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ABSTRACT

This feasibility study provides the Fashion Institute of Technology with a number of continuous-learning-year calendar choices, along with several suggestions regarding implementation procedures. The nature of the implementation process and the issues confronting the college administrator who is willing to reschedule the college year to facilitate the realization of short- and long-range objectives are considered. The study recommends a number of curricular changes to facilitate operating the college in eight-week learning periods. A number of options are offered to aid the college staff to realize goals that are peculiar to the Fashion Institute of Technology, a community college. The chapters of the study report are: 1. Establishing Major Objective Priorities; 2. The Nature of the Continuous Learning Year Design; 3. Past, Present, and Future Enrollments and Building Capacities; 4. Applications, Admissions, and Enrollments; 5. Applying the Principles of Time Equalization; 6. Implementation of the Continuous Learning Year Cycling Plans; 7. Implications of a Continuous Learning Year Plan for the Division of Continuing Education; and 8. Highlights of the Fashion Institute of Technology Feasibility Study of the Continuous Learning Year Plan. Sixty-one figures illustrate the text. (DB)

THE FEASIBILITY OF A CONTINUOUS LEARNING YEAR PROGRAM AT FASHION INSTITUTE OF TECHNOLOGY

by

George Isaiah Thomas

Funded Under the Provisions of the Vocational Education Act as Amended in 1968 and Supported by the Bureau of Two Year College Programs and the Bureau of Occupational Education Research, The New York State Education Department, Albany, New York

Prepared Through the Cooperation of Marvin F. Feldman, President and the Staff of Fashion Institute of Technology, New York City, New York

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FOREWORD

The Fashion Institute of Technology feasibility study introduces the continuous learning year plans and concepts to community colleges and other institutions of higher learning in New York State and the Nation. These new designs or plans are presented as potential solutions to those faced with a shortage of instructional space as well as a dollar shortage. In addition, implementation of recommended continuous learning year cycling plans can foster the realization of a number of desirable quality education goals which may not be readily attainable under the regular college calendar.

The feasibility study provides Fashion Institute of Technology with a number of continuous learning year calendar choices along with several suggestions regarding implementation procedures. Year-round schooling, in itself, is not new in the college world; but repeated failures to realize desired objectives indicate that something more than a calendar revision is necessary for the successful operation of the new programs. This report considers the nature of the implementation process and the issues confronting the college administrator who is willing to reschedule the college year to facilitate the realization of desired short- and long-range objectives. For example, the study recommends a number of curricular changes to facilitate operating the college in 8-week learning periods. The new 8-week learning periods may be considered as building blocks which stand alone or as a part of the traditional semester or two semester time lines. If the college staff is innovative, the 8-week learning time blocks

can become multiples of the 2- or 4-week instructional time blocks recommended for adoption by the various units of State University. While it is possible to implement the new program without curriculum segmentation, failure to do so will make it difficult to obtain the full advantage of the continuous learning year plan.

A number of options are offered which can help the college staff to realize goals peculiar to Fashion Institute of Technology. One option sets the stage for a new or expanded cooperative education program. In the past, President Marvin J. Feldman and other key staff members have shown high interest in expanding the limited work study program currently sponsored by one major department plus the prospect of offering new orientation and special skill development programs that will lead to greater success in the fashion world. An even more significant option may be the one reducing student weekly work loads. This option becomes the basis for combining the principles of term rotation with those of time equalization to release additional space.

Changes come very slowly in the educational world, therefore a truly continuous learning year program is not anticipated at Fashion Institute of Technology for some time to come. However, the recommended rescheduling of the college calendar could establish a multiple entry pattern which would be revolutionary in some respects. Whether it is implemented depends on variables such as staff flexibility and the readiness of high schools and other colleges to release prospective students when they have completed basic requirements instead of waiting for the traditional graduation. A compromise or modified multiple admissions policy is presented through the staggered entry into the new four-, five-, and seven-stream continuous learning year programs.

One recommendation calls for the implementation of a partial or full-scale, all-year calendar by the Division of Continuing Education to assist the staff in coping with forthcoming housing problems for the evening and summer programs.

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ACKNOWLEDGMENTS

"The Feasibility of A Continuous Learning Year Program at Fashion Institute of Technology" was prepared by George Isaiah Thomas, consultant to the New York State Education Department and Fashion Institute of Technology.

The feasibility study was initiated by Louis A. Cohen, Chief of the Bureau of Occupational Education Research; Lawrence E. Gray, Chief of the Bureau of Two Year College Programs, and Paul C. Chakonas, associate in Higher Occupational Education of the New York State Education Department.

The feasibility study was developed through a special contract with Fashion Institute of Technology. Special acknowledgment is due Marvin F. Feldman, president and Arno Safier, assistant to the president and to the numerous members of the college staff who gave so generously of their time to interviews and testing of the many ramifications of a rescheduled college calendar.

Recognition must be given to the supportive help provided the researcher by various members of The University of the State of New York and selective members of the Bureau of Statistical Services of the New York State Education Department who assisted in collecting pertinent data used in the study.

Educators wishing additional copies of the feasibility study should contact the Bureau of Occupational Education Research, The State Education Department, Albany, New York 12224.

Chapter 1

ESTABLISHING MAJOR OBJECTIVE PRIORITIES

Since the turn of the century, year-round school plans have been proposed and implemented in many public school systems and in some colleges and universities. The research shows that the primary objectives have not always been the same. For example, during World War I and again during World War II colleges used some form of all-year schooling to accelerate students through a college program in order to cope with a military need for manpower. During periods of rapid college expansion many proponents of a year-round school plan saw the prospect of an immediate increase in college capacities without the construction of new buildings or possibly with only a minimal new long-range construction program. In other colleges dissatisfaction with the existing college calendar or a desire to improve a program of education became a motivating force. In some educational quarters the economy objective has been paramount. Unfortunately, the realization of the economy objective has often been obscured by variables ignored during the implementation process.

The Feasibility Study Objectives

During the period from 1970 through 1973 an increasing number of public schools were able to demonstrate that some form of continuous learning year calendar could lead to an increase in existing school plant capacities and thereby facilitate the accommodation of extreme enrollment increases. In 1972 there was some evidence that the need for 4-year college and university expansion was leveling off; therefore the impetus for instituting a continuous learning year program at these levels appeared minimal. However, projections of community college enrollments indicated a potential

classroom space shortage could be anticipated for some time to come, especially if steps are taken to realize the "Regents Tentative Statewide Plan for the Development of Post-Secondary Education."

A study of community college student acceptances in relation to the number of students applying revealed an apparent inability to accommodate a large portion of those asking for admission. Fashion Institute of Technology was identified as one of the community colleges which seemed to be in the need of additional classroom space. While the college will obtain new classroom space in the future, the need for increasing the capacity of the existing college facilities made the Institute a logical choice for a feasibility study based on the adoption of a continuous learning year plan. Thus, the space releasing objective was paramount when the potential advantages of the study were broached in a conference with Marvin J. Feldman, the college president. Questions were raised about creating a design to facilitate the expansion of the existing cooperative work experience program. This new objective gave support to the long-range goal of improving the setting or climate for learning in vocational training programs.

Implementation of the continuous learning year plans envisioned a number of changes which appear to be consistent with the Regents plans for improving education beyond high school.

The Feasibility Study and the Regents Plan for Education Beyond High School

In 1972 the New York State Board of Regents released a report entitled, "Education Beyond High School, The Regents Tentative Statewide Plan for the Development of Post-Secondary Education, 1972." It contains a number of recommendations related to primary and secondary objectives that may be realized with the adoption of continuous learning year plan recommended for the Fashion Institute of Technology.

Regents Recommendation: Planning to Forestall the Construction of New Buildings

> The Regents recommend that comprehensive long-range facilities planning be continued at all levels in order to forestall the construction of new buildings when existing facilities can be altered to serve the same purpose at a lesser cost.

The feasibility study will show that it is possible to increase the capacity of existing college facilities 40 percent to 50 percent or more without constructing additional buildings or classrooms.

Regents Recommendation: Improvement of Space Utilization of All Existing College Buildings

> The Regents recommend that the State University of New York seek out ways to further improve space utilization of its facilities including year-round academic calendars.

The recommended continuous learning year plans are designed to provide a form of year schooling through rescheduling the college year along a time line that is quite unlike those considered or adopted in colleges or universities in the past seven decades.

Regents Recommendation: Development of Student Allocation Models to Reduce Disparities

> The Regents recommend that a student allocation model be developed which will identify alternatives for reducing the disparities among sector space utilization rates.

The feasibility study will show school calendars and curricular changes which will reduce the disparity between projected space and enrollment requirements in vocational schools and post-secondary institutions. What can be accomplished with the continuous learning year plan at Fashion Institute of Technology can be duplicated in other community colleges and institutions of higher learning.

Regents Recommendation: Community Colleges to Increase the Number of Graduates by 50 Percent

> The Regents recommend that community colleges and agricultural and technical colleges examine current practices in admissions and instruction in programs which are career-oriented at the 2-year level to increase the numbers of graduates who enter the job market upon completion by at least 50 percent.

The feasibility study will show that current enrollments are linked to existing capacity. It will demonstrate how that capacity can be increased through term rotation and time equalization. However, the actual increase in the number of enrollees will depend upon the removal of some current admissions barriers and the adoption of a policy calling for greater multidisciplinary experiences. The introduction of extra modules or learning periods will facilitate the admission of students who may need specialized training as well as an exposure to the world of work before selecting a career program of study. Implementation of the recommendations in the report will allow the possible retention of more students or their transfer to higher institutions of learning.

Regents Recommendation: Occupational Programs at the Community Colleges to be More Fully Articulated with Secondary School Programs

> The Regents recommend that occupational programs at the community colleges be more fully articulated with programs in the secondary schools and Board of Cooperative Educational Services (BOCES) to provide a better continuum of opportunity for graduates of the secondary schools to pursue their career choice at the community college level. This should include provisions for advanced standing based on performance criteria where appropriate.

Among the recommendations contained in the feasibility study is one calling for increased flexibility in the admissions area. For example, one barrier to admissions is the requirement that students have an art portfolio if they desire admittance to selected curriculum fields.

Modification of this requirement, combined with the offering of special training in the necessary art skills, will facilitate the articulation of the Fashion Institute of Technology program with those of secondary schools and Boards of Cooperative Educational Service.

The proposed continuous learning year calendar will facilitate the entry of students at different times during the year and their transfer to or from other colleges. A more open admissions policy should encourage acceptance of students on the basis of pretesting for advanced standing or early admission of qualified high school students. Admission of such students is to be considered in terms of the increased number of openings in the college. The continuous learning year plan will help increase the capacity of both the existing college classrooms and the new classrooms under construction. Many individuals have expressed a concern over where the student population to fill the new classrooms will come from. This is going to be a motivating factor when admissions policies are reexamined.

Regents Recommendations: Elimination of Differentiation Between Regular Day Programs and Continuing Education Programs

> The Regents recommend that administrative and program differentiation between the regular day programs and continuing education programs be eliminated. This should result in a "one-college" operation that allows individuals to differentiate their own pace and pattern for further education.

For cost analysis purposes, the capacity of Fashion Institute of Technology will be considered in terms of space for full-time students under current time schedules. However, projected increases in the regular day program capacities will be applicable to the capacity of the continuing education or evening program with the adoption of term rotation and time equalization principles. A policy eliminating the differentiation between regular day school and the night school or continuing education program

could produce additional classroom space far beyond the current Regents approved space factor (.89 net assignable square feet per weekly student hour.) Continuous operation of the college for all types of students extending from early morning to late evening is another approach to increasing school plant capacity. While strongly recommended, it is not a part of this feasibility study. Should a continuous learning day be instituted, the gain in total college capacity from the rescheduled college day will be automatically augmented with the adoption of the continuous learning year program.

Regents Recommendation: Introduction of Students to the World of Work and Creativity

> The Regents recommend that steps be taken to introduce students to the world of work and creativity by incorporating firsthand experience of students' vocational interests in their curriculums through cooperative education, internships, independent study, and research into life situations. The gap between the world of school and the world of work might be bridged by such means.

One major recommendation of the feasibility study calls for the use of one of the new learning periods or time modules to provide students with cooperative education or work experience activities. The new time line facilitates the realization of the goal to introduce students to the world of work or creativity since students and faculty are under less pressure to try to meet basic course and program requirements in 2 academic years.

Regents Recommendation: Institute More Flexible Time Units

> The Regents recommend that colleges institute the use of more flexible time units for the completion of both course and degree requirements so that all students are not locked into the same time frame. This would permit students to shorten or to extend, without penalty or loss of academic quality, the time taken to complete objectives.

The feasibility study introduces students and instructors to a new educational time line providing 8-week learning periods and 2-week recess

periods. The recess periods may be modified to allow students to attend intersession classes or programs; thus, the introduction of a 2-week module becomes a possibility as well as the recommended 4- and 8-week time modules. The segmentation of the curriculum, or the development of mini-courses, independent study programs, or self-pacing programs of study is a part of the implementation process recommended for consideration.

An examination of the Board of Regents long-range plan for development of a comprehensive post-secondary educational program points up a number of specific recommendations that colleges like Fashion Institute of Technology are expected to observe and implement. However, they are generally based on a desire to achieve the major goals and objectives delineated below:

1. To Provide Equalization of Educational Opportunity to All Students

   To assure that by 1980 every high school graduate (or the equivalent), having the aptitude and motivation for post-secondary education, will have e opportunity to be admitted to a program of study suited to his ec ational needs and that this opportunity will be afforded without regard to race, creed, sex, age, national origin, or economic status.

2. To Develop a Comprehensive System of Post-Secondary Education

   The realization of this goal has several meanings to Fashion Institute of Technology administrators and instructors. For some it means an expansion of the number of career training fields that can be offered by the college, to otners it may call for the assumption of explor-atory and guidance responsibilities before introducing students to the actual career development training activities. Still others see their goals as the development of a comprehensive 3- or 4-year career training program.

3. To Promote Excellence in the Pursuit of Knowledge

   Few professional people will dispute this goal. Instructors at Fashion Institute of Technology claim their existence depends upon the quality of the training students receive in the classrooms and supportive areas. Unfortunately, quality can be limited due to numerous constraints which may be partially eliminated with the adoption of a continuous learning year program.

4. To Develop Programs Based on Meeting the Needs of Society

For many years, Fashion Institute of Technology has been trying to identify the needs of the fashion industry and then preparing students to find a place in that fashion world. The needs and interests of students have been correlated with the needs of those who serve society. However, technology has developed to the point that a number of innovative approaches are necessary if society's changing needs are to be realized and met.

5. To Develop a System That Is Responsive to Community Needs

Fashion Institute of Technology has served the fashion industry of New York City. This has been its community. For the most part it has prepared metropolitan area students with the education and special skills or knowledge required for success in the fashion industry. While many students from other parts of the State and country may have aspirations and talents desired by the leaders in the fashion industry, space and dollar shortages have limited the acceptance of many of these prospective students. Again, many new career opportunities are opening up that can only be met through the expansion of current programs and the enrichment of the total life patterns of the students.

The implementation of a new continuous learning year calendar is no guarantee that Fashion Institute of Technology will be in a better position to realize the long-range goals or objectives of both the college and the Board of Regents. However, the new design can set the stage for a measure of economy, an increase in present and future plant capacities, and a more effective program of education. The first two goals can be realized fairly easily, but the educational objectives depend upon many variables. Time, in itself, will be no guarantee that a more effective program of education will be a byproduct of the rescheduled educational timeline. The important factor is what students and instructors do with time.

The feasibility study will establish a new time framework, but the ability of students and instructors to implement the new calendar will require a degree of flexibility and innovativeness that can be frustrating to those who make changes slowly. Thus, readiness of the faculty to work with new time modules and new seasonal or daily time blocks is an important

factor in the implementation of the continuous learning year plans. Flexible admissions and transfer policies will be contingent upon the ability of the administrators and the instructional staff to modify current practices. However, it is possible to implement the new calendar year program with a minimum of innovation and curricular change. If the college has to wait for total staff readiness for modules and mini-courses, the concept of a continuous learning year plan can die aborning.

Chapter 2

THE NATURE OF THE CONTINUOUS LEARNING YEAR DESIGN

Recent research has shown widespread concern over the nature of the college calendar. One can find many advocates of a calendar which will reduce the 4-year college program to 3. In some instances one will find advocates of the four quarter year or the trimester, but these tend to be extremes based on a desire to obtain different objectives. The greatest interests seems to be in the 4 - 1 - 4 plan. A large number of the Fashion Institute of Technology faculty have evinced interest in the adoption of the 4 - 1 - 4 plan, largely to eliminate the lame duck type session or condition which exists after the Christmas or winter vacation. While the research shows many types of college calendars which have been used in the past or are operating at present, the design referred to in this study as the continuous learning year appears to be new, at least on the college campuses. Variations of the continuous learning year cycling calendars came into existence at the elementary and secondary school levels in the late 1960's and early 1970's, but even these designs will vary somewhat from those proposed in this study because of the differences in the definition of the school and college year.

Variations in the Traditional College and University Calendars

In 1968 the Academic Calendar Committee of the American Association of Collegiate Registrars and Admissions Officers made a study of types of college calendars in use in 1,719 accredited institutions of higher learning. The summary of the committee's findings depicted in figure 1 shows that the prevailing mode is the two semester calendar. Somewhere between 72 to 80 percent of the reporting institutions operate with a

Figure 1

A SUMMARY OF THE TYPES OF COLLEGE CALENDARS REPORTED BY 1,719 ACCREDITED INSTITUTIONS IN A SURVEY CONDUCTED BY THE ACADEMIC CALENDAR COMMITTEE OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

College Type	No. Reporting	The Percent of Colleges Operating Under Plan			
		Two Semester	Four Quarter	Trimester	Other Plan
All Institutions	1,714	75%	17%	3%	6%
Senior Colleges	1,195	74%	16%	3%	8%
Junior Colleges	445	80%	18%	2%	0%
Professional Institutions	79	77%	18%	5%	0%
Public Institutions	719	72%	25%	3%	0%
Private Institutions	1,000	78%	10%	3%	10%

calendar segmented into two 14-, 15-, or 16-week learning periods or semesters with the summer largely free or occupied by summer school activities. In some instances the number of enrollees during the summer exceeds the number enrolled during the regular college year. This is especially true of institutions catering to demands of the teaching profession. The two-semester college calendar is a far cry from the one under which Harvard operated during the first 100 years or so of its existence.

The early Harvard four-term calendar started in mid-August and terminated in mid-July. Many of the college students taught in the rural and town schools during the extended college winter vacation. Other colleges and universities followed similar patterns until the latter part of the 19th century. During the 1870's and 1880's there was a trend towards

reducing the length of the winter recess and the extension of the summer vacation from 1 to 2 and 3 months. By the turn of the century the two-semester system with a long summer recess was commonplace.

The Two Semester Plus Summer School Calendars

Many college and university officials contend that they have a year-round calendar because they have an extensive summer school operation. The summer sessions may offer 2-, 3-, 4-, 6-, 8-, and 12-week courses. As a rule there is little relationship between the summer program and the college program offered in semesters one and two. While regular full-time students can take courses during an intersession or during the summer, they will be in the minority since most of the students working in the summer will fall into the part-time category.

Some Fashion Institute of Technology full-time students find it necessary to take a makeup course or a first time course in the summer in order to graduate in 2 years. As a rule these will be exceptional cases.

The college capacity is generally based on the amount of instructional space available for full-time students working in a two-semester calendar. The imposition of an extensive summer program does not increase the capacity of the college.

Rescheduling the College Calendar to Provide a Greater Continuity of Learning or To Increase Capacity

College calendars can be changed in many ways without affecting the capacity of the institution. For example, adoption of some variation of the 4 - 1 - 4 plan can be construed as improving the quality of education, but it does little to increase the actual capacity of the college. From time to time colleges have deliberately adopted an all-year calendar to accommodate more full-time students. This was especially true during

World Wars I and II when there was a demand for the acceleration of students through the colleges and universities. Again, there was a period during the 1960's when the pressure of enrollments led to rescheduling the college calendar. While a number of designs were suggested and even implemented, the space objectives were realized through the use of a college calendar calling for term rotation or student acceleration or a combination of both.

1. The Term Rotation Approach

Most term rotation approaches are based on the use of an all-year college calendar which is segmented into fourths, thirds, or other divisions of time. The most common term rotation calendar is based on a four quarter system.

> The Four Quarter Term Rotation Calendar calls for the assignment of students into four segments or streams. Additional space is acquired through rotating the attendance of the students in such a manner that three of the four groups of students will be in class while the fourth stream of students is in recess.
>
> The Trimester Term Rotation Calendar calls for the assignment of students to one of three segments or streams. Additional space is acquired through rotating the attendance of the students in such a manner that two streams of students will be in class while the third stream of students is in recess.

In theory, the four quarter term rotation calendar can increase college capacity by approximately 33 percent whereas the trimester rotation calendar can increase college capacity by approximately 50 percent. In the past these goals have not always been realized because most of the all-year college programs have been based on an optional or freedom of student choice attendance policy. Another barrier has been failure of the administrators and the professional staff to make each of the quarters or trimesters equally attractive to students, thereby fully utilizing space and staff during each learning period. Flexibility should be a prerequisite.

A GUIDING PRINCIPLE:

> The maximum release of instructional space calls for a mandatory student attendance policy. This means that students are assigned to designated streams with the understanding that they will be in college classes and in recess according to a designated schedule. Failure to insist on a mandatory attendance schedule will lead to enrollment imbalances and the failure to utilize the full resources of the college throughout the new college year.

2. The Student Acceleration Approach

The segmentation of the college calendar need not be a prerequisite for the implementation of a student acceleration program. For example, a truly continuous progress philosophy will negate the need for terms or semesters, or quarters or trimesters. A common approach calls for segmenting the college program into thirds with the understanding that the students will complete the equivalent of a full two-semester program in three of the four quarters and then work through the fourth term or quarter to acquire the equivalent of an extra third of a year's work. If the trimester acceleration plan is implemented the extended college calendar is segmented into thirds with the understanding that students will complete the equivalent of two semesters work in the first two trimesters and then will complete the equivalent of another semester's work in the third trimester.

In order to complete the equivalent of two full semesters of regular college work in three quarters or two trimesters, the number of weeks of instruction is reduced through the use of time equalization. Generally, this means a change in the length of the class period to insure that students receive the same amount of instructional time for a designated amount of credit.

At the turn of the century, institutions like Yale and Harvard compressed the 4-year college program into 3 years and more recently a number

of colleges have done likewise; but the student acceleration programs have been frequently criticized because students and instructors reportedly had to work more intensively or with fewer breaks or vacations. Unfortunately, the criticism of pressure can be unfair since the basic issue is one of time utilization. Where it is a barrier, it is possible to construct four-, five-, or three-stream acceleration calendars which have built in safety factors.

Rescheduling the Fashion Institute of Technology College Calendar

Since the primary objective of the Fashion Institute of Technology feasibility study is to demonstrate how the college facilities can be utilized more effectively, a mere change to the 4 - 1 - 4 calendar will not suffice. The calendar can be rescheduled in terms of the four quarter or trimester term rotation or acceleration concepts, but these approaches have already been used extensively in colleges and universities in different parts of the country. A summary of the Academic Calendar Committee of the American Association of Collegiate Registrars and Admissions Officers shows that there is no real need to literally reinvent the wheel.

> Figure 1 shows that 2 percent of the junior colleges and 3 percent of the senior colleges were reportedly operating trimester programs.
>
> Figure 1 shows that 16 percent of the senior colleges and 18 percent of the junior colleges were reportedly operating four-quarter programs.

Since there is considerable research material available which demonstrates the advantages and disadvantages of various four-quarter and trimester plans, this feasibility study will not attempt to illustrate what the adoption of one of them can do for Fashion Institute of Technology. However, it should be understood that the four-stream continuous learning year space increases shown in the following pages will parallel the gains

Figure 2

THE 1972-73 FASHION INSTITUTE OF TECHNOLOGY ACADEMIC CALENDAR

Semester One

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Sept. 4	H (Labor Day)	Faculty Conference	Freshman Orientation and Registration		
11	C-1	C-2	C-3	C-4	C-5
18	H (Yom Kippur)	C-6	C-7	C-8	C-9
25	C-10	C-11	C-12	C-13	C-14
Oct. 2	C-15	C-16	C-17	C-18	C-19
9	H (Columbus Day)	C-20	C-21	C-22	C-23
16	C-24	C-25	C-26	C-27	C-28
23	H (Veterans Day)	C-29	C-30	C-31	C-32
30	C-33	C-34	C-35	C-36	C-37
Nov. 6	C-38	H (Election Day)	C-39	C-40	C-41
13	C-42 Coop Starts	C-43	C-44	C-45	C-46
20	C-47	C-48	C-49	Thanksgiving	Recess
27	C-50	C-51	C-52	C-53	C-54
Dec. 4	C-55	C-56	C-57	C-58	C-59
11	C-60	C-61	C-62	C-63	C-64
18	H-Recess	H-Recess	H-Recess	H-Recess	H-Recess
25	H-Recess	H-Recess	H-Recess	H-Recess	H-Recess
Jan. 1	H-Recess	C-65	C-66	C-67	C-68
8	C-69	C-70	C-71	C-72	C-73
15	H (Martin Luther King)	Exams.	Exams.	Exams	Exams.
22	No Classes	No Classes	No Classes	No Classes	No Classes

Figure 2 Continued

Semester Two

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Jan. 29	Faculty Conference	Freshman Orientation and Registration Activities			
Feb. 5	C-1	C-2	C-3	C-4	C-5
12	H (Lincoln's Birthday)	C-6	C-7	C-8	C-9
19	H (Washington's B.D.)	C-10	C-11	C-12	C-13
26	C-14	C-15	C-16	C-17	C-18
Mar. 5	C-19	C-20	C-21	C-22	C-23
12	C-24	C-25	C-26	C-27	C-28
19	C-29 Coop Starts	C-30	C-31	C-32	C-33
26	C-34	C-35	C-36	C-37	C-38
Apr. 2	C-39	C-40	C-41	C-42	C-43
9	C-44	C-45	C-46	C-47	C-48
16	C-49	C-50	C-51	C-52	Recess
23	Recess	Recess	Recess	Recess	Recess
30	C-53	C54	C-55	C-56	C-57
May 7	C-58	C-59	C-60	C-61	C-62
14	C-63	C-64	C-65	C-66	C-67
21	C-68	C-69	C-70	C-71	C-72
27	H (Memorial Day)	C-73	C-74	C-75	C-76
June 4	Exams.	Exams.	Exams.	Exams.	Commencement

accruing from the term rotation four-quarter plans so widely used at the college level in the past.

