a proposal for the establishment of
COMMUNITY COLLEGE NUMBER NINE

THE BOARD OF HIGHER EDUCATION
office of the dean for community college affairs
A PROPOSAL
FOR THE ESTABLISHMENT
OF
COMMUNITY COLLEGE
NUMBER NINE
SUMMARY

This proposal documents the need for a new community college and outlines its composition and structure. The proposal has been prepared in accordance with the Board of Higher Education resolution of January 22, 1968, which approved in principle "the establishment of community college number nine."

The 1968 Master Plan of the City University calls for enrollment expansion to enable City University to provide opportunities in higher education for all New York City high school graduates by 1975. At its July 9, 1969 meeting, the Board of Higher Education resolved that City University "should initiate an open admissions policy as quickly as practicable" and directed the Chancellor to "immediately determine the feasibility of initiating this policy...for September 1970." The Board of Higher Education has already approved the establishment of Community College Number Seven in Bedford-Stuyvesant and Hostos Community College in the South Bronx. The establishment of Community College Number Nine, as proposed in this document, is a further necessary step in enrollment expansion at the community college level, and a step that has assumed new urgency in light of the recent Board directive.

Community College Number Nine will be a comprehensive community college in terms of the range of its degree program offerings and its community service orientation. The college will offer A.A. and A.S. degree programs which guarantee automatic transfer to a City University four-year institution and A.A.S. curricula leading to immediate employment. The college will serve the community in which it is located, providing cultural activities, special services, continuing education and skills training to community residents of all ages.

The new college will provide a unique contribution to the University by its implementation of several educational innovations and the development of new curricular areas:

1. Cooperative High Schools. One or several high schools with low graduation ratios will be chosen as "cooperative" high schools. College faculty will work in cooperation with high school personnel to provide enriched educational and counseling programs
for all students in the school. College students, through work/study programs, will assist in the high school programs.

2. Instructional Organization. The college will introduce a number of experiments in instructional methods and organization. They may include the use of large lectures combined with very small tutorials; assignment of academic tutors for each student; the use of "learning centers" where students may supplement classroom work through the use of individualized instruction and multi-media aids.

3. Divisional Organization. Curricula will be developed within divisional areas rather than as discrete course sequences. They will be designed to include the maximum number of core courses common to that division. Students will be admitted to divisions rather than specific curricula and will have the advantages of being able to develop a stronger academic and conceptual base before choosing a specific curriculum or career area.

4. Work/Study Programs. The college will develop extensive work/study programs. These programs will be carefully integrated into course work in order to provide an enriched educational experience, as well as financial assistance. In addition, such programs will enable the college students to play a major role in the "cooperative" high school programs.

5. Curricular Areas. In response to both high student demand and labor market needs, the college will offer strong liberal arts and business programs. In addition, it will develop many new curricula in the human and public services which will contribute to an overall emphasis on the study of urban problems.

The new community college will fulfill the functions of a comprehensive community college, serving the special needs of the area in which it is located. It will be committed to educational innovations and new types of cooperative projects which will yield valuable data for other colleges both within and outside the City University.
To implement the proposals set forth in this document, the following resolutions are presented for consideration by the Committee of the City University for recommendation to the Board of Higher Education:

RESOLVED, That the Board of Higher Education sponsor Community College Number Nine to be opened in September, 1971, or as soon thereafter as is possible; and be it further

RESOLVED, That the Trustees of the State University of New York be requested to approve the sponsorship of such community college by the Board of Higher Education, subject to the approval of the Board of Regents.
I N T R O D U C T I O N

This proposal documents the need for a new community college and outlines its composition and general structure. The proposal has been prepared in accordance with the Board of Higher Education resolution of January 22, 1968 which approved in principle "the establishment of community college number nine."

As requested by the State Education Department, this proposal will be discussed in the following categories:

1. Documentation of need.
2. Objectives of the new institution.
3. Characteristics of the student body.
4. Facilities and operating budget.
5. Administrative and instructional staffing and composition of the governing board.
6. Relation of the new college to existing colleges in the area.
7. Schedule of the timetable leading to operation.
1. Need for the College

At its July 9, 1969 meeting, the Board of Higher Education resolved to expand enrollment "as a matter of educational desirability, social equity, and economic necessity in our City."

The Board stated:

In view of the positions taken by our own academic community and by representatives of the larger community which we serve, the Board has reappraised the policy which it established five years ago. We have concluded that the City University should initiate an open admissions policy as quickly as practicable. Accordingly, we are directing the Chancellor of the University to immediately determine the feasibility of initiating this policy at The City University of New York for September 1970.

