

INTRODUCTION

This document outlines the need for and general structure of an experimental four-year college of professional studies. The proposal has been prepared as a first step in compliance with the resolution of the Board of Higher Education on January 27, 1969 which approved the establishment of an experimental college of professional studies to "offer both career and transfer associate degrees and the baccalaureate degree in specific professional areas" and authorized the Chancellor to seek approval of City and State officials for the establishment of such an institution.

As requested by the State Education Department, this paper has been divided into the following categories:

1. Documentation of need
2. Objectives of the new institution
3. Student body to be served
4. Facilities and operating budget
5. Administrative and instructional staffing and composition of the governing board
6. Relation to other institutions

1. Need for the College

New York City is deeply committed to the idea of providing adequate higher educational opportunities at all levels. In the 1968 Master Plan of the Board of Higher Education for the City University of New York, the City University and the Board of Higher Education restated (p. 8) the determination "to offer the benefits of post-high school education to all residents of New York City who are able and eager to avail themselves of these benefits." In order to meet this goal by 1975, the City University will offer admission to its various educational programs to high school graduates in accordance with the following figures:

TABLE I
LONG-RANGE ENROLLMENT GOAL FOR CITY UNIVERSITY (1975)

	Proportion of New York City Public and Private High School Graduates	
	To be Offered Admission	Expected to Enroll
1. Senior College Baccalaureate	- 25%	15%
2. Community College - Career and Transfer Curricula	40%	23%
3. Special Programs - SEEK and College Discovery	10%	7%
4. Educational Skills Centers	<u>25%</u>	<u>20%</u>
TOTAL	100%	65%

Source: Board of Higher Education, Master Plan of the Board of Higher Education for the City University of New York: 1968 (New York City: Board of Higher Education, July 1, 1968), p. 9.

If the City University is to meet its enrollment goals, stated in terms of percentages of high school graduates in Table I above, it must provide places for an additional 30,000 associate degree and 23,000 baccalaureate degree candidates by 1975. Planned expansion of the six existing community colleges will provide for approximately 17,000 students, leaving a deficit of over 13,000 places at the associate degree level; even with the successful opening and operation of three new community colleges approved in principle by the Board of Higher Education at its meeting of January 22, 1968 (Cal. No. C3), a deficit of 3,800 places will remain by 1975.¹

An additional enrollment need addressed by this college is the need for further educational opportunity for A.A.S. graduates. Present career students in the community colleges do not have the option of automatic transfer to one of the City University senior colleges (upon completion of his two-year course of study, the student receives the A.A.S. degree and may enter employment as a skilled technician or semi-professional). Yet, the office of Community College Affairs Study "Career Graduates - A Profile of Job Experience and Further Study of Students with A.A.S. Degrees" (December, 1968) indicates that approximately 54% of all "career" graduates continue their studies, despite the paucity of appropriate offerings within the public system of higher education in New York City. At present, therefore, a need exists for baccalaureate programs suitable for A.A.S. graduates. It may be anticipated that this demand will grow substantially when appropriate publicly-supported programs of baccalaureate education in professional fields not now offered to City residents are made available.

Looked at from another perspective, one may identify another set of needs in New York City beyond those for increased enrollment capacity at the associate and baccalaureate degree levels for both career and transfer students: the shortage projected in a number of occupational fields requiring the baccalaureate degree or beyond for employment. Although the trend in recent years has often been to offer professional studies at the graduate level while encouraging undergraduates to major in liberal arts, there are many students in New York City who prefer to begin their professional studies at the undergraduate level. Moreover, several professional fields now face, or will face by 1975, manpower shortages which can be partially met through expanded offerings of professional baccalaureate-level programs within the City University.

For example, the following statistics (extracted from the recent City University Teacher Education proposal to "Establish an experimental City University School of Education and community Service in Harlem") show that there will be a need for 11,420 new teachers in 1970. Data in the 1968 Master Plan (p.36) support this need.

¹Board of Higher Education, "Draft of the 1969 First Revision of the City University 1968 Master Plan," June, 1969, p. 39; Board of Higher Education, Master Plan of the Board of Higher Education for the City University of New York: 1968 (New York: Board of Higher Education, July 1, 1968) p. 25.