From time to time prominent college educators have urged adoption of a continuous college year, but the research is vague when it comes to their recommendations for implementation. The term "continuous learning year plan" or the "continuous learning year cycling plan" was coined in 1968 to describe an all-year plan devised for use in the public schools. It was introduced to counter the emotionalism engendered when terms like "extended school year" or "all-year school plan" were used. It now seems appropriate to use the new terminology to describe the designs developed for Fashion Institute of Technology. The basic concept of term rotation is not new, but the designs or actual calendar arrangements are apparently new to the collegiate world. Time equalization principles have been used in the past, but for the most part they have referred to the practice of lengthening instructional class periods to minimize the loss of time when there has been a reduction in the number of weeks of instruction in a quarter or trimester. In the description of the five-stream continuous learning year plans, the principle of time equalization is introduced in combination with term rotation to reduce the number of contact hours or decrease the weekly student load.

The Nature of the Continuous Learning Year Plans

The continuous learning year plans developed to date attempt to re-schedule the college calendar to insure a greater continuity of learning. They deliberately try to avoid extended recess or vacation breaks. For the most part, vacation periods of 2 to 3 weeks are recommended. It is a reason for playing down the advantages of the seven-stream continuous learning year plan developed for Fashion Institute of Technology.

A GUIDING PRINCIPLE:

> The introduction of too many constraints can break the continuity of a cycling pattern. This increases the probability of error or conflict. Extreme staff flexibility becomes a prerequisite for successful implementation. For example, the introduction of numerous holidays or one or more all-college common vacations leads to imbalances in the number of days or weeks in an instructional period or recess.

While the seven-stream continuous learning year cycling plan will show a potential of 40 percent increase in Fashion Institute of Technology's instructional capacity, the perfection of the design is partially destroyed by the need to build in a minimum of 16 or 17 holidays. Figure 8 shows the excess number of holidays recognized by Fashion Institute of Technology frequently results in a loss of 5 or more instructional days in designated learning periods. The calendar used for illustrative purposes is therefore overloaded with 9 week learning periods to insure a minimum of 40 instructional days. Again, the illustration makes provisions for three common all-college recess periods. These provide for so-called lame duck instructional periods plus recess periods which may contain up to 5 weeks of vacation time (figure 20).

Three continuous learning year plans are mentioned in this feasibility study, but the emphasis is placed on the potential of the five-stream continuous learning year plan since it appears to set the stage for the realization of several objectives that cannot be as easily realized if the college were to adopt the four- or seven-stream continuous learning year plans.

Each of the continuous learning year plans recommended for consideration is structured around rotating 8- to 9-week learning periods with relatively short recess periods. The ideal situation calls for 2- to 3-week recess periods such as the ones shown in the four- and five-stream continuous learning year plans. While a 3-week limitation on the seven-stream continuous

learning year plan is possible, the holiday constraint would tend to produce learning periods with fewer instructional days than is desired for self-contained time blocks.

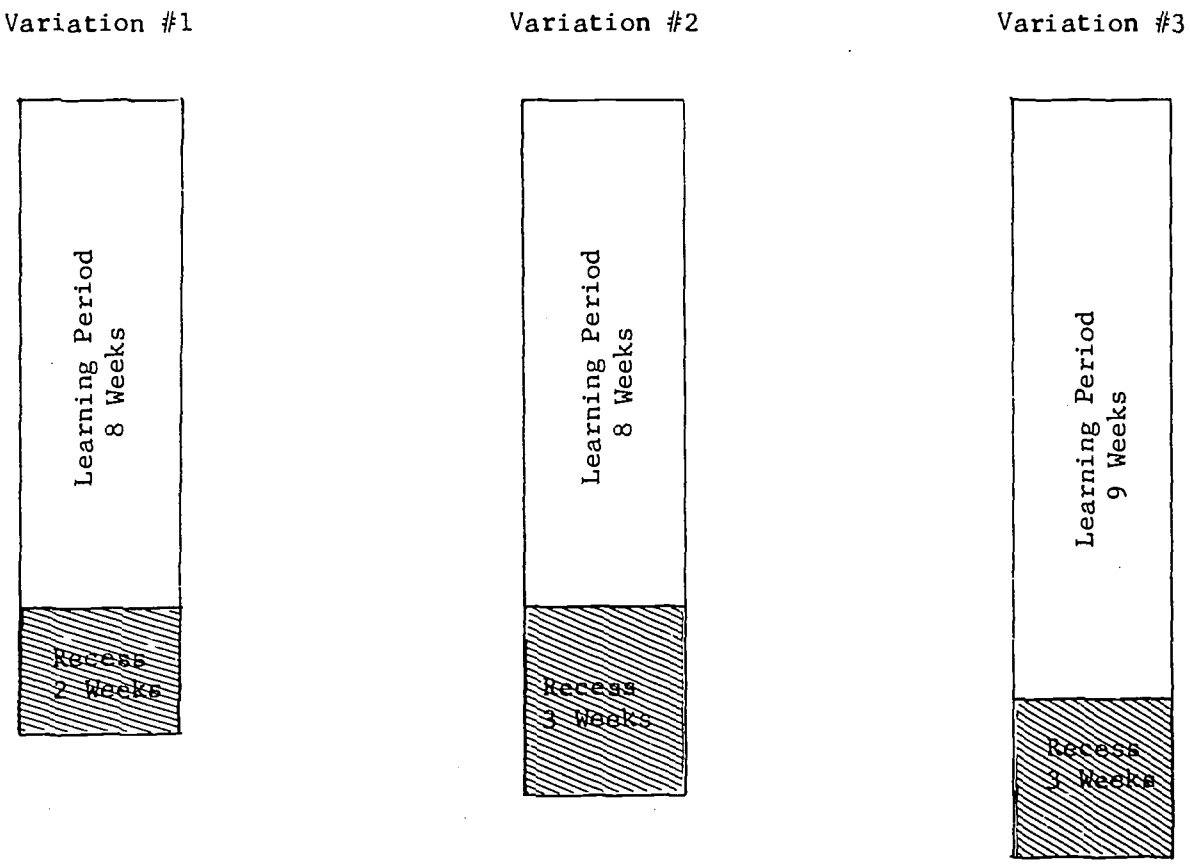
For ease of implementation it is recommended that the traditional semester courses be segmented or repackaged in terms of an 8-week time block or module. The 8-week learning periods should contain the same number of days as half of a regular college semester. If the college staff is flexible, the 8- to 9-week learning periods can be structured in terms of the 2- or 4-week module building blocks frequently used with innovative curricular approaches. Again, the principles of time equalization can be used to offer compacted courses or courses extended over the equivalent of what would be one and one-half semesters.

Figure 3 shows the component parts of what many individuals call a real cycle. It shows a time block divided into two parts, an 8-week learning period followed by a 2-week vacation or recess period. Many individuals segment the composite cycle and refer to the designs in terms of the number of weeks of instruction. Some variations derive their name from the number of weeks of the component parts, thus, public school systems are working with all-year plans referred to as the 9-3 plan, the 8-2 plan, or the 45-15 plan.

The principles of term rotation call for the development of a pattern which guarantees that at least one group or stream of students will be in recess or on vacation when the other streams are attending classes. There can be no gaps or spaces between the various stream vacations, although it is possible to build in an overlap of the recess periods to increase the percentage of vacationing students. Failure to close one of the gaps could result in the sudden appearance of more students than the college can

Figure 3

THE COMPONENT PARTS OF THE CONTINUOUS LEARNING YEAR TIME CYCLES

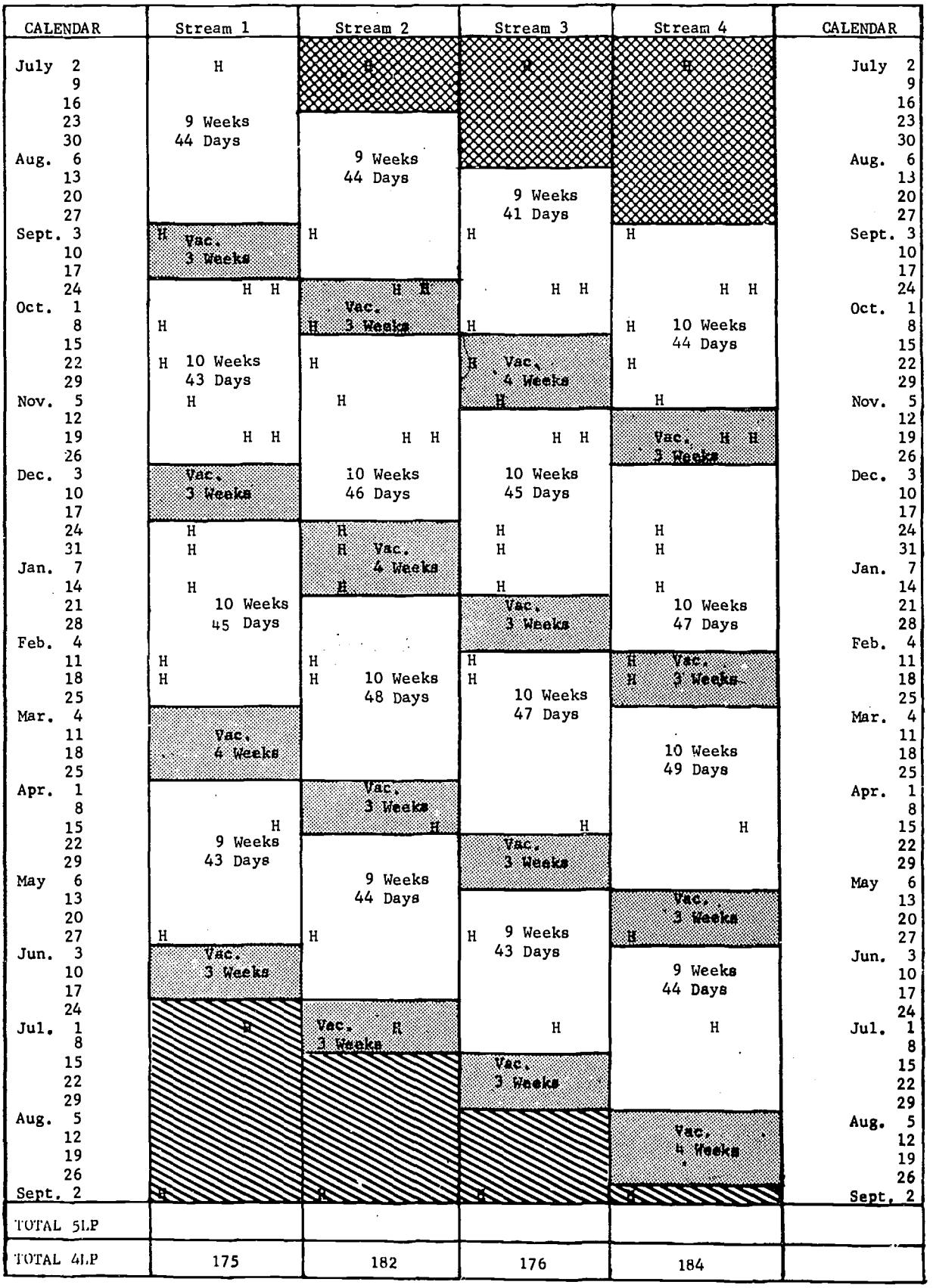


accommodate. For example, a college capacity of 2,000 is increased to 2,500 with the adoption of a five-stream cycling plan. This means that no more than 2,000 students are in class at one time. Should one of the gaps be left open, it is conceivable that 2,500 students could appear on campus some morning with resulting chaos.

Figure 4

STUDENT VACATION PATTERNS IN THE FOUR-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting July, Variation No. 1A



Four-Stream Continuous Learning Year Plans

All four-stream continuous learning year plans call for a division of the entire college enrollment into four streams or groups or divisions. Vacations are rotated or cycled in such a manner that three streams of students are always scheduled for classes while the fourth stream of students is scheduled for recess or vacation.

Most of the four-stream continuous learning year plans will contain four cycles, but a new design has been developed which contains five cycles. It is recommended for consideration by the Fashion Institute of Technology because it shows the possibility of applying the time equalization principles to reducing student work loads. This will not be possible with the four-cycle, four-stream patterns. Most of the four-stream, four-cycle plans will be structured around a base of nine and three. Thus, the learning periods will tend to be 9 weeks in length followed by a 9-week recess. If common or all-college recesses are avoided, 10-week learning periods will be introduced to preserve the continuity of learning throughout the year. From time to time one or more 4-week recess periods are introduced to maintain the full cycling pattern. In the five-cycle version the learning periods will generally be built around an 8-week time block, but an occasional 7-week learning period will be interjected to preserve the balance. In these designs the recess period may range from 2 to 3 weeks in length.

Five-Stream Continuous Learning Year Plans

All of the five-stream continuous learning year plans call for a division of the entire college enrollment into five streams, groups, or divisions. Vacations are rotated or cycled so that four streams of students are always scheduled for classes while the fifth stream of students is

FIGURE 5

STUDENT VACATION PATTERNS FOR THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting July, Variation No. 1A

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
July 2	H	H	H	H	H	July 2
9						9
16						16
23	8 Weeks					23
30	39 Days					30
Aug. 6		8 Weeks				Aug. 6
13		39 Days				13
20			8 Weeks	9 Weeks		20
27	Vac.		39 Days	41 Days		27
Sept. 3	H 2 weeks	H	H	H	H 9 Weeks	Sept. 3
10		Vac. 2 weeks			40 Days	10
17						17
24	H H	H H	H H	H H	H H	24
Oct. 1			Vac.			Oct. 1
8	H 9 Weeks	H 10 Weeks	H 3 weeks	H	H	8
15	40 Days	43 Days		Vac.		15
22	H	H	H	H 2 weeks	H	22
29					Vac.	29
Nov. 5	H	H	H	H	H 2 weeks	Nov. 5
12						12
19	H H	H H	H H	H H	H H	19
26	Vac. 3 weeks		9 Weeks	9 Weeks		26
Dec. 3			41 Days	41 Days	9 Weeks	Dec. 3
10		Vac. 2 weeks			41 Days	10
17			Vac.			17
24	H 8 Weeks	H	H 2 weeks	H	H	24
31	H 37 Days	H	H	H Vac.	H	31
Jan. 7		8 Weeks		2 weeks		Jan. 7
14	H	H 37 Days	H	H	H Vac.	14
21			8 Weeks		2 weeks	21
28			36 Days			28
Feb. 4	Vac. 2 weeks			8 Weeks		Feb. 4
11	H	H Vac.	H	H 37 Days	H	11
18	H	H 2 weeks	H	H	H 8 Weeks	18
25	8 Weeks		Vac. 2 weeks		38 Days	25
Mar. 4	38 Days					Mar. 4
11				Vac. 2 weeks		11
18		8 Weeks				18
25		39 Days			Vac. 2 weeks	25
Apr. 1			8 Weeks			Apr. 1
8	Vac. H	H	39 Days H	H	H	8
15	2 weeks					15
22				8 Weeks		22
29		Vac. 2 weeks		39 Days		29
May 6	8 Weeks		Vac. 2 weeks		8 Weeks	May 6
13	39 Days				38 Days	13
20		6 Weeks		Vac.		20
27	H	H 39 Days	H	H 2 weeks	H	27
June 3			8 Weeks			June 3
10			38 Days	8 Weeks	Vac. 2 weeks	10
17				39 Days		17
24	Vac. 2 weeks					24
July 1	H	H	H	H	H	July 1
8		Vac. 2 weeks				8
15					8 Weeks	15
22			Vac. 2 weeks		39 Days	22
29				Vac. 2 weeks		29
Aug. 5						Aug. 5
12					Vac. 2 weeks	12
19						19
26						26
Sept. 2	H	H	H	H	H	Sept. 2
TOTAL 5LP	193	197	193	197	196	
TOTAL 4LP	154	158	155	158	157	

H = HOLIDAYS

Figure 6

STUDENT VACATION PATTERNS FOR THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting July, Variation No. 1B

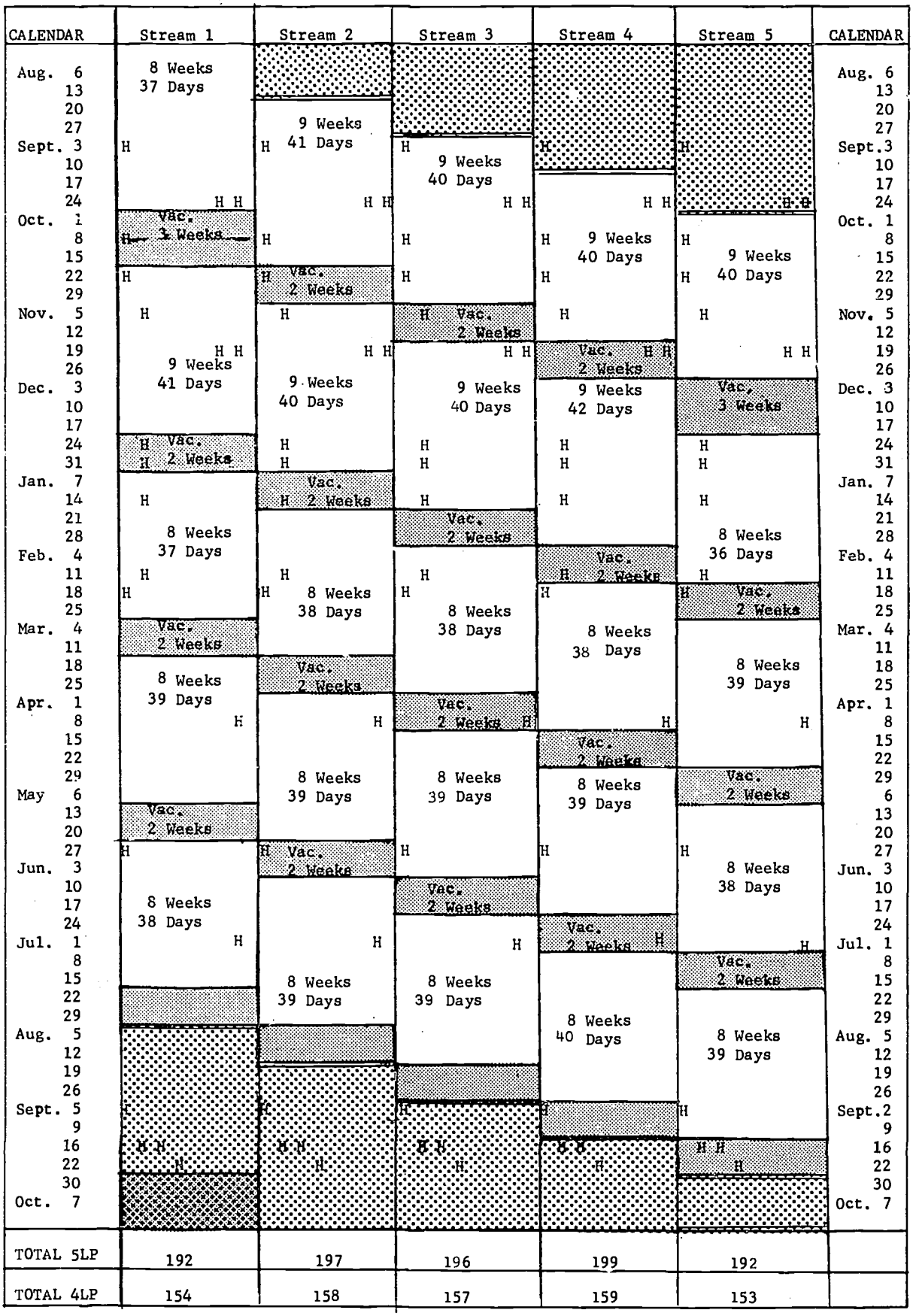
CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
July 2	H	H	H	H	H	July 2
9						9
16	9 Weeks					16
23	44 Days					23
30						30
Aug. 6						Aug. 6
13		9 Weeks	9 Weeks			13
20		44 Days	42 Days			20
27						27
Sept. 3	H	H	H	H 9 Weeks	H	Sept. 3
10				41 Days		10
17	Vac. 3 weeks					17
24	H H	H H	H H	H H	H H	24
Oct. 1		Vac. 2 weeks				Oct. 1
8	H 8 Weeks	H	H Vac.	H	H 9 Weeks	8
15	35 Days		2 weeks		40 Days	15
22	H	H	H	H Vac.	H	22
29		8 Weeks		2 weeks		29
Nov. 5	H	H 35 Days	H	H	H Vac.	Nov. 5
12					2 weeks	12
19	H H	H H	H H	H H	H H	19
26	Vac. 2 weeks					26
Dec. 3			8 Weeks	8 Weeks		Dec. 3
10		Vac. 2 weeks	36 Days	36 Days	8 Weeks	10
17	8 Weeks		Vac.		36 Days	17
24	H 37 Days	H	H 2 weeks	H	H	24
31	H	H	H	H Vac.	H	31
Jan. 7		8 Weeks		2 weeks		Jan. 7
14	H	H 37 Days	H	H	H Vac.	14
21					2 weeks	21
28	Vac. 2 weeks		8 Weeks	8 Weeks		28
Feb. 4			36 Days	37 Days		Feb. 4
11	H	H Vac.	H	H	H	11
18	H	H 2 weeks	H	H	H 8 Weeks	18
25			Vac. 2 weeks		38 Days	25
Mar. 4	8 Weeks			Vac. 2 weeks		Mar. 4
11	38 Days					11
18		8 Weeks	8 Weeks			18
25		39 Days	39 Days		Vac. 2 weeks	25
Apr. 1		H	H	H	H	Apr. 1
8	H					8
15	Vac. 2 wks.					15
22		Vac. 2 weeks		8 Weeks	8 Weeks	22
29				39 Days	38 Days	29
May 6	8 Weeks		Vac. 2 weeks			May 6
13	39 Days					13
20		8 Weeks		Vac.		20
27	H	H 39 Days	H	H 2 weeks	H	27
June 3			9 Weeks			June 3
10			43 Days		Vac. 2 weeks	10
17						17
24	Vac. 2 weeks					24
July 1	H	H	H	H	H	July 1
8						8
15		Vac. 2 weeks		9 Weeks	9 Weeks	15
22			Vac. 2 weeks	44 Days	44 Days	22
29						29
Aug. 5				Vac. 2 weeks		Aug. 5
12						12
19					Vac. 2 weeks	19
26						26
Sept. 2	H	H	H	H	H	Sept. 2
TOTAL 5LP	193	194	196	197	196	
TOTAL 4LP	154	155	153	153	152	

H = Holidays

Figure 7

STUDENT VACATION PATTERNS IN THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting August, Variation No. 2A



TOTAL 5LP	192	197	196	199	192	
TOTAL 4LP	154	158	157	159	153	

scheduled for recess or vacation. All of the five-stream cycling plans shown in this report are built around 8- to 9-week learning periods and 2- to 3-week recess or vacation periods. Each design contains five cycles with the prospect of completing the equivalent of a semester workload in two of the 8- to 9-week learning periods.

Seven-Stream Continuous Learning Year Plans

All seven-stream continuous learning year plans call for a division of the college enrollment into seven streams, groups, or divisions. Vacations are deliberately rotated to insure that the students from five streams are scheduled to be in class while the students from the two remaining streams are scheduled to be in recess or on vacation. The basic design can be built around 6- to 7-, 7- to 8-, or 8- to 9-week learning periods with appropriate recess periods set at 2- to 3-, and 3- to 4-week lengths.

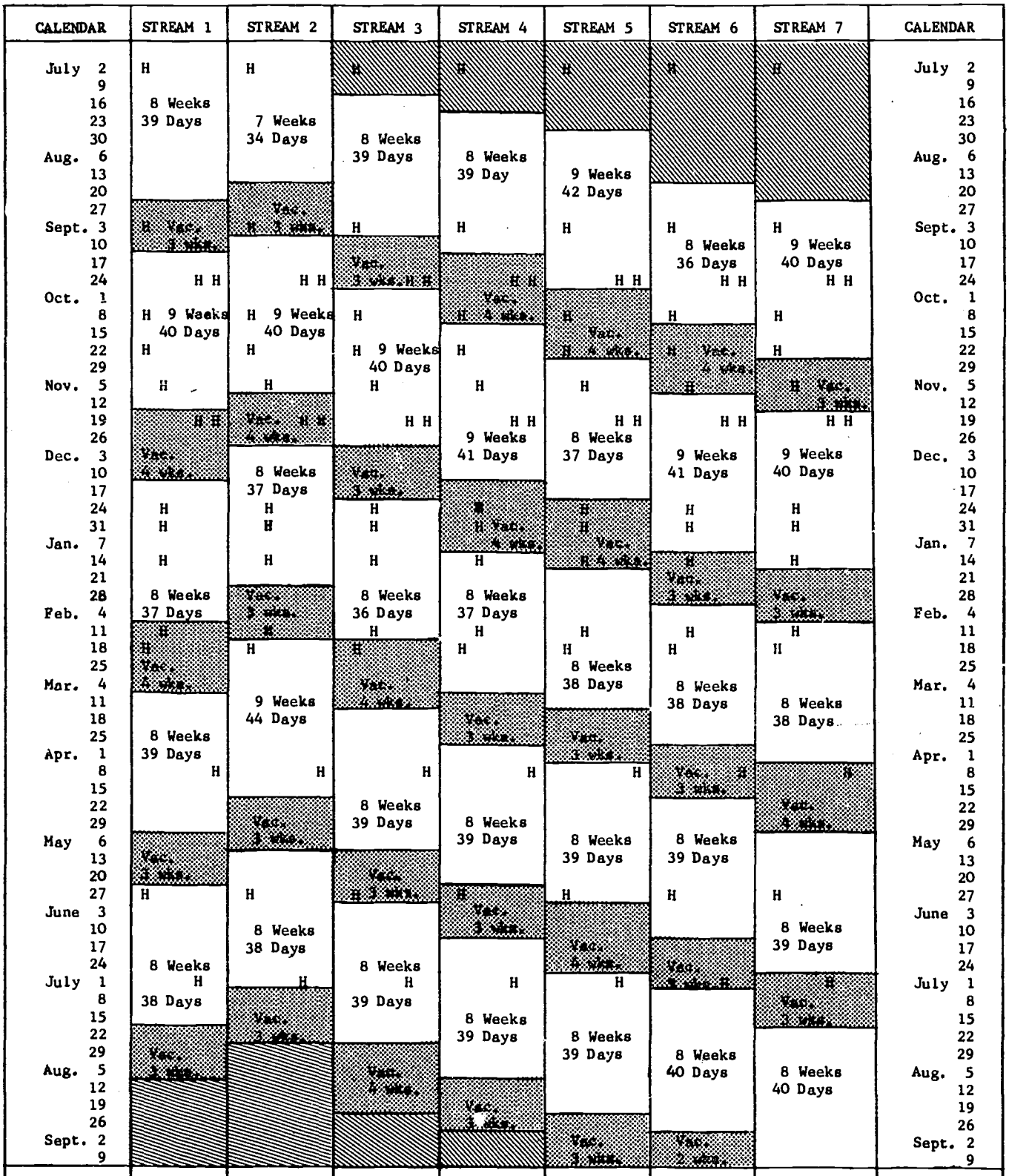
> Version A is presented in the feasibility study as a design which can be implemented around a full five cycles in order to obtain the time equalization benefits. See figure 8.
>
> Version B is presented in the feasibility study as a design which can provide the equivalent of three common all-college recess breaks with the understanding that the resulting structure contains only four cycles and therefore cannot be used to obtain the benefits of time equalization. See figure 20.