This new policy is the outcome of years of commitment to and planning for expansion of the University to provide opportunities in higher education for all New York City residents. This commitment was fully expressed in February 1966 when the Board of Higher Education stated its 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."

The 1968 Master Plan reaffirmed this commitment and provided yearly projections for the expansion of the University at all levels. These plans called for the expansion of opportunities
at the community college level from the present capacity for 18,640 students to an eventual capacity for 47,700 full-time day session students. The new open admissions policy will provide for a greatly accelerated timetable to meet these goals. The required expansion will be achieved through the continued expansion of the six existing community colleges, and the development of four new community colleges: community colleges seven, eight, nine, and ten.

Table I below compares the 1968 Master Plan projections for enrollment at existing community colleges and the projected capacity needed with the new 1969 revised projections which were approved by the Board of Higher Education at its November 10, 1969 meeting. The last column shows the additional capacity needed if the City University is to meet its new enrollment goals at the community college level.
<table>
<thead>
<tr>
<th>Year</th>
<th>1968 Master Plan(^1) Planned Enrollment at Existing Community Colleges</th>
<th>1968 Master Plan(^1) Projected Required Capacity</th>
<th>1969 First Revision of the 1968 Master Plan(^2) Revised Projected Required Capacity</th>
<th>Additional Capacity Needed to Reach New Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>22,000</td>
<td>27,500</td>
<td>30,450</td>
<td>8,450</td>
</tr>
<tr>
<td>1971</td>
<td>24,350</td>
<td>31,200</td>
<td>37,920</td>
<td>13,570</td>
</tr>
<tr>
<td>1972</td>
<td>27,600</td>
<td>35,000</td>
<td>42,630</td>
<td>15,030</td>
</tr>
<tr>
<td>1973</td>
<td>30,100</td>
<td>39,100</td>
<td>46,030</td>
<td>15,930</td>
</tr>
<tr>
<td>1974</td>
<td>32,200</td>
<td>43,400</td>
<td>49,050</td>
<td>16,850</td>
</tr>
<tr>
<td>1975</td>
<td>32,900</td>
<td>47,700</td>
<td>51,970</td>
<td>19,070</td>
</tr>
</tbody>
</table>

\(^1\)Adapted from the 1968 Master Plan, page 25.

\(^2\)Adapted from the 1969 First Revision of the 1968 Master Plan, Part II, page 23.
Although the exact distribution of students among new and existing units has not yet been determined, it is clear that each of the existing colleges will undergo much more rapid growth than had previously been anticipated. The Board of Higher Education has already approved plans for the development of Community College Number Seven in Bedford-Stuyvesant and Hostos Community College (number eight) in the South Bronx. The establishment of Community College Number Nine which will admit students in September, 1971, is a necessary further step in the development of community college education within the City University of New York.
2. Objectives

The new community college will be a comprehensive community college in terms of its variety of program offerings and its community service mission. Students will be able to choose among courses of study leading to the A.A.S. degree and immediate employment, or those leading to the A.A. or A.S. degree which will guarantee automatic transfer to a four-year baccalaureate program within the City University. The college will be oriented to the needs and interests of the community in which it is located, providing cultural activities, special services, continuing education and skills training opportunities for community residents of all ages.

Within this traditional context, the college will provide its unique contribution to the City University system through experimentation in organizational and instructional approaches, and the development of new curricular areas. The innovations in organization and curriculum development should be viewed together as part of a total effort to improve the quality of the educational experience at the new community college. The suggested innovations and curricula are each briefly described with some indication of the effects they will have on normal college procedures:
A. "Cooperative" High Schools

One or several high schools in the community which have records of low graduation ratios will be chosen as "cooperative" high schools. Through cooperation with high school personnel, the community college will provide an intensive education and guidance program for all students in the high schools, combined with services to the students' families. Students at the community college, through work/study programs, will provide assistance to the teaching and counseling staff in the high school program.

The high school program will draw upon the experience of the highly successful College Discovery and Development program (Prong II) currently under way in several New York City high schools. In each high school, a number of students were selected who had been "undiscovered" in their potential for college. The program objectives were: (1) to improve motivation for school work; (2) to improve their levels of achievement in school; (3) to develop their expectations for college entrance; and (4) to improve their chances for success in college.\(^3\)

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\(^3\) Tanner, Daniel and Lachica, Genaro, Discovering and Developing the College Potential of Disadvantaged High School Youth: A Report of the First Year of a Longitudinal Study on the College Discovery and Development Program, Office of Research and Evaluation, City University of New York, January, 1967, p.3.
Regular high school personnel were used in cooperation with new counseling and coordinating personnel hired for this program.