TABLE II
STUDENT ENROLLMENT AND TEACHER NEEDS, ESTIMATES TO 1970

Year	¹ Pupil Enrollment	Teacher Positions	NEW TEACHERS NEEDED		
			² For Increase in Teacher Positions	³ To Replace Teacher Separations	Total
1967	1,105,800	57,000	2,765	6,670	9,435
1968	1,122,000	60,300	3,300	7,010	10,310
1969	1,138,600	63,600	3,300	7,420	10,720
1970	1,155,500	67,200	3,600	7,820	11,420

¹ Average Pupil increase near 1.5% per year.

² Represents annual increase in teachers needed if present trends continue.

³ Average net separation rate is approximately 12.3% per year.

The City University's present programs, operated at every senior college, produced 3,700 baccalaureate-level teachers in 1967; this number is expected to rise to 4,500 - 5,000 over the next four years, and to reach a maximum of 7,300 by 1976. Since the City University produces an overwhelming preponderance of the City's public school teachers, a massive program to increase the number of available places at the baccalaureate level is needed if the number of expected vacancies over the next decade are not to go unfilled.

There is also an existing need, both in terms of job vacancies and educational programs, for new baccalaureate programs in technology within the City University which can draw upon the pool of career technology graduates while not competing directly with the existing programs at City College or Richmond College on either a program or a geographical basis. Toward this end, serious consideration will be given to the establishment of the Bachelor of Technology degree at the professional college, a degree which provides appropriate opportunities to graduates of "career" technology programs.

An estimated 262,500 job vacancies in New York City will require the baccalaureate degree between 1965 and 1975. A listing of some of these needs not now being adequately met through City University programs is presented below in Table III.

TABLE III
EXPECTED JOB VACANCIES IN NEW YORK CITY IN OCCUPATIONS REQUIRING THE BACCALAUREATE DEGREE, 1965-1975

Field	Expected Job Vacancies 1965-1975
Medical and Dental Technician	7,300
Architects	1,000
Engineers	14,000
Accountants and Auditors	11,100
Other Business	36,100
Other Technicians	4,300
Statisticians	1,500
Librarians	2,500
Social Service Workers	10,300
Total	88,200

Adapted from 1968 Master Plan, p. 102

Manpower needs such as those documented above, as well as those in secretarial studies physical education (women), electrical technology and mechanical technology, may be met through increased professional baccalaureate offerings at the professional college. Specific curricula, however, have not yet been determined, and will be based on decisions and recommendations by the President (when appointed), the faculty, and appropriate professional organizations with review by the Board of Higher Education.

An alternative means of meeting these needs would be a decision to encourage the existing senior colleges to increase their offerings in designated shortage fields rather than to establish a professional college as outlined in this proposal. This alternative, however, has two major and over-riding weaknesses. Such a decision would require a massive senior college shift away from their present emphasis on liberal arts in order to accommodate the increased numbers of professional students. This is diametrically opposed to recent policy decisions which provided for a ceiling on professional studies at the Baruch College and a significant increase in the liberal arts offerings.

Another weakness in this alternative involves the ethnic balance among institutions. Inner-city associate-degree-granting colleges in both Chicago and Los Angeles are already approaching a majority black enrollment, completely out of proportion to either enrollment at baccalaureate-degree-granting institutions or the general population distribution ratios. This may be avoided in the college of professional studies where unique baccalaureate offerings will attract students from all parts of the City, thus achieving the racial diversity considered beneficial to all students.

Experimentation to meet changing needs is not new to the City University of New York. Richmond College is an upper division institution, offering only work at the junior, senior, and graduate years; the Hunter College Institute of Health Sciences is also an upper division institution, concentrating on baccalaureate-level education for the health careers; John Jay College of Criminal Justice combines both associate and baccalaureate degree programs to meet the particular needs of law enforcement agencies and of the criminal justice system; the proposed teacher training institution in Harlem will offer a variety of educational services, ranging from pre-school education to continuing education and master's degree programs. The professional college outlined in this document will provide an experimental means of meeting both the enrollment needs of the City University - by ultimately providing space for 5,000 students at the associate degree level and 2,000 students at the baccalaureate degree level - and the educational needs of the University, the City and the community through the offering of a number of professional programs in areas of severe need.

