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1. Letter of Application dated February 4, 1972

2. Correspondence as to tax exempt status of LaGuardia Community College with attachment containing resolutions by the Board of Higher Education, dated January 22, 1968 to approve the establishment of Community College #9 and authorize the search for a site for it.


4. Resolution by Board of Higher Education dated March 23, 1970 to approve selection of the Long Island City area of Queens as the Location of the temporary and permanent sites of Community College #9.

5. Resolutions of Board of Trustees of the State University of New York dated March 25, 1970. Re: Establishment of Community College #9 and the appointment of Joseph Shenker as the President of Community College #9.

6. Governor Rockefeller's approval of the amendment to the 1968 City University and State University Master Plans dated July 17, 1970.

7. Resolution by Board of Higher Education established Fiorello H. LaGuardia Community College as the name for Community College #9, dated October 26, 1970.

8. A proposal for the establishment of Community College #9, prepared by the Office of the Dean of Community College affairs of the Board of Higher Education.

9. Site selection study for Community College #9 prepared by the Office of the Dean of Community College Affairs of the Board of Higher Education.
10. Master Plan of LaGuardia Community College, dated January 3, 1972

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13. Early warning form of City University New York Community College Curriculum Development.
February 4, 1972

Mr. Emil G. Friedlander  
Regional Representative  
Office of Surplus Property Utilization  
Dept. of Health, Education and Welfare  
Federal Building  
26 Federal Plaza  
New York, New York, 10007

Your Reference: 13:SP-Army Pictorial Center  
Long Island City - DNY-666

Dear Mr. Friedlander:

Fiorello H. LaGuardia Community College, a constituent college of the City University of New York, under the jurisdiction of the Board of Higher Education, hereby applies for the property and buildings comprising the subject Army Pictorial Center, for use as an integral part of the College's permanent campus. Application is made under provisions of Section 203(K)(l) of the Federal Property and Administrative Services Act of 1949 (63 Stat.377) as amended, and regulations and procedures promulgated thereunder.

As a member of the City University of New York, LaGuardia Community College is tax supported by both the City and State of New York.

LaGuardia Community College is an Equal Opportunity employer. It is an active partner in the Affirmative Action Plan of New York City, and will not discriminate in any way because of race, color, creed, or national origin in the use of any portion of the subject property. It will comply fully with Title VI of the Civil Rights Act of 1964 and the regulations issued thereunder.
LaGuardia Community College is ready and willing to pay the external administrative expenses incident to the transfer of the subject property. It is willing and capable to assume immediate care and maintenance of the property.

The attached documentation details the importance of the College to the community, the objectives of the college, and its operating history. The exhibits present reasons for location of the College in the Long Island City area, current and planned instructional programs, and programs of community involvement, planned public service training programs, and long-term commitment to a major Communication Arts Program. (Note 1.)

Building #1 of the subject property will be central to the needs of the planned Communications Arts Program. It will provide an ideal facility for production studios, sound stages, television studios, film-editing rooms, theaters, offices and class rooms needed to implement the program. However, the specific utilization of other buildings in the property will require a detailed analysis on the part of the College's architect-planners, and cannot be stipulated at this time.

The total site of the Army Pictorial Center is needed for the College's educational purposes. According to the College's Master Plan projections, it will serve approximately 6,000 full-time equivalent students (F.T.E's) by 1976, increasing to 12,000 F.T.E's by 1981. To furnish the required educational services for this projected population, the College's permanent campus should provide 960,000 square feet in 1976, and 1,920,000 square feet in 1981.

(Note 1)

LaGuardia Community College has retained Dr. H.C. Oppenheimer to help plan and direct this important program. Dr. Oppenheimer was Chief of the Facilities Division of the Army Pictorial Center from 1960-1965.
Mr. Emil G. Friedlander

February 4, 1972

The Army Pictorial Center offers opportunity for the College to acquire a large segment of the required space, as well as potential for expansion as needed in the adjacent neighborhood.

As we indicated during our meeting at your office, specific authorizations required from the Board of Higher Education and the City of New York are being processed and will be obtained at the earliest possible date for delivery to your office.

We request favorable consideration of this application.

Should we secure your approval, we will move as rapidly as possible to develop a detailed program for utilization of the property and to prepare technical plans and specifications for required architectural design and construction. Progress reports of the program will be forwarded to your department from time to time.

Should additional information be needed, please do not hesitate to call on us.

Very truly yours,

David T. Henken
Campus Facilities Administrator

cc: President Joseph Shenker
    Dr. Irving Goldberg
    Dean Peter S. Spiridon

dk
Dear President Shenker:

I enclose herewith, for your information, photo of letter dated November 13, 1968, sent to me by the Chief, Technical Publications, Bureau of the Internal Revenue Service, with reference to the tax exemption status of the Board of Higher Education.

Said letter indicates that a tax exempt ruling issued to the Board of Higher Education would automatically include all of its constituent colleges, and no separate ruling is required or will be issued because contributions are considered to be received by the Board of Higher Education which controls the colleges, and not by the college itself.

I also enclose a certified copy of Board Resolution, Calendar #C3, dated January 22, 1968, indicating when Community College #9 was created.

This data may be important in applying for grants.

Sincerely yours,

Arthur H. Kahn
General Counsel

Enc.
RESOLVED, That the Board of Higher Education approve in principle the establishment of community college number eight to be opened in the Fall of 1969; and be it further

RESOLVED, That there be prepared and presented to the Board of Higher Education a detailed planning document for community college number eight as soon as possible; and be it further

RESOLVED, That the Board of Higher Education approve in principle the establishment of community college number nine to be opened in 1970, and community college number ten to be opened in 1971; and be it further

RESOLVED, That the Board of Higher Education authorize the Chancellor to seek sites for the next four community colleges (number seven, eight, nine and ten) which will be established in the 1968 - 1971 period; and be it further

RESOLVED, That the Chancellor's recommendations concerning such sites, either in terms of specific locations or general areas within a borough, be brought before the Committee on Campus Planning and Development and the Board of Higher Education as soon as appropriate potential sites can be identified.

NOTE: A copy of the aforementioned report is on file in the Office of the Secretary of the Board.
Dear Mr. Kahn:

This is in reply to your letter of June 13, 1968, as it pertains to the request for additional listing in the Cumulative List, Publication No. 78, for new colleges established under the New York Board of Higher Education, and a change in the name shown for one of the colleges currently listed.

The reply sent to you by Mr. Lester W. Utter, Chief, Individual Income Tax Branch, states that each of the new colleges (Richmond College, York College, Herbert W. Lehman College, and Bernard M. Baruch College) are activities of a New York instrumentality (the Board of Higher Education) operating under the name and title of City University of New York. Thus, the ruling letter issued to the Board of Higher Education would automatically include all subordinate activities. No separate ruling would be required, or would be issued, for each separate activity.

It has been long-standing policy that the Internal Revenue Service would include a listing for the organization to which a ruling or determination letter has been issued, but that no separate listing would be included for an activity of that organization. The situation is somewhat similar to that of "group rulings" discussed in Rev. Proc. 68-13, IRB 1968-12, 25, dated March 18, 1968, in which it is stated... "If a central organization to which a group exemption letter has been issued is eligible to receive deductible charitable contributions as provided in Section 170 of the Code, it will be listed in Publication No. 78, Cumulative List -- Organizations Described in Section 170(c) of the Internal Revenue Code of 1954. The names of subordinates covered by the group exemption letter will not be listed individually."

A listing for a central organization, as described above, includes language to indicate that the listing includes subordinates covered by the group exemption letter. No such language is used in the listing for an individual organization that has one or more subordinate activities because none of the activities would be issued, as a separate entity,
a ruling or determination letter concerning its qualification as an organization to which contributions are deductible. In other words, any contributions are considered to be received by the organization which controls the activity, and not by the activity itself.

We have found it necessary to adhere very strictly to rules designed to keep Publication No. 78 from becoming very voluminous and unmanageable. Therefore, since the correspondence referred to in your letter (dated May 28, 1965, from T:R:EO:SEPBL) stating that your constituent colleges would be listed in Publication No. 78, is contrary to the procedures regularly followed, the information and assurances therein relating to the Cumulative List must be withdrawn.

A special task force has been assigned to study and resolve many problems concerning the Cumulative List, of which the staggering number of new names received each month is only a small part. We are hopeful that the study will be completed by the end of the year. Pending recommendations of the task force, no action will be taken other than to change the listing for the College of Police Science to John Jay College of Criminal Justice. No further action will be taken with respect to listings for activities of the New York Board of Higher Education until the task force completes its study.

Sincerely,

[Signature]

Chief, Technical Publications Branch
COMMUNITY COLLEGE NUMBER NINE

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.

A true copy of excerpt from the minutes of the Board of Higher Education. Meeting of March 23, 1970, Calendar No. CA(1)

NMC:ml
3/24/70

N. Michael Carfora
Secretary of the Board
COMMUNITY COLLEGE NUMBER NINE

RESOLVED, That the Board approve the selection of the Long Island City area of Queens as the location for the temporary and permanent sites for Community College Number Nine; and be it further

RESOLVED, That the Site Selection Board and the State University of New York be requested to approve the selection of this area and to aid the University in the rapid identification of a temporary and a permanent site for Community College Number Nine.

A true copy of excerpt from the minutes of the Board of Higher Education.
Meeting of March 23, 1970, Calendar No. CA(2)

N. Michael Carfora
Secretary of the Board
President Joseph Shenker
Community College Number Nine
430 East 80 Street - Room 205
New York, N.Y. 10021

Dear President Shenker:

I take pleasure in advising you that at the meeting of the Board of Higher Education held April 29, 1970, Calendar No. C3, it was noted that the following resolutions were approved by the Trustees of the State University and the Board of Higher Education:

RESOLVED that subject to applicable statutes the proposal of the Board of Higher Education of the City of New York to establish and sponsor Community College Number Nine be, and hereby is, approved.

RESOLVED, That the Board of Higher Education approve the appointment of Dr. Joseph Shenker as University Professor of Education with tenure, effective March 30, 1970, at the salary rate of $27,900 plus an administrative supplement of $6,000 per annum, subject to financial ability.

Sincerely yours,

N. Michael Carfora
Secretary of the Board
Dr. Albert H. Bowker  
Chancellor  
The City University of New York  
535 East 80 Street  
New York, New York 10021

Dear Al:

You will note the approval of the amendment to the 1968 City University and State University Master Plans establishing Community College Nine in New York City.

Warmest regards.

Faithfully yours,

Ewald E. Nyquist

Enclosure
July 17, 1970

Dear Commissioner Nyquist:

Thank you for your recent letter indicating approval by the Board of Regents of an amendment to the City University's 1968 Master Plan authorizing the establishment of Community College Nine, to be sponsored and administered by the Board of Higher Education of the City of New York, under the program of the State University of New York.

I note that this institution will actually be the eighth community college sponsored by the Board of Higher Education since the City University has requested that the previously authorized Community College Seven be converted to a four-year "College of Professional Studies."

The City University's 1968 Master Plan cited the need for additional community colleges. The demand for these new facilities is now more urgent in view of the University's "Open Admissions Program." The early development of this college will substantially assist CUNY in achieving its enrollment goals.

In accordance with Section 237 of the Education Law, I therefore approve the amendment to the 1968 City University and State University Master Plans establishing Community College Nine in New York City.

Sincerely,

Honorable Ewald B. Nyquist
Commissioner
State Department of Education
State Education Building
Albany, New York 12220
Minutes of Proceedings, October 16, 1970

CC 144 Board of Higher Education

Upon motion duly made, seconded and carried, the following resolution was adopted:

NO. C17. NAME FOR COMMUNITY COLLEGE NUMBER IX: RESOLVED, That, in proud recognition of Fiorello H. LaGuardia's lifelong public service to the people of the City of New York and of the United States, and his ambitious and successful leadership of good government campaigns to provide decent living conditions and guarantee democratic processes for all, the Board of Higher Education name Community College Number Nine "FIORIELLO H. LAGUARDIA COMMUNITY COLLEGE."

Upon motion duly made, seconded and carried, the meeting adjourned at 10:30 p.m.

N. MICHAEL CARFORA
Secretary of the Board
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
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.
INTRODUCTION

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&lt;sup&gt;1&lt;/sup&gt; Planned Enrollment at Existing Community Colleges</th>
<th>1968 Master Plan&lt;sup&gt;1&lt;/sup&gt; Projected Required Capacity</th>
<th>1969 First Revision of the 1968 Master Plan&lt;sup&gt;2&lt;/sup&gt; 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>15,950</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>

<sup>1</sup> Adapted from the 1968 Master Plan, page 25.

<sup>2</sup> 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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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."\(^5\)

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.

6Analysis 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 technologies 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>
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<tbody>
<tr>
<td>Year I</td>
<td>750</td>
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<tr>
<td>Year II</td>
<td>1,250</td>
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<tr>
<td>Year III</td>
<td>2,000</td>
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<td>Year IV</td>
<td>2,300</td>
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<tr>
<td>Year V</td>
<td>3,000</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year VI</td>
<td>3,400</td>
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<tr>
<td>Year VII</td>
<td>4,000</td>
</tr>
<tr>
<td>Year VIII</td>
<td>4,500</td>
</tr>
<tr>
<td>Year IX</td>
<td>5,000</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:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State 1/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>City 2/3</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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
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.
site selection study for COMMUNITY COLLEGE NUMBER NINE

office of the dean for community college affairs
SITE
SELECTION
STUDY
FOR
COMMUNITY COLLEGE
NUMBER NINE
SUMMARY

This paper contains an examination of various demographic and educational factors in relation to a potential site for Community College Number Nine and concludes that the Long Island City area of Queens would be a suitable location for this college.

1. Queens was the fastest growing borough in New York City into the mid-1960's.
   a) Between 1960 and 1967, Queens accounted for the largest share of population growth in New York City: 36 percent of the City's population increase for that time period. (See Table 1, Page 2.)
   b) Queens, after Brooklyn, accounted for the largest share of the total City population in 1967 estimates: Queens, 24 percent; Brooklyn, 34 percent. (See Table 2, Page 3.)

2. The borough of Queens was proportionately under-represented in the number of community college seats available when compared to the other boroughs.
   a) Queens had the lowest number of community college seats available in the Fall, 1967, when compared to estimated 1967 borough population. (See Table 3, Page 5.)
   b) For Queens, the proportional representation of community college freshmen seats as a percentage of academic high school graduates in 1967 and 1968 was lower than that of any other borough. (See Table 4, Page 6.)
3. The Long Island City area of Queens is the most accessible area of the borough in terms of public and private means of transportation. In addition, the Long Island City area stands at the geographic heart of a circle of inner-city areas accountable for much of the underprivileged population of New York City.
   a) Various IRT, BMT, and IND subway lines intersect at Queensborough Plaza in Long Island City. Major highway, bridge/tunnel connections also converge in the Long Island City area. (See Page 9.)
   b) Long Island City has been defined by the Human Resources Administration as one of eleven poverty areas within the City. Because Long Island City is centrally located, public transportation for students from these other poverty areas is readily available.

4. There is a large potential student enrollment available from these two sources:
   a) Two thousand three hundred graduates from high schools in the Long Island City area.
   b) Five thousand five hundred graduates from high schools in proximity to the Long Island City area.

5. The Long Island City area meets the 1968 Master Plan criteria for the establishment of four new community colleges in or near low-income areas:
   a) 1960 census data and projections to 1970 show an increase in the minority population. Whereas only 17 percent of the area's population in 1960 were from the minority groups, by 1970 the minorities should account for 20.5 percent of the area's population. (See Table 5, Page 18.)
b) The median family income averaged for the census tracts within the area was $6,112.00 per year. For all of Queens, it was $7,176.00; for the total New York City SMSA area it was $6,548.00. (See Appendix Two.)

c) The unemployment rate in 1960 for the civilian labor force of this area averaged out at 4.6 percent. For all of Queens in 1960, it was 3.0 percent. The rate today continues to outstrip that of the rest of the City.

6. Based on the above considerations, it appears that the Long Island City area of Queens would be a suitable location for Community College Number Nine.

The following resolutions are therefore presented for consideration by the Board of Higher Education:

RESOLVED, That the Board approve the selection of the Long Island City area of Queens as the location for the temporary and permanent sites for Community College Number Nine; and be it further

RESOLVED, That the Site Selection Board and the State University of New York be requested to approve the selection of this area and to aid the University in the rapid identification of a temporary and a permanent site for Community College Number Nine.
INTRODUCTION

The 1968 Master Plan of the City University of New York calls for the expansion of enrollment capacity to enable City University to provide opportunities in higher education for all New York City high school graduates. In order to meet expansion goals at the community college level, the Board of Higher Education called for the establishment of community colleges seven, eight, nine, and ten, and authorized the Chancellor to seek sites for these new units. The recent decision by the Board of Higher Education (July 9, 1969) to "initiate an open admissions policy as quickly as practicable" underscores the necessity to establish these new institutions as soon as possible.