Through the vehicle of special conferences for all College Discovery and Development personnel, consultations between high school and college teachers, small classes for CDD students and double periods in certain subjects, tutoring and increased guidance services, an attempt was made to modify the approaches, materials, methods and patterns of organization of teaching and learning processes, in addition to creating a positive climate for learning.4

In the last group of CDD high school graduates who began the program in September, 1966, 350 out of an original 511 were accepted to college.

Community College Number Nine will develop this type of program in the "cooperative" high schools with adjustments to generalize it to the entire high school population. Unique features will be the academic advantages gained by correlating high school curriculum with college programs, and the use of community college students as auxiliary personnel in the high schools.

B. Instructional Organization

The new college will be committed to supplementing traditional forms of teaching by experimentation in instructional methods and organization to provide the most appropriate and effective learning environment for the students. Organizational experiments may include the use of large lectures combined with group tutorials with not more than five students in place of traditional classes; assignment of individual academic tutors for each student; the use of "learning centers" where students may supplement classroom learning by the use of individualized instruction and multi-media aids.

Contact with a portion of the student body during their high school years will provide valuable information about learning problems and academic deficiencies. The high school and college programs will be coordinated to insure a logically sequential learning experience for the student, alleviating some of the anxieties and uncertainties which often accompany entrance to college.

C. Divisional Organization

All major curricular areas will be developed within a divisional structure rather than as discrete curricula. Each
division will be based on a broad academic area which encompasses several career options. In each divisional area, curricula will be designed with emphasis on developing the largest possible number of multi-disciplinary core courses among them. For example, a division of Human Services would stress sociology and psychology courses and might encompass the career options of Education; Child Care; Social Service; Rehabilitation; and Geriatrics. Students will be admitted to divisions rather than specific curricula.

There are numerous educational advantages to this approach: academically, students will develop a stronger conceptual base to equip them for more specialized courses or field work placements; students will be able to postpone final decisions about career areas until they have had a larger amount of exposure to alternatives; a larger number of common or core courses will enable students to change career decisions with minimal loss of time or credit; and lastly, large numbers of common courses will permit more flexibility in the assignment of faculty members thereby facilitating experimental teaching programs.

D. Work/Study Programs

Work/Study Programs will be an integral part of many of the curricula developed at the new college. Such programs were
proposed in the 1968 Master Plan which stated: "Cooperative education (work/study) has been confined in the past to the business area. New programs of study may enhance this concept within other specializations, such as in the technologies and the human services fields."  

Work/study programs will serve to provide a rich educational experience not available in the classroom, in addition to providing much needed financial assistance. In areas such as the human services where students may be preparing for degrees in education or social services, students will assist high school students in the "cooperative" high school programs described above. In addition, many students will find placement in private and municipal social agencies. Those students in public service and urban technology curricula will be assisted in finding government service work/study opportunities.

E. Curricular Areas

In its choice of curricular areas, the new community college will supplement existing units by developing strong programs in fields where there is high student interest, as well as manpower shortages in the City; the college will not attempt to

\[5\] The 1968 Master Plan, p. 110.
compete with existing units by offering duplicate programs which appear to be adequately meeting student and/or labor market demand on a City-wide basis. Curricular areas which will be developed in response to high student interest will be liberal arts and science and business transfer and career programs. Health technologies curricula will be added if the student and labor market demand cannot be met by on-going programs in existing colleges and those which will be developed in Hostos Community College.

A Community College With Emphasis on the Study of Urban Problems: In addition to providing curricula to meet demonstrated student demand, the new community college will develop several new curricular areas with "emphasis on courses designed to study urban problems and their solutions." New areas which will be developed are environmental technologies and a wide range of interrelated curricula in the public and human services. Through the initiation of these programs, the new community college will provide a major contribution to the University by developing new curricula

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6 Analysis of Data Pertaining to Student Demand for Curricula Offered by the Community Colleges, 1964-1968, January 15, 1968, City University Office of Community College Affairs.


in professional fields which are now broadening their manpower base through the use of college-trained technicians and semi-professionals. Municipal and State civil service, as well as private agencies and industry, are already redefining job titles and opening new channels of entry to persons who have been trained in two-year degree programs. This movement has both followed and contributed to widespread acceptance by public and private service organizations of the necessity to employ auxiliary technical and semi-professional personnel if they are to fulfill service needs.

