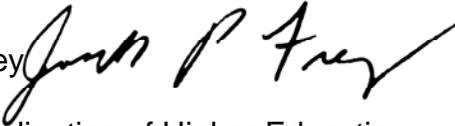




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,  
NY 12234

To: Higher Education Committee  
From: Joseph P. Frey   
Subject: Regents Coordination of Higher Education  
Date: August 31, 2010  
Authorizations:

### **SUMMARY**

#### **Issue for Discussion**

How can the Board of Regents most effectively use their authority to coordinate the provision of high quality higher education to New Yorkers by institutions located inside and outside the State, on ground and online, to raise the knowledge, skills, and opportunity of all the people in New York?

#### **Reason(s) for Consideration**

Review of Policy

#### **Proposed Handling**

This item will come before the Higher Education Committee at its September 2010 meeting for discussion.

#### **Background Information**

The attached paper addresses:

1. Regents review of proposals to establish new higher education institutions and of proposals by New York higher education institutions for approval of major changes in mission (e.g., opening a branch campus, moving to a different level of study) through master plan amendment;
2. Regents review of requests by out-of-state institutions for permission to operate in New York State; and
3. Regents authority with regard to higher education available to residents of New York State via distance education.

It includes the quality standards for program registration in the Commissioner's Regulations, which every program must meet, and the review of the need for new programs and for operation by out-of-state institutions required by the Regulations.

### Recommendation

It is recommended that the Higher Education Committee review the Board's authority and policies in relation to the coordination of higher education.

## **BOARD OF REGENTS ROLE IN COORDINATION OF HIGHER EDUCATION**

This paper addresses the following topics:

- Regents review of master plan amendment proposals to establish new higher education institutions and of proposals by New York higher education institutions for approval of major changes in mission (e.g., opening a branch campus, moving to a different level of study);
- Regents review of requests for permission to operate in New York State from out-of-state institutions; and
- Regents authority with regard to higher education available to New Yorkers online.

### **Introduction**

The Education Law provides that

No individual, association, partnership or corporation not holding university, college or other degree conferring powers by special charter from the legislature of this state or from the regents, shall confer any degree or use, advertise or transact business under the name university or college, or any name, title or descriptive material indicating or tending to imply that said individual, association, partnership or corporation conducts, carries on, or is a school of law, medicine, dentistry, pharmacy, veterinary medicine, nursing, optometry, podiatry, architecture or engineering, unless the right to do so shall have been granted by the regents in writing under their seal [§224(1)].

This provision applies to both New York degree-granting institutions and to higher education institutions located outside the State that wish to operate in New York.

### **Master Plan Amendment**

#### **Regents Statewide Plan for Higher Education.**

Education Law directs the Regents to promulgate a master plan for higher education, which is called the Regents Statewide Plan for Higher Education:

The regents shall, on or before the twenty-fifth day of April nineteen hundred seventy-one and each fourth year thereafter, request the state university trustees, the board of higher education of the city of New York [now the City University Board of Trustees], and all independent higher educational institutions to submit long-range master plans for their development. Such request shall specify the nature of the information, plans and recommendations to be submitted, shall describe statewide needs, problems, societal conditions and interests of the citizens and discuss their priorities, and provide appropriate information which may be useful in the formulation of such plans [§237(2)].

The Plan incorporates the SUNY and CUNY long-range plans, also mandated by law, as well as the plans the Regents request from the independent and proprietary institutions and sectors. The SUNY and CUNY long-range plans, and any revisions

thereof, are subject to the review and approval of the Regents and the Governor. The Statewide Plan is also subject to the Governor's approval. It is the principal document guiding the Department in higher education. Regents and Department legislative and budgetary priorities in higher education, as well as the shape of provisions in the Rules of the Board of Regents and the Regulations of the Commissioner of Education relating to higher education, reflect the Plan's priorities.

Relationship between the Statewide Plan and Master Plan Amendment. In relation to the Statewide Plan, the Commissioner's Regulations require that **"to be registered every new curriculum shall be consistent with the Regents Statewide Plan for the Development of Postsecondary Education. . . [§52.1(c)]."** The process of bringing a new program that constitutes a change in an institution's mission into consistency with the Statewide Plan is called Master Plan Amendment. A separate provision in the Regulations requires institutions to receive master plan amendment approval for the establishment of each branch campus. Specifics of the types of programs that constitute major changes in mission and need master plan amendment approval are set forth in Department guidelines.