Plans for the establishment of Community College Number Seven in Bedford-Stuyvesant, Brooklyn, and Hostos Community College in the South Bronx have already been approved. The accompanying document is the Proposal for the Establishment of Community College Number Nine. It is the purpose of this document, therefore, to suggest the best possible site for Community College Number Nine.

Based on the criteria outlined in the summary, the document which follows establishes the need for a second community college to be located in Queens, and selects Long Island City as the most suitable site for a new community college within Queens.
The borough of Queens during the 1960's accounted for the largest share of the City's total population growth. Table 1 compares the 1960 Census population by borough with estimates made for the population by borough for 1967.

**TABLE I**

**POPULATION BY BOROUGH: NEW YORK CITY**

**ACTUAL 1960---ESTIMATED 1967**

<table>
<thead>
<tr>
<th>Borough</th>
<th>Census 1960</th>
<th>Estimated 1967</th>
<th>Difference</th>
<th>% of Total City Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx</td>
<td>1,424,815</td>
<td>1,552,600</td>
<td>127,785 (+)</td>
<td>31%</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>2,627,319</td>
<td>2,699,700</td>
<td>72,381 (+)</td>
<td>18%</td>
</tr>
<tr>
<td>Manhattan</td>
<td>1,698,281</td>
<td>1,533,600</td>
<td>164,681 (-)</td>
<td>*</td>
</tr>
<tr>
<td>Queens</td>
<td>1,809,578</td>
<td>1,954,900</td>
<td>145,322 (+)</td>
<td>36%</td>
</tr>
<tr>
<td>Richmond</td>
<td>221,991</td>
<td>281,600</td>
<td>59,609 (+)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>7,781,984</strong></td>
<td><strong>8,022,400</strong></td>
<td><strong>240,416 (+)</strong></td>
<td><strong>100% (+)</strong></td>
</tr>
</tbody>
</table>

*The difference between the 1960 and 1967 Manhattan populations is a negative one.

---

1Table 1, Page 9--Provisional Estimates of the Population of 100 Large Standard Metropolitan Statistical Areas, July 1, 1967, Bureau of the Census, U.S. Department of Commerce.
From this table, it can be seen that Queens accounted for 36 percent of the total City growth between 1960 and 1967, the largest for any of the four boroughs with a positive population difference during these years. Bronx, which had the second largest percent of growth during these years has already been selected as the site for a new community college. Thus, it will have proportionately more community college seats than Queens.

Table 2 presents the population by borough as percentages of the total New York City population for 1960 Census and estimated 1967 population.

<table>
<thead>
<tr>
<th>Borough</th>
<th>Percent of 1960</th>
<th>Percent of Est. 1967</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Manhattan</td>
<td>22%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Queens</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>Richmond</td>
<td>3%</td>
<td>3.5%</td>
</tr>
<tr>
<td>TOTALS (N.Y. City)</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

\(^{2}\text{Ibid.}, \text{Table 1, Page 9.}\)
Of the four boroughs with positive growth rates during these years, Bronx and Queens grew proportionately larger, Brooklyn remained the same, and Richmond grew at a slower rate. (Manhattan alone had a negative population change of 2.5 percent).

This table also demonstrates that, after Brooklyn, Queens accounts for the largest share of the total City population.

### Availability of Community College Seats

Table 3 presents, by number and percentage, the distribution of New York City's population (estimated 1967), and community college seats (Fall, 1967) by borough. The difference between a borough's proportion of population and proportion of community college seats is given in the far right-hand column.
TABLE III
NEW YORK CITY ESTIMATED 1967 POPULATION COMPARED TO
DAY MATRICULATE COMMUNITY COLLEGE SEATS, FALL 1967
BY BOROUGH

<table>
<thead>
<tr>
<th>Borough</th>
<th>Estimated 1967 Population</th>
<th>Number Comm. College Seats Fall 1967</th>
<th>% Difference Between Pop. and Seats Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Bronx</td>
<td>1,552,600</td>
<td>2,552</td>
<td>-3%</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>2,699,700</td>
<td>6,049*</td>
<td>+5%</td>
</tr>
<tr>
<td>Manhattan</td>
<td>1,533,600</td>
<td>2,172</td>
<td>-5.5%</td>
</tr>
<tr>
<td>Queens</td>
<td>1,954,900</td>
<td>2,808</td>
<td>-6%</td>
</tr>
<tr>
<td>Richmond</td>
<td>281,600</td>
<td>1,996</td>
<td>+9.5%</td>
</tr>
<tr>
<td>TOTALS (N.Y.C.)</td>
<td>8,022,400</td>
<td>15,577</td>
<td></td>
</tr>
</tbody>
</table>

*New York City Community College and Kingsborough Community College seats both counted into total Brooklyn figure.

Queens had the greatest difference between percent of population and percent of community college seats: -6%. The Bronx, where the difference was -3%, will have a second community college operating by 1970; Manhattan, with a -5.5% difference, has a steadily decreasing share of the City's total population.

Brooklyn and Richmond both have a larger share of community college seats than proportion of total City population: +5% more for Brooklyn and +9.5% for Staten Island.

3Population from same estimates as Tables 1 & 2. Community college seats from Enrollment Reports: Fall 1967 and Fall 1968, Office Coordinator for Institutional Research, City University.
### TABLE IV

**COMPARISON OF JUNE 1967 AND JUNE 1968 ACADEMIC HIGH SCHOOL GRADUATES**

**WITH FALL 1967 AND FALL 1968 COMMUNITY COLLEGE MATRICULATED FRESHMEN BY BOROUGH**

<table>
<thead>
<tr>
<th>Borough</th>
<th>June 1967 H.S. Grads.</th>
<th>Fall 1967 C.C. Freshmen</th>
<th>C.C. Freshmen as % of H.S. Grads. 1967</th>
<th>June 1968 H.S. Grads.</th>
<th>Fall 1968 C.C. Freshmen</th>
<th>C.C. Freshmen as % of H.S. Grads. 1968</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number %</td>
<td>Number %</td>
<td></td>
<td>Number %</td>
<td>Number %</td>
<td></td>
</tr>
<tr>
<td>Bronx</td>
<td>6,324 (16%)</td>
<td>833 (12%)</td>
<td>14%</td>
<td>6,172 (16%)</td>
<td>856 (14%)</td>
<td>14%</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>14,589 (36%)</td>
<td>2,591 (35%)</td>
<td>18%</td>
<td>14,579 (36%)</td>
<td>2,000 (31%)</td>
<td>14%</td>
</tr>
<tr>
<td>Manhattan</td>
<td>4,831 (12%)</td>
<td>1,179 (16%)</td>
<td>24%</td>
<td>4,582 (12%)</td>
<td>797 (13%)</td>
<td>17%</td>
</tr>
<tr>
<td>Queens</td>
<td>11,969 (30%)</td>
<td>1,506 (21%)</td>
<td>12.5%</td>
<td>12,257 (31%)</td>
<td>1,373 (21%)</td>
<td>11%</td>
</tr>
<tr>
<td>Richmond</td>
<td>1,848 (5%)</td>
<td>1,107 (15%)</td>
<td>60%</td>
<td>1,901 (5%)</td>
<td>1,284 (20%)</td>
<td>67%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>39,561 (99%)</td>
<td>7,266 (99%)</td>
<td></td>
<td>39,491 (100%)</td>
<td>6,310 (99%)</td>
<td></td>
</tr>
</tbody>
</table>

4Includes graduates with academic, general and commercial diplomas. Figures taken from Reports on June Graduates: 1967 and 1968, Office of Academic Schools, Board of Education.

5Enrollment Reports: Fall 1967 and Fall 1968, Office of Coordinator of Institutional Research, City University of New York
Table 4 indicates the ratio of academic high school graduates by borough to the number of community college freshmen by borough for 1967 and 1968. The third and sixth columns present this ratio in terms of percentages. Queens, for example, accounted for 11,969 academic high school graduates in June of 1967, and had 1,506 community college freshmen for the Fall of 1967. This means that only 12.5% of those high school graduates were represented by community college freshmen. This same comparison for June 1968 and Fall 1968 for Queens gives a percentage representation of 11%. These ratios for Queens are the lowest in all five boroughs for these two periods.

The percentages given in parentheses are the boroughs' proportion of the City's academic high school graduates and community college freshmen for these two time periods.

Another indicator of the need to establish a community college in Queens is shown by the residential and migration patterns of students who attend existing community colleges in the City. Compared to the other community colleges, Queensborough Community College has the highest percent of students who reside in the borough in which the college is located.6 (91 percent

6Resident and Migration Patterns of Students attending Community Colleges of City University of New York, Fall, 1968.
for Queensborough, 40 percent for Borough of Manhattan Community College, 73 percent for Bronx Community College, 55 percent for Staten Island Community College, 39 percent for Kingsborough Community College, and 66 percent for New York City Community College.) Despite this fact, the needs of the residents of Queens for higher education are not being adequately met, for the study further shows that there are a great number of Queens students who go to community colleges in other boroughs. In fact, with the exception of Manhattan, Queens has the highest percent of residents who go outside their borough to attend a community college. (59 percent for Manhattan, 41 percent for Queens, 25 percent for Bronx, 22 percent for Brooklyn, and 7 percent for Staten Island.)

Thus, because of the population growth in Queens, the strong demand for increased higher educational opportunity at the two-year level in Queens, and the inability of Queensborough Community College to accommodate more students from Queens because of space limitations, there is justification for the establishment of a new community college in Queens.
LOCATION AND ACCESSIBILITY OF LONG ISLAND CITY

Location of Long Island City

The Long Island City area of Queens, bounded on the east by 32nd/30th Streets and Northern Boulevard, on the west by the East River, on the south by the Newtown Creek, and on the north by Hoyt Avenue, Astoria; was selected as the most appropriate site in Queens for a community college because of the following factors:

1. accessibility by public and private transportation.
2. proximity to other poverty areas in the City.
3. availability to a large number of high school graduates.

Public transportation to and from Long Island City is both easy and direct. IRT, BMT, and the Independent subways run across the areas (see Map One). All subway traveling times are under forty minutes.7

The following list presents the most direct subway routes to Long Island City from various sections of New York City.

---

7All times given for public transportation are running times, when the vehicle is actually in motion, and do not include time for delays, stops or transfers.
Subway Routes and Running Times

From the Lower East Side - via the IND Grand Street Station

"D" train to West 4th Street, change for "F" train to Queens Plaza

Total Running Time - 24 minutes

From Bedford-Stuyvesant - via the IND Bedford-Nostrand Avenue Station

"GG" train to Queens Plaza

Total Running Time - 15 minutes

From Greenpoint - via the IND Metropolitan Avenue Station

"GG" train to Queens Plaza

Total Running Time - 9 minutes

From West Harlem - via the IND 125th Street Station

"D" train to 50th Street, Change for "F" train to Queens Plaza; or

"D" train to Seventh Avenue, change for "E" train to Queens Plaza

Total Running Time - 24 minutes

From East Harlem - via Lex. Ave. line, 125th Street Station

IRT Lexington Avenue to 59th Street, Change for "R.R." or "EE" train to Queens Plaza

Total Running Time - 20 minutes

From Jamaica, Queens - via IND, 179th Street Station

"E" or "F" train to Queens Plaza

Total Running Time - 25 minutes
Northwest Queens is also easily accessible by automobile. Within the borough of Queens itself, the following arteries of traffic lead directly into the Long Island City vicinity: Astoria Boulevard, Northern Boulevard, Queens Boulevard, the Grand Central Parkway, the Long Island Expressway, and many other smaller roadways. From Brooklyn, the Brooklyn-Queens Expressway provides a direct transportation route; and from Manhattan, the Queens-Midtown Tunnel, the Queensborough (59th Street) Bridge, and the Triboro Bridge feed into this area. From the Bronx, the Triboro Bridge can be used, or the Bronx Whitestone Bridge which leads into the Long Island Expressway.

From Map One, which shows the various subway lines within Long Island City, and Map Two, which indicates poverty areas in New York City, it can be seen that Long Island City stands at the geographical heart of a circle of inner-city areas where a majority of the disadvantaged population of New York City lives.
MAP TWO: Eleven defined poverty areas, New York City, by Human Resources Administration
Proximity of New York City High Schools to Long Island City

It follows, that through public and private transportation, high schools located in the areas listed above could represent a substantial pool of students for a community college in Long Island City. There are 12 high schools in Manhattan, Queens, and Brooklyn that would find the Long Island City area readily accessible. These schools have an approximate total of 5,400 graduates per year.

The following chart lists those twelve high schools (both academic and vocational), the number of graduates, and travel directions to Long Island City. In addition to the schools listed, there are a number of private and parochial high schools which would also feed into a community college located in Long Island City.

<table>
<thead>
<tr>
<th>High School (Borough)</th>
<th>June 1968 Grads</th>
<th>Traveling directions and approximate time to Queensborough Plaza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Island City (Q)</td>
<td>392</td>
<td>within walking distance of Queensborough Plaza</td>
</tr>
<tr>
<td>Wm. C. Bryant (Q)</td>
<td>881</td>
<td>IND, GG (10 minutes)</td>
</tr>
<tr>
<td>Queens Vocational (Q)</td>
<td>135</td>
<td>Bus from Sunny-side, Queens (10 minutes)</td>
</tr>
<tr>
<td>High School (Borough)</td>
<td>June 1968 Grads</td>
<td>Traveling directions and approximate time to Queensborough Plaza</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Aviation (Q)</td>
<td>383</td>
<td>Bus from Sunny-side, Queens (10 minutes)</td>
</tr>
<tr>
<td>Grover Cleveland (Q)</td>
<td>569</td>
<td>GG (30 minutes)</td>
</tr>
<tr>
<td>Newtown (Q)</td>
<td>863</td>
<td>IND (20 minutes)</td>
</tr>
<tr>
<td>Benjamin Franklin (M)</td>
<td>242</td>
<td>IRT, IND (F) (20 minutes)</td>
</tr>
<tr>
<td>Julia Richman (M)</td>
<td>427</td>
<td>IRT, IND (F) (15 minutes)</td>
</tr>
<tr>
<td>Central Commercial (M)</td>
<td>559</td>
<td>IRT, IND (F) (20 minutes)</td>
</tr>
<tr>
<td>Boys (B)</td>
<td>224</td>
<td>IND, (GG) (25 minutes)</td>
</tr>
<tr>
<td>Eastern District (B)</td>
<td>267</td>
<td>IND (GG) (30 minutes)</td>
</tr>
<tr>
<td>Bushwick (B)</td>
<td>429</td>
<td>BMT (Canarsie Line) IND (GG) (40 minutes)</td>
</tr>
</tbody>
</table>

Total High Schools: 12 5,371 Total Grads.

In addition, plans to construct a new high school, Park East, or 94th Street and 3rd Avenue have received Board of Education building priority. Park East High School will have from

---

800 to 1,000 graduates per year who will also be within easy transportation routes to Long Island City.

An analysis will follow of the potential source of enrollment from the Long Island City area, which could be added to the 5,400 high school graduates residing outside this area. In addition, the community characteristics of Long Island City will be described.
HIGH SCHOOLS AND COMMUNITY CHARACTERISTICS
OF LONG ISLAND CITY

High School Graduate Population

Over the last four years, Long Island City High School has had an average June graduating class of 463 students; the average June graduating class at Bryant for the last four years has been 786 students; for Queens Vocational, 135 students; and for Aviation Trades High School, 383. With approximately an additional 615 students graduating annually from Mater Christi Parochial High School, total high school graduates from the Long Island City area comes to 2,382 students. Thus, of the 13,265 diplomas granted to all students in Queens, approximately 18% come from the Long Island City high schools. In addition to these Long Island City high school graduates, there are the 5,400 graduates from high schools within proximity to the area. Therefore, the combined total of traveling students and local high school graduates who can be considered as potential enrollees for programs offered at Community College Number Nine is approximately 7,800.
Ethnic Balance

These two sources of potential Community College enrollees, i.e., traveling students and local high school graduates, would also be reflected in the ethnic composition of the new community college. From Long Island City, the percent of minority group graduates is 21% (11% Black and 10% Puerto Rican). Students from the neighboring high schools located in New York City poverty areas such as Harlem and Bedford-Stuyvesant are almost wholly Black or Puerto Rican. Thus, Community College Number Nine could represent an ethnically balanced student population.

