highlights

1. *Community Colleges*

New York State has 36 public community colleges: 30 within the State University system and six within the City University system. With an enrollment of approximately 285,670 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 is comprised of 23 campuses throughout Queens, Brooklyn, Manhattan, the Bronx, and Staten Island. It includes eleven 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 six community colleges. Through this network, CUNY provides educational opportunities and skills training to an ethnically and culturally diverse population of approximately 232,699 students annually: 156,096 at the senior colleges and 76,603 at the community colleges.

3. *State University of New York*

The State University of New York 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. The State University system enrolls approximately 417,583 students in over 7,000 programs of study.

Student Lending Accountability, Transparency and Enforcement Act (SLATE)

A.7950, Glick; Chapter 41 of the Laws of 2007. In January 2007, the Office of the Attorney General commenced a nationwide investigation into the student loan industry. The investigation examined the practices of and relationships between lenders and higher education institutions. The investigation revealed instances where some lenders and higher education institutions steered students and their families into loans that were not in their best interest and engaged in practices that created conflicts of interest. This law creates the “Student Lending Accountability, Transparency and Enforcement Act” to address a number of the issues uncovered by the Attorney General’s investigation. This law provides a code of conduct for lenders and institutions of higher learning, establishes bright-line rules and standards, and establishes tough penalties for those who violate this law.

Transfer of Funds to the Bureau of Proprietary School Supervision Account

A.8777, Glick; Chapter 566 of the Laws of 2007. This Chapter extends the authorization of the transfer of funds from the State’s Tuition Reimbursement Account to the Bureau of Proprietary School Supervision Account until December 11, 2011.

Access to Instructional Materials for Students with Disabilities

A.8997, Titus; Chapter 342 of the Laws of 2007. This law ensures that students with disabilities have access to instructional materials in suitable alternate formats for use in New York State colleges. This law also creates a statewide advisory council to set up guidelines and assess the needs of students with disabilities.

SUNY Construction Contracts

A.9058, Glick; Chapter 682 of the Laws of 2007. This Chapter includes construction contracts in the category of those SUNY contracts that are subject to flexibility thresholds approved by the Office of General Services and the Office of State Comptroller.

State Aid to Independent Institutions

A.9194, Glick; Chapter 503 of the Laws of 2007. In the 2007-08 State Budget, the Legislature established a High Needs Nursing Aid Program to provide additional State aid to independent institutions of higher learning that confer associate or bachelor degrees in nursing. This Chapter makes a technical amendment to ensure that these independent institutions are able to receive both BUNDY Aid and High Needs Nursing Aid.

III. LICENSED PROFESSIONS

A. Legislative Highlights

New York State currently licenses 47 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. SED, through its Office of the Professions, regulates the practice of such 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. Modifying current professional standards provides a means by which the Committee fulfills its obligations to protect the well-being of the public.

Physicians Providing Medical Care to Non-Human Primates

A.295, Pheffer; Chapter 176 of the Laws of 2007. This Chapter allows licensed physicians to provide medical care to certain non-human primates held by a facility accredited by the American Zoo and Aquarium Association, if a veterinary specialist in the area of medicine required for such animal's care does not exist, is not available or cannot be procured in a timely fashion.

Providing Physical Therapy Without a Referral

A2139-A, Paulin; Chapter 389 of the Laws of 2007. This law adds licensed midwives to the list of health care professionals whose patients may receive treatment from a licensed physical therapist without a referral for ten visits or thirty days, whichever occurs first.

Authorized Professionals Appointed by Ironman USA Holdings, Inc.

A.2377, Sayward; Veto Number 7. This bill would have allowed a person licensed to practice as a physician, physician's assistant, massage therapist, physical therapist, chiropractor, dentist, optometrist, nurse, nurse practitioner or podiatrist in another state or territory who is in good standing in that state or territory, to provide professional services in New York to athletes and team personnel registered to train at a location in New York to compete in an event sanctioned by Ironman USA Holdings, Inc. The Governor vetoed this legislation citing concerns that this bill contains an unintended technical flaw as

there is no entity legally known as “Ironman USA Holdings, Inc.”