### **Circumstances Requiring Master Plan Amendment Approval.**

In a 1995 enactment, the Legislature directed the Regents to streamline master plan amendment. In consultation with representatives from the four sectors, staff identified requirements that could be dropped or combined, to which the sectors agreed and which the Board approved. Under the guidelines in effect since then, the following types of actions require Regents master plan amendment approval as major changes in an institution's academic mission:

- Establishing a new degree-granting institution (including a permanent New York campus of a "national" higher education institution) and the degree programs it would offer;
- Establishing a new branch campus of an existing institution and the degree programs it would offer at that location;
- Authorizing the first degree program at each of five levels of study in each of ten subject areas of the New York State Taxonomy of Academic Programs. The five levels are:
  - Associate degree
  - Baccalaureate degree
  - First-professional degree (e.g., J.D., M.Div.)
  - Master's degree
  - Doctoral degree

The ten subject areas are:

- Agriculture
- Biological Sciences
- Business
- Education
- Engineering
- Fine Arts

- Health Professions
- Humanities
- Physical Sciences
- Social Sciences

Therefore, an institution offering master's degree programs in the Biological Sciences would need master plan amendment approval for its first doctoral program in the Biological Sciences even though it already offered such programs in the Physical Sciences.

More specific provisions relate to the subject areas of Education and Engineering.

### **An Example Involving a New Institution: Sotheby's Institute of Art.**

As an example, last April the Board transformed Sotheby's Institute of Art from a nondegree institution to a degree-granting institution by authorizing it to award the Master of Arts (M.A.) degree and to offer at its main (and only) campus M.A. programs in the disciplinary area of the Fine Arts. Sotheby's Institute would need master plan amendment approval to (1) offer programs in the fine arts at any other degree level (e.g., baccalaureate), (2) offer programs at any degree level in any other disciplinary area, or (3) open a branch campus and offer any degree programs there. The Institute would not need master plan amendment approval to register additional M.A. programs in the fine arts at its main campus, however. It would, of course, have to demonstrate that the new programs would meet the quality standards for registration in the Commissioner's Regulations and receive registration of them before it could offer them.

### **Contents of a Proposal Requiring Master Plan Amendment Approval.**

A proposal that requires master plan amendment approval must provide both

- (1) the academic information needed about the curriculum, faculty, academic resources, and admission and other academic policies in order to determine whether it meets the quality standards for registration; and
- (2) planning information needed to determine
  - (A) the need for the program(s),
  - (B) the program(s) potential effect on the institution, and
  - (C) the program(s) potential effect on other institutions in the region.

These are discussed individually below.

The Department evaluates the academic information against the quality standards in the Commissioner's Regulations that all programs proposed for registration must meet. The academic information may include evaluations by external experts in the discipline (required for graduate-level programs).

- A. Need for the Program. Evaluation of the need for the program has, since the 1970s, considered the institution's justification of the need for the program in terms of one or more of the following:

- i. *Demand by potential students.* Evidence can include results of surveys of potential students, as well as the institution's enrollment projection. It may be appropriate to ask the institution about enrollment trends in similar programs, either at the institution or at other institutions in the State.
- ii. *Demand by potential employers of the program's graduates.* Evidence should include information from potential employers as well as from the federal Bureau of Labor Statistics and the State Labor Department. An employment market may be local, regional, statewide, national, or international. Generally, markets for graduates of undergraduate and most master's degree programs can be seen as local, regional, or statewide. Markets for graduates of some graduate programs (e.g., M.B.A. programs), entry-level professional doctoral programs (e.g., J.D. programs), and research doctoral programs can be national or international.
- iii. *Need of society for the program.* Evidence of the need of society for this type of program rests primarily on the logic of the institution's argument that we would be better off as a society if the program existed.
- iv. *Need of the institution in relation to its mission.* Evidence of the institution's need in relation to its mission should include a clear description of that mission and an explanation of why it is unable to carry it out without the proposed program or why the proposed program would strengthen its ability to do so. This may include information about the relationship of the proposed program to others already offered (e.g., a proposed master's degree program in health administration's relation to the institution's baccalaureate program in nursing and its baccalaureate and master's degree programs in management).