The seven-stream cycling plan offers many advantages to a f' :ible group of students and instructors, but the complexity of scheduling the seven streams of students is such that it is recommended as a standby plan for a school system or college which may need an exceptional amount of space. At present, it would appear that Fashion Institute of Technology does not require the extra space potential of the seven-stream cycling plan.

Figure 8

STUDENT VACATION PATTERNS IN THE 7 STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting July, Variation No. 1A



The Regular Two-Semester Fashion Institute of Technology Calendar

The 1973-74 calendar was built around two semesters. The first or fall term schedule contains 74 scheduled class days and the second or spring term contains 78 class days. In contrast the 1972-73 college calendar contained 73 and 76 days respectively. Built into the regular college calendars are a number of conference and examination days.

Since all of the college departments or instructors do not use the examination days for an actual examination, there is some question about the need to set aside examination days in the proposed continuous learning year calendars, especially with the recommendation that a more individualized or modular curriculum be developed.

The Fashion Institute of Technology calendars provide for recognition of at least 16 holidays or special days of observation, a winter recess, a spring recess, plus an intersession break at midyear. The large number of days off for holidays and special days of observation is a constraint to constructing a continuous learning year calendar. They are all included in the special calendars prepared for Fashion Institute of Technology. While the new college calendars can provide built-in examination days, conference days, and common recess periods, these become options which can result in some losses that can be costly in terms of the objectives to be realized. Again, the type of continuous learning year calendar selected by the college administration and the actual steps taken for implementation become critical factors.

Figure 9

THE 1973-74 FASHION INSTITUTE OF TECHNOLOGY ACADEMIC CALENDAR

Semester One

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Sept. 3	H (Labor Day)	Faculty Conference	Freshman Orientation and Registration		
10	C-1	C-2	C-3	C-4	C-5
17	C-6	C-7	C-8	C-9	C-10
24	C-11	C-12	C-13	H (Rosh Hashanna)	H (Rosh Hashanna)
Oct. 1	C-14	C-15	C-16	C-17	C-18
8	H (Columbus Day)	C-19	C-20	C-21	C-22
15	C-23	C-24	C-25	C-26	C-27
22	H (Veterans Day)	C-28	C-29	C-30	C-31
29	C-32	C-33	C-34	C-35	C-36
Nov. 5	C-37	H (Election Day)	C-38	C-39	C-40
12	C-41 Coop Starts	C-42	C-43	C-44	C-45
19	C-46	C-47	C-48	Thanksgiving	Recess
26	C-49	C-50	C-51	C-52	C-53
Dec. 3	C-54	C-55	C-56	C-57	C-58
10	C-59	C-60	C-61	C-62	C-63
17	C-64	C-65	C-66	C-67	C-68
24	H-Recess	H-Recess	H-Recess	H-Recess	H-Recess
31	H-Recess	H-Recess	H-Recess	H-Recess	H-Recess
Jan. 7	C-69	C-70	C-71	C-72	C-73
14	C-74	H (Martin Luther King)	Exams	Exams	Exams
21	Exams	Exams	Recess	Recess	Recess
28	Recess	Recess			

Figure 9
Continued

Semester Two

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Jan. 28			Faculty Conference	Freshman Orientation and Registration	
Feb. 4	C-1	C-2	C-3	C-4	C-5
11	C-6	H (Lincoln's Birthday)	C-7	C-8	C-9
18	H (Washington's Birthday)	C-10	C-11	C-12	C-13
25	C-14	C-15	C-16	C-17	C-18
Mar. 4	C-19	C-20	C-21	C-22	C-23
11	C-24 Coop Starts	C-25	C-26	C-27	C-28
18	C-29	C-30	C-31	C-32	C-33
25	C-34	C-35	C-36	C-37	C-38
April 1	C-39	C-40	C-41	C-42	C-43
8	C-44	C-45	C-46	C-47	Recess
15	Recess	Recess	Recess	Recess	Good Friday
22	C-48	C-49	C-50	C-51	C-52
29	C-53	C-54	C-55	C-56	C-57
May 6	C-58	C-59	C-60	C-61	C-62
13	C-63	C-64	C-65	C-66	C-67
20	C-68	C-69	C-70	C-71	C-72
27	H (Memorial Day)	C-73	C-74	C-75	C-76
JUNE 3	C-77	C-78	Exams	Exams	Exams
10	Exams	Exams	Commencement		

The Transition Year Calendar Options for a Continuous Learning Year Program

If a school or college adopts a real continuous learning year philosophy, students move at their own pace through a basic program of study and there is no need to segment the calendar into semesters, quarters, trimesters, or other designated learning periods. The feasibility study assumes that it will be necessary to continue with some calendar segmentation for some time. As a result the new continuous learning year calendars are structured in terms of a 12-month calendar year instead of the traditional 9-month college year. Among the issues to be considered are the starting and ending dates for the new program.

In some states, public school programs must be completed within a designated 12-month period. Until legislation is passed which recognizes the possibility of some overlap in the student attendance patterns, the staggered entry approach is not possible or desired.

The research on the college and community college levels has not shown the same legal barrier, but there may have to be some basic changes in administrative procedures and budgeting practices if a continuous learning year plan is adopted which calls for a multi-entry or a staggered entry.

The continuous learning year calendars developed for Fashion Institute of Technology fall into two categories for the transition or beginning college year.

1. The Common Entry Approach

Figures 10 and 13 show sample five-stream continuous learning year calendars which are built around the simultaneous start of four groups or streams. During the transition year or first year, the students in streams 2, 3, and 4 attend classes for a fraction of a learning period and then are scheduled for a recess period. On their return after the first recess, they

Figure 10

STUDENT VACATION PATTERNS IN THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Common Entry Starting September, Variation No. 3A

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
Sept. 3	H Vac. 2 weeks	H 2 Weeks 9 Days	H 4 Weeks 17 Days	H 6 Weeks 26 Days	H	Sept. 3
10						10
17		Vac. 2 weeks				17
24	H H	H H	H H	H H	H H	24
Oct. 1			Vac.			Oct. 1
8	H 9 Weeks 40 Days	H	H 2 weeks	H	H 8 Weeks 35 Days	8
15		9 Weeks		Vac.		15
22	H	H 40 Days	H	H 2 weeks	H	22
29			9 Weeks			29
Nov. 5	H	H	H 41 Days	H	H	Nov. 5
12					Vac. 3 weeks	12
19	H H	H H	H H	H H	H H	19
26	Vac. 2 weeks					26
Dec. 3				9 Weeks 41 Days	8 Weeks 36 Days	Dec. 3
10		Vac. 2 weeks				10
17			Vac.			17
24	H	H	H 2 weeks	H	H	24
31	H	H	H	H	H	31
Jan. 7	8 Weeks			Vac. 2 weeks		Jan. 7
14	H 37 Days	H	H	H	H	14
21		9 Weeks	9 Weeks		Vac. 2 weeks	21
28		41 Days	41 Days			28
Feb. 4	Vac. 3 weeks					Feb. 4
11	H	H	H	H	H	11
18	H	H	H	H	H	18
25		Vac. 2 weeks		9 Weeks 42 Days	9 Weeks 43 Days	25
Mar. 4			Vac. 2 weeks			Mar. 4
11	8 Weeks 38 Days					11
18		8 Weeks 39 Days		Vac. 2 weeks		18
25						25
Apr. 1					Vac.	Apr. 1
8	H	H	H	H	2 weeks H	8
15						15
22	Vac. 2 weeks		8 Weeks 39 Days	8 Weeks 39 Days		22
29					8 Weeks 39 Days	29
May 6		Vac. 2 weeks				May 6
13	8 Weeks 39 Days					13
20			Vac. 2 weeks			20
27	H	H	H	H	H	27
June 3		8 Weeks 38 Days		Vac. 2 weeks		June 3
10			8 Weeks 38 Days			10
17					Vac. 2 weeks	17
24	Vac. 2 weeks					24
July 1	H	H	H	H	H	July 1
8						8
15		Vac. 2 weeks		8 Weeks 39 Days	8 Weeks 39 Days	15
22						22
29	8 Weeks 40 Days		Vac. 2 weeks			29
Aug. 5						Aug. 5
12		6 Weeks 30 Days	4 Weeks 20 Days	Vac. 2 weeks		12
19				2 Weeks 10 Days		19
26					Vac. 2 weeks	26
TOTAL 5LP	194	197	196	197	192	
TOTAL 4LP	154	158	159	161	153	

H = Holiday

are past the critical period and can go on indefinitely with the term rotation plan which provides them with 8- to 9-week learning periods followed by designated 2- to 3-week recess periods. Students in stream 5 of figure 10 will have a full 8-week learning period before they have their recess while students in stream 1 will have the equivalent of a 2-week recess prior to starting their instructional program.

The common calendars shown in figures 10 and 13 provide the students with what appears to be a broken learning period at the end of the year. For example, students in stream 3 of figure 10 start a 4-week learning period during the week of August 5th. Conceivably it is the second half of the learning period which started on September 3d. However, if the program is to be considered continuous the learning period may be considered as the first half of a new 8- to 9-week learning period. If the college administration wants a common vacation between college years, it is assumed that it will be built into future calendars prior to the start of the common September opening.

2. The Staggered Entry Approach

To avoid the split term approach and to ease into the continuous learning year program, the staggered entry of students is recommended for consideration in the feasibility study. In a sense, the big problem will be the first year or transition period. In the four- and five-stream continuous learning year plans, one group of students is scheduled to start classes at a designated time. Two or three weeks later a second stream of students will begin class, 2 or 3 weeks later a third stream of students will start. This staggered entry continues until all of the students have been entered. Figure 11 shows an actual schedule.

1. Stream 1 student classes begin on July 2d. They are scheduled to work through an 8-week learning period. When they are ready to go on vacation, their places will be taken by students from stream 5.

2. Stream 2 student classes begin on July 16th. This is 2 weeks after the start of stream 1 classes. They are scheduled to work through an 8-week learning period. When they go on vacation (week of September 10th), their places will be taken by stream 1 students who have been in recess.

3. Stream 3 students will begin their first classes on July 30th. This is 2 weeks after the start of stream 2 students and 4 weeks after the start of stream 1 classes. They will complete an 8-week learning session and when they begin their vacation (week of September 24th), their places will be taken by stream 2 students who are terminating their vacation.

4. Stream 4 students begin their first classes on August 6th. This is 2 weeks after the start of stream 3 and 6 weeks after the start of the new continuous learning year program. They will work through a 9-week learning period, one that has four holidays. Stream 3 students will take their places when they start their vacation during the week of October 15th.

5. Stream 5 students will begin their first classes on August 20th. This is 2 weeks after the start of stream 4 classes and 8 weeks after the start of stream 1 classes. Stream 4 students will take their places when they go on vacation at the end of a 9-week learning period (week of November 12th).

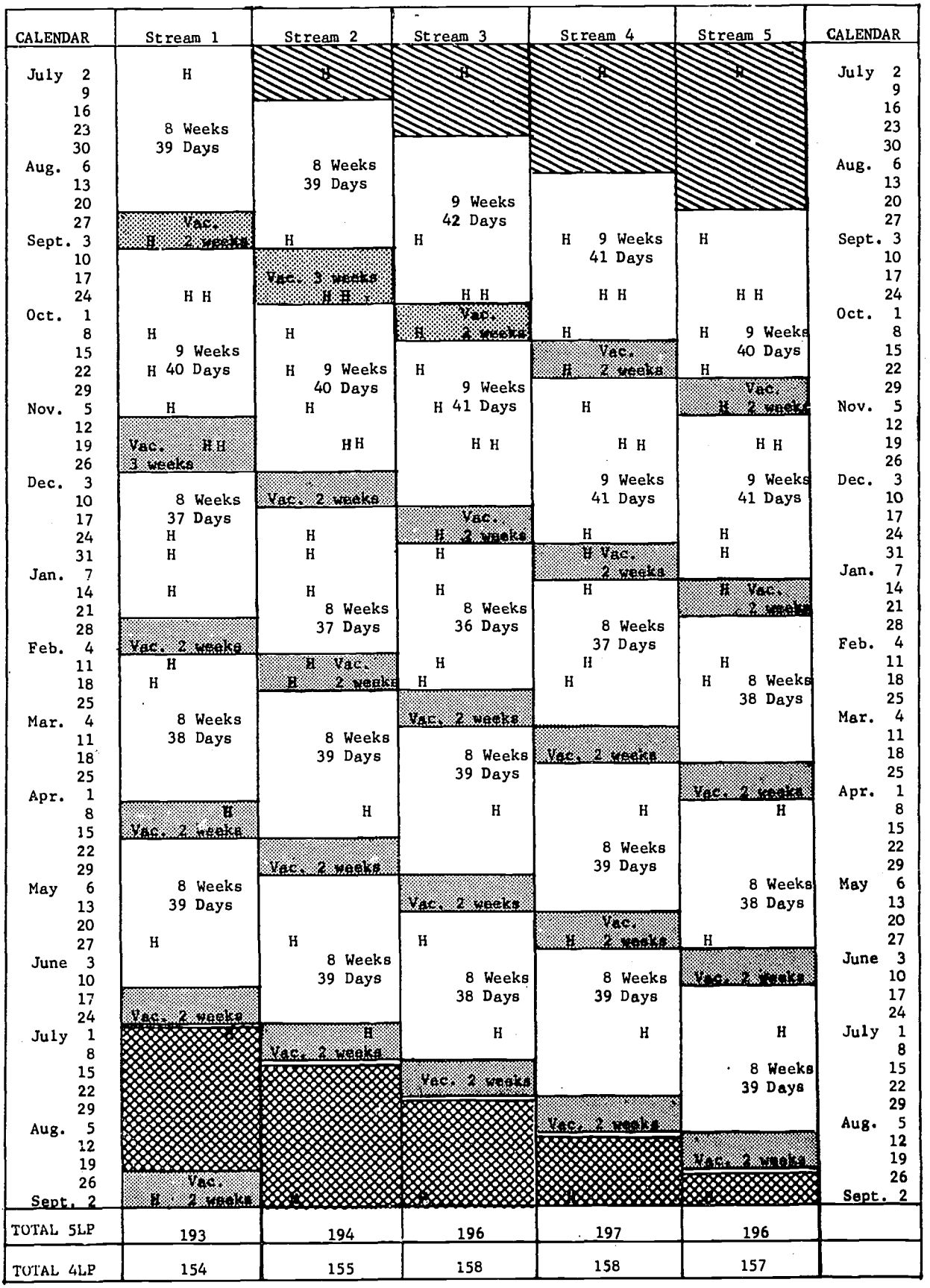
As a rule, the five-stream students will begin classes at 2-week intervals while the four-stream students will begin classes at 3-week intervals. Seven-stream students are likely to be scheduled to start classes in intervals of 1-, 2-, and 3-week intervals. The staggered schedule shown in figure 8 has students in streams A and B starting classes during the week of July 2d. New groups of students are scheduled to enter classes at the end of 2- to 3-week intervals.

The staggered entry during the first transition year may be one answer to the problem of staffing since the gradual entry of students will give the administrators additional time to complete implementation plans and to

Figure 11

STUDENT VACATION PATTERNS FOR THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting July, Variation No. 1A



minimize the problem of providing instructors during the first summer. One drawback to the staggered entry may be the fact that it takes about 14 months to complete a full continuous learning year program.

Starting Dates

With some calendar adjustments it is possible to begin the continuous learning year program during any month of the year. However, the feasibility study provides three options; namely, July, August, and September entries. The college can start with either a common or staggered entry approach at the time that is most appropriate for the administration and professional staff. A critical element in selecting the starting date may be the job market for students when they complete their 2-year college program.

1. The July start will insure that all students complete their career training programs sometime between the middle of June and the middle of August. This means that they will be able to compete for jobs with regular college term graduates. If the acceleration concept is used, they would be completing their programs of study sometime between the last of January and the 1st of April. Figure 11 shows a plan which would require a limited use of the facilities and staff during the month of July. By the end of August everyone would be involved in the new program. Figure 11 shows minimal student and staff involvement in July. Seventy-five percent would be during the last 3 weeks of August, but the last 25 percent would not be involved until the 1st week of September.

2. The August start will insure the completion of the career training programs sometime between the middle of July and the middle of September. Some students are afraid that the delayed graduation would place them at a disadvantage when it comes to full-time job placement. If the acceleration option is used, they would be available for jobs sometime between the first of March and the end of April.

   Figure 15 shows that a minimal student and staff involvement would be required during the month of August (20 percent to 40 percent). Only 60 percent to 80 percent would be involved by the end of September. The last contingent of students and faculty would not become involved in the program until October 1st.

Figure 13

STUDENT VACATION PATTERNS FOR THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Common Entry Starting July, Variation No. 2A

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
Aug. 6	Vac. 2 weeks	2 Weeks 10 Days	4 Weeks 20 Days	6 Weeks 29 Days	8 Weeks 37 Days	Aug. 6
13						13
20		Vac. 2 weeks				20
27						27
Sept. 3	H 8 Weeks	H	H Vac. 2 weeks	H	H	Sept. 3
10	36 Days					10
17				Vac. 2 weeks		17
24	H H	H H	H H	H H	H H	24
Oct. 1					Vac.	Oct. 1
8	H	H 9 Weeks	H 9 Weeks	H	H 2 weeks	8
15		40 Days	40 Days	9 Weeks		15
22	H Vac.	H	H	H 40 Days	H	22
29	3 weeks					29
Nov. 5	H	H	H	H	H	Nov. 5
12		Vac. 2 weeks				12
19	H H	H H	H H	H H	H H	19
26			Vac. 2 weeks		9 Weeks	26
Dec. 3	9 Weeks	9 Weeks		Vac. 2 weeks	41 Days	Dec. 3
10	40 Days	40 Days				10
17					H Vac.	17
24	H	H	H	H	H 3 weeks	24
31	H	H	H	H		31
Jan. 7	Vac.		9 Weeks		H	Jan. 7
14	H 2 weeks	H	H 42 Days	H	8 Weeks	14
21				9 Weeks	37 Days	21
28		Vac. 2 weeks		41 Days		28
Feb. 4			Vac.			Feb. 4
11	H	H	H 2 weeks	H	H	11
18	H	H	H	H	H	18
25	8 Weeks			Vac. 2 weeks		25
Mar. 4	38 Days	8 Weeks			Vac. 2 weeks	Mar. 4
11		38 Days	8 Weeks			11
18			38 Days	8 Weeks		18
25	Vac. 2 weeks			39 Days		25
Apr. 1		Vac.				Apr. 1
8	H	2 weeks H	H	H	H	8
15			Vac. 2 weeks		8 Weeks	15
22	8 Weeks				39 Days	22
29	39 Days			Vac. 2 weeks		29
May 6		8 Weeks				May 6
13		39 Days	8 Weeks		Vac. 2 weeks	13
20			39 Days	H	H	20
27	H	H	H	8 Weeks	8 Weeks	27
June 3	Vac. 2 weeks			38 Days	38 Days	June 3
10		Vac. 2 weeks				10
17			Vac. 2 weeks			17
24			H			24
July 1	H	H		H	H	July 1
8				Vac. 2 weeks		8
15	8 Weeks	6 Weeks	2 Weeks	2 Weeks		15
22	39 Days	29 Days	20 Days	10 Days	Vac. 2 weeks	22
29						29
TOTAL 5LP	192	196	199	197	192	
TOTAL 4LP	151	157	159	158	154	

H = Holidays

3. The September start will delay the completion of the career training programs until mid-August for students in stream 1. Stream 2 students will be completing their program by Labor Day, stream 3 students by mid-September, and stream 4 students by the end of September. The last group of students will not be available until the middle of October. (See figure 16.) Many of the students interviewed expressed concern about their delayed entry into the job market.

Student and faculty concern over the delayed entry into the job market with a September entry may be offset by the fact that the late start will facilitate the implementation of a continuous learning year program. Students and faculty members will have more time to adjust their affairs to cope with the loss of the regular calendar and its traditions. The college facilities would not be fully used during the summer. Thus, the maintenance program will not be disrupted and nothing will have to be done about air conditioning the old college facilities until the start of the second year. By this time the new college facilities should be available for full-time occupancy.

On the negative side is the fact that a decision to start the college year in September makes it very difficult to change over to a July or August start in subsequent years. In contrast it will be relatively easy to make a transition from a July start to an August or September starting date sometime in the future. The July start also keeps traditional closing activities and records closer to the current June and July deadlines and precedents. With a true continuous learning year the arguments for and against a particular starting date become meaningless.

Recommendation:

The researcher for the feasibility study recommends the start of the continuous learning year plan as a permanent program in July. All of the calendars with a July entry show a start during the first week of July, but this date can be adjusted so the college year will always begin after the Fourth of July. The ultimate decision to accept this recommendation should be made by the staff of Fashion Institute of Technology.

Variations in Continuous Learning Year Plans and College Calendars

Reference is made in this section to four-, five-, and seven-stream continuous learning year plans. The feasibility study recommendation calls for adoption of a five-stream continuous learning year plan, but alternatives can be found in the four- and seven-stream plans, if not at the beginning, then at a later period when additional space may be desired or other objectives are to be realized.

1. Five-Stream Continuous Learning Year Plans

The five-stream continuous learning year plans designed for the Fashion Institute of Technology study have been built around 8- to 9-week learning time blocks. Ideally, all learning periods should be the same length, but the excessive number of holidays and special days of observation recognized by the college frequently makes it desirable to add another week to offset the lost days.

Illustrations: Five-Stream Continuous Learning Year Plans Using a Common or Multiple Entry

a. Variation #2A of the common entry plans is shown in figure 13. It calls for the multiple entry of stream 2, 3, 4, and 5 students during the first week of August. Students in each of the streams except #5 will not complete a full learning period. For example, stream 2 students attend classes for 2 weeks and then go on vacation. When they return, stream 3 students go on vacation although they have only been back to college for 20 days. Students in streams 1 and 5 will complete five full learning periods. Students assigned to streams 2, 3, and 4 will complete their fifth full learning period through working through three partial learning periods at the end of the college year. Actually, with a true continuous progress plan the students could complete full learning periods instead of fractional learning periods. In this case there would be no break in the second year until all students have completed full 8- or 9-week learning periods.

   The range of instructional days for the four full learning periods extends from 151 to 159 days. This compares favorably with the 149 and 152 instructional days provided in the 1972-73 and 1973-74 regular two semester college calendars.

Figure 14

STUDENT VACATION PATTERNS IN THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Common Entry Starting September, Variation No. 3B

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
Sept. 3	H Vac. 2 weeks	H 2 Weeks 9 Days	H 5 Weeks 22 Days	H 7 Weeks 31 Days	H 9 Weeks 40 Days	Sept. 3
10						10
17		Vac. 3 weeks				17
24	H H	H H	H H	H H	H H	24
Oct. 1						Oct. 1
8	H	H	H Vac. 2 weeks	H	H	8
15	9 Weeks					15
22	H 40 Days	H 9 Weeks 40 Days	H	H Vac. 2 weeks	H	22
29						29
Nov. 5	H	H	H	H	H Vac. 2 weeks	Nov. 5
12						12
19	H H	H H	H H	H H	H H	19
26						26
Dec. 3	Vac. 3 weeks		9 Weeks 41 Days	9 Weeks 40 Days	9 Weeks 40 Days	Dec. 3
10		Vac. 2 weeks				10
17						17
24	H	H	H Vac. 2 weeks	H	H	24
31	H	H		H	H	31
Jan. 7	8 Weeks			Vac. 2 weeks		Jan. 7
14	H 37 Days	H 8 Weeks 36 Days	H 8 Weeks 37 Days	H	H Vac. 2 weeks	14
21						21
28						28
Feb. 4	Vac. 2 weeks					Feb. 4
11	H	H	H	H	H	11
18	H	H Vac. 2 weeks	H	H 8 Weeks 38 Days	H 8 Weeks 38 Days	18
25						25
Mar. 4	8 Weeks 38 Days		Vac. 2 weeks			Mar. 4
11						11
18		8 Weeks 39 Days		Vac. 2 weeks		18
25						25
Apr. 1					Vac. 2 weeks H	Apr. 1
8	H	H	H	H		8
15	Vac. 2 weeks					15
22			8 Weeks 39 Days	8 Weeks 39 Days	8 Weeks 39 Days	22
29		Vac. 2 weeks				29
May 6						May 6
13	8 Weeks 39 Days		Vac. 2 weeks			13
20						20
27	H	H	H	H Vac. 2 weeks	H	27
June 3		8 Weeks 38 Days				June 3
10			8 Weeks 38 Days		Vac. 2 weeks	10
17						17
24	Vac. 2 weeks H					24
July 1		H	H	H	H	July 1
8						8
15		Vac. 2 weeks		8 Weeks 39 Days	8 Weeks 39 Days	15
22			Vac. 2 weeks			22
29						29
Aug. 5	8 Weeks 40 Days	6 Weeks 30 Days	4 Weeks 20 Days	Vac. 2 weeks		Aug. 5
12						12
19				2 Weeks 10 Days	Vac. 2 weeks	19
26						26
TOTAL 5LP	194	192	197	197	196	
TOTAL 4LP	154	153	155	156	157	

H = Holidays

b. Variation #3A of the common entry plans is shown in figure 10. It calls for the multiple entry of stream 2, 3, 4, and 5 students during the first week of September. Again, the vacations are staggered for all stream 2, 3, and 4 students at the end of a fractional learning period. In this variation the range of instructional days for the four full learning periods is 153 to 161. In an attempt to narrow the range, the location of the 3-week learning periods were changed from stream to stream and from learning level to learning level.

c. Variation #3B shows the result of one relocation of the 3-week vacation periods. In this variation the 3-week recess remains with the stream 1 students, but it is shifted from the end of the second full learning period to the end of the first. The second 3-week recess is shifted from stream 5 to stream 2 where it falls at the end of the fractionalized first learning period. The result of the shifting is a narrower range. In this case the new range extends from 153 to 157 with an average of 155 instructional days for four full learning periods (figure 14).