City Housing Units in the Long Island City Area

Four City-owned housing projects are located in Long Island City: Queensview, Ravenswood, Queensbridge, and Astoria. Their residents contain a large number of the minority groups and tend to have lower median family incomes. The total number of housing units in these four projects is 7,511, accounting for some 22,500 persons (an average of three persons times the number of units).

---


Two new City housing projects are planned for the area: Skyview Towers, to contain some 232 units, and a multiple building project on Welfare Island for some 4,000 units. In addition, the New York City Planning Commission is discussing the residential development of Hallets Point and surrounding areas. With these new housing developments will come a substantial increase in the youth population of the area, thus increasing the demand for additional educational facilities at all levels.

Long Island City Population Data: 1960 Census

The 1960 Census provides the latest set of data on population by census tract within the Long Island City area. This area of Queens consists of twenty-eight census tracts, two of which had no residential population in 1960; Numbers 1 and 37. (These twenty-eight tracts are shown on the attached Map Three, Appendix One; population figures for each of these tracts appear in Appendix Two.)

Long Island City Population: Ethnic Distribution

Of the total population of 1,809,578 living in Queens in 1960, 74,695 lived in the Long Island City area, i.e., four percent of the total Queens population. This total population
figure for Long Island City can be broken down into the following ethnic distribution:

### TABLE V
LONG ISLAND CITY ETHNIC DISTRIBUTION: 1960

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number of Population</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>61,408</td>
<td>82%</td>
</tr>
<tr>
<td>Negro</td>
<td>9,140</td>
<td>12%</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>3,854</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>293</td>
<td>(less than) 1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>74,695</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

By 1970, it is expected that 79% of the population will be White, 16% Negro, and 4.5% Puerto Rican. Thus, the minorities will account for a total of 20.5% of the area's population by 1970 as contrasted to 17% in 1960. The minority groups' proportion of the total Queens population by 1970 is expected to remain at approximately 16%.

---

Long Island City: Income Levels

The average median family income for the Long Island City area in the 1960 Census was $6,112.00 per year. (See Appendix Two for a listing of Median Family Incomes by Census Tract Numbers.) For all of Queens, the median family income in 1960 was $7,176.00 -- a difference of $1,064.00 per year or 15% less than the average in Queens. For the total New York City SMSA (Standard Metropolitan Statistical Area), the medial family income in 1960 was $6,548.00. The range of median family incomes in 1960 for Long Island City goes from a low of $3,158.00 to a high of $8,688.00. From these income levels, it can be seen that the Long Island City area in 1960 had a proportionately lower median family income than other areas of Queens, and also a lower-than-average median family income than that for the whole of the New York City area. This is one factor for naming the area as one of the defined poverty areas of Queens. (See Map Two for eleven poverty areas.)

Unemployment Levels

The unemployment rate in 1960 for the civilian labor force in the Long Island City area averaged out at 4.6%; that for all Queens in 1960 was 3%. In 1968, the average unemployment rate
for the eleven poverty areas -- of which Long Island City is a part -- came to 6.9%, roughly double that for the rest of the City at that time (3.2%).

---

12Annual Manpower Planning Data Summary: New York City, 1969. New York State Department of Labor, Division of Employment Statistics, New York City Regional Office.
CONCLUSIONS

Based on the sections of the paper discussed above, it appears that the Long Island City area of Queens would be a good location for Community College Number Nine. This conclusion comes from the following points:

a) Queens is the fastest growing borough in the City in terms of total population.

b) Queens is proportionately under-represented in terms of community college seats when compared to the other four boroughs in the City.

c) The Long Island City area of Queens is easily accessible to Queens and stands centrally to many of the inner-city sections of New York City.

d) Because of the easy access to Long Island City, a new community college there could serve a local pool of high school graduates who desire to go on to college, and a larger pool of high school graduates from nearby inner-city high schools.

e) Long Island City meets the 1968 Master Plan criteria for locating a community college in or near an area of increasing minority population, lower than average median family incomes, and higher than average unemployment.

The following resolutions are therefore presented for consideration by the Board of Higher Education:

RESOLVED, That the Board of Higher Education approve the selection of the Long Island City area of Queens as the location for the temporary and permanent sites for Community College Number Nine; and be it further

RESOLVED, That the Site Selection Board and the State University of New York be requested to approve the selection of this area and to aid the University in the rapid identification of a temporary and a permanent site for Community College Number Nine.
CENSUS TRACTS IN THE NEW YORK SMSA
QUEENS BOROUGH

APPENDIX ONE

MAP THREE: Census Tracts, 1960 Census Data, Long Island City area.
### APPENDIX TWO

**LONG ISLAND CITY POPULATION BY CENSUS TRACT: 1960**

<table>
<thead>
<tr>
<th>Census Tract Number</th>
<th>White</th>
<th>Negro</th>
<th>Other</th>
<th>Total</th>
<th>Born in Puerto Rico or of P.R. Parentage</th>
<th>Median Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>RESIDENTIAL POPULATION</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5,408</td>
<td>21</td>
<td>12</td>
<td>5,441</td>
<td>240</td>
<td>$6,193</td>
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<tr>
<td>17</td>
<td>389</td>
<td>151</td>
<td>1</td>
<td>541</td>
<td>22</td>
<td>---</td>
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<tr>
<td>19</td>
<td>863</td>
<td>74</td>
<td>2</td>
<td>939</td>
<td>56</td>
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<tr>
<td>25</td>
<td>5,105</td>
<td>5,133</td>
<td>53</td>
<td>10,289</td>
<td>1,901</td>
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<td>27</td>
<td>433</td>
<td>10</td>
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<td>433</td>
<td>62</td>
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<td>31</td>
<td>1,612</td>
<td>4</td>
<td>9</td>
<td>1,625</td>
<td>9</td>
<td>6,118</td>
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<td>29</td>
<td>1,339</td>
<td>16</td>
<td>13</td>
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<td>35</td>
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<td>1</td>
<td>491</td>
<td>16</td>
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<tr>
<td>51</td>
<td>1,910</td>
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<td>15</td>
<td>1,925</td>
<td>54</td>
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<td>49</td>
<td>414</td>
<td>---</td>
<td>10</td>
<td>424</td>
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<tr>
<td>47</td>
<td>4,767</td>
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<td>17</td>
<td>5,422</td>
<td>95</td>
<td>5,863</td>
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<td>53</td>
<td>5,466</td>
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<td>27</td>
<td>5,496</td>
<td>12</td>
<td>6,423</td>
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<tr>
<td>45</td>
<td>3,651</td>
<td>92</td>
<td>30</td>
<td>3,773</td>
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<tr>
<td>43</td>
<td>3,055</td>
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<td>16</td>
<td>3,921</td>
<td>46</td>
<td>5,859</td>
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### APPENDIX TWO--Continued

<table>
<thead>
<tr>
<th>Census Tract Number</th>
<th>White</th>
<th>Negro</th>
<th>Other</th>
<th>Total</th>
<th>Born in Puerto Rico or of P.R. Parentage</th>
<th>Median Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>1,023</td>
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<td>1,023</td>
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<td>39</td>
<td>1,438</td>
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<td>1,444</td>
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<td>5,092</td>
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<tr>
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<td>---</td>
<td>---</td>
<td>91</td>
<td>NO RESIDENTIAL POPULATION</td>
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<tr>
<td>91</td>
<td>1,641</td>
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<td>4</td>
<td>1,645</td>
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<td>6,672</td>
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<td>69</td>
<td>3,185</td>
<td>12</td>
<td>9</td>
<td>3,206</td>
<td>57</td>
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<tr>
<td>71</td>
<td>4,381</td>
<td>1</td>
<td>4</td>
<td>4,386</td>
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<td>6,417</td>
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<tr>
<td>73</td>
<td>3,807</td>
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<td>8</td>
<td>3,817</td>
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<td>6,344</td>
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<tr>
<td>75</td>
<td>3,690</td>
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<td>13</td>
<td>3,703</td>
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<td>6,441</td>
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<td>77</td>
<td>1,332</td>
<td>5</td>
<td>7</td>
<td>1,344</td>
<td>4</td>
<td>6,016</td>
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<td>2</td>
<td>2,830</td>
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<td>6,041</td>
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<td>83</td>
<td>2,162</td>
<td>2</td>
<td>4</td>
<td>2,168</td>
<td>59</td>
<td>6,554</td>
</tr>
<tr>
<td>81</td>
<td>797</td>
<td>---</td>
<td>---</td>
<td>797</td>
<td>---</td>
<td>6,519</td>
</tr>
<tr>
<td>87</td>
<td>4,079</td>
<td>2,118</td>
<td>35</td>
<td>6,232</td>
<td>1,048</td>
<td>---</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>65,263</td>
<td>9,140</td>
<td>292</td>
<td>74,695</td>
<td>3,854</td>
<td>$6,112</td>
</tr>
</tbody>
</table>
FOOTNOTES


14 These figures for persons born in Puerto Rico or of Puerto Rican parentage are computed in the White population figures in each census tract.

15 Median Income for families in Census Tracts where the number of families totals over two hundred. Those with less than two hundred are not given.
LAGUARDIA COMMUNITY COLLEGE
31-10 Thomson Avenue
Long Island City, N. Y.

MASTER PLAN
1972-1976

January 3, 1972
MASTER PLAN COMMITTEE

Irving Goldberg
Sheila Gordon
Ann Marcus
Jerolyn Minter
Rose Palmer
Youngman Park
Jean Taylor
Victor Valle
Martin Moed, Chairman

Staff of the Committee

Deborah Gardner
I. INTRODUCTION

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I. INTRODUCTION

Fiorello H. LaGuardia Community College was founded in 1969 in accordance with the 1968 Board of Higher Education resolution to create a ninth community college in the City University -- with a unique educational plan emphasizing the study of urban problems.

LaGuardia's President was appointed in 1970, and plans were developed throughout the 1970-71 year for the newly formed institution to fulfill its mission as a cooperative education community college. Thus, LaGuardia brings a full year of planning experience to the preparation of its Master Plan.

Two major objectives guided the College's planning activities during the 1970-71 year:

1. To fulfill the requirements of a comprehensive community college

2. To develop an effective cooperative education program

These objectives have also guided the development of the college's first Master Plan:

The Master Plan is organized in two parts. Part one presents the current status of the college, its mission, objectives, and the major developments which have occurred since its inception a year and a half ago. Part Two projects the future of the College (to 1976) in three major planning areas: (1) enrollment and staffing, (2) plans to accommodate enrollment growth and expand the range of curricular and non-curricular offerings, and (3) programs to facilitate learning and development.
II. PART ONE: THE CURRENT STATUS OF THE COLLEGE

LaGuardia Community College was established as part of the continuing expansion program of the City University system under open enrollment. The College represents another step toward achieving the Regent's goal of providing opportunity for higher education to all residents of New York.

LaGuardia offers an integrated program of cooperative and academic education. Its curriculum and calendar combine college level training, academic instruction, and work experience for a variety of student goals. Students are prepared for continuing education in liberal arts or business administration, and for career employment in expanding technical fields.

LaGuardia also serves as a resource center for the area of Queens in which it is located, providing educational, cultural, civic, and social services to a section of New York City where these services have been underdeveloped.

The College and The University

LaGuardia Community College joins several other City University colleges with mandates for special educational programs. John Jay College of Criminal Justice, opened in 1965, offers programs in criminology and law enforcement leading to public service in the urban community. Richmond College, opened in 1967 as an upper division college, accepts students only for the junior, senior and beginning graduate years. Hostos Community College, opened in 1970, offers modular health science programs. Medgar Evers College, opened in 1971, is the only City University unit to offer both community college and senior college courses within the same institution.

LaGuardia, as the only fully cooperative education college in the City University, provides yet another type of educational institution within the system.

Historical Background

LaGuardia first appeared in the official planning documents of the City University in the 1964 University Master Master Plan, which called for the establishment of four new community
colleges. The 1968 Master Plan indicated some themes for the proposed community colleges. One of the colleges -- Community College Number IX -- was to have emphasis on the study of urban problems. The 1969 and 1970 revisions of the Master Plan included the tables and enrollment figures for this new college. Specific proposals then followed to demonstrate the City's need for Community College Number IX, as an institution which would provide innovative educational features offering new alternatives within the University. These features included:

1. Work-study or cooperative education programs

2. Development of new areas in the human and public services

3. Experiments in instruction, class organization, and technical teaching devices

4. Development of curriculum in the liberal arts and business areas in response to existing high school student interests

5. Close articulation with local high schools

In March of 1970, the Board of Higher Education approved the establishment of the College. Approval from the State University of New York and the Regents soon followed.

The College and Its Constituencies

The Long Island City area of Queens was selected as the site for the new college in accordance with the Board of Higher Education policy to locate new community colleges in poverty areas. Directly across the East River from Manhattan, Long Island City is a mixed residential and industrial area, containing one of the largest concentrations of light industry in the country. The population of the area is stable, with large proportions of Irish, Italian, Greek and Eastern European families, and with recently increasing numbers of Spanish-speaking and Black residents. The income level of the area is lower than that of the Borough of Queens or New York City as a whole; the rate of unemployment in the area is higher than that of Queens or the City as a whole. The rate of students
graduating from high school, as well as the proportion of high school graduates applying to college, are also relatively low as compared to Queens or the City as a whole.

A Fully Cooperative Education College

Although cooperative education programs exist in a number of community and senior colleges in the United States, LaGuardia is the only community college in the nation where the entire student body, regardless of curriculum selection, must participate in a cooperative education-and-work experience. The College believes that learning occurs not only in the classroom, but in many extra-classroom life environments, and that theory and practice are mutually reinforcing. Its underlying philosophy is that the blending of work and study represents a sound educational approach for students from all backgrounds, and is especially valuable to those students who may feel that formal education is only marginally related to the tangible rewards of work and the achievement of adult status. Accordingly, LaGuardia is structured to provide a continuing exercise in motivation toward learning -- by relating academic discipline directly to work-and-life situations so that education is relevant and immediate, while maintaining its traditional intellectual scope and vision.

The First Year

The College admitted its first class of freshmen -- 535 full-time day students -- in September 1971.

A large proportion of the student body resides in the geographical area of Queens where the college is located. Most students are the first members of their families to attend college, and have no immediate background on which to base their expectations of college life. A surprising number, particularly among the female students, are attending college despite strong resistance from their parents. For the most part, the general personal experience and cultural interests are limited. The first year student population represents a broad distribution of high school averages and ability. However, nearly one third of the student body have high school averages below 70; more than 40 percent are reading below the tenth grade level.
Academic Programs and Divisional Organization

LaGuardia's academic programs are designed to provide a comprehensive community college curriculum and to achieve the goals of an experimental cooperative program. Programs are based in four academic divisions, which reflect the aims of the College: Language and Culture; Social Sciences; Natural Environment; Business Education. The instructional emphasis during the first year is on interdisciplinary/core programs which draw on these four divisions. This approach offers a number of distinct educational advantages:

1. Students can develop a strong inter-disciplinary conceptual base to equip them for later specialization and cooperative education field work.

2. Students are able to postpone final decisions concerning the selection of career areas until they have had exposure to various alternatives.

3. The provision of core courses enables students to readily change career decisions with minimal loss of time or credit.

4. The use of core courses permits flexibility in assignment of faculty members, thereby facilitating experimental approaches to instruction.

The Urban Core Curriculum

The urban core curriculum must be taken by all students. It consists of a series of courses in each division which introduces the student to the method of study appropriate to the disciplines within that division. Core curriculum courses -- called Intensives -- are offered at the beginning of each quarter by each division. The Intensive in each division examines selected topics and problems, although course content may differ from one quarter to the next based on faculty choice and interest. All courses are designed to draw upon the unique resources of the Metropolitan New York area. The approach is selective, concentrated, and consistent with the basic quality of the college to encourage students to learn by doing. Every effort is made to reinforce classroom learning with direct experience in
the life-laboratory provided by the surrounding urban environment.

Each Intensive meets every day for five days in the first week of each quarter. It is the only course which the student takes during that time, permitting the faculty to arrange trips and projects, which could not be provided through a normal calendar arrangement. It then continues throughout the quarter in the form of an hourly seminar once each week — providing opportunity for continuity of projects begun during the first Intensive week of study.

Cooperative Education

All students, regardless of curricular area participate in the college's Cooperative Education Program. During his two years at the college, each student must undertake three employment internships relating to his curriculum and career interests. Three academic credits are awarded for each internship experience.