2. Objectives

A. Experimental Professional Studies

The new college will be an experimental four-year college of professional studies, offering both career and transfer associate degree programs and baccalaureate degree programs in specific professional areas. As stated above, its establishment is designed to accommodate increased numbers of students and to provide skilled manpower needed in various occupational fields in the New York City area. The new

college is designed to provide new opportunities in higher education for high school graduates and adults in New York City by combining the community services, facilities, and the associate degree options characteristic of existing community colleges with four-year professional options leading to a bachelor's degree.

The development of a professionally-oriented baccalaureate institutions, while new to The City University, is not new within American higher education. Within many large systems - such as New York State, Michigan, and California - former normal schools or technical institutes have become four-year colleges while retaining their emphasis on professional studies. Concurrently, several new upper division institutions - such as Capitol Campus in Middletown, Pennsylvania, Dearborn Campus in Dearborn, Michigan and Florida Atlantic University in Boca Raton, Florida - have developed baccalaureate offerings stressing professional programs including the Bachelor of Technology degree.

The City University Professional College is designed to meet needs similar to those being met by other professionally-oriented baccalaureate institutions, both in terms of educational attainment and manpower needs. At the same time, the University's Professional College will provide greatly needed capabilities for education at the Associate Degree level and will offer unique opportunities for experimental approaches to articulation between two- and four-year educational programs.

B. Core Education Program

Responsiveness to the needs of the disadvantaged student population will be built into the very structure and content of the college. By offering opportunities for continued study for the "career" student, remedial education, intensive counseling, and by utilizing an experimental approach to curricular choice, the professional college has particular relevance for the disadvantaged student; poorly prepared for college, he has the greatest likelihood of being channeled into the career curricula at existing associate-degree-granting institutions.

All associate degree students will be admitted to the college rather than to specific curricula; all entering students will participate in a common core program before choosing a particular curriculum of study. During the core education program, students will receive counseling and will be exposed to the offerings of the college to enable them to better choose among the options for a major which will be available to them. Admission to specific associate degree A.A. or A.A.S. curricula will be based solely on the student's experience in the core education program.

C. Community Service Program

The college, in cooperation with representatives of the local community, will assume a major responsibility for community service programs oriented to the special needs of the community in which it is located. These programs may include, but will not be limited to, preadmissions counselling and/or tutoring services, adult education programs, job preparation or upgrading programs.

Through its degree, adult, community and continuing education offerings, the college is designed

to serve the need of the Bedford-Stuyvesant community in which it will be located while also meeting the needs of the larger New York City community.

3. Student Body to be Served

A. Enrollment Goals

The new college will be designed to accommodate 5,000 associate degree and 2,000 baccalaureate degree students. The projected enrollment, beginning with 500 associate degree students in Year I and growing to 5,000 associate degree and 2,000 baccalaureate degree students by Year 13, is shown in Table IV.

TABLE IV
SCHEDULED FALL CAPACITY OF EXPERIMENTAL PROFESSIONAL COLLEGE
(full-time day session)

Year	Associate Degree Enrollment	Baccalaureate Enrollment	Total Enrollment
1	500	-	500
2	800	-	800
3	1100	320	1420
4	1400	440	1840
5	1700	560	2260
6	2000	680	2680
7	2500	800	3300
8	3000	1000	4000
9	3500	1200	4700
10	4000	1400	5400
11	4500	1600	6100
12	5000	1800	6800
13	5000	2000	7000

B. High School Graduate Enrollment

At its May 5, 1969 meeting, the Board of Higher Education resolved to establish a University Commission on University Admissions. This Commission consisting of representatives from student, faculty, administrative, alumni, and community groups has been mandated "to conduct a broad review of University policy" and "to submit a report and recommendations to the Board no later than October 1, 1969." At that time, an admissions procedure will be designed for the professional college in accordance with overall University policy.

Efforts will be made to provide intensive recruitment and pre-admissions counselling in local high schools. Intensive recruitment will not only make local students more aware of the opportunities

available to them, but will provide active encouragement and assistance to students who might otherwise be unable to attain a college education. This program of recruitment and counselling will supplement, rather than replace, existing City-wide efforts such as those of the City University Office of Admissions Service.