A number of public school systems have implemented continuous learning year plans with a multiple entry for two or more streams of students. While there are some objections to the fractional learning periods, the end result is the completion of a full instructional year within a common 12-month period. Since the college year does not have the same time constraints as the public schools, the staggered entry approach is recommended for consideration.

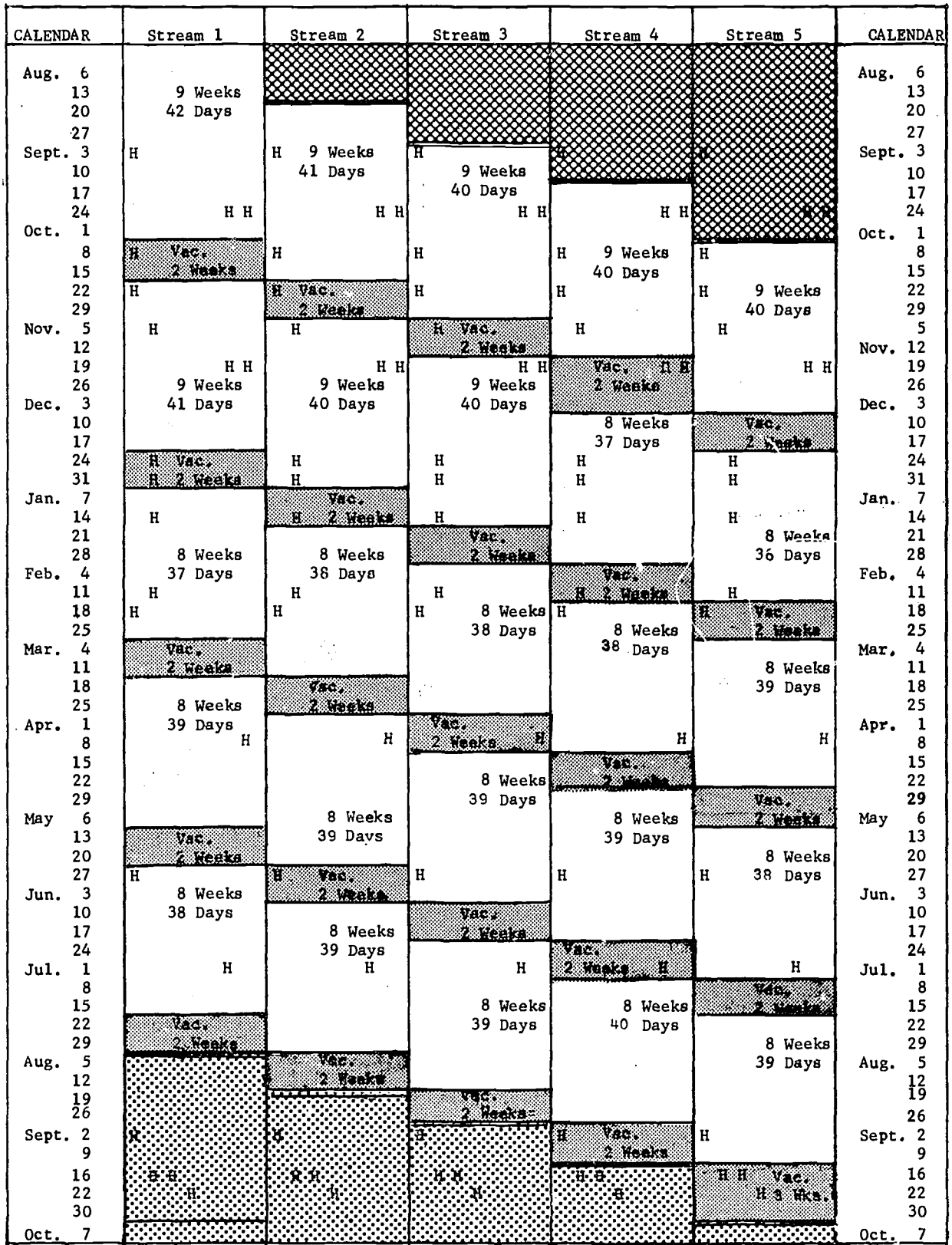
Illustration: Five-Stream Continuous Learning Year Plans Calling for a Staggered Entry

d. Variation #1A of the five-stream continuous learning year plans is seen in figure 11. Here students in streams 2, 3, 4, and 5 are entered at intervals of 2 weeks. This staggered entry of the students eliminates the fractionalization of learning periods. In this design the students may work through five full learning periods which are interspaced by 2- to 3-week recess periods, thereby, completing the equivalent of one and a fourth college years if time equalization principles are not introduced. Should the students elect to take the acceleration approach, they would complete 154 to 158 instructional days. This compares favorably with the 149 and 152 instructional days found in the regular two semester college calendars of 1972-73 and 1973-74. This is a July entry.

Figure 15

STUDENT VACATION PATTERNS FOR THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting August, Variation No. 2B



TOTAL 5LP	197	197	196	194	192	
TOTAL 4LP	159	158	157	154	153	

e. Variation #2B of the five-stream continuous learning year plans is seen in figure 15. Here students in streams 2, 3, 4, and 5 are entered at intervals of 2 weeks following the start of the stream 1 students during the first week of August. All students who complete the full 5-week learning periods can be exposed to a potential 192 to 199 instructional days. Students who work through the first four full learning periods can be exposed to a potential 153 to 159 instructional days.

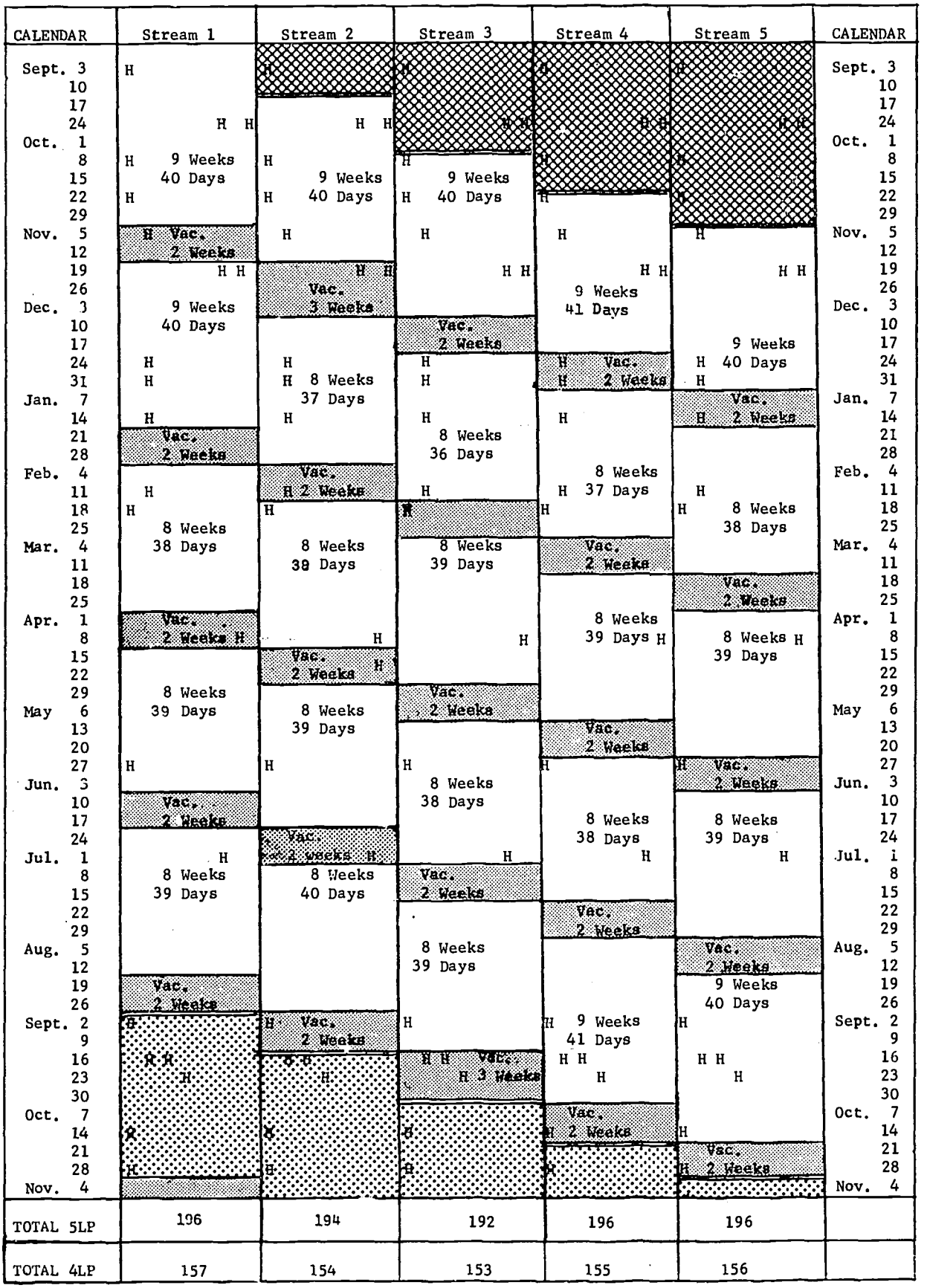
College calendars may contain a potential 150 instructional days, but this does not mean that the students will be required to be in classes for the full 150 days. The determining factor will be the number of courses taken and the number of contact hours. Since the classes are not always scheduled on a daily basis, it is conceivable that students can work through a 4- and even a 3-day week. The feasibility study attempts to show the potential increases in capacity by providing the same number of instructional days, but the actual number of days attended by a group of students or by individual students will depend upon the courses taken and the contact hours required. If time equalization is used to reduce the student work loads, the students may have fractional days or fewer days of classes built into their class schedules.

f. Variation #3A of the five-stream continuous learning year plans calls for a September entry. It is depicted in figure 16 as a staggered entry calendar. Like the two preceding illustrations this one depicts the gradual start of the students into their college programs, but in this variation there is a 2-week interval between the start of classes for stream 1 students and those in stream 2 and then a 3-week interval between the start of stream 2 and stream 3 students. There is a return to the 2-week interval between the entry of stream 3 and stream 4 students and between stream 4 and stream 5 students. The calendar provides 192 to 196 instructional days for a five-cycle program and 153 to 157 for a four-cycle program. One objection to the September entry is the enforced delay in the start of classes for stream 5 students. In this illustration stream 5 students are not scheduled to begin classes until the first week of November.

Figure 16

STUDENT VACATION PATTERNS IN THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting September, Variation No. 3A



The staggered entry should not be confused with the multiple entry policy which may be introduced after the term rotation sequences have been established. A number of staff members have evinced interest in the prospect of introducing a multiple entrance plan whereby new students would be able to enter the college whenever a new class is started. Conceivably this could be whenever a stream of students is returning from a vacation. In theory, the multiple entry concept should be implemented as soon as possible, but one drawback is the limited source of students. Transfer students coming from other colleges or former college students may find it convenient to enter Fashion Institute of Technology without having to wait for a midyear or fall opening. The multiple entry policy may appeal to numerous high school students, but secondary school officials have not demonstrated their willingness to let seniors who have completed all required courses to leave during the year instead of at the end of the spring semester. One survey showed 95 percent of the principals in the State were opposed to the early departure of students who had earned sufficient credits to graduate. In some instances red tape or inflexible regulations and policies has made early college entrance difficult for students who may want to begin their college careers early.

Illustration: Four-Stream Continuous Learning Year Plans Calling for a Staggered Entry (The Four-Cycle Designs)

Most of the four-stream continuous learning year plans developed so far are structured around four cycles, but the feasibility study introduces a five-cycle variation for consideration where additional classroom space is a prerequisite.

Figure 17

STUDENT VACATION PATTERNS IN THE 4 STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting September, Variation No. 3A

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	CALENDAR
Sept. 3	H	H	H	H	Sept. 3
10					10
17					17
24	H H	H H	H H	H H	24
Oct. 1					Oct. 1
8	H 8 Weeks	H 8 Weeks	H	H	8
15	35 Days	35 Days			15
22	H	H	H 8 Weeks	H	22
29			36 Days		29
Nov. 5	H	H	H	H	Nov. 5
12	Vac. 3 wks.				12
19	H H	H H	H H	H H	19
26		Vac. 3 wks.			26
Dec. 3				8 Weeks	Dec. 3
10	8 Weeks		Vac. 2 wks.	37 Days	10
17	36 Days				17
24	H	H	H	H	24
31	H	H		H	31
Jan. 7				Vac. 3 wks.	Jan. 7
14	H	H	H	H	14
21		8 Weeks	8 Weeks		21
28	Vac. 3 wks.	37 Days	36 Days		28
Feb. 4		Vac.			Feb. 4
11	H	H 2 wks.	H	H	11
18				8 Weeks	18
25	8 Weeks		Vac. 3 wks.	38 Days	25
Mar. 4	39 Days	8 Weeks			Mar. 4
11		39 Days	8 Weeks		11
18			39 Days	Vac. 3 wks.	18
25					25
Apr. 1	Vac.				Apr. 1
8	2 wks. H	H	H	H	8
15					15
22				8 Weeks	22
29	8 Weeks	Vac. 2 wks.		39 Days	29
May 6	39 Days		Vac. 3 wks.		May 6
13					13
20					20
27	H	H	H	H	27
June 3				Vac. 2 wks.	June 3
10		8 Weeks	7 Weeks		10
17		39 Days	33 Days	7 Weeks	17
24	Vac. 3 wks.			34 Days	24
July 1	H	H	H	H	July 1
8		Vac. 2 wks.			8
15	7 Weeks		Vac. 2 wks.		15
22	34 Days				22
29		7 Weeks			29
Aug. 5		35 Days	8 Weeks		Aug. 5
12			37 Days	Vac. 3 wks.	12
19					19
26	Vac. 2 wks.			8 Weeks	26
Sept. 2	H	H	H	H 36 Days	Sept. 2
9		Vac.			9
16	H H	H H 3 wks.	H H	H H	16
23	H	H	H	H	23
30	8 Weeks				30
Oct. 7	35 Days		Vac. 3 wks.		Oct. 7
14	H	H 8 Weeks	H	H	14
21				Vac. 2 wks.	21
28	H	H	H	H	28
Nov. 4					Nov. 4
Total 5LP	183	185	181	184	
Total 4LP	149	150	145	148	

H = Holiday

g. Variation 1A of the four-stream continuous learning year plans is shown in figure 4 as a prototype of a staggered entry plan calling for a July entry. It is a four-cycle plan which means that the principles of time equalization will not apply if this calendar is adopted. Students assigned to streams 2, 3, and 4 will begin their classes at 3-week intervals. It provides 9- to 10-week learning periods and 3- to 4-week recess periods. This version provides a total of 175 to 184 instructional days and plenty of latitude for the inclusion of one or more common vacations such as a Christmas recess, a spring recess, or a summer recess.

h. Variation 3A of the four-stream continuous learning year plans is shown in figure 12 as a sample of a staggered entry plan calling for a September entry. This version attempts to minimize the 4-week vacations during the winter months; thus, learning periods 1 and 2 are 9-week instructional time blocks whereas learning periods 3 and 4 are 10-week instructional time blocks. A change in the location of the 4-week recess periods will break this pattern. Again, the introduction of one or more common vacations will have an impact on the length of the learning periods and the number of instructional days in those periods. Unfortunately, the common recesses will often extend some of the recess periods to 5-week as well as 4-week breaks.

The four-stream designs based on the use of four learning cycles are generous in the amount of instructional time that is built into learning periods; therefore, inclusion of a common vacation is a possibility. In contrast the four-stream designs based on the use of five learning cycles present time barriers since the learning periods provide only minimal instructional time.

Illustration: Four-Stream Continuous Learning Year Plans Calling for a Staggered Entry (The Five-Cycle Design)

i. Variation 2A of the four-stream continuous learning year plan is shown in figure 18 as a prototype of a staggered entry plan calling for an August opening. Stream 2 students will start classes 3 weeks after the beginning of the new college year. Stream 3 and stream 4 students start classes on a similar 3-week interval basis. Variation 2A is an illustration of a five cycle plan. It may be undesirable because students working through four cycles may receive a total of 144 to 149 instructional days. Should they elect to work through the full five cycles, they would be exposed to a potential 182 to 184 instructional days.

j. Variation 3A shows a five-cycle four-stream plan which calls for a September college opening. Students working through four cycles would be exposed to 145 to 150 instructional days. If they work through the entire year, they would be exposed to 181 to 185 instructional days. These totals could be increased by eliminating some holidays (figure 17).

Figure 18

STUDENT VACATION PATTERNS IN THE FOUR-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting August, Variation No. 2A

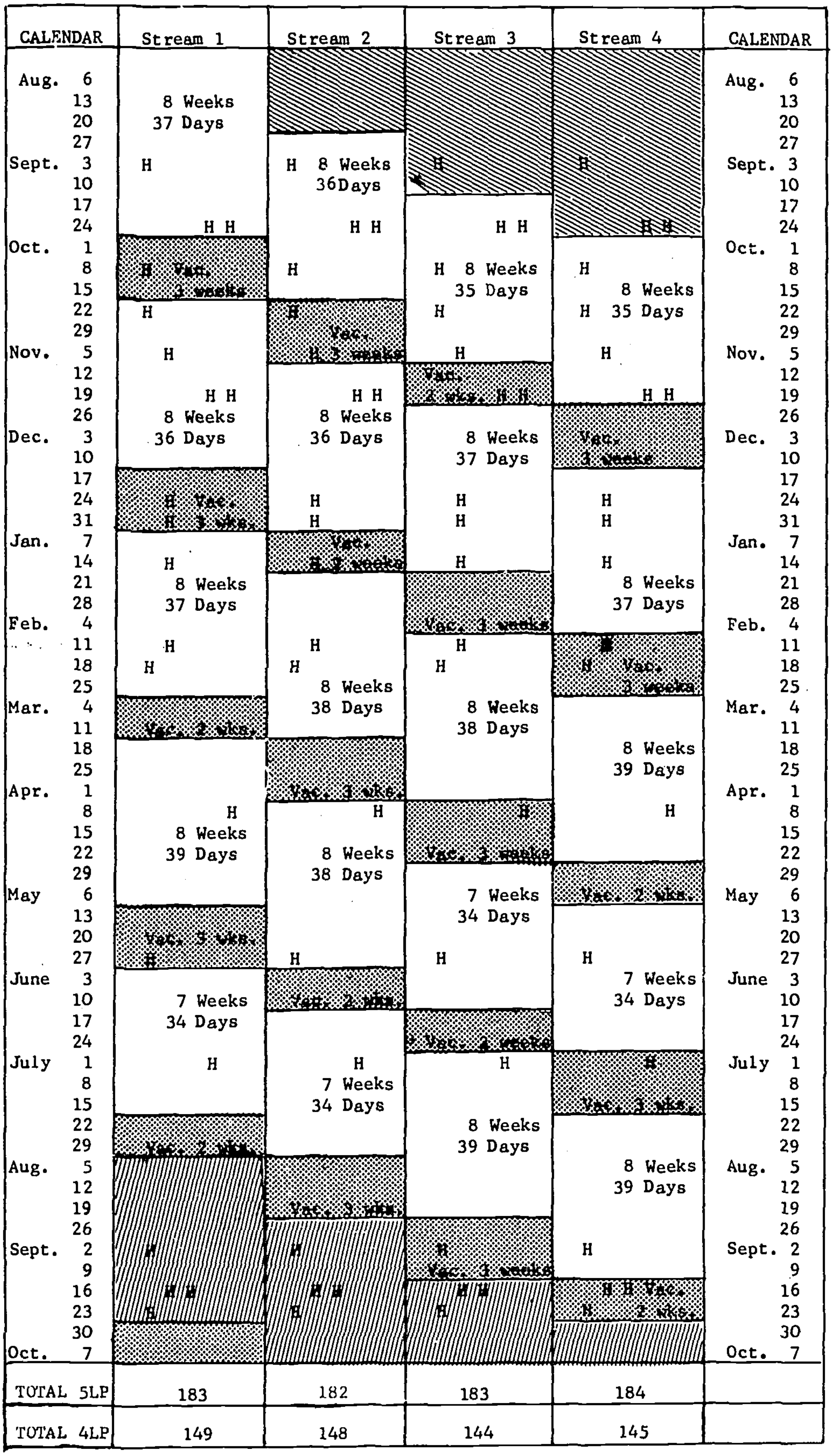


Figure 19

STUDENT VACATION PATTERNS IN THE FOUR-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting September, Variation No. 3A

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	CALENDAR
Sept. 3	H	H	H	H	Sept. 3
10					10
17					17
24	H H	H H	H H	H H	24
Oct. 1					Oct. 1
8	H 8 Weeks	H 8 Weeks	H	H	8
15	35 Days	35 Days			15
22	H	H	H 8 Weeks	H	22
29			36 Days		29
Nov. 5	H	H	H	H	Nov. 5
12	Vac. 3 wks.				12
19	H H	H H	H H	H H	19
26		Vac. 3 wks.			26
Dec. 3				8 Weeks	Dec. 3
10	8 Weeks		Vac. 2 wks.	37 Days	10
17	36 Days				17
24	H	H	H	H	24
31	H	H	H	H	31
Jan. 7				Vac. 3 wks.	Jan. 7
14	H	H	H	H	14
21		8 Weeks	8 Weeks		21
28	Vac. 3 wks.	37 Days	36 Days		28
Feb. 4		Vac.			Feb. 4
11	H	H 2 wks.	H	H	11
18				8 Weeks	18
25	8 Weeks		Vac. 3 wks.	38 Days	25
Mar. 4	39 Days	8 Weeks			Mar. 4
11		39 Days	8 Weeks		11
18			39 Days	Vac. 3 wks.	18
25					25
Apr. 1	Vac.				Apr. 1
8	2 wks. H	H	H	H	8
15					15
22				8 Weeks	22
29	8 Weeks	Vac. 3 wks.		39 Days	29
May 6	39 Days		Vac. 3 wks.		May 6
13					13
20					20
27	H	H	H	H	27
June 3				Vac. 2 wks.	June 3
10		8 Weeks	7 Weeks		10
17		39 Days	33 Days	7 Weeks	17
24	Vac. 3 wks.			34 Days	24
July 1	H	H	H	H	July 1
8		Vac. 2 wks.			8
15	7 Weeks		Vac. 2 wks.		15
22	34 Days				22
29		7 Weeks			29
Aug. 5		35 Days	8 Weeks		Aug. 5
12			37 Days	Vac. 3 wks.	12
19					19
26	Vac. 2 wks.			8 Weeks	26
Sept. 2	H	H	H	H 36 Days	Sept. 2
9		Vac.			9
16	H H	H H 3 wks.	H H	H H	16
23	H	H	H	H	23
30	8 Weeks				30
Oct. 7	35 Days		Vac. 3 wks.		Oct. 7
14	H	H 8 Weeks	H	H	14
21				Vac. 2 wks.	21
28	H	H	H	H	28
Nov. 4					Nov. 4
TOTAL 5LP	183	185	181	184	
TOTAL 4LP	149	150	144	148	

The five-cycle four-stream continuous learning year plans depicted in figures 18 and 19 can be implemented by the Fashion Institute of Technology staff to acquire more classroom space than would be possible with either the five-cycle five-stream continuous learning year plans or the four-cycle four-stream continuous learning year plans. This extra capacity is due to the availability of the fifth learning time block as a potential agency for the reduction of student work loads.

Illustration: Seven-Stream Continuous Learning Year Plans Calling for a Staggered Entry

The following two illustrations introduce the college world to a relatively complex term rotation calendar which can set the stage for a greater increase in college instructional area capacity than any all-year rescheduling plan developed to date. However, it should be noted that the second variation would sacrifice some of the space advantage through introducing the common vacations and providing more instructional time per learning period than the current college calendars provide.

k. Variation 1A of the seven-stream continuous learning year plan is shown in figure 8. It is built around the use of 8- and 9-week learning time blocks which when combined in units of two equalize the regular semester instructional time allowances. The use of a fairly uniform 8-week learning period in the last 5 months of the new calendar produces a good time block for the potential fifth term or fifth learning time block desired for time equalization with its potential capacity increasing factor of 12 to 20 percent beyond the term rotation increase of 40 percent. The big constraint in the first 7 months is the large number of special holidays recognized by the Fashion Institute of Technology. The 9-week learning time blocks are necessary to compensate for them.

   Variation 1A provides 154 to 157 instructional days in the first four learning time periods and 38 to 40 in the fifth instructional period.

1. Variation 1B of the seven-stream continuous learning year plan is shown in figure 20 as a staggered entry plan beginning in July. It has been modified to provide a minimum of three common vacations such as a Christmas or winter vacation, a spring vacation, and a summer vacation. Should a single, but longer break be desired it is possible to reduce the length of some of the learning periods or to eliminate one or more of the short common recess breaks. As presented, variation 1B is a four-cycle plan which provides 159 to 165 instructional days. There is no fifth learning time block which means that the gain from time equalization is lost.

The Space Increasing Factor of the Four-, Five-, and Seven-Stream Continuous Learning Year Term Rotation Plans

Fashion Institute of Technology can realize its space objectives through a combination of two principles, namely, term rotation and time equalization. Adoption of the four-, five-, and seven-stream continuous learning year plans will lead to an immediate increase in the instructional capacity of the institution. The critical issue is the nature of the plan or design adopted. For example:

a. Adoption of a recommended four-stream continuous learning year plan will provide an increase from term rotation of approximately 33 percent.

b. Adoption of a recommended five-stream continuous learning year plan will provide an increase from term rotation of approximately 25 percent.