B. Potential Effect on the Institution. Evaluation of the potential effect on the institution examines the effect of the proposed program(s) on the institution's enrollments, revenues, and expenditures.

C. Potential Effect on Other Institutions. Evaluation of the potential effect on other institutions includes a review of the other institutions in a region that offer similar programs. Today, it also includes a canvass of all degree-granting institutions in the region in which the program(s) would be offered, to give them an opportunity to comment on their perception of the need, the extent to which their own programs address that need, and the effect of the proposed programs on their own programs. Generally, the region is the multi-county Regents Postsecondary Education Region in which the program(s) would be offered; in some cases (e.g., doctoral programs and programs leading to professional licensure), the region may be the entire State.

Canvassing institutions was not the Regents preferred procedure to assess proposed programs' effect on other institutions. The 1972 Statewide Plan called for regionalization "for maximum efficiency"; in each new Regents Postsecondary Education Regions, the Board would establish a Regents regional advisory council composed of all the region's higher education institutions plus public representatives to (1) assess regional needs, (2) inventory regional resources in terms of facilities, faculty, educational programs, and unused capacity, (3) determine "the appropriate roles and levels of participation by private and public institutions in meeting the total

needs of the region,” and (4) attain agreements “among institutions in regard to areas of academic program specialization with appropriate consideration of regional needs, the relative strengths of the institutions, and the views of various interest groups of the region.”

Councils were established in four regions. In those regions, the Department referred proposed master plan amendments to the council for review and advice. In the other regions, the Department directly canvassed institutions until councils could be established. However, no further councils were established and, as the existing councils withered, the Department extended the canvass process to the regions they formerly served. Today, no Regents regional advisory councils exist and the Department canvasses institutions in all Regents Postsecondary Education Regions.

*Right to a Regents Hearing.* The same 1995 Legislative enactment that directed the Board to streamline master plan amendment also gave a right to a Regents hearing on a proposed master plan amendment to any institution in the region where the program(s) would be offered that they believed would have a detrimental effect on it or its programs.

### **Proposals to Further Streamline Master Plan Amendment Requirements.**

While the requirement that all new programs be consistent with the Statewide Plan is regulatory, the details about what types of proposals require master plan amendment approval exist only in guidelines. Some institutions would like to see a further reduction in the types of proposals requiring master plan amendment approval. Reductions that have been proposed include the following:

- Assume that the academic mission of a new branch campus is the same as that of the institution as a whole (rather than different from it), unless either the proposal or the Regents action restricted it, while continuing to require separate registration of branch campus programs from those at the main campus.
- Eliminate the requirement of separate master plan amendment approval for entry into each of the ten subject areas in the New York State taxonomy at each level of study while retaining it for the institution’s first program at a new level of study. (In other words, once the Regents authorized an institution to offer its first master’s degree program, only a quality review for registration would be needed for any additional master’s degree programs, without a planning review.)
- Eliminate master plan amendments entirely. (This would require amendments to the Commissioner’s Regulations).

While some institutions advocate these types of streamlining, others probably would object to them. Some institutions want flexibility to compete in the marketplace. Others want to be shielded from competition. At times, some institutions may seek both flexibility and protection simultaneously. Therefore, any changes in the types of proposals that need master plan amendment approval would require full discussion with the field before the Regents implemented them.

## Permission to Operate in New York State

New York degree-granting institutions have authority to operate at their authorized locations within their approved academic missions; however, any operation in the State by an out-of-state institution requires the Board's prior permission. Regents policy has been to limit approval to specific periods, usually not exceeding five years, with the possibility of renewal for additional terms.

Concerns expressed by New York institutions sometimes assume that Department reviews of out-of-state institutions do not match those of New York institutions in terms of comprehensiveness and rigor. However, all institutions, whether in-state or out-of-state, seeking to offer instruction in New York must meet the same quality standards which are those set forth in the Commissioner's Regulations for program registration and, in the licensed professions, statutory provisions for students practicing the profession. Out-of-state institutions must also provide evidence of need for their activity, in the same terms as discussed above under Master Plan Amendment.