Human and Public Services: In the human and public services there has already been extensive job development and training in the public sector in order to meet the rapidly increasing demands for service. As the 1968 Master Plan states:

The Human Services area of occupations has been developing in recent years and is rapidly growing. Essentially this field is the result of increasing governmental commitment to providing services to all segments of the population with particular attention to meeting the needs of the poor... It is expected that there will be a significant increase in (community college) programs and enrollment in this area.9

Fields for possible curriculum development are child care,
education, social service, geriatrics, housing, corrections, and
government service. Many of these fields, such as child care,
social work and education, have already developed positions for
the two-year graduate. Others, such as geriatrics and corrections,
are still in the process of redefining professional functions.
Persons trained at the two-year level in any of these professional
areas will have the option of entering immediate and rewarding
employment, or continuing their education to full professional
status.

Since many of the curricula in the environmental technolo­
gies and the human and public services will be among the first
developed for community colleges, and since a major portion of
students in these programs will enter public service careers, the
new community college will work closely with the New York City
Department of Personnel in designing curricula and developing
appropriate career opportunities. In these cooperative efforts,
the new college will work through the City University Committee
on City Personnel Training. Such cooperation will insure that,
in addition to providing education and training to meet general
manpower needs, the new curricula will be preparing students for
identifiable, tangible opportunities within the New York City
civil service.
3. Student Body to be Served

The new community college will be designed to accommodate 5,000 full-time day session students. The projected enrollment growth is shown in the table below:

**TABLE II**

**SCHEDULED FALL CAPACITY OF COMMUNITY COLLEGE NUMBER NINE**
*(Full-time day session students)*

<table>
<thead>
<tr>
<th>Year</th>
<th>Capacity</th>
<th>Year</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td>750</td>
<td>Year VI</td>
<td>3,400</td>
</tr>
<tr>
<td>Year II</td>
<td>1,250</td>
<td>Year VII</td>
<td>4,000</td>
</tr>
<tr>
<td>Year III</td>
<td>2,000</td>
<td>Year VIII</td>
<td>4,500</td>
</tr>
<tr>
<td>Year IV</td>
<td>2,300</td>
<td>Year IX</td>
<td>5,000</td>
</tr>
<tr>
<td>Year V</td>
<td>3,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. High School Graduate Enrollment

Community College Number Nine will formulate its admission policy for high school graduates based on the new University admission policies and procedures established by the Board of Higher Education. It is the intention of the Board to guarantee
every New York City high school graduate an opportunity for higher education, providing all remedial and supportive services necessary to insure that this opportunity will lead to a successful educational experience.

Students wishing to attend Community College Number Nine will apply through the centralized University Application Processing Center, which processes the applications to all City University units. Community College Number Nine will offer high school graduates the options of liberal arts and business transfer programs, and career programs in the areas of business, human services, public services, and urban technology.

B. Matriculated Adult Students

The new college will design special admissions channels for adults in both the day and evening sessions, as full-time and part-time matriculated students. Degree-granting curricula will be designed and scheduled with sufficient flexibility to facilitate the participation of adults who may or may not be employed. Particular attention will be given to providing the necessary opportunities in higher education for those adults who have participated in University or government-sponsored occupational training and education programs.

The University is already strongly committed to and
actively involved in government-sponsored programs which provide occupational and basic education to low-income adults. This involvement ranges from the Public Service Career Program, which has trained approximately 900 adults for careers with several City agencies, to the new Regional Opportunity Centers where community colleges are providing basic literacy, English-as-a-Second-Language, and high school equivalency education for 5,000 adults each year.

Many of these and related training programs have been fashioned in the "new careers" model, the purpose of which is to enable low-income adults to move from the role of "service recipient" to that of "service provider." Thus, not only will these persons become self-supporting employed citizens, but through their new employment, they will provide many types of services needed by the poor and society at large.

Unfortunately, in most training programs to date, enrollees have not been able to move beyond the entry-level position for which they were initially trained. Thus, the programs have succeeded in providing some immediate employment, but have failed to provide the opportunities for educational advancement and career mobility which had been presented as the primary goal. The basic reason for this
stagnation is the lack of opportunity to attain the college education which is necessary for such advancement.

The new community college, therefore, seeks to develop curricula which will be suitable for adults as well as recent high school graduates. These curricula will provide the necessary professional advancement for adults who have participated in the first stages of training programs; at the same time the college will be training needed manpower for public service agencies. Articulation between existing manpower training programs and the participation of adult enrollees in college life will strengthen the college's program development in the human and public service areas.