Students in business fields work in selected business organizations who permit them to develop the specific skills and knowledge acquired in the classroom. Students in Liberal Arts work in a range of settings which permit the exploration of a wide variety of career interests.

Calendar

The College operates on a quarter system: Four quarters per year; thirteen weeks per quarter. Students must be enrolled for a minimum of eight quarters in order to graduate. Three of these quarters are allocated to work internships.

The calendar for the Work-Study Program offers two options. Option B provides three consecutive academic quarters followed by five alternating quarters of work and study ending in a work quarter. Option A provides two consecutive quarters of study, followed by six alternating quarters of work and study, ending in a study quarter. The two calendar options are illustrated below.
OPTION A

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<td>Study</td>
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OPTION B

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<th>FALL</th>
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<tr>
<td>Second Year</td>
<td>Study</td>
<td>Work</td>
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</table>

Each quarter is divided into three parts as follows:

A. Intensive - One week
B. Instruction and Evaluation - Eleven weeks
C. Intersession Vacation - One week

The College has adopted an instructional period of 70 minutes to provide equivalency of credit hours with semester system instruction.

Student Services

In the first year, the Student Services Division of the College has conducted programs of freshman orientation, counseling, admissions services, financial aid, campus ministry, health services, and campus activities. In addition, a student-faculty association has been formed.

Advisory counseling teams have been organized to provide comprehensive academic and personal counseling services to the student body. Each team consists of an instructional staff member, a Cooperative Education coordinator, and the Student Services counselor who work jointly with assigned groups of twenty-five students.

Continuing Education and Community Services

LaGuardia has defined continuing education and community services as those programs designed for specific adult populations.
As the first institution of higher education to be located in the western part of Queens, LaGuardia is committed to providing a full range of educational opportunities and services to the people who live and work in the area. The population is predominantly from the lower middle working class, including many families with sub-standard income. Therefore, community services will be designed to meet the specific needs and aspirations of this population.

The first program offered by the College in its first year was an Education Associate Degree program, a career ladder program for paraprofessionals employed in the public schools. Other programs being offered in the first year are a Veterans' Education Center which offers pre-college training for 80 Vietnam veterans each quarter, a health aide training program for 200 persons studying cardiology and pulmonary care, a secretarial upgrading program for 80 persons, and education courses for the elderly at Queensbridge Day Center for senior citizens.

Facilities

The College occupies a single five story structure at 31-10 Thomson Avenue, in the heart of Long Island City. The campus is adjacent to the Queensborough Plaza (at one end of the 59th Street bridge), permitting easy and direct access by public and private transportation. It lies in the center of an industrial-residential community complex and provides an ideal setting for the City University's first work-study college.

The facility provides approximately 230,000 square feet and is in the process of a complete renovation and modernization. When completed in 1975, it will be a fully air-conditioned, spacious educational plant which will include all of the services needed in a modern educational institution.

The first phase of building renovation has been completed -- providing approximately 70,000 square feet of classrooms, laboratories, lounges, library and book store areas, food service areas, and administrative space. The completed areas provide instructional capacity for approximately 1600 full-time equivalent students.
Accreditation

The College has established a valuable working relationship with the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. A Middle States team first visited the College in November 1970 to meet faculty and administrative staff. Correspondent Status was granted to the College in December of 1971. This has made the College eligible for various forms of Federal aid including the very important eligibility for student financial aid.

The College will be eligible to apply for accreditation candidate status at the conclusion of its current year of operation (1971-72). It will be eligible to take necessary steps for full accreditation at the end of two years of operation.

Two progress reports have been submitted to the Middle States Association to date. Both have been accepted as evidence of satisfactory progress toward accreditation.
III. PART TWO: PROJECTIONS FOR THE FUTURE

A. ENROLLMENT AND STAFFING

Enrollment Projections in Degree Programs

With the implementation of the University's Open Enrollment Policy, applications for study at LaGuardia are expected to increase rapidly during the next five years. By 1976, enrollment is anticipated to reach 5,800 full time equivalent students in regular academic degree programs. The growth of the college will take place through expansion in four academic areas: Liberal Arts; Human Services; Business; and Communications. The identification of a fifth area is under review.

New courses developed in any area will be determined according to three principal guidelines:

1. Student interests

2. Labor market trends

3. Availability of programs in other units of the University.

FTE enrollment projections for 1971-1976 are presented in Table 1, on the following page. Projections are based on college facilities being utilized through the entire day and evening.

Non-Degree and Special Programs

It is anticipated that enrollment in Middle College and continuing adult education programs will reach 710 full time equivalent students by 1976, bringing total FTE production to 6,510 in that year. Many of these students will take only part-time programs at the college, so that actual enrollment in these non-degree and special programs will be significantly greater than FTE production. Therefore, with all day and evening programs taken into consideration, it is estimated that 1976 head count enrollment will be approximately 11,000 students.

Non-degree, special program, and total FTE enrollment projections for 1972-1976 are presented in Table 2, page 12, following.
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<td>970</td>
<td>1750</td>
<td>2650</td>
<td>3750</td>
<td>4950</td>
<td>5800</td>
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TABLE 1. FULL TIME EQUIVALENT ENROLLMENT PROJECTIONS, 1971-
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<td>Middle College</td>
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<td>100</td>
<td>230</td>
<td>340</td>
<td>410</td>
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<tr>
<td>Total</td>
<td>1950</td>
<td>2975</td>
<td>4230</td>
<td>5565</td>
<td>6510</td>
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TABLE 2. NON-DEGREE SPECIAL PROGRAM & TOTAL FTE ENROLLMENT, 1972-76
Building Utilization and FTE Production

The college facility will accommodate 1640 FTE students in the 70,000 square feet of space which are currently available. When completed in 1975, the facility will encompass a total of 250,000 square feet of space—including 230,000 feet within the existing building and 20,000 feet in a new building to be erected at the rear of the present structure. The total facility will then accommodate 7200 FTE students.

Table 3, page 14, presents an analysis of building capacity based on enrollment projections from 1972-1976. It should be noted that the Cooperative Education program permits the college to actually enroll more FTE students than the building has capacity for and that the FTE production from academic programs (summarized in Table 1) has been reduced to compensate for credits produced outside of the facility by students in Cooperative Education assignments. As Table 3 indicates, the building will be utilized almost to its full capacity by 1972 and there will be a shortage of space in 1973 and 1974, necessitating rental of additional facilities in those years. This shortage will be relieved by 1975.

It is expected that the college will exceed the capacity of its present facility by 1978. With this in mind, the college has discussed permanent facility plans with two groups who are planning major urban development activities in the Long Island City area:

1. First National City Bank-Equitable Consortium, considering development of the East River front area.

2. The New York State Development Corporation, considering development above the Sunnyside Railroad Yards.

Recruitment

To meet projected enrollment goals, the college will increase its professional staff from 110 employees in the current year to approximately 500 professional employees in 1976. The college recognizes that its plans can only be realized through the efforts of capable and dedicated people, and will seek new staff members who evidence qualities of imagination, creativity, intellectual strength, concern with the teaching process, and commitment to the specific goals of the college.
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<td>FTE Utilization for</td>
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<td>Total FTE Utilization of Bldg.</td>
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<td>FTE Building Capacity</td>
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<td>Variance in FTE Capacity to</td>
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<td>Accommodate Enrollment</td>
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(1) The FTE Utilization of the building for academic programs reflects a reduction from total academic FTE production due to credits produced in Cooperative Education outside of the facility.

(2) FTE utilization of the building for academic programs does not include utilization required for remedial non-credit programs.

**TABLE 3** BUILDING UTILIZATION IN TERMS OF FTE PRODUCTION
Individuals who can hold joint appointments between academic divisions or between an academic division and the Division of Cooperative Education will be particularly important in building interdisciplinary programs. Adjunct faculty will be recruited to provide expertise in specific technical areas and in areas related to community and public affairs. Personnel will be drawn from both the educational and business communities in accordance with their individual background and experience. Evidence of talent, commitment, and pertinent experience will take precedence over academic credentials per se.

LaGuardia is committed to an energetic Affirmative Action Program in implementing equal employment opportunities in all of its divisions. It views as crucial the building of a male and female staff which is ethnically, educationally, geographically, and ideologically diversified. Recruitment efforts have thus far extended to Canada, Puerto Rico, and the Caribbean, and the college will continue to seek talented individuals not only in the New York metropolitan area, but throughout the country and the world.

Evaluation of Staff Members

A vital part of improving the teaching and learning process of the college will be the implementation of effective personnel performance evaluation procedures. It is the plan of the college to develop an evaluation system which provides both objective and qualitative measures of performance, and which includes channels for evaluative inputs by students. The criteria and procedures of performance evaluation will vary according to the specific responsibilities of the individual being evaluated and the goals of the division in which he works. The college will consider each individual's effectiveness in performing his educational and/or administrative functions, his contributions to his particular professional field, his contribution to the overall goals of the college, and his service to all constituencies served by the college.
Governance

The governance structure of the college is planned as a unicameral body composed of college administrators, faculty, students, and community representatives. The governance plan, powers, functions, and committee structure are currently in preparation, and will be submitted to faculty and students for ratification during this year; since both students and faculty members have worked closely in development of the governance structure, it is assumed that ratification will proceed smoothly. Student representation has been encouraged from the inception, and students will have full voting privileges in the governance body and in the specific governance committees on which they will serve. The governance plan will afford the broadest opportunity for democratic participation by all segments of the college population.

Institutional Research

As an institution which has been established to serve the community in many different ways, LaGuardia recognizes that it must maintain a close relationship to the problems and changing conditions of urban life. Research programs at all levels -- from individual instructional projects to the broadest type of institutional research -- are therefore planned to directly involve the community and to reflect the college's commitment to community service.

Research projects will involve every aspect and function of the college. Questions will be asked concerning the impact of the college on the students and community, the success of new educational methods and programs, the attitudes of students and staff members, the relationship of the college with the University and with outside agencies, and the effectiveness of college organization and governance. Routine research will be directed to systematic collection, synthesis, and reporting of data concerning finance, physical plant, teaching loads, enrollment, remedial programs, and similar issues in the day-to-day operation of the college.
B. PLANS TO ACCOMMODATE ENROLLMENT GROWTH AND EXPAND THE RANGE OF CURRICULAR AND NON-CURRICULAR ACTIVITIES

Programs to accommodate anticipated enrollment growth through 1976 will be introduced in the following educational areas:

- Liberal Arts
- Business
- Human Services
- Communications
- Community Services and Adult Education
- Middle College

During the first year, college programs in Liberal Arts and Sciences have been distributed in three academic divisions: (1) the Division of Language and Culture, or Humanities (2) the Division of Social Sciences, and (3) the Division of Natural Environment -- offering Science and Mathematics. The addition of new curricula in the planned Divisions of Human Services and Communications will require a reorganization and unification of the Liberal Arts curriculum.

1. Liberal Arts

The Urban Core Curriculum

The Urban Core Curriculum will be further developed within the Liberal Arts curriculum to make maximum use of the resources of the city. By breaking away from the traditional pattern of learning, the Intensives will continue to permit the student to explore new and different forms of educational experiences. They will encourage multi-disciplinary approaches to the study of the urban environment and will create a distinctive educational atmosphere for the entire college.
The Humanities

New Humanities courses will continue to combine traditional and practical concerns. Traditional concerns will be to acquaint students with the most important aspects of the world's cultures, especially with those having the most direct historical connection with their own lives. Practical concerns will be to give students adequate means of oral, written, and artistic self-expression, and to develop their perceptual analytic, and critical skills for appreciation of the forms of culture which abound in the metropolitan area.

By coming to appreciate past and present cultures, including the wealth of cultural resources found in our own urban location, students will be encouraged to develop their own interests in cultural expression. To serve these interests, the college will add courses in art and music. The initial thrust of these courses will be to utilize existing student aptitudes and interests. Courses in theory and historical appreciation will be directly related to such aptitudes and interests.

It is planned that the college will become a cultural activity center for its geographical areas, and that extracurricular programs such as art exhibits, concerts, film series, and a band will be developed for students and community members who wish to participate. The college will cooperate in these activities with such voluntary agencies as the Queens Council on the Arts.

Because of the strong influence of church and religious life in the college community (reflected in the parochial school education of many of our students), and important area of interest in Humanities will be the relationship
between religion and culture. Non-sectarian courses in philosophy and religion will be developed to supplement already existing courses in the Sociology of Religion.

Ethnic Studies and Foreign Languages

A major emphasis of the Liberal Arts curriculum, reflecting the composition of the student body and the community, will be on ethnic studies. Courses have been initiated and will continue in such areas as Afro-American Literature, The Literature of the Caribbean, and The History of Minorities in the U. S. Courses in foreign languages and literature have been initiated and will continue to be designed with a primary emphasis on the practical use of language for cultural enrichment and for career development.

Social Studies

Course offerings in Literature, Anthropology, Psychology, Sociology, and History have been initiated and will be expanded. All such courses stress the methods of study appropriate to each discipline, and are designed to aid students understand the history and customs of their own and other ethnic groups.

Many of the cultural events which the college sponsors will be directed to the particular ethnic groups represented in the student body and in the immediate community area. Because many students have relatives in countries of Europe and Latin America, the college will encourage students to participate in City University's "Program of Study Abroad," and will actively explore the possibility of exchange programs with educational institutions and community colleges in other countries.
Urban studies will continue to be an emphasis of the Social Studies and Liberal Arts curricula and of the college as a whole. Without sacrificing the requirements for preparation of students in Liberal Arts transfer programs, courses in the Social Sciences will give students the opportunity to pursue in-depth research projects and special activities. For example, the college has committed itself to collecting a historical library of materials related to Fiorello H. LaGuardia, and it is planned that some students will assist in the collection of oral histories and other projects for this library. The college will actively pursue the possibility of developing career programs and cooperative education internships in areas related to urban studies.

Sciences and Mathematics

Although man's ecological relationship to his environment will continue to be a practical concern for students and faculty, this cannot be the basis for the entire science program. Students in the Liberal Arts curriculum will take a balanced proportion of courses in the traditional areas of science and mathematics, according to State requirements. Courses will be offered in the history and philosophy of science. New courses will be provided in conjunction with curricula to be developed in the planned areas of Communications Arts and Human Services, to be described later.

LaGuardia's ability to attract students for science studies will be significantly affected by the college's capability to develop science related cooperative education placements. If the college is successful in its plans to obtain internships in industrial and scientific laboratories, it will provide a unique educational opportunity.
Health and Physical Education

The college will offer programs of physical education and health education. Physical education courses will include physical development, competitive sports, and recreational activities such as dancing, golf and tennis. Health courses will include drug education, human sexuality, dating courtship, marriage, and other areas of particular concern to young people. If there continues to be a need for trained recreational personnel, the college will explore the establishment of a related career program.

2. Business

The objectives of current and planned business curricula are as follows:

1. To provide traditional transfer and career programs in the fields of business in which recognized demand exists.

2. To develop new curricula in fields in which the community colleges of the University have not previously attempted instruction.

3. To establish short-term and one-year certificate programs in occupations requiring less than a 2-year degree.

4. To participate in special education institutes sponsored by the college in cooperation with local industrial organizations.

5. To investigate business training possibilities as a community service for special groups such as the physically handicapped.
The field of business is characterized by constant flux and the Business Division of LaGuardia Community College will respond to economic and technological changes which affect the potential careers of graduates. Existing programs will be continually evaluated, and new programs will be instituted to reflect economic change and student demands.

During the first year of operation, the Business Division has offered the following programs:

1. Business Administration transfer program, leading to the A.S. degree.
2. Accounting, leading to the A.A.S. degree.
3. Secretarial Science, leading to the A.A.S. degree.
4. Business Management, leading to the A.S. degree.
5. Data Processing, leading to the A.A.S. degree.

Business Curriculum Expansion

As enrollment and student demand increase, additional specializations are planned within the curricula presently offered. Studies are in progress for expansion in the following areas:

Business Management - Banking
Credit
Insurance
Advertising
Merchandising
Marketing
Personnel Administration
Industrial Real Estate
Sales
Traffic
Hotel Management
Data Processing  - Programming and Operations  
              EDP Sales  
              Computer Science  
              School and Hospital Data  
              Processing  

Accounting (1)  - Elementary, Intermediate and Cost  
               Accounting  
               Taxation  
               Data Processing Applications  

Secretarial Science  - Gregg, Pitman and Machine Stenography  
                     Legal Secretarial  
                     Program  
                     Executive Secretarial  
                     Program  
                     Hearing and Court Reporting  
                     School Secretary  
                     Bilingual Secretary  
                     Secretarial Teacher (2)  

(1) Because of the sequential nature of Accounting courses, it will not be possible to go very much beyond the listed courses in the two-year program. Additional Accounting courses are available in the third and fourth year of many CUNY programs to which LaGuardia students may transfer.  