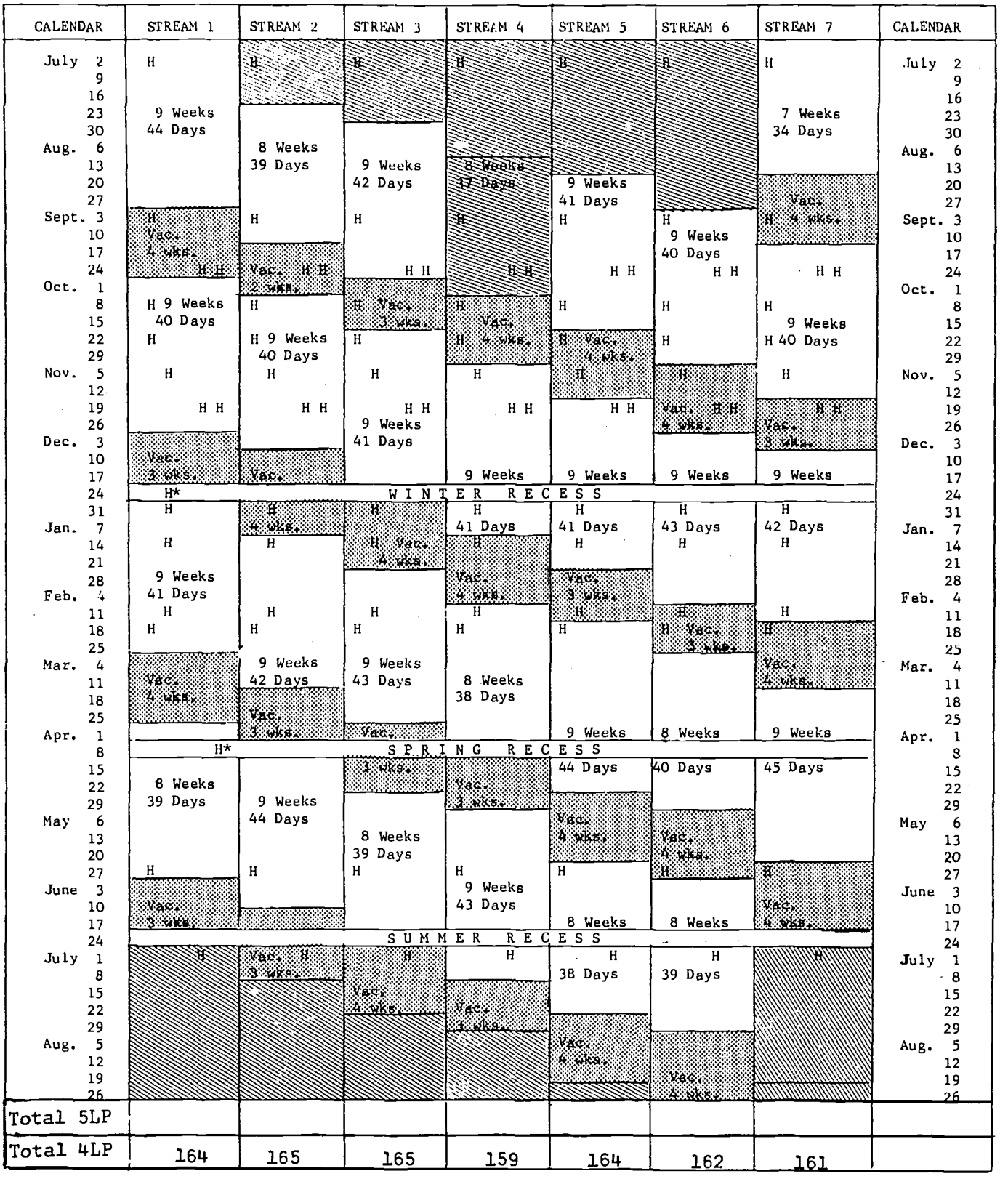
c. Adoption of recommended seven-stream continuous learning year plans will provide an increase from term rotation of approximately 40 percent.

While the four- and seven-stream continuous learning year plans will provide more space than the five-stream continuous learning year plans, the feasibility study RECOMMENDS ADOPTION OF THE FIVE-STREAM CONTINUOUS LEARNING YEAR PLANS from an educational point of view. On the surface the recommendation calls for the adoption of a plan which would provide the least amount of space. However, this is not exactly true since the five-stream term rotation plan has a built-in time equalization factor which provides an additional gain of 12 to 20 percent. This aspect will be treated in chapter 5.

Figure 20

STUDENT VACATION PATTERNS FOR THE 7 STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting July, Variation No. 1B



H = Holidays

The potential increase in the instructional space capacity of the college of 25 percent, 33 percent, or 40 percent is based on recognition of the following guiding principle:

> The realization of desired space objectives depends upon the adoption of a mandatory student attendance policy. A voluntary or student option policy regarding attendance will lead to unbalanced enrollments and in many cases to little, if any, gain in capacity.

Over the past 70 years many schools and colleges have instituted all-year school plans based on term rotation or student acceleration. Again and again the administration found it virtually impossible to obtain full utilization of the resources of their institution as long as the choice of a vacation or recess period was left optional. They have often insisted that they could overcome the optional attendance limitation by special inducements or persuasion. As a general rule their efforts failed, with the result that their all-year program incurred additional expenses which would not have occurred with a mandatory student attendance policy.

One segment of the Fashion Institute of Technology staff has asked whether the mandate principle could be limited to one or more departments without involving the entire college. While this is a possibility, the gain in space would be limited to those areas fully occupied by the departments which are willing and ready to adopt the term rotation plans. A limiting factor would be the number of specialized rooms available to these departments plus the number of singleton course offerings. Another important factor would be the number of students available for admission. One has to assume that there is a demand for space when the continuous learning year plan is adopted. If the student enrollment is limited or static, the space increasing factor becomes negligible and a reduction factor takes over.

The Reduction Factor

If the college does not need additional space, the adoption of the continuous learning year can lead to a surplus of space. One solution to this problem is to close instructional areas or convert existing areas to new uses or expanded work areas. A general rule of thumb calls for closing or converting 20 percent, 25 percent, or 28.5 percent of the available rooms or learning stations with the adoption of the four-, five-, or seven-stream continuous learning year plans.

Continuous Learning Year Design Recommendations for Fashion Institute of Technology's Feasibility Study

This chapter has shown a number of continuous learning year plans which could be adopted by Fashion Institute of Technology, namely, the four-, five-, and seven-stream cycling plans. Each of these designs has a number of variations, many of which are minor, but some introduce new variables which make them worthy of special consideration or rejection. For example, the four-stream continuous learning year cycling plan is normally considered as a four-cycle design. As such it can provide a potential 33 percent increase in the capacity of both the existing and new college instructional facilities, but the lack of a fifth learning period is a barrier to the realization of other objectives beyond the space objective. A five-cycle four-stream continuous learning year plan has been introduced, but it is not recommended because the learning periods provide minimal instructional days. If space were not to be acquired in the near future through the opening of new college facilities, the five-cycle four-stream plan would not be so readily rejected, because the extra learning period would set the stage for a potential capacity increase of 45 to 53 percent instead of the 33 percent normally attributed to a four-stream plan.

The seven-stream continuous learning year cycling plans are shown as an optional design which could be adopted if the instructional space requirements of the college were in an acute stage. While variation 1B can be adopted to satisfy the students and faculty members who object to the loss of traditional all-college vacations, it is not recommended because it would fall into the category of a four-cycle plan. In contrast variation 1A is a five-cycle seven-stream term rotation plan which would provide a potential 52 to 60 percent increase in capacity. The complexity of scheduling the seven-stream cycling plan would not pose a major problem in a college where the computer has been utilized to facilitate the scheduling of students, instructors, and classrooms. Since Fashion Institute of Technology has not adapted its computer to serve as an administrative tool in the registration and scheduling of students, any further consideration of the seven-stream cycling plan must be deferred until the computer problems have been resolved. Again, there is no acute space shortage at Fashion Institute that requires a maximum amount of new space.

The five-stream continuous learning year term rotation or cycling plans are recommended because they can provide all the classroom space that Fashio citute of Technology will require in the near and the more distant future. The five-stream design provides the five cycles desired for the realization of educational objectives and can still provide the college with a potential 37 percent to 45 percent increase in capacity. Vacations are deliberately kept short to minimize the regression normally associated with the extended summer vacation and other recess periods 4 to 5 weeks in length.

In brief, the following recommendations are presented as a summary to the data presented in this chapter:

Recommendation #1

The five-stream continuous learning year term rotation or cycling plan is recommended for immediate consideration. The four-stream cycling plan with five cycles is recommended as a reserve plan to be implemented should additional classroom space be desired in the distant future when large numbers of applicants are rejected because of space limitations.

Recommendation #2

A July entry is recommended to facilitate the placement of students at a time when the labor market is seeking college graduates and to help maintain a number of common ties with two semester colleges and the regular college calendar. With a multiple term admission policy the time of entry becomes a minor issue.

Recommendation #3

The staggered entry plans are recommended for consideration during the transition year. After the first year, continuous progress eliminates the waiting period. A multiple admission policy is desired, but is not a prerequisite.

Chapter 3

PAST, PRESENT, AND FUTURE ENROLLMENTS AND BUILDING CAPACITIES

The Fashion Institute of Technology Campus is located in midtown Manhattan near the heart of the fashion industry--executive offices, design studios, manufacturing plants, and distribution and merchandising centers. Geographically, it is ideally located to meet the needs of those students who desire a career in the fashion industries. Over the course of many years the college has built a reputation that has resulted in the receipt of applications from all over the world. The future of the institution will depend upon many factors since residential facilities are limited. This means that a major portion of the student body falls into the commuter category. Unofficially, this can be a limiting growth factor because commuting beyond a 35 mile radius in the metropolitan area can be costly to students in time and dollars.

Past and Present Enrollment Patterns

Fashion Institute of Technology opened in 1951 with a full-time enrollment of 353 students. It went to 368 in 1952 and to 411 in 1953. Growth was slow in subsequent years. In 1957 enrollment was only 466. At first the college was essentially interested in training for the manufacturing fields. It really began to grow when the college began to train young people for careers in the retail fields. More recently the curriculum was expanded to take in the textile and communications aspects of fashion industry. Today, space limitations has limited the growth in a number of technological fields, but with the expansion of the college the appeal of many new courses or fields of study is expected to double current enrollments.

The college enrollment has increased far beyond the expectation of the early sponsors. The surge in enrollments between 1958 and 1960 brought the enrollment above the 1,100 mark. In the next decade it came close to doubling and most likely would have done so if building space had been available.

Figure 21

COMPARATIVE FASHION INSTITUTE OF TECHNOLOGY
ENROLLMENTS FROM 1951 TO 1972

No. of Full-Time and Part-Time Student Enrollees				Capacity
Fall Term	Full-Time	Part-Time	Total Enrolled	Increasing Factor
1951	353	*	353	
1952	368	*	368	
1953	411	*	411	
1954	422	*	422	
1955	466	*	466	
1956	461	*	461	
1957	466	*	466	
1958	604	1,186	1,790	
1959	885	1,395	2,280	
1960	1,158	1,795	2,953	Occupied Technology
1961	1,175	1,994	3,169	Building
1962	1,257	2,258	3,515	
1963	1,336	2,499	3,835	Occupied Dormitory-
1964	1,513	2,635	4,148	Nagler Hall
1965	1,555	2,954	4,509	
1966	1,702	3,242	4,944	Acquired Portable Buildings
1967	1,725	3,495	5,220	Acquired Temporary Buildings
1968	1,767	3,713	5,480	
1969	1,930	3,294	5,224	Occupied CBS Building at
1970	1,985	3,222	5,207	221 West 26th Plus Facilities at 242 West 27th Street
1971	1,880	3,140	5,020	
1972	2,176	3,213	5,389	Implemented State Mandated 118 Percent Space Utilization

* Complete data on part-time students not available

Figure 22

COMPOSITION OF RECENT FASHION INSTITUTE OF TECHNOLOGY DAY AND EVENING DIVISION CLASSES, 1968 to 1972

Year	Class	No. of Students Registered in Designated Classes and Categories								
		Full-Time Students			Part-Time Students			Composite		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1972-73	Freshmen	209	1,078	1,287	1,011	1,713	2,724	1,220	2,791	4,011
	Sophomore	156	733	889	178	311	489	334	1,044	1,378
	Total	365	1,811	2,176	1,189	2,024	3,213	1,554	3,835	5,389
1971-72	Freshmen	166	868	1,034	1,069	1,592	2,661	1,235	2,460	3,695
	Sophomore	150	696	846	168	311	479	318	1,007	1,325
	Total	316	1,564	1,880	1,237	1,903	3,140	1,553	3,467	5,020
1970-71	Freshmen	210	814	1,024	1,003	1,728	2,731	1,213	2,542	3,755
	Sophomore	136	825	961	158	333	491	294	1,158	1,452
	Total	346	1,639	1,985	1,161	2,061	3,222	1,507	3,700	5,207
1969-70	Freshmen	230	998	1,228	950	1,813	2,763	1,180	2,811	3,991
	Sophomore	110	592	702	173	358	531	287	950	1,233
	Total	340	1,590	1,930	1,123	2,171	3,294	1,463	3,761	5,224
1968-69	Freshmen	162	794	956	---	---	---	---	---	----
	Sophomore	138	673	811	---	---	---	---	---	----
	Total	300	1,467	1,767	1,349		3,713	1,649	3,831	5,480

Enrollments and Space Limitations

The slow growth of the college enrollment during the first decade of its existence was due to the nature of its early curriculum and a space shortage. A change occurred when the college curriculum was expanded into the retail field. More students applied for admission than could be accommodated. Figure 21 shows a steady increase in the college enrollment began with the occupancy of the Technology Building in 1960. In the decade that followed there were a number of points where the enrollment leveled off only to reach new peaks; for example, the acquisition of temporary or portable buildings in 1966 and 1967 made it possible to increase student enrollments from 1,500 to 1,700. Additional instructional space became available with the acquisition of space for offices and classes in the 242 West 27th Street building. Further space was acquired with the occupancy of the CBS building. This made it possible to justify an enrollment increase from 1,700 to 1,900. While other factors may have contributed to the enrollment increases from plateau to new plateau levels, the acquisition of new or temporary building space became the basis for establishing new admissions quotas.

Unfortunately, there are a number of variables affecting capacity calculations that may need to be considered. For example,

> A computer run on the capacity of designated classrooms showed 35 pupil stations in the five temporary N classrooms and the four temporary C classrooms. The feasibility of using the index of 35 which was based on square footage is questionable, since the old teacher contract set a limit of 30 on class size. Prior capacity indexes become less meaningful if steps are taken to insure that class sizes do not exceed the new contract limitation of 25 students for regular classes and less for special purpose classes such as remedial English or speech.

> The computer inventory shows a number of very large instructional classrooms in use with very low enrollment limits because the areas were used as studios. The number of new students enrolled when a new quota is established must be related to the type of program they will take since the nature of their program will determine whether they can be accommodated in standard classrooms or in special purpose laboratories or studios which have fewer pupil stations.

Figure 22 shows the full-time college enrollment reached 1,800 and 1,900 between 1969 and 1971. Suddenly, it increased in 1972-73 to a new height of 2,176 students. This was done without the acquisition of new temporary classrooms or the rental of outside space.

State University has virtually mandated that all instructional capacities in all college units be automatically set at 118 percent with the justification that each college can release the additional capacity equivalent if the administrators and the professional staff will be more innovative in their approaches. The upward jump in the 1972 admissions quota which resulted in a fall enrollment of 2,176 students can be attributed to the application of the 118 percent factor to the Fashion Institute of Technology 1971-72 enrollment or FTE/Contract capacity. However, it is difficult to identify the practices that may have led to an actual release of instructional space.

> On the positive side one can find a number of curriculum departments moving in the direction of a core type program which will help to eliminate singleton as well as duplicating courses. Again, there has been an increased recognition given to the new technical courses. Since they require fewer studio hours, the resulting reduction in contact hours becomes a space saver.

Current and Projected Instructional Space Capacities Without Rescheduling the College Calendar

The full value of the Continuous Learning Year Feasibility Study cannot be realized by Fashion Institute of Technology because one of the primary incentives for implementing such a program is an acute space shortage. While the college is short of instructional classroom space, extensive new construction is underway which will increase the instructional capacity from 112,875 square feet to approximately 315,070 square feet. In terms of current admissions the college will not be crowded for space once the new facilities are available. The big issue to be resolved is the matter of growth.

In a report to State University on the plans for Fashion Institute of Technology in 1980 the statement was made:

> "Fashion Institute of Technology will increase its enrollment 20% each year until a total increase of 100% takes place. Our projected date for this 100% increase is September 1980. At that time we plan to reach the FTE of 5,200 as recommended by the State despite the fact that a 1,7% decrease is expected in college age adults."

If this goal is realistic and attainable, Fashion Institute of Technology may find itself once again faced with a shortage of instructional space. The problem to be resolved by a number of Fashion Institute of Technology staff members is one of terminology. For example, some individuals associate college capacity with enrollments (body count) while others think of it in terms of FTE's and still others define capacity in terms of contact hour FTE's. The ability to reach the 1980 goal depends upon which of the capacity figures is used in the calculations.

Some confusion exists when it comes to the capacity of Fashion Institute of Technology because of the use of a unit of measure built around FTE's. Since staff requirements and budgets are built around FTE's,

the use of the unit as a measure of capacity would not appear to pose a problem, but the basic issue is contact hours. Building capacity must be designated in terms of instructional contact hours rather than credit hours.

> "Usage by level or contact hour/FTE factors reflect the proportionate amount of time different student FTE types use specific types of spaces ---
>
> The contact hour/FTE derives from course analyses by department by level of instruction. The course analyses is expressed in credit/course and number of contact hours/student/course separately in classrooms, class labs, individual study labs and research labs. This is done separately for lower division, upper division, and beginning graduate courses." *

The foregoing definition refers to the space projection criteria used for capital and long-range facility planning purposes of the colleges and community colleges of State University. Models for virtually every possible type of instructional area have been developed which serve as a guide in development of a composite college capacity. All community college capacities were reviewed in February 1973 by the long range planning staff. The updated calculations show the following Fashion Institute of Technology capacities.

Current Fashion Institute of Technology
Instructional Facilities Capacities

a.	Current instructional capacities without the use of temporary classrooms and rented buildings and without the 118 percent factor	1,857 FTE's
b.	Current instructional capacity without the use of the temporary classrooms, but with the inclusion of the 118 percent factor	2,185 FTE's
c.	Current instructional capacity with temporary classrooms, but without the 118 percent factor	1,918 FTE's
d.	Current instructional capacity with temporary classrooms, but with the 118 percent factor	2,257 FTE's

* State University of New York, "Space Projection Criteria for Capital and Long Range Facilities Planning Purposes," C. 1970, Albany, N.Y.

It should be apparent from the foregoing figures that one may refer to four different Fashion Institute of Technology composite instructional capacities to demonstrate the college space shortage. While it is possible to agree on one of the four capacity classifications, that is not enough. There must be agreement regarding the meaning of the FTE label. Does it refer to credit FTE's or is it an abbreviation for contact hour/FTE's?

In the calculations made for the Fashion Institute of Technology feasibility study the researcher shows a potential student course credit average of 16.68 and a student contact hour average of 24.33.

Translated into space capacity requirements the 1972 fall enrollment calls for classroom space or pupil stations for 2,420 FTE's if credit course calculations are used for full-time students and their programs of study. If this approach were acceptable, the college would appear to have a minimal space shortage.

Illustration: Capacity Calculations Based on Credit FTE's

a. Course credit FTE capacity requirements (Enrollment 2,176 times ratio of students to credit hours 1.112)	2,420 FTE's
b. Capacity rating based on the 118 percent utilization factor plus the use of all temporary classrooms and rented space	2,257 FTE's
c. Potential classroom space shortage if the credit FTE index is used	163 FTE's

In many educational circles a 6 percent space shortage would not appear acute or critical, therefore it might be difficult to justify the construction of a new college facility twice the size of the existing building. The FTE space requirement based on credits must be refined if the true story is to be revealed. This is where the contact hour/FTE becomes important. Many Fashion Institute of Technology classrooms, especially the technical studios, are used in excess of the credit hours assigned to a course.

For example, Apparel Design is a 4-credit course requiring 7 contact hours per week. Similarly, I1 42, Fashion Drawing is a 2-credit course requiring 6 contact hours. While these two illustrations may be extreme samples, they point that contact hours refers to actual room usage by students per week beyond the ordinary typical liberal arts standards. The contact hour requirement means that classrooms are not available to instructors or students from other departments or courses until the initial group of students has met the time requirements for the designated course.

The ordinary FTE space requirements have been refined by the researcher to show the potential college space requirements based on the average contact hour requirement of 24.33 for the 1972-73 curriculum. One approach calls for a contact hour/FTE capacity of 3,172 FTE's.

Illustration: Capacity Calculations Based on Contact Hour/FTE's

a.	Course credit/contact hour FTE requirements (2,176 enrollees times the ratio of 1.458)	3,172 FTE's
b.	Capacity rating based on the 118 percent factor plus use of the temporary facilities	2,257 FTE's
c.	Potential classroom space shortage in terms of contact hour/FTE's	915 FTE's

The shortage of 915 FTE's is more meaningful than the mere 163 FTE's shown in the credit capacity calculations. In either case the calculations assumed a full 100 percent utilization of classrooms in terms of rated indexes. Unfortunately, this is generally not possible due to scheduling complications.

> Using a State University base of 30 clock hours of class utilization as representative of the 100 percent utilization of rooms, the fall 1972-73 room schedule survey showed a Fashion Institute of Technology all-college classroom utilization of 87.89 percent. This included an average for all types of instructional rooms.

Using a State University base of 25 clock hours for studio and laboratory classrooms, the fall survey showed a Fashion Institute of Technology average utilization rate of 102.24 percent.

Frequently, advanced level courses as well as numerous new singleton courses have low student enrollments. These small classes can only be offset by overloading some of the basic classes to obtain the average of 102.24 percent utilization rate. In other words, some classrooms are overcrowded despite the teacher contract limitations or the square footage requirements.

The imposition of the 118 percent utilization rate assumes that the college staff is ready to adopt innovative measures that will immediately release space. Unfortunately, this is not always true in all departments of a college, therefore, the selection of the maximum possible capacity with the 118 percent factor built into it may not give a fair picture. A more realistic picture of the college capacity and room shortage appears in the following illustration:

Illustration: Space Shortage Based on Calculations That Do Not Make Use of the 118 Percent Space Utilization Factor

a. Contact hour/FTE space requirements for 2,176 enrollees (2,176 times the ratio of 1.458)	3,172 FTE's
b. Fashion Institute of Technology instructional room capacity based on the continued use of all temporary facilities, but without the imposition of the arbitrary 118 percent factor	1,918 FTE's
c. Potential classroom space shortage	1,254 FTE's

Check: Body Count Equivalents

a. Actual pupil stations required for enrollment (3,172 contact/FTE's represents 2,176 enrollees)	2,176 enrollees
b. Actual capacity in terms of body count or pupil stations (1,918 FTE's represents 1,316 enrollees)	1,316 enrollees

c. Potential instructional space shortage (1,254 FTE's represents 860 enrollees) 860 enrollees

Thus, Fashion Institute of Technology should accommodate about 1,316 students. Since,2,176 students are enrolled, it has a shortage of 860 stations. In brief, the college is overcrowded.

Projected College Enrollments

While college enrollments are beginning to decline, junior college enrollments are still increasing. What this means to Fashion Institute of Technology is a matter of conjecture. Available space rather than demand has been the enrollment criteria in recent years, therefore it is difficult to establish a meaningful trend line for projecting future enrollments. While the number of applications received indicates an upsurge in enrollments once the space barrier has been eliminated, the art prerequisite for many of the career fields offered by the college is a limiting factor. In a sense, the art portfolio requirement limits college applicants to about 10 percent of the prospective college-bound students of sending high schools. With declining high school enrollments forecast for the late 1970's, this can reduce the number of applicants.

When new space is acquired, the college plans call for a number of new career training fields. Since art may not be a prerequisite for many of these fields, Fashion Institute of Technology should be able to open the door to a larger number of prospective high school graduates, especially liberal arts students who formerly were discouraged by the college entrance requirements.

Early Fashion Institute of Technology enrollment projections were too subjective to be of value. For example, one projection for 1980 shows a composite day and evening division total of 12,175 students with approximately 4,000 being first time day students and at least 2,000 being second

year students. In addition to the full-time students, one report shows a number of nondegree students taking part in the day program as well as in the evening division programs. By 1985 the projected composite enrollment for the day and evening divisions was set at 14,175 students. This was a fall enrollment. There was nothing in the projection to show the contact hour requirements, nor was there any thing in the study which would show how the college could house the enlarged college enrollment.

The Board of Regents has urged the community colleges to increase their enrollments by 50 percent. Fashion Institute of Technology plans show that this goal will be realized when the new college facilities are completed. The new capacity for the college was calculated on the basis of doubling the enrollment of the institution. Based on the 1970 fall enrollment of full-time students the new college capacity should approximate 3,970 enrollees. Figure 24 shows that this is slightly more than the composite new college facilities can accommodate if the 118 percent factor is used without the use of the temporary facilities. If the 1972-73 fall enrollment is used as an index, the college would be expected to accommodate 4,358 enrollees. Based on current contact hour requirements this would require the use of temporary and supportive facilities as well as the imposition of the 118 percent factor.

Several variables must be considered when enrollment projections are made. For example, the expansion of the curriculum to encompass new career training fields, plus the possible admission of third- or even fourth-year students will call for a different type of student body and a different admissions policy. Again, there is the prospect of admitting "bridging students" or third-year high school graduates as well as a large number of nondegree students in the full-time day school category. It is conceivable

that the demand for college admissions will exceed the projected 3,970 to 4,358 enrollees which means that steps must be taken to accommodate them. The earlier projection of a composite day and evening division enrollment of 12,000 to 14,000 may not be as unrealistic as it would seem at a first glance, especially if Fashion Institute of Technology modifies its admissions policies to accept students on what amounts to an open admissions policy.