C. Continuing Education

In fulfillment of its community service mission, the college will develop an extensive continuing education program for community residents of all ages. This program will encompass a wide variety of course offerings and activities including general interest courses, college preparatory courses, occupational and skills training, and specially developed training and up-grading programs for employees of government or private industry. The new community college will respond to requests for programs from outside groups, and work with their representatives to develop the most appropriate programs possible within the college framework.
4. Site, Facilities and Operating Budget

The following section presents requirements in terms of space, equipment and operating costs. These estimates can serve as a general indication of the needed facilities and financial support, but should not be interpreted as a statement of specific levels of expenditure.

A. Site and Facilities

A site for the college is proposed in the companion document, Site Selection Study for Community College Number Nine.

A general cost estimate indicates that the permanent college facility would require a capital budget allocation of $32 million for the academic facilities ($5,000 students x 160 square feet x $40.00 = $32,000,000). This estimate will, of course, be revised in accordance with the requirements of the academic program and the permanent site which is selected.

Construction of permanent facilities will take approximately six years. Throughout this period, the college will occupy temporary facilities. Estimated rental costs are shown in Table IV.

Although the enrollments can be projected on a yearly basis, it is not realistic to expect that space rented can be
increased in exact proportions. Thus, the rental estimates listed in Table III are calculated in major stages encompassing two years' growth.

**TABLE III**

**DISTRIBUTION OF PROJECTED RENTAL COSTS***

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Day Students</th>
<th>Minimum Req. Square Feet</th>
<th>Sq. Ft. Rented For Use &amp; Dev.</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td>0</td>
<td>3,000</td>
<td>3,000</td>
<td>18,000</td>
</tr>
<tr>
<td>Year II</td>
<td>750</td>
<td>75,000</td>
<td>125,000</td>
<td>750,000</td>
</tr>
<tr>
<td>Year III</td>
<td>1,250</td>
<td>125,000</td>
<td>125,000</td>
<td>750,000</td>
</tr>
<tr>
<td>Year IV</td>
<td>2,000</td>
<td>200,000</td>
<td>230,000</td>
<td>1,380,000</td>
</tr>
<tr>
<td>Year V</td>
<td>2,300</td>
<td>230,000</td>
<td>230,000</td>
<td>1,380,000</td>
</tr>
<tr>
<td>Year VI</td>
<td>3,000</td>
<td>300,000</td>
<td>340,000</td>
<td>2,040,000</td>
</tr>
<tr>
<td>Year VII</td>
<td>3,400</td>
<td>340,000</td>
<td>340,000</td>
<td>2,040,000</td>
</tr>
</tbody>
</table>

*Includes renovation and based on cost of $6.00 per square foot.

**B. Operating Budget**

Operating costs are estimated on the basis of the current levels of expenditure in the existing community colleges and projections of needs and expenses for the new college. Projected costs and the sources of support for the next six years are shown below in Table IV.
### TABLE IV

**DISTRIBUTION OF PROJECTED OPERATING COSTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Day Students</th>
<th>Additional Adult Matriculants&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Operating Costs of Instruction Programs&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Cost of Rented Space&lt;sup&gt;d&lt;/sup&gt;</th>
<th>Total Operating Costs</th>
<th>Support provided by: State 1/3</th>
<th>City 2/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td>0</td>
<td>0</td>
<td>$400,000</td>
<td>$18,000</td>
<td>$418,000</td>
<td>$139,333</td>
<td>$278,667</td>
</tr>
<tr>
<td>Year II</td>
<td>750</td>
<td>100</td>
<td>1,225,000&lt;sup&gt;c&lt;/sup&gt;</td>
<td>750,000</td>
<td>1,975,000</td>
<td>658,333</td>
<td>1,316,667</td>
</tr>
<tr>
<td>Year III</td>
<td>1,250</td>
<td>200</td>
<td>2,075,000</td>
<td>750,000</td>
<td>2,825,000</td>
<td>941,667</td>
<td>1,883,333</td>
</tr>
<tr>
<td>Year IV</td>
<td>2,000</td>
<td>350</td>
<td>3,350,000</td>
<td>1,380,000</td>
<td>4,730,000</td>
<td>1,576,667</td>
<td>3,153,333</td>
</tr>
<tr>
<td>Year V</td>
<td>2,300</td>
<td>500</td>
<td>3,950,000</td>
<td>1,380,000</td>
<td>5,330,000</td>
<td>1,776,667</td>
<td>3,553,333</td>
</tr>
<tr>
<td>Year VI</td>
<td>3,000</td>
<td>600</td>
<td>5,100,000</td>
<td>2,040,000</td>
<td>7,140,000</td>
<td>2,380,000</td>
<td>4,760,000</td>
</tr>
<tr>
<td>Year VII</td>
<td>3,400</td>
<td>750</td>
<td>5,850,000</td>
<td>2,040,000</td>
<td>7,890,000</td>
<td>2,630,000</td>
<td>5,260,000</td>
</tr>
</tbody>
</table>