(2) The Secretarial Teacher program will be designed for positions where a four-year degree is not mandatory; for example, in private corporations operating their own training programs, private business, and Parochial schools.
Business Certificate Program

In addition to the two-year business degree programs listed above, one-year and shorter certificated programs are being considered in the areas of:

- Dictaphone Operator
- Office Machine Operator
- Magnetic Tape Selectric Typewriter Operator
- Machine Transcribers
- Keypunch Operators

Personal-Use Typing and Stenography Electives

As the Business Division expands, it is hoped that Personal-Use Typewriting and Stenography courses will be offered as electives to non-secretarial majors in business programs and to students in Liberal Arts Programs who would find such courses useful.

Relations With Cooperative Education

All business courses will be closely tied to the cooperative education internships taken by business students. Advisors from the Business Division will assist in the placement of students so that work assignments are graded to correspond with training and skills.

Industrial Advisory Committees

Industrial Advisory Committees will be recruited from business and industry to provide information and evaluation for curriculum development. These committees will help to indentify and recruit new instructional personnel required for specialized areas of instruction in business degree programs and special institutes.
3. New Curricula: Human Services and Communications

LaGuardia is actively considering the need for new curricula in two major new areas -- Human Services and Communications. (1) These new curricula will be introduced only if they can meet criteria, based on the following factors of need and feasibility:

(1) College goals and existing educational studies
(2) Labor market need and projected growth
(3) Student interests
(4) Physical plant and budgetary constraints
(5) Feasibility of cooperative education work placements.

Evaluation of Labor Market Need

It is critical that the new curricula demonstrate a favorable outlook in the national labor markets of its localities. To offer a new curriculum with an occupational title, the college must have strong indications that students will find satisfactory internship employment during the programs, and will have career opportunity on completing the program. Where existing labor market data is unavailable or inadequate, evaluation strategies will include direct contact with employers, labor unions, and public employment agencies. Where a field has been dominated by persons with graduate degrees, the college will seek firm assurances from employers that positions at the associate degree level will be developed and made available, and that these positions will provide opportunity for career advancement.

(1) The possibility of new programs in Health, Environmental Science, and Aviation Technology is also being evaluated.
The availability of Human Services and Communications career programs at other colleges will be carefully evaluated in determining the need for opening new programs at LaGuardia. It may be more profitable for LaGuardia to work out an articulation arrangement with a college already offering such programs than to develop new programs at LaGuardia. Emphasis at the college will be on developing courses and programs not available at other CUNY institutions, and providing intercollege cooperation so that students in other institutions can take these courses and programs. With the introduction of the CUNY B.A., there will be an increased emphasis on such intercollege cooperation.

The new curricular plans will include a thorough assessment of current and future student interest in Human Services and Communications. Application rates and trends in the curricula offered by the various CUNY units will be examined to determine interest in existing curricula; where few programs are now open to CUNY students, evaluation of student interest will be based on direct contact with high school and college students, educators, parents, and employer groups.

The Human Services

The City University showed early recognition of the need to develop, curricula and training programs in the area of Human Services. The 1968 Master Plan stated:

"The Human Services area of occupations has been developing in recent years and is growing rapidly. Essentially, this field results from increasing governmental commitment to providing services to all segments of the population, with particular attention to the needs of the poor. It is expected that there will be significant increase in (community college) programs and enrollment in this area." (pg. 107)
The initial planning proposal for establishment of LaGuardia Community College developed this theme more fully, with specific suggestions for areas of exploration:

"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 services. Fields for possible curriculum development are child care, education, social service, geriatrics..."

The faculty at LaGuardia has formed a Human Services Committee which is delineating specific career areas in the Human Services area, and examining their functional and career interrelationships, and the feasibility of establishing them at the College.

LaGuardia believes that social human services represents an area of primary need, especially in urban centers. It has defined Human Services as "those skills or occupations where trained personnel perform services directly for the benefit of other people." Such personnel may be trained either as professionals or para-professional, and may work with either individuals or groups.

Some human services careers are well established in the urban job market and community college curriculum; most of these are in technical health services, particularly the medical, dental, and paramedical occupations. There are well-defined career ladders in state, metropolitan, and private agencies for many of these occupations, and a graduate of a community college with appropriate training and an associate degree may reasonably expect job placement at a respectable salary. Since curricula already exist within CUNY in technical areas of human services, LaGuardia has special interest in offering human services curricula of a social rather than technical orientation, although expansion in
areas will be considered if it is demonstrated that additional educational capability is needed in these areas in the future.

The field of social human service is relatively new as an educational area, and is in considerable flux. There has not yet been a clear definition of the role of the community college in preparation of personnel with social service skills, nor has a comprehensive curriculum been designed and proved.

The college believes that it can make an extremely valuable contribution by establishing human services as a primary area of concentration -- on a scale large enough to warrant both generic training and interdisciplinary education. Training must prepare students for entry into any of several related areas of work. Thus, rather than develop separate curricula in the fields of vocational rehabilitation or psychiatric aid, a core curriculum will provide preparation for a range of human service area, including the two mentioned above. This approach will offer the college and the student maximum flexibility in dealing with shifting and uncertain labor markets and community needs.

The social service curricula being considered for development can be broadly defined in two categories:

(1) Mental health occupations.
(2) Social assistance occupations for individuals or groups.

These occupations have not as yet employed large numbers of people with associate degree preparations, and both curriculum and job development will depend on the establishment of close relations between the college and potential employers in governmental, voluntary, and private agencies.
It is planned that the new curricula will prepare students for specific employment opportunities in New York City, and at the same time, cooperative arrangements will be made with senior colleges and graduate institutions to promote articulation possibilities. Development of the program will proceed in stages. Labor market needs will be studied; financial and space requirements will be analyzed; contacts with employers will be made; and specific curricular programs will be developed. These programs will coincide with expanded course offerings in the social sciences. New social science courses will be added in such areas as child guidance, vocational guidance, interview techniques, and group dynamics.

An advisory committee on human services will be established to provide assistance to the college throughout the planning and development process. This committee will be composed of experts in pertinent areas of human services employment, training and administration. It will aid in the development of curricula, and will assist the college to develop internships for students in these curricula.

Communications

The field of Communications was identified early as appropriate to the educational philosophy of LaGuardia and to the college's geographical setting. New York City is the undisputed media center of the world—with the highest concentration of production facilities in television, film graphics, and photography in the immediate Long Island City area where the college is located. College-age students throughout the nation have shown that they are deeply interested in films, photography, advertising, recordings, music, and in audio and multi-media techniques.
An initial proposal has been developed for the Communications Arts program. Colleges outside of the CUNY system have been visited to examine possible curriculum models. Written and verbal critiques have been obtained from the senior CUNY colleges to which LaGuardia students might transfer, from industries and professions in which they might be employed, and from experts in the curricular areas under consideration.

The opportunities for such a Communications Arts curriculum are obvious. The last few decades have seen increasing attention focused on the media fields in terms of the powers of persuasion and the important information services they provide. Media technicians are assuming greater importance and are commanding impressive salaries throughout the nation.

The Communications Arts specialities listed in Table 4, next page, are being actively considered as areas for development of curricula and programs. The college is examining the development of two-year Communications Arts programs leading to the A.A.S. degree, and transfer programs leading to four-year degrees in upper division colleges. Two-year programs are being considered in professional fields such as Advertising, Cinematography, Graphic Arts, Instructional Communications, and Information Dissemination. Transfer programs are being considered in the Fine and Performing Arts; such programs would be based on the college's Liberal Arts curricula amplified by new courses with communications emphasis. The college has been meeting with representatives of senior CUNY colleges to guarantee the full articulation of the possibility of joint programs. The college will also explore transfer possibilities with colleges and universities outside of CUNY which have Communications Arts programs; these include N.Y.U., St. John's, and the new State University at Purchase.
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TABLE 4. COMMUNICATION ARTS AREAS UNDER CONSIDERATION
A principle factor in the success of the Communications Arts program will be the college's planned Instructional Resource Center -- which will be a media facility for all aspects of the college. Its basic function will be to provide laboratories and studios for instruction in radio, television, graphics, photography, and printing. It will also serve as an administrative support facility for the college and a work center for students in Cooperative Education internships. The Center will represent an educational resource for the total University as well as the surrounding LaGuardia Community area. It would offer the possibility of a centralized radio station, an instructional film development studio, a newspaper, a closed circuit television studio, and a recording center.

**Evaluation of Employment Opportunities in Communications**

New York City offers the greatest variety and numbers of jobs in the Communications Arts field, but perhaps the most intense competition and union control as well. There is increasing government pressure on the Communications Arts fields to expand employment opportunities for social groups who have been traditionally under-represented. This may open the number of jobs available, but cooperation of employers, professional organizations, and unions is essential to success of the LaGuardia program.

It is planned that professional Advisory Committees in Communications Arts will be established to aid in realistic college planning. These committees will include artists, photographers, musicians, executives from communication media and representatives of technical and professional unions and organizations. The strategy will be to develop an apprentice system whereby corporations can help train personnel for future positions. The combination of theoretical and "hands on" experience should effectively equip students to be desirable employees, and should foster success in the program.
Studies of employment opportunities in the Communications Arts are being conducted. As in the planned Human Services curriculum area and any other new curriculum areas considered by the college, programs will be developed only if there is evidence that career placements will be available -- as well as cooperative education internships and four-year possibilities. The following occupational areas have been examined to date:

**Journalism:** There appears to be good employment opportunities during the 1970's for reporters, technical writers, and broadcast journalists.

**Public Relations:** Employment is expected to expand rapidly, with a continued increase of funds allocated to public relations.

**Advertising:** Employment is expected to increase slowly in the 1970's and to be largely concentrated in advertising agencies.

**Radio & Television:** The employment outlook in radio and television will be good in the 1970's due to new openings created by retirement of present personnel and new fields introduced by the development of CATV.

**Graphic Arts:** There will be an increased demand in the 1970's for paste-up and mechanical artists, printers, technicians in the processes and methods of reproduction, and middle and top-level management personnel.

Among the many possible occupational titles which LaGuardia two-year graduates in Communications Arts might hold are:

1. Media technician in business, school, and industry.
2. Radio and television assistant in script writing.
3. Photographic laboratory technician.
4. Photographer.
5. Assistant director or announcer in radio and television.
In preliminary discussion with potential employers and representatives of labor unions, it also appears that there are a number of new career ladders which can be developed.

4. Continuing Education and Community Services

The entire LaGuardia Community College is committed to the development of programs which will provide professional expertise and educational services for the surrounding community. As a new and rapidly expanding college, LaGuardia has a unique opportunity to plan and implement a Continuing Education and Community Services program that will be truly responsive to the needs of the community. The residential and commuter populations of the geographical area served by the college are highly diverse in racial, ethnic, and socio-economic terms—presenting the college with a challenging opportunity for community activity. The need for creating important educational services is made more critical because there are no other available institutions of higher education located in the area of Queens where the college is located.

Community Interaction

The College is working with a variety of community groups to insure that program offerings reflect the needs, aspirations, and interests of community residents and working groups. Groups involved in planning include local businesses, voluntary social service agencies, churches, public and parochial school leaders, hospital representatives, labor unions, and fraternal organizations.

College Commitment

The college has made a concrete commitment of resources to the concept of community service. A professional staff will develop and administer programs, and space will be provided as needed. The Continuing Education and Community Services program will be supported by fee income, government and foundation grants, contracts,
and where appropriate, tax levy funds. The college is in an excellent position to serve the needs of the employing community because of the large number of employers who will be associated with the college through its Cooperative Education Program; courses might be offered on company premises to facilitate the participation of the employees.

Career and Skills Programs

A variety of program will be offered for specific target groups to improve the performance of occupational functions and to enhance individual career potential. Extensive career ladder programs will be provided as well as short-term upgrading programs. The following programs have already been initiated or are being considered:

(1) Educational assistant training program leading to promotion to educational associate.
(2) Health aide training program, offered in conjunction with Astoria General Hospital and the Queens Licensed Practical Nurses Association.
(3) Courses for members of lay planning boards, offered by the Queens City Planning Commission.
(4) A State funded tuition-free program for beginning stenographers.

Adult and Continuing Education Programs

A variety of programs will be offered to enrich educational, vocational and leisure opportunities. These programs will include basic education courses in literacy, English as a second language, high school equivalency, and preparation for college work. Skills programs will include short term courses in typing and stenography, data processing, income tax preparation,
small business administration, and labor relations. Courses will be offered in guitar, drawing, photography, karate, and the art of self defense. Lectures, films, theatre, and other cultural events will be presented.

Weekend and Satellite Colleges

Intensive weekend classroom work, augmented by supervised programs of independent study, will enable area residents to improve specific skills and to work toward an academic degree. Courses and seminars will reflect community interests and will be coordinated with the college's regular degree programs. The college will explore "external degree" models to determine the most appropriate independent study approach. The college plans to seek approval to offer an "external " Associate Degree.

Special Educational and Community Service Centers

Special community centers will be established either on or off-campus to meet the needs of specific community groups. These will include Senior citizens centers, Day Care Centers, multi-service and social welfare centers, and reading clinics for children and adults.

Veteran's Education Center

A Veteran's Center will be established to enable local veterans to make meaningful career choices through educational counseling and preparations. Courses in high school equivalency, preparation mathematics and English skills, and college preparatory work will be offered to veteran's educational and vocational opportunities. Short-term skills courses in areas
of existing and projected employment opportunities will also be offered. Vocational, educational and personal counseling will be provided.

The Veterans' Center will stress flexible scheduling so that veterans can retain their jobs and receive G.I. Bill benefits while attending school. Successful work will guarantee immediate admission to the college in the next regular academic quarter. Referrals will be made to other colleges and specialized training programs.

Institute for Professional Development

An Institute for Professional Development will be established to serve the business, industrial, and professional sectors of the community. It will offer courses for development of supervisory and management personnel, and for the improvement of executive skills. The Institute will coordinate its activities with the Cooperative Education Division in service to employers who are participating with the college in student internship placements.

Cultural Programs

The college will bring cultural events to the Western Queens area by opening its facilities to local community groups for the presentation of concerts, ballets, operas, and plays involving residents, students, and professionals. As noted in the previous section of the Master Plan, the college will examine the possibility of centralized radio and television studios which would serve the community.
5. **The Middle College**

LaGuardia is considering a Middle College program which would begin in the tenth grade and continue through the first two years of college, so that the total program will encompass a five-year educational span. The Middle College concept, linking the last years of high school with the first years of college, has been accepted as a valuable new educational model for students who might not realize their full expectations and potential through the traditional sequence of high school and college. The relative newness and innovative openness of LaGuardia makes it an ideal setting for the proposed program.

The Middle College program will offer a High School diploma, the A.A., and A.A.S. degrees for completion of required courses and credits; the program will also provide the option for students to continue to advanced college work. All classes will be held on the site of the college. The curriculum will include both high school and college requirements in an innovative schedule designed to provide maximum appeal to students in the program. Students will receive college credit for college-level courses taken during their high school years, and will be able to progress at rates of learning compatible with their individual capabilities.

The proposed program will draw students from selected high schools within 35-40 minutes of the LaGuardia campus. These schools will screen and select applicants in accordance with program-entry criteria to be developed, and parental permission. The first freshman class, tentatively planned for September 1972, will include 100 students.
The traditional sequence of high school and college will be altered to provide a cohesive study plan for each student. Basic liberal arts or business curricula will be introduced in the eleventh and twelfth high school years—with parallel career courses offered in such career areas as child care, education, and health services. These courses will be accompanied by work experience in nurseries, day care centers and elementary schools. In the college years of the program, the student will undertake specialized courses in his selected curriculum area. Seminars, humanities courses, independent study, and off-campus internships will be features of the curriculum.

The Middle College program will be developed in two phases:

**Phase One:** A planning year in which LaGuardia will choose the cooperating schools, establish guidelines for development of the curriculum, recruit faculty, and explore the advantages and disadvantages of alternate career choices.

**Phase Two:** A pilot implementation year, in which the program will begin with an initial group of 100 students drawn from the participating schools.

C. **PROGRAMS TO FACILITATE LEARNING AND DEVELOPMENT**

The overall success of LaGuardia as a comprehensive community college will depend on the success of the following major program areas:

The Cooperative Education Program

The Instructional Process

The Student Services Program
1. The Cooperative Education Program

Perhaps the most ambitious undertaking of the college is the adoption of cooperative education as an integral component of all degree programs—for all students. The scope of the program is best reflected in the requirement that more than 15,000 13-week job placements must be provided between 1971 and 1976, and the fact that income generated by these placements will be approximately fifteen million dollars.