One of the conflicts to be resolved centers around the firm conviction of many professional staff members that future enrollments will have to be limited due to (a) a college commitment to provide the fashion industry with nothing but the most qualified graduates and (b) a belief that the fashion world cannot provide jobs if the enrollments are expanded beyond the 4,000 level. Both of these factors can be a barrier to the inclusion of a large number of poorly qualified students in the freshman classes. In other words an open admissions policy could be a blow to the prestige of the college in terms of both employer and prospective employee. If future enrollments are to be based on a quota system, the feasibility study will have little impact on Fashion Institute of Technology, because it can come close to accommodating 4,000 full-time students without it. However, this may result in a major increase in the number of college graduates if it consists of numerous nondegree and post-graduate students. If the goal is to increase the number of graduates, it is conceivable that there will be a definite space shortage in the college despite the steps taken to increase current instructional capacities.

An unknown factor is the built-in capacity increase mandated by State University. It has been assumed that Fashion Institute of Technology has been innovative enough to demonstrate its ability to increase existing and future instructional capacities by 18 percent, but there is little evidence

that this has been done or will be done. If this is true, the statement that the college can accommodate 4,000 full-time students becomes a matter of conjecture. The innovative practices that can lead to this full 18 percent increase should be identified. It is conceivable that a portion of the anticipated increase will come from a rescheduling of the college calendar since the Regents Statewide Plan for the Development of Post-Secondary Education* recommendations include the following references to what may be considered implementation of a continuous learning year plan.

> "----that the State University of New York seek out ways to further improve space utilization of its facilities including year-round academic calendars----. (p. 162 of Regents report)

> "----movement toward a full 12 month calendar, the restructuring of the length of objective-oriented courses around material content rather than semester length and oriented around a full day schedule are tactics that could be used in the more intensive employment of faculty skills and facilities. (p. 165 of the Regents report)

Any projection of Fashion Institute of Technology enrollments should consider the nature of the capacity index that is used to justify the admission of additional students. Quotas have been used in the past to limit enrollments and may have to be used in the future. The feasibility study will show that 25 percent of any given capacity index can be acquired from term rotation with the adoption of a five-stream cycling plan. This capacity can be increased by 33 percent to 40 percent with implementation of a four-stream or a five-stream cycling plan and all three new capacities can be further increased through the application of the time equalization principle for a composite gain in the full-time equivalent capacity of upwards of 50 percent.

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* "Education Beyond High School," The University of the State of New York, The State Education Department, Albany, N.Y., November 1972.

Figure 24 shows four potential capacities of the college with the completion of the new facilities. It includes capacities with and without the 118 percent factor. Since innovative practices other than the adoption of a year-round calendar can lead to an increase in college capacities, the imposition of the gains from a rescheduled college calendar can supplement the maximum capacities shown. For example, a major step in the increase in college capacity can stem from a reduction in the daily or weekly contact hour requirements of basic career courses. Again, individual study programs and off-campus learning activities can reduce the need for space in the college, which means that the total capacity will be increased.

New Fashion Institute of Technology Capacities Following Completion of Current Construction Projects

Visitors to Fashion Avenue will see a monumental new building under construction on 27th Street (West). It will surround and dwarf the existing college building when it is completed. The new facilities will contain approximately 408,820 square feet whereas the existing college building has a net area of 196,921. When the new facilities are combined with the existing structure, the combined new area will contain approximately 591,018 square feet. However, it should be noted that only one-half of the total area will be actual instructional space. One inventory showed a new projected instructional area total 315,086 square feet compared to the current 112,876 square feet assigned as instructional areas. Based on a new capacity factor of approximately 72 SF/FTE the projected instructional capacity will approximate 4,412 FTE's or 3,026 students.

A new study of the projected Fashion Institute of Technology capacity shows four possible capacities may be used as a guide to planning new programs of study. Among the variables is the status of temporary instructional

Figure 23

THE RELATIONSHIP OF INSTRUCTIONAL SPACE CAPACITIES TO STUDENT ENROLLMENTS WITH THE TRADITIONAL COLLEGE CALENDAR

Actual Student Enrollments	FTE Capacities and FTE/Contact Hour Capacity Required for Designated Student Enrollments (Body Count)	
	FTE Enrollment Equivalent Capacity	FTE/Contact Hour Equivalent Capacity
1,500	1,668	2,187
1,600	1,779	2,333
1,700	1,890	2,479
1,800	2,001	2,624
1,900	2,112	2,770
2,000	2,224	2,916
2,100	2,335	3,062
2,200	2,464	3,208
2,300	2,557	3,353
2,400	2,668	3,499
2,500	2,780	3,645
2,600	2,891	3,791
2,700	3,002	4,374
2,800	3,113	4,082
2,900	3,224	4,228
3,000	3,336	4,374
3,100	3,447	4,520
3,200	3,558	4,665
3,300	3,669	4,811
3,400	3,780	4,957
3,500	3,892	5,103
3,600	4,003	5,249
3,700	4,114	5,395
3,800	4,225	5,440
3,900	4,336	5,686
4,000	4,448	5,832
4,100	4,559	5,978
4,200	4,670	6,124
4,300	4,781	6,269
4,400	4,892	6,415
4,500	5,004	6,561
4,600	5,115	6,707
4,700	5,226	6,853
4,800	5,337	6,998
4,900	5,448	7,144

1972 fall enrollment

2,176

Figure 23 Continued

THE RELATIONSHIP OF INSTRUCTIONAL SPACE CAPACITIES TO STUDENT ENROLLMENTS WITH THE TRADITIONAL COLLEGE CALENDAR

	FTE Capacities and FTE/Contact Hour Capacity Required for Designated Student Enrollments (Body Count)	
Actual Student Enrollments	FTE Enrollment Equivalent Capacity	FTE/Contact Hour Equivalent Capacity
5,000	5,560	7,290
5,100	5,671	7,436
5,200	5,782	7,582
5,300	5,893	7,727
5,400	6,004	7,873
5,500	6,116	8,019
5,600	6,227	8,164
5,700	6,338	8,311
5,800	6,449	8,456
5,900	6,560	8,602
6,000	6,672	8,748
6,100	6,783	8,894
6,200	6,894	9,040
6,300	7,005	9,185
6,400	7,116	9,331
6,500	7,228	9,477
6,600	7,339	9,623
6,700	7,450	9,769
6,800	7,561	9,914
6,900	7,672	10,060
7,000	7,784	10,206
7,100	7,895	10,351
7,200	8,006	10,497
7,300	8,117	10,643
7,400	8,229	10,789

Note: The difference between designated college enrollments and the FTE instructional facilities capacities is based on a current course credit average of 16.68. This resulted in a differential factor of 1.112 between enrollment and FTE's. Similarly, the 1972-73 average student contact load of 24.33 led to a ratio differential of 1.458 FTE/contact hour and FTE.

areas and the 118 percent innovative factor. Projected college capacities fall into the following four categories:

New Composite College Instructional Capacities

a.	Total college instructional capacity without the use of temporary classrooms and without the 118 percent factor	4,412 FTE's
b.	Total college instructional capacity with full use of old and new supportive facilities, but without the imposition of the 118 percent factor	5,596 FTE's
c.	Total college instructional capacity without the old and new supportive facilities, but with the imposition of the 118 percent factor	5,191 FTE's
d.	Total college instructional capacity with full use of old and new supportive facilities plus the imposition of the 118 percent utilization factor	6,584 FTE's

One Regent recommendation called for a 50 percent increase in the number of community college graduates. Based on the 1972-73 fall full-time enrollment of 2,176 students, Fashion Institute of Technology should be prepared to enroll a combined full-time enrollment of 3,264 1- and 2-year students by the target date. Based on the contact hour requirements of the 1972-73 programs of study, the college will once again find itself with a space shortage unless it continues to use some of the temporary facilities which should be eliminated or takes the steps necessary to insure that the professional staff is innovative enough to increase the combined old and new college instructional facility capacities by the 18 percent recommended for all of the community colleges and colleges under State University. Figure 24 shows the various capacities of the old and new college instructional areas in terms of enrollments or body count, credit course/FTE's, and contact hour/FTE's. A number of proposals can be found in the Fashion Institute of Technology Master Plan which imply that programs will be

strengthened and enriched. Thus, the offer of extra nondegree courses or post-graduate courses leading to higher degrees or the introduction of orientation programs must be considered in terms of the total number of contact hours generated by the total college program.

The professional college staff has lived a long time with the constraint of a classroom or instructional space shortage. The prospect of working with three times as much space as one finds in the present building is overwhelming to some individuals. They are apt to ask questions regarding the use of what appears to be a large amount of surplus instructional space.

Figure 24 shows that the present college facilities should be able to accommodate 1,274 students if current contact hour work indexes are applied to an automatic tripling of instructional space with the occupation of the new facilities. The projected new capacity multiplies the enrollment potential by two and three-eighths or 237.5 percent. The new student enrollment capacity of 3,026 can be expanded to a new maximum of 4,516 students with the continued use of temporary facilities plus the imposition of the 118 percent utilization factor.

The new maximum enrollment potential of 4,516 would be slightly more than double the 1972-73 composite full-time enrollment. The college would be hard pressed to accommodate an increase of 50 percent, 75 percent, or 100 percent in the full-time enrollment of the 1972-73 college year without being extremely innovative, especially if programs are to be expanded and enriched. One alternative will be the adoption of the continuous learning year plans described in this report.

Figure 24

COMPARATIVE REGULAR COLLEGE YEAR FASHION INSTITUTE OF TECHNOLOGY INSTRUCTIONAL FACILITIES CAPACITIES

Capacity Classifications	Capacity for Designated Types of Capacity Indexes		
	Enrollment Capacity Index	FTE/Credit Capacity Index	Contact Hour/FTE Capacity Index
Part I. Current College Instructional Capacities			
1. Instructional capacity without the temporary facilities or the 118 percent factor	1,274	1,417 FTE's	1,857 CH/FTE's
2. Instructional capacity without the temporary facilities, but with the 118 percent factor	1,499	1,667 FTE's	2,185 CH/FTE's
3. Instructional capacity with the temporary facilities, but without the 118 percent factor	1,316	1,463 FTE's	1,918 CH/FTE's
4. Instructional capacity with the temporary facilities and with the 118 percent factor	1,548	1,721 FTE's	2,257 CH/FTE's
Part II. Composite New College Capacities			
1. Instructional capacity without the temporary facilities or the 118 percent factor	3,026	3,365 FTE's	4,412 CH/FTE's
2. Instructional capacity without the temporary facilities, but with the 118 percent factor	3,838	4,268 FTE's	5,596 CH/FTE's
3. Instructional capacity with the temporary facilities, but without the 118 percent factor	3,560	3,959 FTE's	5,191 CH/FTE's
4. Instructional capacity with the temporary facilities and with the 118 percent factor	4,516	5,022 FTE's	6,584 CH/FTE's

Illustration: College Capacity Required for a 50 Percent Increase in the 1972-73 Enrollment

a.	Current or fall 1972-73 full-time enrollment	2,176 enrollees
b.	New enrollment based on a 50 percent increase	3,264 enrollees
c.	Contact hour/FTE capacity required for the new enrollment (3,264 x 1.458)	4,759 FTE's
d.	Minimal composite capacity with completion of new facilities, without the use of temporary and supportive facilities or the 118 percent utilization factor	4,412 FTE's
e.	Potential space shortage in terms of contact hour/FTE's	347 FTE's

The foregoing increase would pose no major problems if the 118 percent utilization factor is [illegible], of which there are several options other than rescheduling the college calendar. One segment of the professional college staff believes that the total full-time enrollment should be doubled since the college capacity will be almost triple what it is today. The feasibility of this action can be seen in the following illustration:

Illustration: College Capacity Required if the 1972-73 Enrollment is Doubled in the Near Future

a.	Current or fall 1972-73 full-time enrollment	2,176 enrollees
b.	New enrollment based on a 100 percent increase	4,358 enrollees
c.	Contact hour/FTE capacity required for the new enrollment (4,358 x 1.458)	6,345 FTE's
d.	Maximum composite capacity with completion of new facilities and continued use of temporary and supportive facilities plus the imposition of the 118 percent utilization factor	6,584 FTE's
e.	Potential space surplus based on full 100 percent utilization of all instructional facilities	239 FTE's

Fashion Institute of Technology Capacities and the Potential Values of the Feasibility Study

The researcher has found that many people play what may be called the Capacity Estimate Game. It is difficult to designate a capacity figure which will be accepted by everyone unless there are a number of controls exerted to eliminate variables. For example, several individuals had different responses to the following question:

Question: Will the new college capacities include the capacities of temporary learning stations, supportive areas, and the result of a conversion of basic classrooms to studios and other specialized types of learning centers?

Answers: No. 1. I didn't know the college had any temporary facilities.

No. 2. Of course, they will. All current capacities recognize the existence of the emergency and temporary facilities.

No. 3. What's wrong with the temporary facilities? Can't they still be used and what do you mean by the conversion of classrooms to new purpose learning centers?

While the college administration may have plans for the temporary facilities and for room conversions, these plans cannot be finalized until new programs are developed and even implemented. The space demands of specialized programs of study can vary, which means that future capacity figures may not coincide with the time and space requirements of a 1972-73 career training program. The feasibility study makes reference to four present and four future capacities. These could be reduced to two potential capacities if the decision to close all of the temporary classrooms and to eliminate the use of the CBS and 242 West 27th Street facilities. However, there will still be the prospect of capacity changes due to the conversion of basic classrooms or office space to specialized learning centers. A major variable could be the rigid enforcement of the new teacher

contract with its limitation on class sizes. This factor can make calculations based on a square footage occupancy meaningless.

Implementation of recommended continuous learning year programs generally requires a large measure of professional staff and administrative flexibility; therefore, the prospect of a more innovative program or instructional staff can be helpful factors. Innovative practices can also release space in addition to that claimed for term rotation and time equalization. Unfortunately, it is impossible to make a claim for a specific innovation's increasing capacity other than the State University recommendation of 118 percent total new capacity. The feasibility study recognizes that a rescheduled college day can supplement the capacity increases from the adoption of either an innovative college program or a rescheduled college calendar, but no claims for this approach will be made in the following pages. Any increase in capacity resulting from a modification of the daily time schedule of either the day or evening division will be considered as a bonus to the college.

The feasibility study introduces the continuous learning year concept as an approach which can increase current or new college capacities by 40 percent to 50 percent or more regardless of the capacity index established to guide the admissions office in setting enrollment quotas. In addition, the feasibility study points up a number of options that can affect the quality and nature of the curricular offerings. While the space increasing potential is stressed throughout the report, the design ultimately recommended does not provide the maximum amount of new instructional space. Other designs which provide fewer instructional days or which may not have the same educational advantages can be implemented. Some of them will appeal to segments of the staff and student body because they are less restrictive

than the five-stream continuous learning year cycling plans, but again the college staff must take a look at the immediate and long-range goals.

The Impact of a Five-Stream Continuous Learning Year Term Rotation Plan Upon Current Instructional Capacities

The ultimate choice of a continuous learning year plan should depend upon the nature of the objectives to be realized. At the moment the space releasing objective is paramount, but it will be less important when the new college facilities are ready for occupancy. The four- and seven-stream continuous learning year plans can be adapted so they release a larger amount of instructional space, but it isn't needed. This makes it easier to stress the advantages of the five-stream continuous learning year plan in terms of career training or educational goals. The feasibility study will show a potential increase in the capacity of Fashion Institute of Technology accruing from term rotation and time equalization. This chapter will stress the space releasing potential due to term rotation whereas the space releasing potential due to time equalization will be treated in chapter 5 as a secondary gain that is dependent upon the choice of implementation options adopted by the college administrators and professional staff.

Figure 25 shows the capacities provided by a regular college calendar in comparison to the capacities provided by a five-stream continuous learning year plan. As a rule the capacities would be referred to in terms of enrollments or credit course FTE equivalents. In this illustration the student enrollment refers to body counts and the FTE's refer to the contact hour factor. The reader is again reminded that the contact hour/FTE was based on the average credit hours and contact hours required to complete a series of programs of study during the 1972-73 calendar year. Modifications

Figure 25

COMPARATIVE REGULAR COLLEGE YEAR AND PROJECTED FIVE-STREAM CONTINUOUS LEARNING YEAR CAPACITIES

Capacity Classification	FTE/Contact Hour Capacities of Instructional Facilities		
	Regular College Year Calendar Capacities	Continuous Learning Year - Without the Equalization Factor	Continuous Learning Year - With the Equalization Factor
Part I. Current College Instructional Capacities			
1. Instructional capacity without the temporary facilities or the 118 percent factor	1,857 FTE's*	2,321 FTE's	2,785 FTE's
2. Instructional capacity without the temporary facilities, but with 118 percent factor	2,185 FTE's*	2,731 FTE's	3,277 FTE's
3. Instructional capacity with the temporary facilities, but without the 118 percent factor	1,918 FTE's*	2,398 FTE's	2,878 FTE's
4. Instructional capacity with the temporary facilities and the 118 percent factor	2,257 FTE's*	2,821 FTE's	3,385 FTE's
Part II. Composite New College Capacities			
1. Instructional capacity without the temporary facilities or the 118 percent factor	4,412 FTE's*	5,515 FTE's	6,518 FTE's
2. Instructional capacity without the temporary facilities, but with 118 percent factor	5,596 FTE's*	6,995 FTE's	8,394 FTE's
3. Instructional capacity with the temporary facilities, but without the 118 percent factor	5,191 FTE's*	6,489 FTE's	7,789 FTE's
4. Instructional capacity with the temporary facilities and with 118 percent factor	6,584 FTE's*	8,230 FTE's	9,876 FTE's

* All capacity figures used for this study were based on early 1973 revisions of the college capacity by the Office of Campus Development, State University of New York.

of the program of study could reduce or increase the credit hour/contact hour index, but the changes in college capacity would be negligible unless there is a major change in the college program.

Illustration: College Capacity Requirements for 2,000 Students With the Adoption of a Five-Stream Term Rotation Plan

a. No. of students (enrollees) to be accommodated over the course of the continuous learning year	2,000 enrollees
b. No. of students (attendees) to be accommodated during any designated term rotation period (2,000 enrollees x 80 percent)	1,600 attendees
c. College capacity required for the initial enrollment of 2,000 students in terms of:	
(1) Student stations or body count	1,600 attendees
(2) Course credit FTE's (1,600 x 1.112)	1,779 FTE's
(3) Contact hour/FTE's (1,600 x 1,458)	2,334 CH/FTE's

The calculations for the capacities shown in figure 25 are based on the assumption that students will be scheduled in such a manner that at least 20 percent of the total full-time student enrollment will be in recess or on vacation at any one time. In terms of any designated capacity, the increase will approximate 25 percent. This may be clearer if the calculations are shown for one of the current college capacity indexes.

Illustration: Impact of the Five-Stream Term Rotation Plan Upon the Capacity of Fashion Institute of Technology

Calculation No. 1. Current Capacity Without Use of the Temporary Classrooms and Without the 118 Percent Factor

a. Rated college capacity index based on contact hours	1,857 CH/FTE's
b. Potential increase in capacity (1,857 divided by 4 equals no. of students scheduled to be in recess at any one time)	464 CH/FTE's
(1) No. of actual students scheduled to be in recess at any one time (464 divided by 1.458)	318 enrollees

(2) No. of students scheduled for class at any one time (1,857 divided by 1.458) — 1,274 attendees

c. New college capacity based on contact hours, 1,857 plus 464 equals — 2,321 CH/FTE's

d. New college capacity based on actual enrollment or body count (1,274 plus 318 enrollees in recess) — 1,592 enrollees

The illustration shows how the mandated student recess provides a potential 25 percent increase in the existing college capacity. In this case the index of 1,857 contact hour/FTE capacity is increased to a potential 2,321 CH/FTE's. Translated into actual enrollments, the new capacity is increased from 1,274 to 1,592 enrollees.

Calculation No. 2. Current Capacity With the Use of Temporary Facilities and With the 118 Percent Utilization Factor

a. Rated college capacity index based on contact hours — 2,257 CH/FTE's

b. Potential capacity increase (2,257 divided by 4 equals no. of students scheduled to be in recess) — 564 CH/FTE's

(1) No. of students scheduled to be in recess at any one time (564 divided by 1.458) — 386 enrollees

(2) No. of students scheduled for class at any one time (2,257 divided by 1.458) — 1,548 enrollees

c. New college capacity based on contact hours, 2,257 plus 564 equals — 2,821 CH/FTE's

(3) New college capacity based on actual enrollment (1,548 plus 386 enrollees in recess) — 1,934 enrollees

Calculation No. 2 shows the potential 25 percent increase in the contact hour/FTE capacity with the use of temporary facilities plus the 118 percent utilization factor. Translated into actual enrollments, the new capacity is increased from 1,548 to 1,934 enrollees. In terms of the frequently used FTE index the new capacity would have been increased from 1,721 FTE's to 2,150 FTE's.

Impact of the Five-Stream Continuous Learning Year Term Rotation Plan Upon New College Instructional Capacities

Figure 25 shows that the adoption of the five-stream continuous learning year term rotation plan can increase the new college capacity as well as the present college capacity. The basic formula has been set. All one has to do is identify the enrollment level for a designated capacity level to see the potential increase in capacity.

Figure 26 presents an easy method of showing the relationship of student enrollments to capacities. In the calculations on pages 90 and 91 new capacities were shown by dividing the existing capacities by 4 to show the number of students who would be assigned to the extra stream of students made possible through term rotation. In developing the capacity requirements for any designated enrollment or membership the assumption has been made that 20 percent of the total student body will always be in recess or on vacation. For example, a student enrollment of 1,900 will call for a capacity of 1,520 (80 percent of 1,900); or expressed in terms of students in recess, 20 percent of 1,900 or 380 students will be in recess leaving 1,500 students as enrollees.

Since figure 26 divides enrollment into multiples of 100, anyone interested in quickly ascertaining the capacity required for a given enrollment will have to select the interval closest to the actual enrollment to see the approximate capacity required.

In reading figure 26 the reader must remember that enrollment is an all inclusive term, and with the term rotation plans, refers to the total membership or total student body rather than to the number of students who will be in classes on any given day. These students are often referred to as attendees. Since the capacity of an existing structure remains fixed,

the required capacity for a given enrollment will be related to the number of students scheduled to be in attendance. Thus, the continuous learning year contact hour capacity requirements are shown in column 4 (contact hour/FTE's required for student attendance); whereas the regular college year capacity requirements are shown in column 5 (contact hour/FTE's for student enrollments).

The gain in capacity in the illustration is the difference between the attendance capacity and the enrollment capacity requirements = 2,770 minus 2,216 or 454 CH/FTE's.

The table shown in figure 26 can be read in reverse to show the new capacity for current capacities expressed in body counts or contact hours.

Figure 24 showed a maximum regular college capacity for the new Fashion Institute of Technology buildings of 4,516 enrollees, or 6,584 CH/FTE's. Since the adoption of a five-stream cycling plan will increase these capacities by 25 percent, one can ascertain the new cycling capacities by a glance at the table. The attendee column or column 3 shows 4,560 is the closest to the actual building capacity. Reading from right to left one can see that 4,560 is 80 percent of the new enrollment of 5,700 (column 1). This total enrollment would normally require a capacity of 8,311 CH/FTE's (column 5).

The illustration on page 88 shows that the actual projected capacity for the new college facilities, if one uses the rule of thumb 25 percent increase index, will approximate 8,230 CH/FTE's or 5,645 enrollees. This is not far from the table readings of 8,311 CH/FTE's or 5,700 enrollees.

Figure 24 showed four capacities for the present Fashion Institute of Technology facilities as well as the four capacities of the new college facilities that will soon be available. These same capacities are shown

again in figure 25 in terms of the new capacities generated by the adoption of a five-stream term rotation cycling plan. The third column of figure 25 introduces a new capacity, one superimposed on the term rotation capacity. This time equalization capacity will be treated in a subsequent chapter as a possible byproduct of an option calling for a reduction in actual weekly student contact hours.

Among the uncertainties of the future is the nature of several new career fields that are literally on the drawing boards in anticipation of the acquisition of additional space with or without the adoption of the continuous learning year plans recommended by the feasibility study. Should these new programs require fewer contact hours, the capacity indexes will increase. Should the new programs require more contact hours than the current contact hour average, the capacity indexes will be lowered. Here, the term "new programs" refers to regular college year programs and the prospect of a change in the capacity indexes. Imposition of the 25 percent term rotation gains on these new indexes will be reflected in higher or lower capacities than those based on the 1972-73 full-time enrollment contact hour capacities.

Figure 25 showed the minimum new college capacity increase will be extended from 4,412 CH/FTE's to 5,515 CH/FTE's for a gain of 1,003 CH/FTE's.

Figure 25 showed the maximum new college capacity index will be extended from 6,584 CH/FTE's to 8,230 CH/FTE's for a potential gain of 1,646 CH/FTE's. The calculations for this follow:

Illustration: Increasing the New College Capacity Through Term Rotation, Based on the Continued Use of Temporary and Supportive Facilities Plus the 118 Percent Utilization Factor

a. Rated college capacity index based on contact hours	6,584 CH/FTE's
b. Potential capacity increase (6,584 divided by 4 equals number of tudent CH/FTE's scheduled to be in recess at any one time or the gain in capacity)	1,646 CH/FTE's
(1) No. of students (enrollees) actually scheduled to be in recess at any one time (4,516 divided by 4)	1,129 enrollees
(2) No. of students (enrollees) scheduled to be in class at any one time (6,584 CH/FTE's divided by ratio of 1,458 or 1,129 times 4)	4,516 enrollees
c. New college capacity based on contact hours (6,584 CH/FTE's plus 1,646 CH/FTE's	8,230 CH/FTE's
(3) New college capacity based on actual enrollment, 4,516 plus 1,129 enrollees =	5,645 enrollees

The Fashion Institute of Technology administration may use any one of the four indexes to approximate the capacity of their composite new college instructional facilities with the understanding that the designated capacity will automatically increase 25 percent with the implementation of the five-stream continuous learning year plan. In terms of the growth increasing goal, the administration may want to consider eliminating temporary facilities or the feasibility of converting basic classrooms or supporting facilities to new learning centers with a potential loss in actual capacity. Without the adoption of new innovative approaches such as the continuous learning year plan, the loss of supportive areas and the access to the temporary facilities could limit future curriculum revisions and the institution of new programs of study.

In contrast the feasibility study makes it possible to eliminate the use of temporary facilities as well as the conversion of small learning areas or supportive areas to larger learning centers or classrooms which may contain fewer students than a basic classroom.