Dental Training for Dentists Licensed in Another State

A.3845-B, Dinowitz; Veto Number 34. This bill would have allowed dentists licensed in another state to receive dental training at any residency program in New York that has been accredited by a national accrediting body approved by the Department of Education. In addition, this bill would have eliminated the provision in current law that allows licensed dentists from other countries to participate in dental instruction programs in New York State. The Governor vetoed this legislation citing concerns over the elimination of the availability of dental instruction programs for licensed dentists from other countries.

Administration of Medication in Day Care Settings

A.6579, Paulin; Chapter 16 of the Laws of 2007. This Chapter allows for the continuation of the current practice of administering medication and treatment to children in day care settings under certain circumstances. This Chapter requires the Office of Children and Family Services (OCFS) in collaboration with the Commissioner and in consultation with the Department of Health to promulgate regulations that establish standards for the administration of medication and treatment to children in day care settings under certain circumstances. These regulations will expire on March 31, 2009.

Continuing Education Requirements for Dentists

A.6830-B, Farrell; Chapter 183 of the Laws of 2007. This law increases the minimum hours of continuing education for dentists from 45 to 60 hours, of which a maximum of 18 hours may be self-instructional coursework approved by SED. In addition, this law requires a one-time three hour ethics course that would count toward the 60 hours and requires CPR certification for dentists.

Citizenship Exemption for Veterinarians and Veterinarian Technicians

A.7233-B, Magee; Chapter 201 of the Laws of 2007. This law extends until December 31, 2010 the provision in current law that allows all otherwise qualified individuals to seek licensure in veterinary medicine and veterinary technology regardless of citizenship or residency status. This law also requires SED to certify that a county has a shortage of veterinarians to fill existing vacancies before being able to hire qualified individuals who are not citizens.

Alteration of a Boundary or Title Survey

A.7778, Canestrari; Veto Number 139. This bill would have provided that the altering of a boundary or title survey only be prepared for the specific purpose named in the alteration note on the survey map and not as a title or boundary survey of the parcel. The Governor vetoed this legislation citing concerns that this bill was drafted in a way that may not achieve its intended effect. For instance, the bill does not clarify the extent of field confirmation that must support a certain kind of alteration and the bill does not state that existing surveys may not be altered for use in real estate transactions. Also, inclusion of a specific description, as currently required, might be deemed compliant with this bill's requirement of preparation for the specific purpose named. Finally, the Governor stated that this bill should consider appropriate accommodations for the various interested parties, including land surveyors and title insurance companies.

Authorized Professionals Appointed by Ironman North America Triathlon, Inc.

A.8790, Sayward; Chapter 360 of the Laws of 2007. This Chapter allows a person licensed to practice as a physician, physician's assistant, massage therapist, physical therapist, chiropractor, dentist, optometrist, nurse, nurse practitioner or podiatrist in another state or territory who is in good standing in that state or territory, to provide professional services in New York to athletes and team personnel registered to train at a location in New York to compete in an event sanctioned by Ironman North America Triathlon, Inc. This Chapter was in effect from July 18 to July 23, 2007.

Continuing Education Requirements for Pharmacists

A.9083, Glick; Chapter 476 of the Laws of 2007. This chapter removes the provision in law that exempts pharmacists from the mandatory continuing education requirements during the triennial registration period in which they are first licensed.

Election of the Officers of the New York State Dental Association

A.9118, Morelle; Chapter 498 of the Laws of 2007. This law specifies that the president, president-elect, vice president, and secretary-treasurer of the New York State Dental Association be elected annually by the directors of the association.

IV. PUBLIC HEARINGS

The Accountability and Transparency of Student Loan Practices in New York State

April 23 and 30, 2007
Roosevelt Hearing Room C
Legislative Office Building
Albany, New York

In January 2007, the Attorney General commenced a nationwide investigation into the student loan industry. This investigation examined the practices of and relationships between lenders and higher education institutions. The investigation revealed instances where some lenders and higher education institutions have steered students and their families into loans that are not in their best interest and engaged in practices that created conflicts of interest.