C. Transfer Policy

The new college's baccalaureate programs will provide an opportunity for graduates of A.A.S. degree programs to continue their education toward the baccalaureate degree in certain professional fields. Entrance into professional baccalaureate programs will not be limited to associate degree graduates of the professional college, although it is assumed that graduates of the college's own associate degree programs will comprise a significant portion of the baccalaureate population. Special efforts will be made, especially during the early years of the college's operation, to make the college's baccalaureate offerings available to former A.A.S. graduates who may now seek to upgrade their skills through continued study toward the baccalaureate degree. Toward this end, an experimental program of testing, designed to provide a realistic evaluation of the student's prior experience, may be developed to facilitate the granting of advanced standing or proficiency credit for students returning to study from practical job experience.

Graduates of A.A. programs will be automatically accepted by the senior college of their choice as is the current policy with existing community colleges of City University.

4. Facilities and Operating Budget

The following information on space requirements and costs, and the projected operating budget, are presented only to indicate the general magnitude of the commitment and should not be construed as a definition of the specific level of expenditures.

A. Facilities

No recommendations on a permanent site or pertaining to the nature of the required facilities are included in this report, in accordance with the policy followed in the establishment of other City University institutions, although the Board of Higher Education has already stated that the college of professional studies will "be located in the Bedford-Stuyvesant area of Brooklyn." More detailed recommendations will be proposed to the Board after a president is appointed and a careful study of alternatives within the Bedford-Stuyvesant area has been made.

Wherever located the new college will be designed to accommodate 7,000 full-time students requiring 1,470,000 square feet of available floor space. A general cost estimate indicates that a capital budget allocation of \$58,800,000 would be needed (7,000 students x 210 square feet x \$40 = \$58,800,000) exclusive of site acquisition. It should be understood, however, that these formulae are based on a rule of thumb and should be interpreted as a guideline in the broadest sense. When the new president is appointed, an academic program will be developed and, based on that program and the requirements of the site, specific requirements will be defined and forwarded to the CUNY Construction Fund.

Construction of permanent facilities will take approximately seven years (Years 1 - 7). Temporary facilities will be needed during this period for instructional and administrative functions; estimated rental costs are outlined in Table VI.

The projections are based on the assumption that it would be both inadvisable and difficult to attempt to increase the available rented space on a year to year basis; the table below demonstrates a "phase-in" process which allows both for lead time necessary for renovation and for the smallest amounts of un-utilized space in any given year. Hopefully, site acquisition, planning and construction would proceed rapidly enough to permit completion of a permanent facility before Year 8.

TABLE V
DISTRIBUTION OF PROJECTED RENTAL COSTS,* YEARS 1-7

Year	Full-Time Day Students	Minimum Req. Square Feet	Sq. Ft. Rented for Use & Dev.	Cost
Planning	0	3,000	3,000	\$ 18,000
1	500	50,000	80,000	480,000
2	800	80,000	80,000	480,000
3	1420	142,000	226,000	1,356,000
4	1840	184,000	226,000	1,356,000
5	2260	226,000	226,000	1,356,000
6	2680	268,000	330,000	1,980,000
7	3300	330,000	330,000	1,980,000

*Includes renovation and based on cost of \$6.00 per sq. ft.

B. Operating Budget

Operating cost estimates are guided, in part, by the actual experience of existing institutions in New York City and, in part, by projections of both needs and expenses. Projected costs and the sources of support for the next eight years are shown below in Table VI.

TABLE VI
DISTRIBUTION OF PROJECTED OPERATING COSTS, YEARS 1 - 7

Year	F-T Day Studs.	Operating ^a Costs of Instructional Program	Cost of ^c Rental Space	Total Operating Costs	Support Provided by State (50%) & City (50%)
Planning	0	\$ 300,000	\$ 18,000	\$ 318,000	\$ 159,000
1	500	900,000 ^b	480,000	1,380,000	690,000
2	800	1,440,000	480,000	1,920,000	960,000
3	1420	2,556,000	1,356,000	3,912,000	1,956,000
4	1840	4,600,000	1,356,000	5,956,000	2,978,000
5	2260	5,650,000	1,356,000	7,006,000	3,503,000
6	2680	6,700,000	1,980,000	8,680,000	4,340,000
7	3300	8,250,000	1,980,000	10,230,000	5,115,000

^a Excludes cost of initial equipment and rental of temporary quarters.