Generally, out-of-state institutions make three types of requests to operate:

1. Offer full degree programs. Proposals by out-of-state institutions to offer full programs in New York receive the same type of review as a proposal from a New York institution that would require master plan amendment approval. The content of the review differs in some details. In addition, the review often includes a peer review visit to the institution's main campus or other campus offering the proposed program(s).
2. Offer a limited number of credit-bearing courses, without offering a full program. Such proposals receive the same type of review as a proposal from a New York institution to open an extension center (requiring the Commissioner's approval). The content differs in some details. The review often includes a visit to the proposed location as well as a canvass of institutions in the region.
3. Make use of clinical or other facilities for the education of its own students. This may include out-of-state institutions offering only online courses when their students seek placement in facilities in New York for practica and internships. Such proposals generally are reviewed by the Office of the Professions with respect to the requirements of the specific licensed profession. Applications may raise institutional concerns about competition for the use of scarce resources.

Unlike a New York institution's statutory right to a hearing on a proposed master plan amendment, the Board has the discretion to hold such a hearing on an out-of-state institution's application to operate.

### Regents Actions since 1976.

Since September 1976, a total of 27 out-of-state higher education institutions have received permission to operate in New York State. At the time of this report, 13 of them have permission from the Regents to operate; ten are independent and three are public. None are proprietary. Two of the 13 were given permission without term; the others

have terms expiring between September 2011 and March 2015. The permission received by the other 14 institutions has lapsed. Attachment A lists all 27 institutions, the dates of their permission, the purpose for which permission was granted, whether a full program was offered, and whether the program was registered.

A review of the types of instruction offered by the institutions listed in Attachment A reveals that most received approval because the courses or programs offered were not available from New York institutions. Seven of them offered programs to prepare ministers for faiths with which the institution was affiliated and that had no New York seminaries. Drew University and Westminster Theological Seminary are examples. (In Drew's case, counties with interdenominational seminaries were excluded from permission.) In some cases, such as Augustana College, institutions received permission to offer courses offered by few if any other institutions in the nation or, in the case of Carnegie Mellon University, to offer unique two-way instruction between New York City and its Pittsburgh campus, in which students at both locations were taught by faculty in both locations.

Of the 13 institutions with current permission to operate, one (Lynn University, Boca Raton, Florida) is not operating in the State at this time. Of the rest, half (six) have permission only to use clinical facilities for the education of their own students in fields that are licensed professions in this State. This group includes all three public institutions. The other six, all independent colleges, are Augustana College (Sioux Falls, South Dakota), Biola University (La Mirada, California), Carnegie Mellon University (Pittsburgh, Pennsylvania), Georgetown University (Washington, D.C.), St. Mary's College of California (Moraga, California), and Southern Baptist Theological Seminary (Louisville, Kentucky).

### **State Student Financial Aid.**

Permission to operate does not make an out-of-state institution's New York students eligible for TAP. To receive TAP, a New York State resident must be matriculated in an approved program offered in New York State by a New York institution. Permission to operate does not make the out-of-state institution a New York institution.

### **Online Education**

Members of the Board have expressed concern about the educational experiences of New Yorkers taking online education from non-New York institutions. Oversight differs from state to state and accreditation requirements differ among accrediting agencies. In March, the Committee discussed online education, primarily in terms of New York institutions.

### **Context.**

A 2009 nationwide survey found that over 4.6 million students across the U.S. – more than one student in four -- took at least one online course during the fall semester of 2008, a 17 percent increase over the 3.9 million reported the previous year. Over the same period, total enrollment in all college study, nationwide, grew by only 1.2 percent. Almost half the respondents to the Campus Computing Project's 2009 survey of 145

public and nonprofit institutions projected more than 15 percent growth in online enrollments over the next two years. Few projected flat or declining enrollment.