Should the college staff find that one of the four- or seven-stream continuous learning year calendars has a greater appeal than the recommended five-stream continuous learning year plan, all of the foregoing space increases would be changed to the higher capacities generated by the design or plan substituted. For example, the term rotation gain from the adoption of a four-stream continuous learning year plan would increase the maximum contact hour/FTE capacity from its index of 6,584 to a new high of 8,779. Similarly, adoption of the seven-stream continuous learning year plan would increase the capacity from 6,584 to a new high of 9,218 CH/FTE's. However, it should be noted that favored four- and seven-stream plans which do not contain five cycles would not acquire the gain that would accrue to the college from stage two of the continuous learning year time equalization recommendations.

Figure 26

THE RELATIONSHIP OF INSTRUCTIONAL SPACE CAPACITIES TO STUDENT ENROLLMENTS WITH ADOPTION OF THE FIVE-STREAM CONTINUOUS LEARNING YEAR PLAN

Total Annual Student Enrollments	No. of Students in Recess 20%	No. of Students in Daily Attendance 80%	Contact Hour/FTE's Required for Student Attendance	Contact Hour/FTE's Required for Student Enrollment
1,500	300	1,200	1,750	2,187
1,600	320	1,280	1,866	2,333
1,700	340	1,360	1,983	2,478
1,800	360	1,440	2,100	2,624
1,900	380	1,520	2,216	2,770
2,000	400	1,600	2,334	2,916
2,100	420	1,680	2,449	3,062
2,200	440	1,760	2,566	3,208
2,300	460	1,840	2,683	3,354
2,400	480	1,920	2,799	3,499
2,500	500	2,000	2,916	3,645
2,600	520	2,080	3,033	3,791
2,700	540	2,160	3,149	3,937
2,800	560	2,240	3,266	4,082
2,900	580	2,320	3,383	4,228
3,000	600	2,400	3,499	4,374
3,100	620	2,480	3,616	4,520
3,200	640	2,560	3,732	4,666
3,300	660	2,640	3,849	4,811
3,400	680	2,720	3,966	4,957
3,500	700	2,800	4,082	5,103
3,600	720	2,880	4,199	5,249
3,700	740	2,960	4,316	5,395
3,800	760	3,040	4,432	5,540
3,900	780	3,120	4,549	5,686
4,000	800	3,200	4,666	5,832
4,100	820	3,280	4,782	5,978
4,200	840	3,360	4,899	6,124
4,300	860	3,440	5,016	6,269
4,400	880	3,520	5,132	6,415
4,500	900	3,600	5,249	6,561
4,600	920	3,680	5,365	6,707
4,700	940	3,760	5,482	6,853
4,800	960	3,840	5,599	6,998
4,900	980	3,920	5,715	7,144
5,000	1,000	4,000	5,832	7,290
5,100	1,020	4,080	5,949	7,436
5,200	1,040	4,160	6,065	7,582
5,300	1,060	4,240	6,182	7,727
5,400	1,080	4,320	6,299	7.873

Note: Columns 1 and 5 represent regular college year enrollment equivalents. Columns 2 and 4 represent capacities of actual buildings prior to term rotation.

Figure 26 Continued

THE RELATIONSHIP OF INSTRUCTIONAL SPACE CAPACITIES TO STUDENT ENROLLMENTS WITH ADOPTION OF THE FIVE-STREAM CONTINUOUS LEARNING YEAR PLAN

Total Annual Student Enrollments	No. of Students in Recess 20%	No. of Students in Daily Attendance 80%	Contact Hour/FTE's Required for Student Attendance	Contact Hour/FTE's Required for Student Enrollment
5,500	1,100	4,400	6,415	8,019
5,600	1,120	4,480	6,532	8,165
5,700	1,140	4,560	6,648	8,311
5,800	1,160	4,640	6,765	8,456
5,900	1,180	4,720	6,882	8,602
6,000	1,200	4,800	6,998	8,748
6,100	1,220	4,880	7,115	8,894
6,200	1,240	4,960	7,232	9,040
6,300	1,260	5,040	7,348	9,185
6,400	1,280	5,120	7,465	9,331
6,500	1,300	5,200	7,582	9,477
6,600	1,320	5,280	7,698	9,623
6,700	1,340	5,360	7,815	9,769
6,800	1,360	5,440	7,932	9,914
6,900	1,380	5,520	8,048	10,060
7,000	1,400	5,600	8,165	10,206

Note: The column for credit FTE's for a designated Fashion Institute of Technology course may be developed by multiplying the desired enrollment category by 1.112.

Chapter 4

APPLICATIONS, ADMISSIONS, AND ENROLLMENTS

The 1973 fall admissions quota for the fashion design curriculum calls for the admission of 192 full-time, 2-year students and 48 full-time, 1-year students. In 1972 this department received between 750 and 800 applications, but space limitations led to the acceptance of approximately one-third of them. The unanswered question is what happened to the applicants who were not accepted. Did they find a career choice in another department of the college or did they go to another institution of higher learning? One may also ask:

> "Did rejection by Fashion Institute of Technology end their college aspirations?"

In October 1973, it may be advisable to review fashion design's applications, admissions, and enrollments to see if the 1972 admissions experience has been repeated. Will it show the receipt of 600, 700, or 800 applicants for the 200 to 250 potential positions? Is so, why?

> Normally, fashion design enrolls about one-fourth of the new full-time students. Admission to the department depends upon a number of factors, one of which is an art prerequisite. However, one of the salient aspects of this is a demonstration of creativity. At present, this evaluation takes considerable time. Appointments have to be made with instructors and reports are not immediately forthcoming as to the results of the interviews and art portfolio or test evaluations. Ultimately, months may pass between submission of an application by the student and his ultimate receipt of a letter of acceptance.

The time lapse may have little significance as long as Fashion Institute of Technology can be choosey about those it accepts and rejects. This may no longer be true once the college capacities have been increased. The competition for students by other colleges, a reduction in the number of high school graduates, plus a number of other variables makes it imperative that steps be taken to reduce the time lag and insure the receipt of

sufficient paid registrations to justify offering a course and employing essential instructors.

In contrast to the fears expressed by some staff members that there will be a dearth of applications and paid admissions when additional instructional space becomes available, there are a number of hopeful signs such as the following:

a. The admissions office has been able to obtain some 3,000 to 3,800 applications a year with a minimum of effort. With a strong recruitment drive, one admissions officer is convinced than another 1,000 applications will be forthcoming.

b. A large number of part-time students would gladly enroll for day session classes if there is an increase in instructional capacities.

c. The Veterans Administration has approved a program for Vietnam Veterans. Current career training programs plus a number of new ones can be offered to the veterans, thereby bringing in a new source of applications, paid admissions, and ultimately new enrollees.

d. The "bridging" program can bring in a number of high school students who will combine college with the completion of their last year of high school. This is a new source of prospective applicants for other community colleges in the State and may well be for Fashion Institute of Technology.

e. Recently, a number of special course sections have been opened to disadvantaged children funded by the Neighborhood Youth Corp. This program can be expanded.

f. New courses can attract students. For example, the fashion design curriculum can offer a major in men's fashion. New core programs are less restrictive than some of the established curriculum departments.

The feasibility study sees a relationship between current admissions practices and the expanded capacities projected for Fashion Institute of Technology. More applicants have to be accepted and more registrants have to become enrollees. This will require some new staffing, the possible use of a computer to facilitate the registration process, and a minimal reliance upon the art portfolio as a prerequisite for admissions. It is essential

that admissions office be given the tools which will allow it to be more aggressive in the recruitment of prospective students.

The Relationship Between Applications for Admission and the Number of Students Accepted and Enrolled

One of the primary reasons for the Fashion Institute of Technology feasibility study stems from the concern over the large number of students applying for admission and the small number actually enrolled in the college. A study of the fall enrollment and admissions figures shows the existence of a number of variables that make prognosis or predictions difficult.

Applications for admissions come from two types of students, namely

a. transfer students or students who have attended other colleges or universities prior to applying for admissions to Fashion Institute; and

b. first-time students or students who have had no prior college or university experience. Generally, they are recent high school graduates seeking a career in the fashion world.

Figure 27 shows that 22.8 percent of the students enrolled in 1970, 1971, and 1972 were transfer students. In terms of applications submitted approximately 82 percent of the transfer students applying for admission were ultimately enrolled. Of those accepted by the admissions office approximately 89 percent were ultimately enrolled. The problem centers around the first-time students.

a. In 1970 only 26.1 percent of the first-time students applying for admission were ultimately enrolled.

b. In 1971 only 33.1 percent of the first-time students applying for admission were ultimately enrolled.

c. In 1972 only 35.6 percent of the first-time students applying for admission were ultimately enrolled.

Figure 27

THE RELATIONSHIP OF COLLEGE ACCEPTANCE TO THE NUMBER OF STUDENTS APPLYING FOR ADMISSION TO FASHION INSTITUTE OF TECHNOLOGY
1970-72

	1970	1971	1972
No. of First-Time Students			
a. No. of Applications Received	3,212	2,588	2,660
b. No. of Applications Accepted	1,122	1,268	1,792
c. No. of Students Enrolled	841	858	949
No. of Transfer Students			
a. No. of Applications Received	269	282	395
b. No. of Applications Accepted	227	255	370
C. No. of Students Enrolled	212	224	349
Total No. of New Undergraduate Students			
a. No. of Applications Received	3,481	2,870	3,055
b. No. of Applications Accepted	1,349	1,523	2,162
C. No. of Students Enrolled	1,053	1,082	1,298
Check			
No. of Continuing and Returning Students	932	798	878
Total No. of Students Enrolled in Fashion Institute of Technology	1,985	1,880	2,176

The 3-year average showed that approximately 31.6 percent of the first-time students applying for admissions were actually enrolled. This is far less than a 2-year community college average of 44 percent, but the number ultimately enrolled in Fashion Institute is limited by its basic capacity or a quota.

The Admissions Dilemna

A review of admissions and enrollment statistics for the past 3 years points up a number of problem areas which concern members of the professional staff. In fact, one aspect of the admissions pattern was responsible for the implemenation of the feasibility study. Essentially, the basic issue is the low number of first-time student applicant admissions. Figures 28 and 29 show a comparison of the Fashion Institute of Technology admissions and acceptances in relation to the total for community colleges of the State of New York and three community colleges plus a technical college which are relatively close enough to compete for some of the same students.

The Number of Applicants Accepted

The 1972 fall statistical reports for Fashion Institute of Technology show an improvement in the number of applications accepted since 1970, but the 3-year average shows the college has a low acceptance average in comparison to other community colleges in the same metropolitan area and in relation to those of the State as a whole. Unfortunately, direct comparisons with community colleges sponsored by the New York City Board of Education are not possible since the open admissions policy for these local institutions does not allow students to apply for admissions to a particular 2-year college or senior college.

Figure 28a

COMPARATIVE NO. OF COMMUNITY COLLEGE STUDENTS ACCEPTED FOR ADMISSIONS IN RELATION TO THE NO. APPLYING

Category	Total Community Colleges	Farmingdale Technical College*	Fashion Institute Technology	Nassau Community College	Suffolk Community College	Westchester Community College
Part 1. First-Time Students: 1970						
Applications Received	70,908	7,586	3,212	10,787	7,129	3,007
Applications Accepted	49,489	4,893	1,122	7,706	4,093	2,167
Percent Accepted	69%	64%	34%	71%	57%	72%
Applications Received	70,908	7,586	3,212	10,787	7,129	3,007
No. Enrolled	29,427	2,842	841	3,301	2,088	1,489
Percent Enrolled	41%	37%	26%	30%	29%	49%
Applications Accepted	49,489	4,893	1,122	7,706	4,093	2,167
No. Enrolled	29,427	2,842	841	3,301	2,088	1,489
Percent Enrolled	59%	58%	74%	42%	50%	68%
Part 2. Transfer Students: 1970						
Applications Received	9,103	1,124	269	2,708	220	507
Applications Accepted	6,437	544	227	2,111	220	374
Percent Accepted	70%	48%	84%	77%	100%	73%
Applications Received	9,103	1,124	269	2,708	220	507
No. Enrolled	3,458	544	212	481	220	315
Percent Enrolled	37%	48%	78%	17%	100%	62%
Applications Accepted	6,437	544	227	2,111	220	374
No. Enrolled	3,458	544	212	481	220	315
Percent Enrolled	53%	100%	93%	22%	100%	84%
Part 3. Total First Time & Transfer Students						
Applications Received	80,011	8,710	3,481	13,495	7,349	3,514
Applications Accepted	55,926	5,437	1,349	9,817	4,316	482
Percent Accepted	69%	62%	38%	72%	58%	70%

* The technical college has been introduced with the community colleges because it competes for some of the same students

Figure 28b

COMPARATIVE NO. OF COMMUNITY COLLEGE STUDENTS ACCEPTED FOR ADMISSIONS IN RELATION TO THE NO. APPLYING

Category	Total Community Colleges	Farmingdale Technical College	Fashion Institute Technology	Nassau Community College	Suffolk Community College	Westchester Community College
Part 1. First-Time Students: 1971						
Applications Received	81,235	10,970	2,588	10,538	7,502	3,928
Applications Accepted	60,334	4,329	1,268	8,986	5,083	2,543
Percent Accepted	74%	39%	48%	85%	67%	64%
Applications Received	81,235	10,970	2,588	10,538	7,502	3,928
No. Enrolled	37,920	3,415	858	4,363	2,610	2,035
Percent Enrolled	46%	31%	33%	41%	34%	51%
Applications Accepted	60,334	4,329	1,268	8,986	5,083	2,543
No. Enrolled	37 920	3,415	858	4,363	2,610	2,035
Percent Enrolled	62%	78%	67%	48%	51%	80%
Part 2. Transfer Students: 1971						
Applications Received	10,123	1,205	282	2,229	426	1,271
Applications Accepted	7,216	588	224	1,232	426	1,256
Percent Accepted	71%	48%	79%	55%	100%	99%
Applications Received	10,123	1,205	282	2,229	426	1,271
No. Enrolled	6,014	245	224	1,232	426	1,237
Percent Enrolled	83%	41%	79%	55%	100%	98%
Applications Accepted	7,216	588	255	1,232	426	1,256
No. Enrolled	6,014	245	224	1,232	426	1,237
Percent Enrolled	83%	41%	87%	100%	100%	98%
Part 3. Total First-Time & Transfer Student						
Applications Received	91,358	12,175	2,870	12,767	7,928	5,199
Applications Accepted	67,550	4,917	1,523	10,218	5,509	3,799
Percent Accepted	73%	40%	53%	80%	69%	73%

Figure 28c

COMPARATIVE NO. OF COMMUNITY COLLEGE STUDENTS ACCEPTED FOR ADMISSIONS IN RELATION TO THE NO. APPLYING

Category	Total Community Colleges	Farmingdale Technical College	Fashion Institute Technology	Nassau Community College	Suffolk Community College	Westchester Community College
Part 1. First-Time Students: 1972						
Applications Received	82,848	13,131	2,660	13,026	7,125	4,266
Applications Accepted	59,334	6,324	1,792	10,515	4,490	2,908
Percent Accepted	71%	48%	67%	80%	63%	68%
Applications Received	82,848	13,131	2,660	13,026	7,125	4,266
No. Enrolled	36,559	3,723	949	5,530	3,079	1,571
Percent Enrolled	44%	28%	35%	42%	43%	36%
Applications Accepted	59,334	6,324	1,792	10,515	4,490	2,908
No. Enrolled	36,559	3,723	949	5,530	3,079	1,571
Percent Enrolled	61%	58%	52%	52%	68%	54%
Part 2. Transfer Students: 1972						
Applications Received	8,171	979	395	1,209	800	358
Applications Accepted	6,607	296	370	929	759	358
Percent Accepted	80%	30%	93%	76%	93%	100%
Applications Received	8,171	979	395	1,209	800	358
No. Enrolled	4,753	232	349	691	612	358
Percent Enrolled	58%	23%	88%	57%	76%	100%
Applications Accepted	6,607	296	370	929	759	358
No. Enrolled	4,753	232	349	691	612	358
Percent Enrolled	71%	78%	94%	74%	81%	100%
Part 3. Total First Time & Transfer Students						
Applications Received	91,019	14,110	3,055	14,235	7,925	4,624
Applications Accepted	65,941	6,620	2,162	11,444	5,240	3,266
Percent Accepted	72%	46%	70%	80%	66%	70%

On the positive side is a relatively high acceptance of applicants designated as transfer students. The 85 percent average acceptance of transfer students who apply for admissions speaks well for the chance of being accepted and ultimately enrolled in Fashion Institute of Technology. Unfortunately, the transfer students only approximate 10 percent of the total fall applicants received over the 3-year period. While transfer acceptance rates are well above the community college average for the State, 85 percent versus 74 percent, the average for Fashion Institute of Technology in relation to the competing community colleges is relatively low, 50 percent versus 71 percent.

a. A Basic Issue: The Number of Single College Applicants

The Office of Institutional Research of State University of New York uses computers to analyze the applications received by colleges and community colleges throughout the State. Their studies show a very high proportion of the students applying to Fashion Institute of Technology are single college applicants.

1. The 1972 fall term reports showed 2,247 out of 2,781 applicants were classified as single college applicants, 534 were classified as multiple college applicants. While the figures changed from time to time, the percentages did not vary markedly from the all over average of approximately 80 percent.

2. The 1972 spring term reports showed 332 out of 355 applicants were single college applicants. Out of the 185 freshmen and 179 transfer students, 93.5 percent were single college applicants.

3. As of January 12, 1973 the research staff reported receipt of 1,417 Fashion Institute of Technology applications, of which 1,048 were classified as single college applicants. At that time 73.9 percent of the fall applicants had designated Fashion Institute as their first and only college choice whereas the 369 others had submitted an average of three applications in the State or approximately 1,106 total applications.

The admissions officers at Fashion Institute of Technology tend to discount the figures on single admissions. They contend that the computer

reports do not include data on applications that may be made to (CUNY) City University of New York and other colleges both State and out of State. Where there is an overlap in applications, Farmingdale Technical College stands out as a competing institution for the same students.

The computer admissions report shows numerous community colleges in the State have to cope with a problem of multiple applications falling in the 40 and 50 percent range. Assuming that the Fashion Institute admissions officers are correct in their view that the reported number of single applications is abnormally high, it is doubtful that the refined data would show a reduction to the 50 percent level. However, if they are wrong in their calculations;

> "WHAT HAPPENS TO THE STUDENTS WHO LIMIT THEIR APPLICATIONS TO FASHION INSTITUTE OF TECHNOLOGY AND ARE THEN REJECTED?"

What kind of a future do the rejects have? Do they make other applications after they have been rejected, especially those who fall in the full-time, first-time applicant category. These are the students who have the largest percent of rejections whereas the transfer students are virtually assured of being accepted in a career development program. One of the major purposes or goals to be realized through the rescheduling of the college year is the acceptance of a larger number of the full-time, first-time applicants.

The Number of Accepted Students Enrolled

Figure 29 shows approximately 91 percent of the transfer students are enrolled in Fashion Institute of Technology programs. In contrast, 64 percent of the first-time students who have been accepted are enrolled. This is slightly more than the 71 percent total for the community colleges of the State. Another significant factor is the yield rate of admissions to fees. Approximately 70 percent of those accepted for admissions end up

paying their fees. This is much higher than the 62 percent average of the community colleges of the State.

The high yield rate is further evidence that those who apply for admissions to Fashion Institute may fall into the single admissions category.

The Number of Original Applicants Enrolled

The comparison of applicants to acceptances and acceptance to enrollment figures do not reveal the true picture of seriousness of the admissions problem. Figure 29 shows that the 3-year average for applicants to enrollment averaged 31 percent. While other colleges such as Farmingdale have comparable low enrollment ratings, the fact remains that the Fashion Institute of Technology average for both first-time students and total first-time and transfer fall in the very low level category. On the positive side is the acceptance of transfer students, 82 percent for Fashion Institute versus 51 percent for the community colleges of the State.

b. A Basic Issue: Placement in Relation to Enrollment

Some members of the Fashion Institute of Technology staff see nothing wrong in the low enrollment average. Even with the prospect of raising the enrollment levels and thereby the percentages of acceptances and enrollments through the implementation of a continuous learning year program and in the near future through the opening of vast new college facilities, they raise the issue of ultimate placement. This group believes that the college has no right to give false hopes to prospective students. There are many individuals who see limited placement prospects if the college accepts many more students in selected fields of study. In contrast there are others who believe that the labor market can absorb many more Fashion Institute of Technology graduates.

Figure 29a

SUMMARY OF COMMUNITY COLLEGE STUDENT ACCEPTANCES FOR ADMISSION IN RELATION TO THE NO. APPLYING 1970-72

Category	Total Community Colleges	Farmingdale Technical College	Fashion Institute Technology	Nassau Community College	Suffolk Community College	Westchester Community College
Part 1. First-Time Students: 1970-72						
Percent Applications Accepted						
Fall 1970	69%	64%	34%	71%	57%	72%
Fall 1971	74	39	48	85	67	64
Fall 1972	71	48	67	80	63	68
Average	71	50	50	79	62	68
Percent of Accepted Students Enrolled						
Fall 1970	59	58	74	42	50	68
Fall 1971	62	78	67	48	51	80
Fall 1972	61	58	52	52	68	54
Average	61	65	64	47	56	67
Percent of Applicants Enrolled						
Fall 1970	41	37	26	30	29	49
Fall 1971	46	31	33	41	34	51
Fall 1972	44	28	35	42	43	36
Average	44	32	31	38	35	45
Part 2. Transfer Students: 1970-72						
Percent Applications Accepted						
Fall 1970	70%	48%	84%	77%	100%	73%
Fall 1971	71	48	90	55	100	99
Fall 1972	80	30	93	76	93	100
Average	74	42	85	69	98	91
Percent of Accepted Students Enrolled						
Fall 1970	53	100	93	22	100	84
Fall 1971	83	41	87	100	100	98
Fall 1972	71	78	94	74	81	100
Average	69	73	91	65	94	94

Figure 29b Continued

SUMMARY OF COMMUNITY COLLEGE STUDENT ACCEPTANCES FOR ADMISSION IN RELATION TO THE NO. APPLYING 1970-72

Category	Total Community Colleges	Farmingdale Technical College	Fashion Institute Technology	Nassau Community College	Suffolk Community College	Westchester Community College
Part 2. Transfer Students: 1970-72 Continued						
Percent of Applicants Enrolled						
Fall 1970	37%	48%	78%	17%	100%	73%
Fall 1971	59	20	79	55	100	97
Fall 1972	58	23	88	57	76	100
Average	51	30	82	43	92	90
Part 3. Total First-Time & Transfer Students						
Percent Applications Accepted						
Fall 1970	69%	62%	38%	72%	58%	70%
Fall 1971	73	40	53	80	69	73
Fall 1972	72	46	70	80	69	73
Average	71	49	54	77	64	71
Percent of Accepted Students Enrolled						
Fall 1970	58	62	62	38	53	75
Fall 1971	65	74	71	54	55	86
Fall 1972	62	59	60	54	70	59
Average	62	65	64	49	59	73
Percent of Applicants Enrolled						
Fall 1970	41	38	30	28	31	53
Fall 1971	48	30	37	43	38	62
Fall 1972	45	28	42	43	46	41
Average	45	32	36	38	38	52

Marvin J. Feldman, president of Fashion Institute of Technology admits that some curricular fields may be preparing students for careers which may be nonexistant or which are in fields that can only absorb a limited number of college graduates. However, President Feldman sees the need to expand several of the existing curricular fields as well as open up career training fields in many areas which are new or nonexistent at the present time. For example, he sees the need to accept more students in the fields of textile technology, management engineering,and fashion display. Interior design may be expanded and a new area like home fashions and furnishings may be developed.

The prospect of training for many new careers is exciting and presents a challenge to many staff members. At present, space limitations makes it difficult to institute the desired programs. Implementation of a continuous learning year program can serve as a catalyst which speeds up the expansion of what Mr. Feldman calls "career education." If this is done, placement of students in the traditional patterns may require a different type of education.

President Feldman refers to Assistant Secretary for Education, Sidney Marland's proposal that we reorder our whole educational effort around a new concept which he choses to call "career education."

> "I propose that the universal goal of American Education, starting now, be this: That every young person completing our school program at grade 12, be ready to enter higher education or to enter useful and rewarding employment.
>
> The fundamental concept of career education is that all educational experiences--curriculum, instruction, and counseling--should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work..."

President Feldman claims that Marland's definition of career education has been misconstrued. It must go far beyond what is called vocational education. Career education, he insists is a universal necessity and requires the integrated effort of all our educational resources.

> "The 3 domains, practical arts, liberal arts, and find arts must now be integrated. To do this we must see their inter-relationships much more clearly than we have ever seen them before. And we must bring them together in all our institutions.
>
> We have educated large numbers of people in practical arts, but the liberal arts and the fine arts have been reserved for a few. Now that must change. The ante has been forever raised. The education of isolated specialized elites is a thing of the past. A new mass aristocracy is demanding preparation for participation in larger human experience, and we must provide it.
>
> We must connect our industrial society to a genuine culture, and to do this we need to integrate the arts of man."

To achieve Marvin Feldman's goal it will be necessary to make some changes in the basic curriculum of the college over and above the increase in its enrollment potential. Additional instructional and learning time will be essentials requiring new educational time lines. One approach calls for an increase in the number of years of college. Another can be the adoption of a continuous learning year which provides more time.

Normally, the imposition of new academic and nonacademic course requirements into student schedules creates staffing and housing problems unless they replace existing courses or lead to heavier work loads. The answer at Fashion Institute of Technology will find a belief that the answer lies in the direction of a 3-or 4-year career training program. This will appeal to the liberal arts and the fine arts departments who will not have to struggle so hard with the practical arts instructors who insist that they do not have enough time to prepare students adequately for careers. A 3-or 4-year program will have a tendancy to reduce the

housing capacity of the college and thereby indirectly reduce the number of students who can earn degrees and a career in the world of fashion.

Presumably, the new integrated career education program visualized by President Feldman and other staff members will require considerable integration of courses with a much higher degree of staff cooperation and coordinated effort. In a sense, the continuous learning year plans can serve as a catalyst which speeds up the change timetable. It will require a very high degree of flexibility on the part of the entire college staff. The beginning of change can be seen in some of the new core type programs currently being developed and expanded. Among the areas recommended for study and implementation as a part of the study are the following:

1. The need for career exploration prior to and during the selection of a program of study leading to the mastery of skills, knowledge, and understandings necessary for success in selected fields of study.