Obtaining Job Placements

The college will develop cooperative education placements for students through the following methods:

(1) Publicizing the economic and social benefits to employers of employing LaGuardia students in internships.

(2) Developing internship opportunities in companies who are already participating in adult education courses offered by the college.

(3) Reaching out to employers and public agencies by personal contact, mailing programs, attendance at pertinent meetings and conferences, and membership in professional organizations.

(4) Obtaining grant stipends to subsidize the employment of students in organizations which could not otherwise afford participation in the cooperative education program.

In order to obtain a sufficient number of internship placements, the college expects to ultimately direct students in job positions throughout the United States and possibly even in other countries. Exchange programs will be developed with college's offering cooperative education programs outside of New York City; similar programs will be explored with foreign educational institutions.
Flexibility of Programs

Flexible policies and procedures will be developed to insure successful conduct of the cooperative education program. The following policies are being examined:

(1) Admission of some students in the third quarter so that job placement needs remain relatively constant through the school year.

(2) Opportunity for students to engage in more than three cooperative education quarters during their total education experience.

(3) Opportunity for alternate cooperative experience such as volunteer work, travel, and other structured non-paying projects as a substitute for paid employment.

(4) Scheduling of work and study so that some students can spend extended periods (longer than 13 weeks) in cooperative internships.

(5) Reduction in the number of required internships for students in some degree programs.

Faculty and Staff Relationships

All faculty and staff members of the college will be urged to recognize that the total staff is responsible for making the cooperative educative mission of the college successful. Coordinating links will be forged between the cooperative education program and the college's programs of academic instruction. Joint appointments will be made when possible between Cooperative Education Division and academic departments. Faculty of the various academic divisions will participate in
conducting cooperative education practicums designed to relate work experience to academic experience. Cooperative education coordinators, will continually provide information for curriculum modification and new program development.

Role Of Employers

Employers will play an active part in the conduct of the cooperative education program—in addition to their basic function of providing jobs. They will be encouraged to participate as guest speakers in career conferences for students and in curriculum discussions with faculty. They will be invited to teach practicum seminars and to lecture in regular courses. As practicing professionals, they will be treated as active members of the college community—providing a valuable source of new perspectives for the total college program.

Personnel

The personnel of the Cooperative Education Division will be the most critical factor in creating a strong working program. The Division will seek individuals with diverse personal and professional backgrounds who can serve in the range of roles needed for internship development, student advisement, internship supervision, practicum planning and teaching, and career counseling. The staff will include educators, business executives and administrators, technical specialists in particular business fields, volunteers, and students preparing for a career within the Division.

Advisory Committees

Advisory committees will be established to aid in the planning and conduct of the cooperative education program. Representatives from various occupational and business groups will be asked to assist the Division in finding internships and in developing methods for improving the quality of the internship experience.
2. The Instructional Process

A wide range of teaching techniques and the use of diverse class sizes and educational settings are in integral part of the college's plans for teaching and learning. The college's philosophy is that learning need not be confined to the traditional classroom and that the total urban environment offers a powerful instructional resource.

Reflecting this philosophy, a wide variety of teaching approaches will supplement the traditional classroom lecture and seminar. These approaches will include team teaching, interdisciplinary teaching, tutorials, Intensives, small group research, workshops, independent and self-directed study, and peer-teaching -- each used as appropriate to the student population and subject matter being addressed. Whenever possible, the learning experience will emphasize student leadership and peer influence. Where feasible, credit will be given for life experience on the basis of specific performance criteria to be established.

It is planned that employers, cooperative education coordinators, and professional workers will join LaGuardia's faculty as classroom instructors.

Articulation of Instruction with High Schools

LaGuardia has established strong ties with local Queens high schools and has made contact with high schools throughout New York City in many areas of common educational concern -- including recruitment, counseling, use of facilities, and program relationships.

A number of important areas of articulation are being considered for the future. These include:

(1) Offer of courses in the high school for college credit.
(2) Conduct of advanced placement examinations for high school students coming to LaGuardia.

(3) Correlation of junior and senior high school year programs with college level courses.

(4) Regular meetings between LaGuardia faculty and local high school faculty on issues of common concern.

(5) Faculty exchanges between LaGuardia and local high schools.

(6) Direct employment of local high school teachers at LaGuardia.

As described earlier in the Master Plan, the proposed Middle College program offers many possibilities for articulation through meshing of the last three high school years and the first two college years into one institutional program.

Faculty Exchanges

Since many LaGuardia students will go on to four-year CUNY institutions, LaGuardia will attempt changes of faculty with these units. Such transfers will result in broader knowledge of the policies, programs, and course offerings in each participating exchange institution, and will thereby be valuable to the instructional success of both participating units. Exchange faculty from the four-year college will obtain first-hand knowledge of the LaGuardia student and be better prepared to assist him in his third and fourth years. In the same way, LaGuardia exchange faculty will become aware of problems that the student will encounter upon transfer.
Faculty exchanges with foreign schools will become possible in several years. The benefits of such exchanges, yielding cultural ties with Puerto Rico, Africa, and European educational institutions are self evident. In addition to the immediate advantages to LaGuardia, teachers whose specialty is in short supply (e.g. professors in Ethnic Studies areas) will be made available to other units of the CUNY.

Communications Skills Programs

It is apparent that LaGuardia programs will be successful only if they recognize the needs of students who are academically and culturally disadvantaged when they enter college. For such students, special emphasis on basic communications skills must be integrated into the entire academic program, and imaginative and dedicated faculty must be recruited.

College-wide programs in Interpersonal Communications (English) and Symbolic Communications (Mathematics) have been instituted within the Liberal Arts curriculum of the college. These programs are designed for those students whose academic preparation has been deficient, as well as for those students who want to improve their basic learning skills. They have a number of distinctive features:

(1) Emphasis is on visual literacy, using visual material to highlight the student's experiential background as a basis for developing abstractions and understanding.

(2) Reading and writing skills are stressed. Assignments are designed to improve the student's comprehension and expression. Work is correlated with specific assignments in other courses.
(3) The most basic courses are offered at a college level for credit, rather than as a non-credit prerequisite for entry to college work.

(4) Basic courses are taken by students simultaneously with other college-level work, although a given student's course load may be reduced if necessitated by a low skills level.

All of these features will be continually evaluated as the programs continue. Special attention will be paid to the need for improvement in speech skills of many students, and to the requirement for the accelerated pace of learning imposed by the quarter system.

As the college grows, a continued effort will be made to maintain class size at a maximum of 20 students per instructor, so that individualization of instruction and high student participation can be achieved. As enrollment increases, the present courses will be coordinated with new courses in communications arts, music and art, and in such fields as journalism and television. The focus will be on the common communications requirements of the various disciplines. Continued use will be made of diagnostic and follow-up testing to determine student progress. Tutoring will be available for all students, not only in Communications Skills courses, but in other basic disciplines as well.

Fully equipped laboratories for independent study in reading and mathematical skills are currently in operation and will be expanded; a writing laboratory will be added next year. These laboratories, manned by trained technicians, will focus on remediation of individual student deficiencies in accordance with prescriptions prepared by their instructors.

Success of the Communications Skills programs will depend on the participation and cooperation of faculty in all instructional areas. The programs cannot be successful if they are viewed simply as a responsibility
of faculty assigned as communications specialists. The entire college must recognize the critical role of communications in learning success. Textbooks must be selected at appropriate levels of comprehension difficulty, and work in basic communications courses must be closely coordinated with assignments in other courses—particularly in the Intensives. Faculty in all instructional areas must be recruited (at least in part) on the basis of their training and experience in teaching students with deficient skills, and their willingness to participate in alternate ways of conveying information.

The Instructional Resources Center

As described in the earlier section of the Master Plan on the Communications Arts program, the college will establish an Instructional Resources Center as a central facility for all programs of instruction. The facility will provide multi-purpose studios for the production and dissemination of all types of media—including closed circuit television programs, slides and films, video tapes, audio recordings, and self-instructional materials such as programmed texts.

It is planned that the Center will house at least two medium-sized TV studios and a central electronic distribution system to receive and send audio and video signals. There will be several fully-automated lecture halls where the instructor can control lighting and sound for operation of television, and motion picture, filmstrip, slide, and overhead projectors. The complex will also provide dial-access capability for selection by instructors of remote audio and video recordings.

Activities of the Center may include a news bureau and newspaper, a radio station, a fashion and interior design publication, and performing arts programs geared to community service and student interests.
The Library

Following the guidelines of the American Library Association, the City University Counsel of Librarians, and the New York State Board of Regents, LaGuardia is making progress toward building a library which will be the heart of the college. The library will provide a comprehensive collection of books in all curriculum and program areas of interest to students and faculty. It will offer access to all types of instructional media aids, and will serve as a study, research, and leisure center for the total college community, and for local residents and industry.

Books

A core collection of approximately 20,000 fully catalogued titles has been ordered from a library contractor. Approximately 10,000 catalogued items have been received on this order, and 4,000 to 5,000 uncatalogued items have been acquired as gifts. An ultimate goal of 150,000 books has been set for the library, and new titles will be acquired annually until this goal is met. The library will include a comprehensive collection of microfilmed periodicals and government documents. It will work in cooperation with the Instructional Resources Center to produce required instructional texts for curricula areas where no appropriate texts are commercially available.

The Library Audio-Visual Center

The Library Center will provide a wide variety of audio-visual resources for both student and staff use. Library carrels will be equipped with tape decks so that students can listen to assigned lessons, recorded speeches, and lectures. Listening rooms will be equipped for stereophonic playback, and open for use by students or faculty. Slide projectors, television sets, and other projection equipment will be available for study and instruction; faculty will be encouraged to use the audio-visual equipment for development of their instructional presentations.
Use of Computers in the Library

In planning the future of the Library Center, careful attention will be given to the effect of computers and other technical innovations on the performance of library functions.

Full automation of the circulation system, with key-punched cards replacing the book card/student ID method, will free the professional staff for closer work with individual students using the library. Computerization of manual tasks required in library functions such as processing of acquisitions and accounting will increase the effectiveness of the library. Computerization of cataloguing will improve the shelf list and expedite the selection of books by readers. The computerized cataloguing system will be integrated with the MARC II of the Library of Congress which has been adopted nationally and internationally as a standard cataloging method.

Space

As enrollment at LaGuardia grows and demands on the Library Center intensify, there will be a continuing need for more space—space to house the growing collections, space to provide more working area for staff members, space for reading and study, and space for faculty research. Using widely accepted standards to determine its space requirements, the library hopes to expand from its current allocation of approximately 5,000 square feet to approximately 60,000 by 1976; this will accommodate the planned size of the library collection and will provide for all projected student and faculty needs.

Library Service To The Community

Since a principle goal of LaGuardia is to serve its local community, the Library Center will open its
collection to community residents and to local business and industry. The library will emphasize its service to local business and industry by offering a collection of specialized books and materials -- such as technical periodicals, patent specifications, standards, and report literature. As noted earlier in the Master Plan, a special Mayor Fiorello H. LaGuardia Archive will be established. The Library Center will circulate publications of new acquisitions in subject fields of interest to industry and will provide reference services, consultation, research, and photocopying services.

3. **Student Services**

As the LaGuardia student population grows, the college will continue to maintain its strong emphasis on serving the individual. The functions of the Student Services Division will be directed toward four principle goals:

1. Expansion and improvement of existing programs, services and staff.

2. Maintaining a spirit of community on the LaGuardia campus.

3. Creating an accessible and non-threatening environment for students.

4. Offering a variety of new programs which are responsive to the needs of the student population.

**Focus on Student Development**

The basic purpose of the Division of Student Services is to aid LaGuardia students to achieve specific developmental goals which are essential to their academic and personal growth and successful integration into the adult community. These goals include:
(1) Accurately assessing personal interests and abilities.
(2) Selecting an appropriate career.
(3) Formulating an educational plan.
(4) Implementing a career decision.
(5) Preparing for marriage and family life.
(6) Building leadership skills.
(7) Maximizing individual growth.

The Division places equal emphasis on service to problem-free students and to those who need remedial aid. The concept of student development is that all students must achieve the goals listed above, and that this can be accomplished through professional guidance. Students whose functioning is impaired will receive individualized help, but without the threatening connotation that they are unique.

The Team Counseling Program

The LaGuardia Team Counseling Program represents a new approach for academic advisement of students, and for career, educational, and personal counseling. Each counseling team is responsible for an assigned group of twenty-five students and is composed of a student services counselor, a cooperative education coordinator, and a faculty advisor drawn from the college division in which the assigned group of students is majoring. The team is a resource pool which represents the major areas of student life at the college.

The team approach minimizes duplication of staff effort, and provides an effective mechanism for inter-divisional communications. Each team meets with its assigned group of students once per week for seventy minutes. Weekly sessions are devoted to such developmental topics as formulating an educational plan, choosing a career, job-interview techniques, and effective communication skills. Discussion and thought is stimulated by films, guest speakers, and student role-play activities. To provide
opportunity for peer counseling, some sessions are conducted exclusively by students -- without members of the professional team present; this offers a particularly valuable method for attitudinal and behavioral change in such areas as drug abuse. Group counseling sessions are supplemented by individual counseling and advisement meetings with particular students, where such help is indicated.

LaGuardia believes that the team counseling program can be an important vehicle for minimizing the feelings of student alienation which exist on most large urban campuses. Continued development of peer counseling within the team is planned in order to strengthen the feeling of "community".

Career Consultation Service

A career consultation service will be established at LaGuardia. The Service will perform the following functions:

(1) Conduct of a vocational information program with invited speakers to provide first-hand descriptions of various career possibilities; former LaGuardia students who are established in careers will be invited to participate.

(2) Aiding students in preparation of resumes.

(3) Collection of job-reference letters from the LaGuardia staff.

(4) Conduct of interest and ability tests for students who are unsure of their career goals.

(5) Conduct of programs to help former LaGuardia students resolve problems encountered in the work setting.

(6) Planning of continuing education courses at LaGuardia to prepare graduates for professional upgrading.
Employers involved in LaGuardia's Cooperative Education program will be asked to participate in the Career Counseling Service. The several thousand employers who will be ultimately involved in the internship program will provide a powerful resource for LaGuardia students—one not available to students in other colleges.

Student Activities

The LaGuardia student activities program will play a vital role in student development. The program is designed to offer a wide variety of leisure-time activities, to provide means for students to explore similar interests, to increase students leadership and administrative skills, and to influence student life at the college in a positive way.

Some students will serve their cooperative education internships in the student activities office. They will work as advisors to campus organizations, aid in preparation of budgets, organize and publicize college and student functions, and serve as supervisors of lounges and other student facilities.

As enrollment grows, student activity offerings will change to meet the increased diversity of student interests. The activities program will sponsor plays, films, concerts, sports events, and other events of interest to students and neighborhood residents. It is planned that student activities will also provide programs of student service in the surrounding community. Such programs will include tutoring of high school and junior high school students, counseling to youngsters from difficult home situations, and conduct of courses for the elderly and disabled. In developing such programs, the student activities staff will work closely with local community and social agencies and with a Student Community Service Committee to be established. Students will receive college credit for participation in such
programs, or for the on-campus training they will receive to function effectively in them.

Recruitment and Orientation of Students

LaGuardia's recruitment and orientation programs are critical because the LaGuardia student will have a college experience which is significantly different from that offered by other CUNY community colleges. Students who are considering application to LaGuardia must be informed about the college's cooperative education program, the quarter system, and the fact that they will be in work or study for twelve months of the year.

As the number of new students to be admitted increases, professional recruitment activity will be supplemented by information programs conducted by LaGuardia second-year students. Such students will receive training for recruitment activities and may become members of counseling teams. They will work in pre-freshman orientation to help smooth the difficult transition of new students from high school to college.

Within the next few years, the college will move toward a two-step orientation process. First, information about the college will be transmitted to high schools early in September—for dissemination to prospective applicants. Then, in the summer months prior to their first quarter of attendance at the college, newly admitted students will be offered the opportunity to participate in student and faculty orientation discussions and in basic study skills development programs.

Financial Aid

An effective financial aid service will be critical to the success of open enrollment at LaGuardia. Many LaGuardia students will not have adequate resources to support their opportunity for higher education without such aid;
the average family income of LaGuardia students receiving financial aid is approximately $4,400.00 per year.