The discussion paper for the Higher Education Committee's discussion of online education in March provided the Statewide Plan's statement about distance education, background on online education in higher education in New York and nationally, and information on good and poor practices and on reviews of institutional capability to undertake study online. It also noted that

Online education is worldwide in scope. Students enrolling may reside anywhere in the world. However, the Board of Regents authority extends only to New York higher education institutions. The Department's role with respect to online programs provided by institutions outside New York State is to respond to requests from potential students of such programs for information and advice. It does not assure their quality. There is no international, or even national, entity to assure quality of online education.

However, the Department is seeing a growing number of institutions that want to place students in New York facilities. That would constitute physical presence, requiring Regents approval of permission to operate. In addition, as noted above, if practica or internships are in a licensed profession, registration of the program might be required.

### **Potential Regents Actions.**

Steps the Board could take to address concerns about the quality and effectiveness of online learning offered by out-of-state institutions might include:

- Providing improved consumer information about the characteristics of strong online programs (as reviewed in the March discussion paper), resources permitting;
- Advocating for federal action to assure the quality of online education offered across the nation. Such action would not affect foreign providers of online education.

### **Conclusion**

Within its statutory authority, the Board has sought, since at least the early 1970s to assure that higher education institutions operating in New York State, whether in-state institutions or those from outside the State offer instruction that (1) meets New York's established quality standards and (2) for which a need has been demonstrated. In doing so, the Board balances concerns about competition among institutions and concerns about access to higher education. Both are valid areas of concern that need careful consideration when, to raise the knowledge, skill, and opportunity of all the people in New York, the Board acts on major changes in the mission of New York institutions or on applications by out-of-state institutions to operate here, on ground or online.

As we begin the planning for the next eight year Statewide Plan for Higher Education, the issues and concerns included in this paper and other issues identified by the Regents must be addressed. We will need to engage the four sectors of higher education in examining critical issues such as on-line learning, permission to operate for

out-of-state institutions, mission differentiation, transfer of credit, cost of higher education and other critical issues in our State.

**Out-of-State Degree-Granting Institutions Receiving Permission to Operate  
in New York State, 1976-2010**

Institution, Location, and Institutional Control	Date Permission Granted	Date Permission Expires	Purpose	Full Program Offered?	Program Registration?
Augustana College, Sioux Falls, South Dakota, Independent Not-for-Profit (religious affiliation)	9/12/2003	9/30/2006	To offer a 3-credit graduate course, Life Space Crisis Intervention, to advanced professionals working with children and youth engaging in violent and self-destructive behavior, in the counties of Cayuga, Chautauqua, Madison & Oneida, Monroe, St. Lawrence, Suffolk, Wayne, and Westchester & Putnam.	No	No
<i>renewed</i>	7/25/2007	7/31/2012			
Biola University, La Mirada, California, Independent Not-for-Profit (religious affiliation)	5/22/2007	5/31/2012	To offer two-thirds of its 3-year M.Div. program in ministry in Manhattan for Chosen Peoples Ministries	No	No
College of Boca Raton/Lynn University, Boca Raton, Florida Independent Not-for-Profit	10/23/1981	6/30/1983	To offer hospitality management practica to the students at its main campus at a center in Old Forge, Herkimer County.	No	No

Institution, Location, and Institutional Control	Date Permission Granted	Date Permission Expires	Purpose	Full Program Offered?	Program Registration?
			(Institution did not implement.)		
College of Boca Raton/Lynn University, Boca Raton, Florida Independent Not-for-Profit	6/21/1991	6/30/1994	To offer hospitality management practica to the students at its main campus at a center in Old Forge, Herkimer County	No	No
<i>renewed</i>	11/4/1994	6/30/1997			
College of Boca Raton/Lynn University, Boca Raton, Florida Independent Not-for-Profit	7/19/1996	without term (Lynn University subsequently closed its Old Forge campus.)	To offer an A.O.S. program in hospitality and human services to severely learning disabled students at its facility in Old Forge, Herkimer County	Yes	Yes
Boston University, Boston, Massachusetts, Independent Not-for-Profit	2/7/1996	6/30/2000	To use clinical facilities in New York State for students in its M.P.H. program in nurse-midwifery	No	Yes
California College for Health Sciences, National City, California, Proprietary For-Profit	6/9/1995	6/30/2000	To offer its A.A.S. programs in respiratory therapy technician and respiratory therapist to New York licensed respiratory therapists or respiratory therapy technicians	Yes	Yes