The Student Lending Accountability, Transparency Enforcement and (SLATE) Act was being introduced at the time of the hearing, and later signed into law (Chapter 41 of 2007), to address a number of issues uncovered by the Attorney General's investigation. Two hearings were held on this issue and testimony was sought on the current practices of the student loan industry in New York State, methods to eliminate conflicts of interest between lenders and higher education institutions and ways to best protect and educate students and their families.

Attorney General Andrew M. Cuomo discussed the SLATE proposal, his nationwide investigation into the student loan industry and the conflicts of interest that sometimes existed between lenders and institutions of higher education that were uncovered as a result of the investigation.

Leslie E. Templeman, State Education Department (SED) Director of Management Operation for the Office of P-16 Management, discussed SED's support for SLATE and asked for additional funding for its implementation.

David M. Canaski, President of the New York State Financial Aid Administrators Association (NYSFAAA), testified that while the NYSFAAA strongly supported SLATE they were concerned over some of the definitions and aspects of the code of conduct in the proposed legislation.

Thomas J. Dalton, Assistant Vice-President for Enrollment Management at Excelsior College and past President of the NYSFAAA, outlined his concern that defining NYSFAAA as a "lending institution" would hurt many of their services and

activities that are provided to their membership and the students and families of New York State.

John View, Director of Financial Aid at SUNY College of Environmental Science and Forestry, testified about his concern that there would be unintended consequences of schools being hesitant to have preferred lender lists, the need for additional language clarification in the proposed legislation and a closer examination of the issue on a federal level.

Francis Clark, Program Coordinator of the New York Public Interest Group (NYPIRG), discussed NYPIRG's support of SLATE in order to protect students and their families by eliminating practices that can lead to bad borrowing decisions.

V. OUTLOOK FOR 2008

As the Committee looks ahead to the upcoming 2008 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 2008 session will be to secure financing for the coming fiscal year sufficient to meet the needs of SUNY, CUNY and the independent sector and to support their unique missions. The broader goal of preserving access opportunities to higher education for students all 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. Another priority of the Committee will be to provide capital funding for SUNY and CUNY as well as the independent sector. 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 2008, 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. In this regard, we will continue to pursue increased funding for the Office of the Professions to proceed with investigations of unlicensed practice of professions, remaining committed to legislation adopted in 2003 providing greater authority to pursue illegal practice. In addition, 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 OR CERTIFIED BY THE BOARD OF REGENTS

Acupuncture	Medicine
Architecture	Mental Health Practitioners
Athletic Trainer	Midwifery
Audiology	Nurse Practitioners
Certified Dental Assistants	Occupational Therapy
Certified Dietician	Occupational Therapy Assistant
Certified Interior Design	Ophthalmic Dispensing
Certified Nutritionist	Optometry
Certified Public Accountancy	Pharmacy
Certified Shorthand Reporting	Physical Therapy
Chiropractic	Physical Therapy
Clinical Laboratory Practitioners	Physician Assistant
Dental Anesthesia/ Sedation	Podiatry
Dentistry	Psychology
Dental Hygiene	Public Accountancy
Dietetics and Nutrition	Registered Nursing
Engineering	Respiratory Therapy
Landscape Architecture	Respiratory Therapy Assistant
Land Surveying	Specialist's Assistant
Licensed Practical Nurse	Social Work
Massage	Speech-Language Pathology
Medical Physician	Veterinary Medicine
Medical Physics	Veterinary Technology

APPENDIX B

2007 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	4		4
To Floor; recommitted and died			
To Ways and Means Committee	17		17
To Codes Committee	5		5
To Rules Committee	11		11
To Judiciary Committee			
Total	37		37
<u>Bills Having Committee Reference Changed</u>			
To Education Committee	1		1
Total	1		1
<u>Senate Bills Substituted or Recalled</u>			
Substituted		8	8
Recalled		2	2
Total		10	10
<u>Bills Defeated in Committee</u>			
<u>Bills Never Reported, Held in Committee</u>	231	28	259
<u>Bills Never Reported, Died in Committee</u>			
<u>Bills Having Enacting Clauses Stricken</u>	5		5
<u>Motion to Discharge Lost</u>			
<u>Total Bills in Committee</u>	274	38	312
Total Number of Committee Meetings Held	10		