<sup>a</sup>Includes part-time and full-time students who may be attending day session, evening session, or specially scheduled programs. Does not include tuition-paying students.

<sup>b</sup>Excludes the cost of capital equipment and rent.

<sup>c</sup>Estimated at $1,500 per full-time day student and $1,000 per adult matriculant. The latter figure is based on the fact that many adult matriculants may be taking less than fifteen credits.

<sup>d</sup>From Table III.
5. Administrative and Instructional Staff

The president will be appointed as soon as possible to facilitate all aspects of planning necessary to open the college. He will appoint key administrative officers and departmental chairmen who will participate in planning activities during the year before the college opens.

The number of faculty members required is calculated on the basis of a 15:1 teaching ratio. Since much of the curriculum development will take place during the first few years of the college's operations, the necessary number of faculty members may exceed this formula.

Implementation of the "cooperative" high school programs will entail employment of auxiliary personnel. These teachers, counselors, and social workers will work with both college and high school personnel and will supervise the college students who will be assisting in the specially developed high school programs.

6. Relationship to Other City University Institutions

This college will become the ninth community college of the City University which offers curricula leading to the A.A.,
A.S., and A.A.S. degrees. It will be a member of the larger group of colleges sponsored by the Board of Higher Education, and its president will be a member of the Administrative Council. Through the leadership of these bodies, policy and planning for the new college will be coordinated with that for all public institutions of higher education in New York City.

As part of this coordinated effort, the new community college will join with the existing community colleges in providing expanded opportunities for students who wish to pursue liberal arts and business programs. In addition, it will make a unique contribution to the existing units by developing curricula in the public and human services.

Thus, not only will the college be providing additional enrollment capacity, but it will also be supplementing other colleges by offering curricula for which there is high student demand and it will develop new curricula in fields which will lead to rewarding employment.

Several experiments in structure and organization will be undertaken which will provide valuable experience and information for the entire University. Such experiments will include new links with neighborhood high schools, new methods and organization
of instruction, divisional organization of curricula with maximum development of core areas, and extensive development of cooperative education programs.

The new community college, then, will expand educational opportunities for two-year degree students within the City University system, and will serve as a laboratory for many educational experiments of value to the University as a whole.
The composition of the governing board, which is the Board of Higher Education of the City of New York, is as follows:

Frederick Burkhardt
Chairman

Francis Keppel
Vice-Chairman

David I. Ashe
Renato J. Azzari
Herbert Berman
George D. Brown
Maria Josefa Canino
Porter R. Chandler
Jean-Louis d'Heilly
Norman E. Henkin
Minneola P. Ingersoll

Robert Ross Johnson
James Oscar Lee
Benjamin F. McLaurin
Louis Nunez
Jack I. Poses
Luis Quero Chiesa
Ruth S. Shoup
Ella S. Streator
Arleigh B. Williamson

President, Board of Education
ex officio
7. Timetable

The following timetable, which will provide adequate lead time for planning, is presented:

March, 1970
The Board of Higher Education approves the establishment of Community College Number Nine.

March, 1970 - May 1970
Central staff works toward obtaining approval from the Trustees of the State University and the State Education Department.

July, 1970
New president assumes office.

July, 1970 - August, 1971
President and core staff plan program, hire staff, identify location, etc.

September 1, 1971
College opens.

The timetable is designed to provide adequate time for the selection of a president and to give him an opportunity to plan all phases of the new college before it opens.
To implement the plans set forth in this document the following resolutions are presented for consideration by the Board of Higher Education:

RESOLVED, That the Board of Higher Education sponsor Community College Number Nine to be opened in September, 1971, or as soon thereafter as is possible; and be it further

RESOLVED, That the Trustees of the State University of New York be requested to approve the sponsorship of such community college by the Board of Higher Education, subject to the approval of the Board of Regents.