Institution, Location, and Institutional Control	Date Permission Granted	Date Permission Expires	Purpose	Full Program Offered?	Program Registration?
Carnegie Mellon University, Pittsburgh, Pennsylvania, Independent Not-for-Profit	7/21/1995	7/31/2001	To offer its M.S. program in computational finance in Manhattan	Yes	Yes
<i>renewed</i>	9/12/2006	9/30/2011			
Drew University, Madison, New Jersey, Independent Not-for-Profit	9/24/1976	9/30/1979	To offer its D.Min. programs in theology to ministers in New York State outside New York City and the counties of Erie, Monroe, and Onondaga	Yes	Yes
<i>renewed</i>	6/19/1980	6/30/1985			
<i>renewed</i>	7/22/1986	8/31/1991			
Georgetown University, Washington, D.C., Independent Not-for-Profit (religious affiliation)	6/23/1978	Without Term	To offer graduate courses in international labor in New York City to members of the United Federation of Teachers	No	No
Lutheran Theological Seminary at Philadelphia, Philadelphia, Pennsylvania Independent Not-for-Profit (religious affiliation)	12/16/1994	6/30/2000	To offer 4 courses from its 30-course M.Div. program in ministry in New York City for the Evangelical Lutheran Church in America's Metropolitan New York Synod	No	No
Mansfield University, Mansfield, Pennsylvania Public	2/21/1992	6/30/1997	To use clinical facilities in Bath, Chemung, and Owego for	No	Yes

Institution, Location, and Institutional Control	Date Permission Granted	Date Permission Expires	Purpose	Full Program Offered?	Program Registration?
			students in its B.S.N. program in nursing		
<i>renewed</i>	4/23/2002	6/30/2007			
<i>renewed</i>	3/30/2007	6/30/2012			
McCormick Theological Seminary, Chicago, Illinois Independent Not-for-Profit (religious affiliation)	9/24/1976	9/30/1979	To offer D.Min. programs in theology in New York State except in New York City and the counties of Erie, Monroe, and Onondaga	Yes	No record
<i>renewed</i>	5/22/1981	9/30/1974			
<i>renewed</i>	10/23/1984	10/31/1987			
<i>renewed</i>	9/15/1989	6/30/1993			
Middlesex County College, Edison, New Jersey Public	6/26/2003	6/30/2008	To use clinical facilities on Staten Island for students in it's A.A.S. program radiography education	No	Yes
<i>renewed</i>	6/26/2007	6/30/2012			
Midwifery Institute of Philadelphia University, Philadelphia, Pennsylvania Independent Not-for-Profit	10/24/2006	11/30/2011	To use clinical facilities in New York State for students in its Adv. Cert. program in nurse-midwifery	No	Yes
National Technological University, Fort Collins, Colorado Independent Not-for-Profit	4/26/1991	6/30/1996 (Subsequently, the University went out of existence.)	To offer six M.S. programs in computer science and engineering at 15 locations to employees of specific companies.	Yes	Yes
New Brunswick Theological Seminary, New Brunswick, New Jersey Independent	11/16/1984	9/30/1989	To offer 72 credits of its 90-credit its M.Div. program in theology in Jamaica,	No	No

Institution, Location, and Institutional Control	Date Permission Granted	Date Permission Expires	Purpose	Full Program Offered?	Program Registration?
Not-for-Profit (religious affiliation)			Queens		
Northeastern Bible College, Essex Fells, New Jersey Independent Not-for-Profit (religious affiliation)	12/18/1981	6/30/1984	To offer undergraduate courses at Queens Bible Institute, Flushing, Queens.	No	No
Ramapo College of New Jersey, Mahwah, New Jersey Public	1/17/1990	1/31/1993	To offer undergraduate courses to employees at IBM's facility in Sterling Forest, Orange County	No	No
St. Mary's College of California, Moraga, California Independent Not-for-Profit (religious affiliation)	3/9/2010	3/8/2015	To offer 12 liberal arts courses from its B.A. program in Performing Arts to dancers in New York City	No	No
Southeastern Baptist Theological Seminary, Wake Forest, North Carolina Independent Not-for-Profit (religious affiliation)	11/19/1982	9/1/1987	To offer courses from its M.Div. program in ministry and its M.R.E. program in religious education in New York City	No	No
<i>renewed</i>	9/18/1987	9/30/1992			
Southeastern Louisiana University, Hammond, Louisiana Public	6/17/2003	6/30/2006	To offer a 6-credit supervised internship from its M.A.T. program in teaching in New York State	No	No
Southern Baptist Theological Seminary,	9/20/1996	10/31/1999	To offer courses from its M.Div. program	No	No