^b Estimated at \$1,800 per full-time day student through Year 3 and \$2,500 thereafter. The estimated costs per student are the current costs adjusted for contemplated salary increases, and are based on estimates in the 1968 City University Master Plan, p. 173.

^c From Table V.

5. Administrative and Instructional Staffing

It is recommended that the president be appointed at such time to permit his involvement in the planning of all facets of the college prior to its opening. Estimated personnel for maintenance, clerical, administrative and teaching staff will depend upon the later development of curricula and choice of plant and site.

In general, it may be assumed that many of those faculty teaching in the associate degree career programs will also teach in the professional baccalaureate degree programs. The number of teachers will be calculated on the basis of a 12 student per faculty member ratio for associate degree programs and a 15 student per faculty member ratio for baccalaureate degree programs. However, since it is necessary to provide courses covering the full range of curricula while enrollment is still small, the number of teachers in the first years may exceed these ratios.

A remedial education and college adapter program will be necessary to provide compensation for some students' inadequate high school preparation. To this end, a staff of remediation specialists will be employed to supplement the regular faculty members. Furthermore, due to the College's unique structure and programs, staff members will be required both to facilitate increased articulation with existing career programs and to provide expanded vocational guidance and placement services.

6. Relation to Other Institutions

The college will be the first experimental four-year professional college within the City University of New York. Its president will be a member of the Administrative Council and its board of control will be the Board of Higher Education of The City of New York, the board of control for the nineteen institutions which comprise the City University of New York. Through these two bodies, there will be continued overall coordination of the public higher education effort in New York City.

The college will supplement the existing community colleges within the City University by offering additional enrollment capacity for both career and transfer programs which cannot presently be provided by existing institutions. Its programs of study at this level will be basically similar to those now offered at Board of Higher Education community colleges.

The college will also supplement the existing baccalaureate-level offerings within the City University by offering baccalaureate degrees in specified areas where existing programs are not now able to meet existing and projected needs. In some instances, this will mean the offering of baccalaureate programs not now offered by any unit of the City University; in other instances, it will mean the offering of additional programs of study where those presently offered cannot now meet the demand which exists. In the latter case, care will be taken to insure that the new offerings do not conflict with those already in existence.

Students who graduate from the experimental professional college with the associate in arts degree will have the same transfer privileges to any baccalaureate-granting institution within the

City University now available to graduates of existing community colleges. As all other City University units, the new professional college will accept transfer students for the baccalaureate programs from the private institutions in the City and from public institutions in both the City and the State.

By concentrating its efforts on professional studies at the baccalaureate level and by not offering baccalaureate-level liberal arts programs, the new institution will allow existing four-year colleges to continue and to expand their own efforts in providing liberal arts education for the citizens of New York City with the assurance that professional offerings will not be neglected within the City University as a whole.

Thus, the new institution will be experimental and innovative in its approach to meeting the needs of the community in which it is located and the needs of the City which it must serve. It will provide both associate and baccalaureate level offerings for 7,000 students, and will be aimed at responding directly to the manpower needs of New York City at the baccalaureate level which are not presently being met by programs of the City University of New York.

The composition of the governing board, which is the Board of Higher Education of the City of New York, is as follows:

Porter R. Chandler
Chairman

Francis Keppel
Vice-Chairman

David I. Ashe

Renato J. Azzari

Herbert Berman

George D. Brown

Frederick H. Burkhardt

Norman E. Henkin

Minneola P. Ingersoll

Robert Ross Johnson

James Oscar Lee

Benjamin F. McLaurin

Louis Nunez

Jack I. Poses

Luis Quero Chiesa

Edward D. Re

Henry Schultz

Ruth S. Shoup

Ella S. Streator

Arleigh B. Williamson

Joseph Monserrat
ex officio