Because many LaGuardia students will have to save money earned during their internship quarters for expenses to be incurred during study quarters, the financial aid staff will develop programs to teach budgeting and use of banking services. Second-year students will assist in personal money-management training.

Health Services

The LaGuardia Health Services program has two principle objectives:

(1) To care for students and staff members in the event of physical discomfort or emergency.

(2) To provide an open and accessible service environment where students will feel free to discuss their problems and concerns in such areas as sex, courtship, marriage, pregnancy, drug and alcohol abuse, and weight control.

A Student Health Services Committee will be established to advise the college health service staff regarding relevant programs and approaches to meet student needs. Health service personnel will be available to meet students in classrooms, in the cafeteria, in lounges, and in other similar places in order to encourage reticent students to participate.

A full range of psychological services will be available to students. These will include diagnostic interviews, crisis intervention, temporary supportive psychotherapy, and referral to off-campus mental health agencies with which LaGuardia has established relationships.

A key program of the Health Services Department will be a student-operated Help Center. This Center will offer a warm and informal setting to aid students with specific
problems or generalized feelings of loneliness. It will provide walk-in counseling services, health information services, and a hot-line telephone to deal with student emergencies and crises. A trained student staff will deal with student problems related to drug abuse, parental difficulties, interpersonal disputes, and other similar concerns.
COMMUNICATIONS COMMITTEE REPORT

INTRODUCTION

The Communications Committee was established to investigate and subsequently develop a communications curriculum for the college. Notwithstanding the range of possibilities in this enormous and complex field, it was generally agreed that a communications program should be a part of the college's Master Plan. The following statement was prepared to define the basis and outline for a communications program. Suggestions on the nature of a specified communication curriculum are included.
COMMUNICATIONS COMMITTEE REPORT

BACKGROUND

The term "communication" is so widely used and broadly relevant today that an argument might be made for it as the watchword of the era. We communicate with each other. Communication breakdowns occur frequently, in personal, social and institutional dynamics. Communication and related industries may not be the wealthiest in the country, but there's no doubt about their powers of persuasion. The rapid growth and use of communication technology in government, education and private industry already exceeds the magnitude and import of an "information explosion". An appropriate definition for communication might readily be "what happens between things" ¹ - including people.

There's no doubt that ethnic minorities and economically poor people do not participate in this cultural phenomenon to the extent that it is an increasingly sophisticated aspect of life, and especially urban life. Communication skill largely facilitates interpersonal relationships and determines many job opportunities. Access to communication systems fashions the nature of local communities and cultural groups. If this reality pertains to one

¹. Olson, Charles, Human Universe, "The Gate and the Center", Grove Press.
of our major obligations as an educational institution, we need go no further to justify the need for a communication program.

It is also true that communication is not often viewed as a discipline or an educational entity. Communication is considered important as an aspect of education, and is treated in one way or another by the various academic departments (eg, English, The Fine Arts, Communication Technology), or by concentration on one and another of its subordinate fields (eg, creative writing, graphic arts, film and television). Some four-year colleges take communications as a whole, but they cater generally to students with already advanced skills. If communication, as already defined, is so specifically important in daily life, whether we're speaking of "the tools of our trade" or the techniques we employ in order to communicate, it likely deserves a place to develop it's own stature.

A communications program is particularly suited to a two-year community college because of its emphasis on upgrading marketable skills and preparing for avenues to employment. Marketable skills, especially in the corporate world of work, begin with personal communication skills. This is particularly true when the process and procedure of advancement is considered.
The fact that specialized and highly technical skills are required for a steadily increasing number of jobs should not distract us from the reality of personal communications.

The "Interpretation and Recommendations" of a study conducted in 1969 by the City University of New York, Office for Community College Affairs, begins with the following statement:

The most striking fact about those jobs which are directly related to communications is that there are relatively very few of them, even within the industry designated "communications". It is also a field in which competition is extremely sharp, pay is low, and experience is the major prerequisite. Since generally there are no specific educational requirements, specialized curricula would be of little value to the community college graduate competing with four-year college graduates for a small number of not very lucrative jobs.

If the above statement is placed in the context of what we have said about (1) the place and breadth of communication in our growing and complex society, (2) the capacity and degree to which minorities and the poor participate at the more sophisticated levels of communication, and (3) the need to focus and concentrate our efforts as educators on the field of communications, a generalized and well executed communications curriculum should
certainly contribute significantly to a student's welfare and future. LaGuardia has a rare opportunity as a community college.

**PROGRAM**

"Communications" for the purposes of this proposal is meant to embrace all levels of communication and the various degrees of communication sophistication, beginning with personal communication skills (ie, non-verbal and verbal) through communicating in all areas of creative expression (ie, art, dance, design, television). This program is not designed exclusively to train in the skills normally connected with industrial or corporate communications. It is intended to employ all of the communication tools at our disposal (ie, the voice, the pencil, the piano, the printing press, the microphone, the camera).

One of our neighbor colleges in CUNY, Queens College, has a Communication Arts and Sciences curriculum. Though their's is a four-year program, the general description in their catalogue is similar to one we might adopt:

The program of study in Communication Arts and Sciences seeks to stimulate the intellectual growth of the student through a study of the principles and methods of communication. A foundation in the arts, humanities, and social sciences provides the basis for a selective program of study in the department. Courses are designed to give the
student a clear understanding of the role of communication and communication media as agents of information, culture, and social control, as well as to provide an understanding of the subject matter communicated. These courses aim to prepare the student to analyze and interpret concepts and ideas and to formulate and effectively transmit meaning; they assist in preparing the students for professions which require both a theoretical and technical knowledge of communications and/or one of the communications media: education, the law, government service, the ministry, advertising, public relations, social service, industrial communications, and the arts. A major in the department encourages the student to view communications as a unity while allowing him to concentrate on subjects and areas of special personal interest. Special interests may also be pursued through student organizations sponsored by the department.

The foregoing description suggests a program similar to any liberal arts program. A non-specialized, flexible and cohesive curriculum does not make a degree necessarily commensurate with a career, but rather provides for a basic foundation in any career. A major difference between a liberal arts curriculum and a thematic curriculum such as the one described is one of emphasis. In this case we argue that facility in communication is broadly important in every area of behavior and in most career areas.
Very little has been done in any higher education context to integrate a stimulating and effective communication skills program (viz, remediation) with it's parent field. The task is formidable, and the development of creative teaching techniques in a sequence of course options lies at the base of a successful program. An example of the kind of work we need to do is evident in the "Environmental Awareness" workshop in progress now at LaGuardia. As in the workshop, the innovative aspect of our communication program and one primary goal is to create an educational dynamic in which the area of communication skills utilizes a fresh approach. It should enable students of different backgrounds and varying degrees of skill to progress at the level indicated and their own rate. Inherent in the stimulation of the program is the opportunity for the students to follow their own motivation and develop their own goals.

For the students who are able and elect to continue formal education beyond the two year program, many special and general programs are open. They can opt for a liberal arts transfer or seek concentration and/or specialization in a growing number of appropriate communication programs in four-year colleges (eg, Queens Colleges, New York University, Boston University). Many corporations also have continuing and
advanced education and training communications programs
which would be appropriate for a graduate with an A.A.
degree (ie, Telephone Company, I.B.M., R.C.A.).

There's no doubt that a communications program has a
variety of possibilities in other areas of college-wide program
development. It would provide a professional, core-type curriculum
in communications to which other divisions could relate in a
variety of fruitful ways, such as acting as a base and workshop
for teachers and counselors interested in further developing
their own skills and techniques. Another example is a
"joint-major" program with the Business Division allowing a
student the transfer option with simultaneous concentration in
both areas. Still other possibilities arise out of coordination
with paraprofessional training programs, such as cooperation on
a Human Services special program in "communication disability
therapy" for the blind, the deaf, the dumb, and otherwise
physically disabled persons. The potential
for "intensives" in communications is as great as in any other
field, and especially to the extent that a variety of communica-
tion techniques might be utilized by faculty members of other
academic divisions.

Certainly one of the most interesting areas for
exploration and collaboration in program development is with
Cooperative Education. Our unique emphasis on "practical
experience" as an educational mode affords many opportunities, not the least of which is simply breaking into a shifting, changing, and growing economy at the level where we currently have exceptional local and national visibility. If we are not primarily concerned with specialized skill training except at the level of personal communications, our basic approach in cooperative placement and career planning should be similar to that for liberal arts students. The added advantage and encouragement to employers in this program is a student's participation and education in a field of special importance to everyone. A particular encouragement to employers, and an aspect of the program described later in this report, is the students' special exposure and work in a communications center at LaGuardia. Since New York is also the communications center of the world with untold resources in business, education, and cultural areas, many avenues are open to development. In this regard there might also be a variety of "alternate placements" in areas not necessarily designated or encouraged as careers. When we are committed to a program it would be appropriate and timely to appoint a full-time coordinator in Cooperative Education.

Throughout this report it is indicated that preeminent concern for career training and the state of the job market
should not fashion the program or the curriculum. In fact it might easily be argued that such concern would act detrimentally to the development and contribution of an exciting and broadly applicable program. On the other hand, marketable skills admittedly determine marketability. It is definitely the intention of this program to concentrate on "core skills" including speaking, writing, and the various sophisticated ways in which people interact. This latter skill area is complex and deserves special attention because it encompasses both the subtle and not so subtle ways of interpersonal dynamics. To the end that this area is important to coop placement and career planning, a communications program could offer a base for exploring the many ways people conduct themselves in business, education, and other fields of work. It is in fact the behavioral aspect of work on which we recommend some focus.

The emphasis on core communication skills and techniques is meant to define the boundaries of a solid foundation in communications. The scope of experience in the communications program and the degree to which students develop expertise is afforded by the size and talent of the communications staff and the kinds and quantity of communication tools at our disposal. Work and career opportunities in this field are not abundant yet, but
communication technology is only now reaching strongly beyond the confines of the traditional communication industries. People with varying kinds and degrees of skill will be needed in other profit and non-profit enterprises.

Education is a prime example. We just recently hired a "media specialist" to cover an area which is so broad and commanding of skill that we'll have to break it up to make it manageable. Students can easily perform some functions, with nominal training. In some areas, as in routine maintenance and multiple application of media, students with a year's experience in a communication's center could readily provide the needed services.

These and other functions suggest two basic work areas in education which do not currently have titles, but might be grouped under something called "information dissemination" and "instructional communications." Examples of new job titles might include "communications assistant," "assistant technician," "media assistant," "media supervisor," our own title - "media specialist," through "director of media specialization." The skills appropriate to these jobs range in kind and sophistication from the simple operation of equipment, its maintenance and repair, through the various creative uses of equipment in instructional communications. Similar possibilities for employment will doubtless arise in government and business; cable television, for example, is devising new
roles and titles from basic entry-level jobs through production and management.

The communications field is likely to see continued use of traditional modes of communication as well as new ones. Whatever evolves in terms of job opportunities will depend in part upon attention to the whole field. Some work obviously derives from skill in several areas. The possibilities for coop and A.A. graduate jobs are many, and a sample list of options in subordinate and related fields under various categories is provided in Appendix A. We could also develop specialized curricula in any number of these areas.

We need to address ourselves to the potential in this field, and by so doing keep ourselves open and ready for the opportunities as they present themselves or we create them. A changing job market and changing jobs require a corpus of skills which allow for flexibility and adaptability in the market place. Though there is no kidding the students or ourselves about the need for preparedness and whatever that involves in terms of homework, we still need to identify how to basically explore and develop the many possibilities which exist. The burden, naturally, lies with us and all that we can do to muster a creative program.

A broad and comprehensive communications program, and one which involves the many or any appreciable number of the skills
and areas already indicated is predicated on the development of a communications center. It isn't necessary that we imagine by communications center centralized communications or a defined area in which communications happens. For that matter, LaGuardia might find it advisable and/or desirable to utilize outside resources in certain areas of applied communications, either partially or fully in the fulfillment of its program. An example of this situation lies in the present negotiations undertaken by CUNY with WNYC and the City of New York. If City University takes responsibility for the operation of a local radio and television station, no doubt mutually fruitful arrangements might be made regarding the use of the facilities. On the other hand, in the matter of television, we have already made a substantial investment in equipment which forms the nucleus of a high utility, internal system.

The point is that a communications center defines the focus and not the locus of our activities, and we gather to it whatever resources we need to successfully initiate, develop, and achieve our program. The array of tools and equipment, space and facilities, and kinds of talent necessary to such a program is at least suggested by the areas listed in Appendix A. These details and the amount of capital and operating monies involved depend upon the more precise scope of our program.

The scope of our program, the suggestion of an important educational mode, and even the hint of an unusual way to carry on the
educational enterprise, might easily begin with a look at some of the communication services we could and sometimes do provide for ourselves: telephone service; graphic arts; design, layout, and artwork; publicity and public relations; photography; slide and film projection; audio recording for transcription and storage; reporting in various forms; and communication duplication and traffic services. These are jobs for a communications center. The places and kinds of machinery we deploy provide the basis for communication workshops. The people who perform these functions are the talent, and that puts many of us suddenly and unexpectedly in the position of teacher, artist, and supervisor. We already have a laboratory for a communications program if we view existing people and facilities as the resources with which to experiment and train in communications.

Beyond such a beginning lies any number of alternatives, some of which include: a LaGuardia news bureau and newspaper; a radio station, a fashion and interior design magazine; multimedia experiments; internal, closed circuit and CUNY/SUNY television network systems; instructional and educational, audio-video, film and video tape production; and all of the possibilities in the fine arts and performing arts. Specialists and artists are indicated in some of these areas, but there is overlap in the professional functions which allows for great utility. The multipurpose design of facilities is also indicated and provides for increased
utilization of space and equipment as well as what might be the
desirable proximity of communication fields. The workshop mode
is what we do and learn where we say we're doing it, whether that
happens to be in the office, the classroom, the storage room, the
maintenance and repair shop, the conference room, the rehearsal
hall, the studio, the control centers, the theatre, or anywhere indoors
or outdoors that we determine communications education takes place.

Some suggested course titles for a communications
program are listed in Appendix B. For the sake of brevity,
traditional history, appreciation and classroom or laboratory tech­
nique type courses necessary for concentration and/or specialization
are not included.

Other implications derive from this kind of communications
program: paid coop internships on campus; scholarship or bursary
employment; proportional credit for all work associated with the
program, either part-time or full-time; and the evolution of a full­
blown cultural center for LaGuardia and the local Queens community.
And if students in communications, especially with "in-house" and
coop experience, have (1) the advantage of "hands-on" work in the areas
of their interest, (2) the guidance and training of professionals
in the field, and (3) the reference to their efforts and skills, it
is likely their initiative will stand them in good stead.
COMMUNICATIONS

COOPERATIVE EDUCATION AND CAREER OPTIONS:

PERSONAL ARTS
Interacting
Speaking
Writing

FINE ARTS
Drawing
Painting
Sculpture

PERFORMING ARTS
Acting
Announcing
Dancing
Music
Singing

INTERMEDIARY ARTS
Directing
Designing
Costume
Lighting
Make-up
Property
Scenery
Engineering
Camera Work
Developing
Maintenance
Recording (audio & video)
Repair
Staging
Handling
Managing
Supervising

BUSINESS FIELDS (Profit & Non-profit)
Adverting
Architecture
Cinematography
Cosmetic Design
Fashion Design
Graphic Arts
Interior Design
Journalism
Photography
Public Relations
Publishing
Radio
Recording
Telephone & Telegraph
Television
Theatre

EDUCATION FIELDS (Public & Private)
Advising
Counseling
Information Dissemination
Instructional Communications
Teaching
SOME SUGGESTED COURSE TITLES

PERSONAL ARTS
Experiments in Human Dialogue
Focus on Human Behavior
Exploring the Self Image
Creative Problem Solving
Search for Identity and Meaning

FINE ARTS
Studio Workshop/Seminars
  Drawing
  Painting
  Sculpture

PERFORMING ARTS
Theatre Workshop/Seminars
  Dance
  Drama
  Music
  Voice
The Performer and the Message
Improvisation on the Professional Performer
Elements of Production
Seminar: Playwriting, Choreography, Composing
Seminar: The Performing Arts as Cultural Dialectic
Seminar: The Person and the Profession

MEDIA ARTS
Studio and Theatre Workshop/Seminars
  Design
  Film
  Graphics
  Radio
  Sight & Sound
  Television
The Media as Social and Personal Document
The Media: Persuasion and Public Opinion
Multimedia Studies
Elements of Production
Seminar: Public and Private Uses of Media
Seminar: The Creative Function and the Technical Task
Seminar: Communications Pollution?
COMMUNICATIONS

CURRICULUM, OPTION, AND SUB OPTION TITLES
(those approved by the SUNY under which appropriate programs might be developed)

ADVERTISING
Advertising Art and Design
Advertising Design and Production
Commercial Art
Fashion Display and Photography
Fashion Illustration and Advertising Design
Graphic Arts and Advertising Technology

AUDIO-VISUAL TECHNOLOGY

JOURNALISM TECHNOLOGY

LIBRARY TECHNOLOGY

PERFORMING ARTS
Music
Radio and Television

PHOTOGRA PhIC TECHNOLOGY

TELECOMMUNICATIONS

TELEVISION OPERATIONS TECHNOLOGY
I. Description of LaGuardia Community College

LaGuardia Community College was established as the newest unit of the City University of New York in March 1970. It will open in Long Island City, Queens in September 1971 with a freshman class of 500 expanding rapidly thereafter to approximately 2,000 students by 1973. The college was established to fulfill two University objectives: the expansion of overall enrollment capacity, and the establishment of new institutions in poverty areas of the city.