Institution, Location, and Institutional Control	Date Permission Granted	Date Permission Expires	Purpose	Full Program Offered?	Program Registration?
Louisville, Kentucky Independent Not-for-Profit (religious affiliation)			in ministry in New York City		
<i>renewed</i>	2/6/2001	2/29/2004			
<i>renewed</i>	1/12/2004	1/31/2009			
<i>renewed</i>	1/12/2010	1/31/2014			
Southern Vermont College, Bennington, Vermont Independent Not-for-Profit	7/21/2005	7/20/2007	To use clinical facilities in Albany for students in its A.A.S. program in radiologic technology,	No	Yes
University of California, San Francisco San Francisco, California Public	2/7/1996	6/30/2000	To use clinical facilities in New York State for students in its M.S. and Adv. Cert. programs in nurse-midwifery	No	Yes
University of Medicine and Dentistry of New Jersey, Newark, New Jersey Public	10/24/2006	11/30/2011	To use clinical facilities in New York State for students in its Adv. Cert. program in nurse-midwifery	No	Yes
University of Pennsylvania, Philadelphia, Pennsylvania Independent Not-for-Profit	11/16/1990	6/30/1994	To use clinical facilities in New York State for students in its B.S.N. program in nursing	No	Yes
<i>renewed</i>	12/18/1992	7/1/1996			
<i>renewed</i>	9/23/1994	7/1/1998			
<i>renewed</i>	12/14/2007	12/31/2011			
University of Pennsylvania, Philadelphia, Pennsylvania Independent Not-for-Profit	12/15/1995	6/30/2000	To use clinical facilities in New York State for students in its M.S.N. program in nurse-midwifery	No	Yes
University of Pennsylvania,	7/18/2003	7/31/2008	To use clinical facilities in New	No	Yes

Institution, Location, and Institutional Control	Date Permission Granted	Date Permission Expires	Purpose	Full Program Offered?	Program Registration?
Philadelphia, Pennsylvania Independent Not-for-Profit			York State for students in its M.S.N. programs in nursing		
<i>renewed</i>	10/24/2006	11/30/2011			
<i>renewed</i>	7/25/2007	7/31/2012			
<i>renewed</i>	2/10/2009	2/28/2014			
<i>renewed</i>	5/19/2009	5/31/2014			
<i>renewed</i>	9/15/2009	9/30/2014			
Westminster Theological Seminary, Philadelphia, Pennsylvania Independent Not-for-Profit	11/8/1996	11/30/2001	To offer courses from its M.Div. program in ministry in New York City	No	No
<i>renewed</i>	2/12/2002	2/11/2007			
Yale University, New Haven, Connecticut Independent Not-for-Profit	11/3/1995	6/30/2000	To use clinical facilities in New York State for students in its M.S.N. program in nurse-midwifery	No	Yes
<i>renewed</i>	11/9/2001	12/31/2006			
Yale University, New Haven, Connecticut Independent Not-for-Profit	9/13/2002	9/30/2007	To use clinical facilities in New York State for students in its M.S.N. program in nursing	No	Yes
<i>renewed</i>	7/21/2004	7/31/2009			
<i>renewed</i>	10/23/2007	10/31/2012			
Yale University, New Haven, Connecticut Independent Not-for-Profit	10/23/2007	10/31/2012	To use clinical facilities in New York State for students in its Graduate Entry Prespecialty in Nursing Certificate program	No	Yes

Source: NYSED, Office of Higher Education, 2010.