Located directly across the East River from Manhattan, the Long Island City section of Queens contains one of the largest concentrations of light industry and communications plants in the country.

The population is quite stable, largely white with a substantial number of persons of Italian, Irish and German descent, as well as a high number of first generation Greek and Eastern European families. The ethnic makeup is slowly changing to include more Blacks and Puerto Ricans. The income in the area is lower and the unemployment rate higher than in the Borough of Queens or in the City as a whole. The high schools rank low, according to reading scores; and, in comparison with other
high schools, fewer students study in an academic course or go on for higher education. The area, in short, is a highly diverse one and a stimulating context for an educational program.

In order to respond to and stimulate student and community interest, the college is developing a wide range of degree and non-degree programs. The associate degree programs will offer the student the options of entering a career immediately upon graduation or continuing his education toward the baccalaureate degree. The curricular concentrations during the first two years of operation will include liberal arts and science and business subjects such as accounting, business administration, data processing and secretarial studies; programs within the human services and communications will be developed within a few years. All students will spend at least half their time in the liberal arts program and related field experiences.

The college will be the first wholly "cooperative" community college with all students participating in alternating study and work quarters; the students will be paid by their employers and will receive academic credit. For the liberal arts students, the emphasis will be on the exploration of career areas to enable
them to determine educational and professional objectives. For students in the business areas, the work internships will allow them to test the validity of the career choice they have already made tentatively, and refine skills learned in the classroom. For all students the internships will provide much needed income and a college program that is uniquely relevant to their economic and social needs.

II. THE LIBERAL ARTS PROGRAM

In conjunction with the cooperative education emphasis, the college is committed to the development of a strong and creative liberal arts program in which all students will participate. Both for students who will continue their studies to the baccalaureate and graduate degrees and those who may begin careers upon completion of their associate degrees, the liberal arts program will be designed to provide the student with an understanding of himself and his environment; an appreciation of history and literature; and the skills and motivation with which to continue learning and actively participating in society.

One aspect of the liberal arts program will be a series of "Intensives": concentrated introductions to each disciplinary area, including one week of problem-oriented field experiences
followed by readings and seminars throughout each quarter, with
one course (Intensive) required in each of the academic divisions:

- Language and Culture (Humanities);
- The Natural Environment (Natural Sciences and Mathematics);
- Business;
- Human Services;
- Communications.

Since all of these courses will be designed to utilize resources
available in the metropolitan area and to integrate them into the
learning process, these Intensives constitute an Urban Core Cur-
riculum. This core curriculum is similar to a "general education"
program to the extent that the basic series of courses will be
required of all students. However, it differs from most general
education programs insofar as the content may differ from one
quarter to the next, so that students may elect a series of
Intensives most suited to their own interests.
I. GENERAL STATEMENT OF PURPOSE AND SCOPE

The general purpose of the communications program is threefold: it would provide a degree for students with specific interests in communications that are not covered in the curricula of other City University branches. Concurrently, the student with an A.A. degree in Communication Skills and Arts would have transfer options to Hunter College, Queens College, City College and Brooklyn College where there are degree programs in Performing Arts, in Mass Media and Communications, in film, and in Graphic Arts and Design. Thirdly, through the Cooperative Educational system, LaGuardia has the means to prepare graduates for occupations in the rapidly expanding fields of communications and media experimentation that require on the job training and apprenticeship. Possible occupational titles which our graduates could hold are: media technician in business, schools and industry, radio and television assistants in script writing, as photographic laboratory technicians, photography, assistant directors, announcers for radio and television, and educational television.
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To determine and expand the labor market demand, LaGuardia Community College will organize an advisory committee to discuss career potentials and to generate accepting attitudes in existing corporations. The committee will include artists, photographers, musicians, executives of communication media and representatives of technical and professional unions and organizations. The strategy is to develop an apprentice system whereby corporations can help train personnel for future positions. The combination of theoretical and "hands on" experience should make our students desirable employees and foster success in our program.

In developing the curriculum, the model for Human Services, a generic base with subspecialization, is a useful one. A preliminary model might be:

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Social Science (Psychology of Perception)

Elective (academic or technical)

Intensive (Humanities)
SECOND QUARTER

Symbolic Communication

Elective

Intensive (Social Science)

Communication and Propaganda

THIRD QUARTER

Interpersonal Communications II

Intensive (Natural Science)

Elective

Information Theory and Mass Media

FOURTH QUARTER - Cooperative Education

Elective

Visual Literacy

Workshop in Arts

Workshop in Technology

SIXTH QUARTER - Cooperative Education

SEVENTH QUARTER

Elective

Advanced Workshop in Arts

Advanced Workshop in Technology

Journalism

EIGHTH QUARTER - Cooperative Education
### FACILITIES

<table>
<thead>
<tr>
<th>Facility</th>
<th>Dimensions</th>
<th>Square Feet</th>
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<tbody>
<tr>
<td>Graphic Arts Shop</td>
<td>29' x 36'</td>
<td>1044</td>
</tr>
<tr>
<td>Graphic Arts Shop</td>
<td>30' x 33'</td>
<td>990</td>
</tr>
<tr>
<td>Graphic Arts Shop</td>
<td>28' x 33'</td>
<td>924</td>
</tr>
<tr>
<td>Graphic Art Support &amp; Storage</td>
<td>24' x 29'</td>
<td>696</td>
</tr>
<tr>
<td>Graphic Arts Studio</td>
<td>19' x 32'</td>
<td>608</td>
</tr>
<tr>
<td>Graphic Arts Studio</td>
<td>19' x 32'</td>
<td>608</td>
</tr>
<tr>
<td>Television Operations &amp; Film Lab</td>
<td>58' x 68'</td>
<td>3712</td>
</tr>
<tr>
<td>Computer Center</td>
<td>47' x 100'</td>
<td>4700</td>
</tr>
<tr>
<td>Theatre (3 floors)</td>
<td>69' x 84'</td>
<td>5790</td>
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<tr>
<td>Storage - Theatre</td>
<td>39' x 23'</td>
<td>897</td>
</tr>
<tr>
<td>Workshop - Theatre</td>
<td>28' x 39'</td>
<td>1092</td>
</tr>
</tbody>
</table>

**Second Floor**

<table>
<thead>
<tr>
<th>Facility</th>
<th>Dimensions</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Art Studio</td>
<td>13' x 47'</td>
<td>611</td>
</tr>
<tr>
<td>Extended Art Studio</td>
<td>13' x 19'</td>
<td>247</td>
</tr>
<tr>
<td>Extended Art Studio</td>
<td>13' x 42'</td>
<td>546</td>
</tr>
</tbody>
</table>

This space is already in existence and is part of the Phase II construction plans for the college.
IV. OPERATING BUDGET

The projected enrollment for the first year is 75-100 students.

10 faculty members - $130,000

Chairman 20,000

TOTAL $150,000

The projected enrollment for 1972 is 158 students, for 1973 - 250 students, for 1974 - 350 students, and for 1975 - 483 students. It is expected that the operating costs will be covered by the overall college operating funds.

V. POSSIBLE CONFLICTS

Since there are few programs in the City University and State University system which offer training in these fields, there can be no foreseeable conflicts with the existing programs. Our emphasis upon the areas of journalism, public relations, advertising, book publishing and radio and television will supplement deficiencies in these programs within the city; our areas of media arts will be designed, as our entire program, as a preparation for a regional pooling of college facilities, faculty, and constructive ideas towards the successful operation of the curricula.
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II. NEED:

Journalism

22,000 are employed in newspaper publishing and printing in New York.

Less than 1,200 of the 22,000 are in professional journalism. 500-600 of the 2,500 in the News Syndicates are in professional journalism. 23,000 are employed in Magazine Production in New York Broadcast Journalism - less than 1,000 in professional broadcast journalism.

Reporters - Good employment opportunities in 1970's.

Technical Writers - Very good employment opportunities in 1970's.

Broadcast Journalists - Moderate increase in demand during 1970's.

Public Relations

Estimated 7,500 employed in non-clerical positions in New York. Employment is expected to expand rapidly in the 1970's and there is a continued increase of funds allocated to the field of Public Relations.

Advertising

A total of slightly under 40,000 are employed in New York. Approximately 500-600 new job openings per year. Employment is expected to increase slowly in the 1970's and will be largely concentrated in Advertising Agencies.

Book Publishing

Total employment ? 16,000 in New York.
Editorial Departments 35-40% of total employment. Sales Departments 25-30% of total employment. Production Departments approximately 5% of total employment.

Radio & Television
Total employment is 16,000 in New York. 90% of the total employment is controlled by the three major networks. 33% of total employment are craft jobs. 20% of total employment are managerial and executive jobs. 30% of total employment are clerical jobs. 17% of total employment are professional jobs (lawyers, writers, auditors, etc.) Employment outlook in Radio and Television is good, for the 1970's, due to the new openings created by replacement, retirement of present personnel and to the new fields introduced by the development of CATV.

Graphic Arts
Total employment in commercial printing and related industries is 44,000 in New York. Additional graphic arts positions exist in the fields of advertising, book publishing, etc. Greatest number of jobs are of the technical-level craft. There will be an increased demand in the 1970's for paste-up and mechanical artists, as well as printers. There are increasing needs for middle and top-level management. There is a larger demand than supply for graduates of 2 and 4 year degree programs with a graphic arts curricula. Need for people educated in the processes and methods of reproduction.
Commercial Art

There was a total enrollment of 773 for the Fall Semesters of 1969, 1970 and 1971 in the commercial arts program at New York City Community College. The total number of available seats, for the three semesters, was 364. Thus, the student demand exceeded the number of available places by 409.

Graphic Arts

There was a total enrollment of 470 for the Fall Semesters of 1969, 1970 and 1971 in the Graphic Arts Program at New York City Community College. The total number of available seats, for the three semesters, was 396. Thus, the student demand exceeded the number of available places by 74.

Design & Drafting

There was a total enrollment of 331 for the Fall Semesters of 1969, 1970 and 1971 in the Design and Drafting Program at New York City Community College. The total number of available seats, for the three semesters, was 308. Thus, the student demand exceeded the number of available places by 23.

The enrollment for the Fall Semester of 1971 in the Design and Drafting Program at Queens College was 57. The number of available seats was 70. Thus, the number of available places exceeded the number of students enrolled by 13.
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Therefore, LaGuardia Community College proposes to offer an AA degree in Communication Skills and Arts and an AAS degree in Applied and Technical Arts. The AA degree student would have transfer options to Hunter, Queens, City and Brooklyn College, where there are degree programs in Performing Arts, in Mass Media and Communication, in Film, and in Graphic Arts and Design. The
programs would be organized under the following areas of specialization.

For the AA degree:

<table>
<thead>
<tr>
<th>COMMUNICATION SKILLS (AA Core)</th>
<th>FINE AND PERFORMING ARTS (AA degree)</th>
<th>APPLIED AND TECHNICAL (AAS degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communications I</td>
<td>Theatre</td>
<td>Design</td>
</tr>
<tr>
<td>Symbolic Communications</td>
<td>Dance</td>
<td>Textiles</td>
</tr>
<tr>
<td>Expression</td>
<td>Music</td>
<td>Costume</td>
</tr>
<tr>
<td>Visual Literacy</td>
<td>Drawing</td>
<td>Production</td>
</tr>
<tr>
<td>Computer Technology Specialized</td>
<td>Sculpture</td>
<td>Stage</td>
</tr>
<tr>
<td>Journalism</td>
<td>Radio &amp; Television</td>
<td>Industrial Furniture</td>
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<tr>
<td>Photography</td>
<td>Architecture</td>
<td>Layout</td>
</tr>
<tr>
<td>Advertising</td>
<td></td>
<td>Interior</td>
</tr>
<tr>
<td>Public Relations</td>
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</tbody>
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Suggestions for Advisory Committee

Mark Feldstein - Art - Photography

Leo Rabkin - Plastics - Sculpture - Art

Charles Bell - Music - Cable TV

Frank Papp - TV - Advertising - Directing - Radio - (Eternal Light) (TV commercials) Documentaries

Kirk Alexander - Director - TV (Jack Parr, Johnny Carson, Mirv Griffin Shows)

Paul Goldstein - Lawyer - Music Publishing

Cheryl Crawford - Producer - Director of Theatre Company

Shirley Clarke - Writer - Producer - (Cool World)

Louise Nevelson - Artist

Bel Kaufman - Writer "Up the Down Staircase"

Andre Emmerich - Gallery owner

Betty Parsons - Gallery owner

Bob Gaffney - Cameraman - Director - DeRochement Enterprises
To develop the program within the college, certain adjustments in the internal staff organization are desirable. An instructional division, entitled "Communication Arts and Sciences", should be established with a divisional chairman, whose responsibility would include all three programs. Three program coordinators, one for Communication Skills, one for Fine and Performing Arts, and one for Applied and Technical Arts could direct the individual programs. The present program of Communication Skills, Symbolic and Interpersonal, would be subsumed under Communication Skills. All faculty would be appointed in the division and could assume teaching responsibilities in any of the three programs or an assignment which represented a combination of courses in different programs. All courses would be open to all members of the college, whatever their individual major field.

If the program is to be implemented, the academic division should be established by November, 1971. Following that decision, an advisory board, consisting of industrialists, artists, and professional leaders, academic and union, could be appointed to offer suggestions for job development and training, and for curriculum suggestions. The curriculum, which would develop from such consultation, would be available for submission by the spring of 1972 and the program might begin in September 1972.

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Social Science (Psychology of Perception)

Elective (academic or technical)

Intensive (Humanities)
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Symbolic Communication
Elective
Intensive (Social Science)
Communication and Propaganda

THIRD QUARTER
Interpersonal Communications II
Intensive (Natural Science)
Elective
Information Theory and Mass Media

FOURTH QUARTER - Cooperative Education

FIFTH QUARTER
Elective
Visual Literacy
Workshop in Arts
Workshop in Technology

SIXTH QUARTER - Cooperative Education

SEVENTH QUARTER
Elective
Advanced Workshop in Arts
Advanced Workshop in Technology
Journalism

EIGHTH QUARTER - Cooperative Education
## Communication Skills and Arts

### High School

<table>
<thead>
<tr>
<th>Course</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
<td>Ass't. in College AV</td>
<td>Apprentice in Photo lab, Newspaper Dark room</td>
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<tr>
<td>Symbolic Communication</td>
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<tr>
<td>The American Experience</td>
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<tr>
<td>Visual Literary-Photography</td>
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<tr>
<td>11th GRADE</td>
<td></td>
<td></td>
<td>Work in Graphics - Printing Shop</td>
</tr>
<tr>
<td>Poetry, Drama, Film in Performance</td>
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<td></td>
<td>Work as Ass't. to weaver, welder, photographer, designer</td>
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<tr>
<td>Man in His Environment</td>
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<td></td>
<td>Continue to work as Ass't. in different field.</td>
</tr>
<tr>
<td>Expression I</td>
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<tr>
<td>Skills=Photography, Printing, TV</td>
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<tr>
<td>Fine Arts, App. Arts</td>
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<td></td>
<td>Work with creative artist</td>
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<tr>
<td>12th GRADE</td>
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<td>Work in commercial setting</td>
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<tr>
<td>Intro. to Psychology</td>
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<td>Creative Writing</td>
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<tr>
<td>Advanced Skills &amp; Workshop</td>
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<tr>
<td>Information Gathering &amp; Processing</td>
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<td>Art &amp; Literature in 20th Century</td>
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<td>Art, Music Literature in Spec. Cities</td>
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<td>Advanced Skills in Creative and</td>
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<tr>
<td>Applied Arts</td>
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<tr>
<td>Advertising</td>
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