2. The need to increase student exposure to the liberal arts and fine arts fields while providing guidance, direction, and the development of the skills required for a place in the fashion world.

3. The need to provide students with a practical insight into the world of work, culminating for many, if not all students, with one or more cooperative work experiences. These work experiences should be directed to insure that they have meaning to the student and to prospective employers. They should be realistic and should be related to the realities of the community, the industry, and the college. Each work experience should be more than an isolated exercise involving students and outsiders. The college instructors should be involved in the supervision and direction of the program.

4. The need to broaden the selective process and to make special provisions to attract and hold creative students who may have attended high schools which emphasized the academic with little attention to the practical and fine arts needs and interests of the students.

5. The need to set aside learning time for capable and creative students to acquire basic technical skills in the arts or to develop latent skills on the part of those who may have hidden talents.

Items 2 and 5 are interrelated, if not the same. Essentially, they call for a change in the admissions policy of the college in that career selection would be deferred to allow students to devote a learning period to the development of the skills required for a career in the fashion world. At present, students who are weak in the communication arts field are assigned to special courses in reading, speech, or mathematics in an effort to overcome their deficiencies. A similar effort is recommended for those applicants who desire admission to Fashion Institute of Technology, but who never receive a letter of acceptance because they failed to meet the art portfolio prerequisite. Exploratory and skill development art courses can be offered to students through the extra learning period built into the recommended five-stream term rotation or cycling plans.

Adoption of the feasibility study recommendations will require some changes that parallel those recommended by President Feldman while others may be in conflict with his long-range goals and those of many of his associates. In a sense, the feasibility study opposes the prolongation of the student's college life line beyond 2 new calendar years. Additional training can be acquired through continued involvement in a new and expanded continuing education program.

c. A Basic Issue: The Limitations of the Art Portfolio Prerequisites

The term "fashion industry" has many meanings. Frequently, it is associated with a technology which calls for specific skills in art. This is reflected by the Fashion Institute of Technology's admissions requirements which emphasize the need for prior art experience. The college catalog states:

> Portfolio evaluation is required of all students who apply for an art or design program.

Portfolio examinations and art tests are required for all applicants to the art and design programs. Each art and design department suggests that the portfolios have at least 10 and no more than 15 samples of work. Color slides or prints may be included if some objects of art are too large to be transported. F.I.T. notifies applicants about appointments for portfolio examinations.

Specific departmental requirements are listed below:

1. Advertising Design

   At least five pieces of art, including face and figure representations in any medium and at least five pieces of art indicating layout, lettering, or graphic designs.

2. Fashion Design

   At least 10 pieces of art, portraying garments for men, women, or children, designed by the applicant, and/or three garments that show evidence of construction and sewing ability.

3. Display

   At least five pieces of general art, which may include photography, and at lease five pieces of art indicating drafting plans, elevations, or three dimensional display set-ups. Photographs of the latter may be substituted.

4. Illustration

   At least 10 pieces of art--oil, pastel, water color, or other media-concentrating on face and figure, clothed or unclothed.

5. Photography

   At least five pieces of art, which should include design, layout, or painting, and, in addition, at least five photographs representing the applicant's own photographic techniques. Concentration on face and figure is desirable.

6. Fine Arts

   The portfolio should be divided into samples of painting, graphics, and sculpture. Photographs of art work too large to be transported may be substituted.

7. Interior Design

   At least four pieces of general art and four pieces of art portraying office or room scenes. In addition, there should be three or four pieces of work showing ability in drawing perspective, such as drafting and similar techniques.

8. Textile Design

At least five pieces of art depicting scenes of nature and still life, and at least five pieces of art pertaining to graphic designs and color.

In theory, the art prerequisite can be a valuable predictor for success in the fashion design field and other related career fields. Unfortunately, strict adherence to the college catalog requirements limits the number and quality of students applying for admission.

Eight of the 13 career training departments have an art prerequisite which can be met through submitting a portfolio or by taking an art examination. Research has shown that art tests can be used to determine the individual's skill or knowledge, but no art test has been developed to date which will measure his attitudes, aesthetic appreciation, creative accomplishment, or values. Since the art tests are inadequate measures, their predictive value can be questionned. The portfolio prerequisite should be a proof of actual skill or accomplishment, but mechanical skill may not suffice to indicate the presence of talent or creativity. Assuming, however, that the faculty is capable of ranking applicants on the basis of portfolios or art tests, the fact remains that the college is narrowing its field of candidates to a very small segment of the high school graduates.

1. For many years the typical secondary school has been academically oriented rather that vocationally oriented. In most of these high schools the more capable students are required to take courses in science, mathematics, foreign languages, English, and social science which take so much time or require so much effort that many of the students who have an interest in the fine arts are unable to pursue it. Again, limited art programs often lead to scheduling students out of music or art or related fine arts programs.

2. The report of the New York State Commission on Cultural Resources, "Arts and the Schools, Patterns for Better Education, 1972," reiterates that the arts are basic to life. The arts belong in the schools and the curriculum

is incomplete without them. The New York State Education Department and the Regents have recommended programs of education which include the arts as a vital part of the child's life in school. For example, the Board of Regent's position paper, "Humanities and the Arts in Elementary and Secondary Education" states:

"... a special opportunity exists in the humanities and the arts to provide the leadership needed for a true educational renaissance in our school system. We believe especially that literature, drama, music, the dance, and the visual arts can help young people to relate to one another, and to the universe, with a new sense of excitement, concern, and reverence."

The Commission on Cultural Resources states that there is a wide gap between art objectives and actual practice.

a. A large number of elementary and junior high school students receive less art instruction than the minimum prescribed.

b. A large number of elementary and junior high school students do not receive instruction from qualified teachers.

c. Many schools fail to provide the art teacher with the room or facilities necessary for a quality art education program.

d. Field trips essential to a quality art program are virtually nonexistent in most school systems.

e. Only a very small portion of the art class time is devoted to related art history and appreciation.

f. Many students in public and private schools can graduate without ever having been beneficially exposed to the arts, without having personnally experienced live professional art programing, and without ever having the opportunity to decide for themselves whether they have the interest or aptitude to participate in the arts as a professional, amateur or spectator.

The neglect of the arts in the public and private schools must be recognized by the instructors in Fashion Institute of Technology. Many potentially artistic students or creative individuals merely need the opportunity to work in an atmosphere where they can acquire the basic artistic skills and background necessary for a successful career. This

type of student is not likely to submit an application to Fashion Institute if he reads the college catalog. Many of these students have a much better academic record and are much more creative than a large segment of those accepted and enrolled as full-time Fashion Institute of Technology students.

The Art Prerequisite Is a Deterrent To Increasing the Number of Applicants

While the critics often challenge the quality of elementary and secondary art programs, many similar criticisms can be levied against many facets of the liberal arts programs which supposedly prepare many of our best students for college and the world of life. Therefore this section introduces another issue than quality of preparation.

> During the 1950's the public school curriculums were influenced by the "Sputnik Syndrome." The emphasis that was placed on real and pseudoscientific knowledge and skills led to the rejection of the arts as a frill. Good students who may have had talent or interest in the arts were discouraged from pursuing their interests.
>
> During the 1960's public school educators began to react negatively to the extreme emphasis that had been placed upon the scientific method. They began to demand that the curriculum recognize the need for a more humanistic pattern of education. In 1962 the U.S. Office of Education recognized the need to strengthen arts education in the schools by creating a Cultural Affairs Branch. In 1965 it organized a new Arts and Humanities Program within the Bureau of Research and Development. For the first time, money from Federal sources became available to build up art programs in the public schools. Considerable research and reprograming of the school curriculum was a byproduct of this new interest in the cultural arts.
>
> Nationwide, a large portion of the billions of dollars spent under auspices of the Elementary and Secondary Education Act to improve the quality of education while equalizing educational opportunity was spent on the improvement of the arts. In 1969 the flow of Federal dollars decreased and the U.S. Office of Education ceded its responsibility for research and programing to the National Endowment for the Humanities with the result that there was a loss of Federal guidance and support for art education. Again, the transfer of ESEA funds from Federal control to State educational agencies resulted in a decline in the amount of money expanded on the arts.

Figure 30

THE NUMBER OF ART COURSES TAKEN IN METROPOLITAN AREA HIGH SCHOOLS 1967-71

Category	No. of Art Courses Taken in Senior High Schools 1967-68	1968-69	1969-70	1970-71	1971-72
New York City Schools					
No. of art courses	41,110	37,367	22,966	30,221	22,559
Percent of gr. 9-12 enrollment*	12.6%	11.6%	7.3%	9.2%	6.7%
Nassau County High Schools					
No. of art courses	7,745	8,804	8,724	10,028	10,269
Percent of gr. 9-12 Enrollment*	7.2%	8.0%	7.8%	8.9%	9.1%
Westchester County High Schools					
No. of art courses	5,433	2,701	3,455	4,304	5,194
Percent of gr. 9-12 Enrollment*	11.1%	5.4%	6.8%	8.4%	9.8%
Suffolk County High Schools					
No. of Art Courses	7,384	5,281	7,130	8,083	8,715
Percent of gr. 9-12 Enrollment*	11.7%	7.7%	9.5%	10.1%	10.2%

* Percentages are based on the assumption that each art course taken represents one senior high school student taking an art course. Since 17 art categories were listed in the survey, it is possible that some students may have been carrying more than one art course during the two semester year. Again, the computer could not indicate where an art course was a single or two semester course so the assumption was made each course was a full year course.

The low interest in art education on the part of educators and the general public can have an impact on the growth potential of a community college like Fashion Institute of Technology as long as there is a strong emphasis upon students having an art background.

The reluctance of State and local school officials to spend money for the improvement of art educational programs may be interpreted as a lack of acceptance of the value of the arts in the life of all citizens. While some educators see the arts as a medium of communication, the community has not shown its readiness to provide money for the support of the arts. Lack of finances has led to the partial closing of museums, libraries, and the withdrawal of support for many cultural activities. In a number of public schools the competition for dollars is reflected in the elimination of art programs and the reduction in the number of art teachers.

A survey of the origins of first-time, full-time students enrolled in Fashion Institute of Technology showed that they came from many parts of the United States with a few coming from other countries, thus:

New York City High School graduates	38.8%
Nassau County High School graduates	13.5%
Suffolk County High School graduates	6.4%
Westchester County High School graduates	3.9%
Graduates from the rest of the State	13.2%
Graduates from the rest of the United States	23.3%
Graduates from other countries	.8%
Total	99.9%

Approximately 63 percent of this entering class came from the greater metropolitan area, exclusive of New Jersey. This may be significant if one considers the data in figure 30 . It shows that the approximately 10 percent of the metropolitan area high school students may be taking art at any one time. However, this figure may be meaningless since the computer survey failed to show how many of the actual high school graduates had taken art in high school.

If one considers the art prerequisite in the light of the number of students taking art in high school, it would appear that the college has narrowed the field of selectivity for new applicants.

Another group of educators sees nothing wrong in the automatic rejection of approximately 90 percent of the high school graduates from the courses requiring the submission of an art portfolio. This group claims that the 10 percent of the high school population electing to take art are among the more creative individuals in our high schools. They contend that these students have real talent regardless of whether they were in the college preparatory category.

A third group sees nothing wrong in the virtual elimination of 90 percent of the high school graduates from programs calling for an artistic background. They look at numbers of high school students and see no end to the potential growth of Fashion Institute of Technology. They contend that only a small fraction of the high school students who have had an art background actually were enrolled in classes at the college.

The question regarding significance of the art portfolio requirement is not going to be resolved in the feasibility study. It is merely introduced to illustrate two opposing views of Fashion Institute of Technology staff members regarding the long-range space requirements. One group is worried about the source of candidates at the time of the opening of the new college facilities. This group asks:

"What are we going to do with all of our excess space?"

They see no need for a continuous learning year program because of their concern regarding the source of applicants. In contrast is the group that says:

"Our Admissions Office does not have to work very hard to obtain approximately 3,000 applications for the fall term plus an additional 300 to 400 applications for the spring term. Since we actually enroll, due to quota limitations a third of those who apply, we should have no problem in filling the classrooms in the new building or in providing for the 40 to 45 percent potential increase in either the present or new college facilities with the implementation of the continuous learning year program."

The latter group admits that the Admissions Office may have to contact more high schools and modify current admissions procedures, but the field is wide open. They point up that some 45 to 48 percent of the college career fields are open to students lacking an art portfolio, therefore the high schools can send them a different type of student than they do when they send art students. In the offing are the prospects of a number of new career choices which may or may not require an art background. In addition there are a number of approaches that can be taken to attract a

larger share of the veterans to Fashion Institute of Technology. So far, the college does not have an open admissions policy, but it would have a tremendous impact on the future enrollments if it were to be adopted.

d. A Basic Issue: What Happens to the Rejected Applicants?

The question has been asked regarding what happens to a student who may not be accepted do to the lack of an adequate art or creative background. In theory, someone is supposed to give sufficient counseling or advice to the student to insure that students who qualify for a field other than the one that is filled or that may call for different qualifications is not lost to the college. In theory, this is supposed to be done, but the ability to fill quotas readily has resulted in a minimal amount of counseling. For example, the fall 1972 entering class was one of the largest to be enrolled, yet a number of career fields had openings that might have been filled from the large number of students who were rejected or who dropped out voluntarily after initiating an application. This will also apply to the class of 1973 which does not have a ceiling on enrollments for those entering the management engineering or textile technology fields.

With the increase in college capacity, the admissions office can work with higher quotas, but to fill them with qualified applicants it may be necessary to enter students who are not ready to make a final career course selection. These students can be guided into orientation programs which are of such a general nature that they will allow students to take exploratory courses or basic skill development courses without facing having to defer graduation because they were out of step with others who entered at the same time.

The foregoing is based on the premise that many high school graduates do not know what they want to do with their lives. They have such limited experiential backgrounds that a wise career choice is extremely difficult. The fact that the students may desire to work in the fashion world is not enough. The college offers them 13 choices upon entry, but few applicants know enough about the various career options to be certain that the one they have chosen from a catalog description is really the one they would have chosen with greater exposure to the demands of the various career fields, the competition for jobs, or the prospects for advancement.

One of the issues that has been raised in this chapter is matter of single college applications. While the admissions office has minimized the significance of the computer findings, it may be to the advantage of the college to establish a procedure for following up some of the applicants who are not enrolled. At the present time one may ask what the students do about college if they are not accepted by the only college to which they applied. In the future this may be more practical than it is at present due to the excess of applications over openings.

In both the fall and spring terms a number of college classes started with low enrollments. The feasibility study raises the prospect of filling these openings through a followup procedure based on identifying the single college applicant for a review of his qualifications and readiness to be placed in career fields which would meet his needs.

e. The Lapse of Time Issue

Acceptance of an applicant by the college is no guarantee that the student will ultimately be enrolled in the institution. This is expecially true of students who have applied to several colleges.

A computer study report on January 12, 1973 showed that 1,417 students had made applications for admission to Fashion Institute of Technology's fall term. Of these, 73.9 percent reportedly were single college applicants. The remaining 26.1 percent or 369 students who were classified as multiple college applicants made an average of three applications to colleges in the State.

> This group made a total of 1,106 applications. (CUNY applications were not included in the computer analysis which means that Fashion Institute of Technology could be competing for students who have applied to these metropolitan area colleges.)

The critical factor in the admissions process is the time lage between the receipt of an application and the ultimate receipt of a check from the prospective candidate indicating a decision to attend Fashion Institute of Technology.

> The survey covering the period from 1970 through 1972 shows that the comparison of yield rate from admissions to fee payment has been relatively high. Fashion Institute of Technology had an average yield rate of 70 percent compared to the State community average of 62 percent.

In view of this high fee payment ratio, it would appear that the feasibility study has overemphasized the significance of the time lag. However, there is evidence that this high rate of fee payments may not remain high in the future. Students reported long time laspses between the submission of an application and receipt of a letter confirming their acceptance. They reported difficulty in arranging interviews with instructors for portfolio evaluations or the administration of art tests. Conplaints of this nature may have little significance as long as the college has three or more applicants for each opening, but may become more important when the ratio of applicants to openings is reduced. With a potential doubling of the total college enrollment, the admissions office needs to speed up the processing of all applications for admission.

Reference has been made to the desirability of mechanizing the registration and admissions procedures. Up to a point this can be done through the use of computers or data processing techniques; however, the human element will still be required for the evaluation of subjective qualifications such as creativity or artistic skill. The following recommendation is therefore presented:

Recommendation:

> It is recommended that the admissions office be provided with one or more officials or counselors who have the experience and training required to thoroughly and speedily evaluate the necessary art background or artistic skills. The objective should be clear. Full responsibility for the evaluation of art and creative qualifications will be taken from the instructors and placed in the hands of admissions officials who have sufficient skill to rate students qualifications on the basis of their background in the sending high schools or when they appear on the campus for an interview.

The recommendation assumes that the admissions office will have the support and backing of the professional staff when candidates have questionable skills or talents. Department chairmen and instructors can serve as advisors and consultants, but the evaluations will be completed by one or more admissions officers who have art training as part of their background. The results of the evaluations can be coded and fed into computers to speed up the entire admissions process.

Chapter 5

APPLYING THE PRINCIPLES OF TIME EQUALIZATION

The Fashion Institute of Technology feasibility study has stressed the space releasing potential of a five-stream continuous learning year term rotation plan. This chapter builds on the principles of term rotation to capitalize on the advantages of restructuring a new educational time line to further increase the college capacity through the application of the time equalization principle. The result can be a second gain in instructional capacity or the realization of a number of desired educational goals or both.

A New Educational Time Line Is Established

During the regular college year students attend classes from the first of September through early June. This 9-month educational time line provides approximately 150 instructional days along with a number of examination days. Recommended continuous learning year calendars may provide 190 or more instructional days. How many examination or conference days will be required will depend upon what is done to implement the new program. This new time line calls for a rescheduling of the traditional summer vacation into a series of shorter vacations interspaced through the year.

Figure 31 shows a sample of a five-stream continuous learning year term rotation or cycling calendar. It shows a division of the students into five streams, each of which contains five learning cycles based on the segmentation of a continuous learning year or all-year college calendar into a series of 8-to 9-week learning periods followed by 2-to 3-week recess or vacation periods.

In the illustration students in streams 1 and 2 will work through five learning periods interspaced with four 2- week vacations and one 3-

Figure 31

STUDENT VACATION PATTERNS FOR THE FIVE-STREAM CONTINUOUS LEARNING YEAR PROGRAM FOR THE FASHION INSTITUTE OF TECHNOLOGY

Staggered Entry Starting July, Variation No. 1A

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
July 2	H	H	H	H	H	July 2
9						9
16						16
23	8 Weeks					23
30	39 Days					30
Aug. 6		8 Weeks				Aug. 6
13		39 Days				13
20			9 Weeks			20
27	Vac.		42 Days			27
Sept. 3	H 2 weeks	H	H	H 9 Weeks	H	Sept. 3
10				41 Days		10
17		Vac. 3 weeks				17
24	H H	H H	H H	H H	H H	24
Oct. 1			Vac.			Oct. 1
8	H	H	H 2 weeks	H	H 9 Weeks	8
15	9 Weeks			Vac.	40 Days	15
22	H 40 Days	H 9 Weeks	H	H 2 weeks	H	22
29		40 Days	9 Weeks		Vac.	29
Nov. 5	H	H	H 41 Days	H	H 2 weeks	Nov. 5
12						12
19	Vac. H H	H H	H H	H H	H H	19
26	2 weeks					26
Dec. 3				9 Weeks	9 Weeks	Dec. 3
10	8 Weeks	Vac. 2 weeks		41 Days	41 Days	10
17	37 Days		Vac.			17
24	H	H	H 2 weeks	H	H	24
31	H	H	H	H Vac.	H	31
Jan. 7				2 weeks		Jan. 7
14	H	H	H	H	H Vac.	14
21		8 Weeks	8 Weeks		2 weeks	21
28	Vac. 2 weeks	37 Days	36 Days	8 Weeks		28
Feb. 4				37 Days		Feb. 4
11	H	H Vac.	H	H	H	11
18	H	H 2 weeks	H	H	H 8 Weeks	18
25					38 Days	25
Mar. 4	8 Weeks		Vac. 2 weeks			Mar. 4
11	38 Days	8 Weeks		Vac. 2 weeks		11
18		39 Days	8 Weeks			18
25			39 Days		Vac. 2 weeks	25
Apr. 1						Apr. 1
8	H	H	H	H	H	8
15	Vac. 2 weeks					15
22				8 Weeks		22
29		Vac. 2 weeks		39 Days		29
May 6	8 Weeks				8 Weeks	May 6
13	39 Days		Vac. 2 weeks		38 Days	13
20				Vac.		20
27	H	H	H	H 2 weeks	H	27
June 3		8 Weeks				June 3
10		39 Days	8 Weeks	8 Weeks	Vac. 2 weeks	10
17			38 Days	39 Days		17
24	Vac. 2 weeks					24
July 1		H	H	H	H	July 1
8		Vac. 2 weeks				8
15			Vac. 2 weeks		8 Weeks	15
22					39 Days	22
29				Vac. 2 weeks		29
Aug. 5						Aug. 5
12					Vac. 2 weeks	12
19						19
26	Vac.					26
Sept. 2	H 2 weeks				H	Sept. 2
TOTAL 5LP	193	194	196	197	196	
L 4LP	154	155	158	158	157	

week vacation. Students in streams 3, 4, and 5 will work through five learning periods interspaced with five 2-week learning periods.

The essential feature of the recommended continuous learning year calendar is the segmentation of the new educational time line into the five learning periods, each of which provides 37 to 42 instructional days, plus some 16 or more holidays or special days of observation.

The Principle of Time Equalization

While a lengthened school or college year calendar is desirable to enrich the curriculum or to provide extra instructional time for slow progressing or disadvantaged students, it must be recognized at the outset that someone must be prepared to pay for the gain in instructional hours. One alternative is to apply the principle of time equalization.

In brief, adjustments are made in the length of class periods or the number of class sessions is reduced when the college or school year is increased in order to equalize the amount of time provided in a regular college or school year. Through these adjustments, it is possible to reduce the student or faculty workload.

A number of Fashion Institute of Technology instructors have reported a need for additional instructional time in order to do a better job of preparing students for the world of work, but a shortage of dollars becomes a limiting factor. Compensating for the time equalization is the potential acquisition of additional instructional time accruing from the diminuation of the regression associated with extended summer vacations. How well instructors and students use the indirect gain in instructional time is still a matter of conjecture. With the introduction of pretesting and posttesting and a more individualized approach to instruction, the value of a more continuous learning or instructional college year will

Figure 32

CURRICULUM SCHEDULING OPTIONS BASED ON THE USE OF THE 8-WEEK LEARNING TIME MODULE

Option #1. Courses Are Offered As Full 15-to 16-Week Semester Equivalent Programs Without Segmentation.

Under the new continuous learning year calendar the traditional semester course is not changed. Students work through two 8-week learning periods or their equivalents which are interspaced by a 2-to-3-week recess or assigned vacation.

16 WEEKS

Option #2. Courses Are Segmented or Structured Around 8-Week Learning Periods.

With segmentation each 8-week course is offered as a complete course in itself.	Two mini-courses will be considered as the equivalent of a semester's work.

8 WEEKS **8** WEEKS

Option #3. Time Compacting Is Used to Allow the Completion of Semester's Work in 8 Weeks.

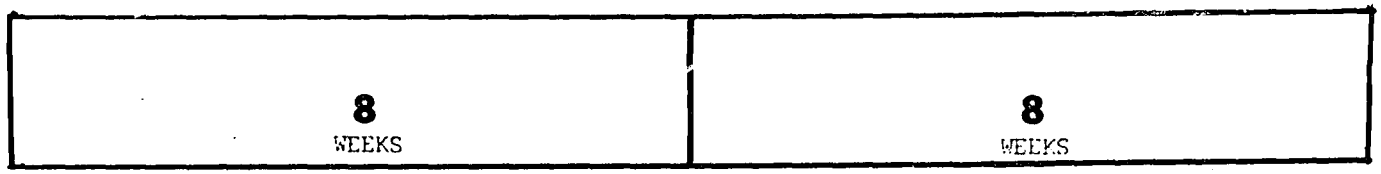
Time compacting is substituted for the segmentation of the semester course.	Regular school year time allowances are doubled or adjusted on a weekly basis to
A full semester's work is provided in an 8-week learning period.	insure that students receive the same amount of instruction provided currently in the 15-to 16-week semester.

8 WEEKS **8** WEEKS

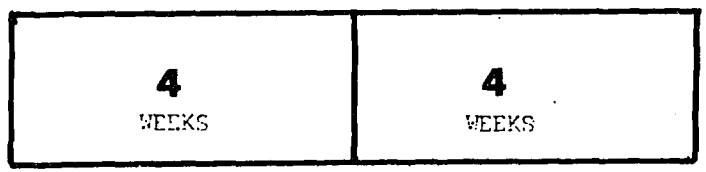
Each 8- or possible 9-week learning period may be considered as the equivalent of an 8-week module. However, each 8-week learning period may be considered as composite time lines built around a basic 4-week modular unit, or multiples of a 2-week modular unit. Time compacting or the development of mini-courses will set the stage for several other scheduling options.

Figure 33

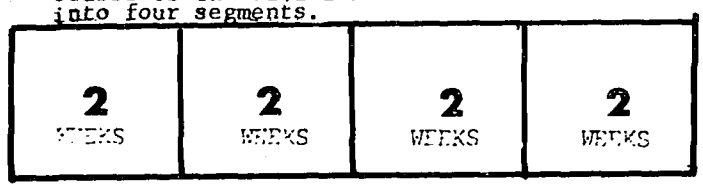
A MODULAR APPROACH TO THE REVISION OF THE FASHION INSTITUTE OF TECHNOLOGY 2-YEAR CURRICULUM



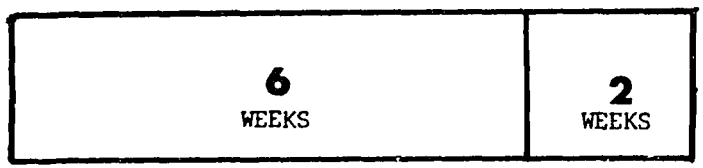
The 8-week learning period is shown as approximating the equivalent of one half of a regular college semester. In its simplest form the semester course is divided into an "A" and a "B" segment. There is a 2-week recess between the two 8-week learning periods.



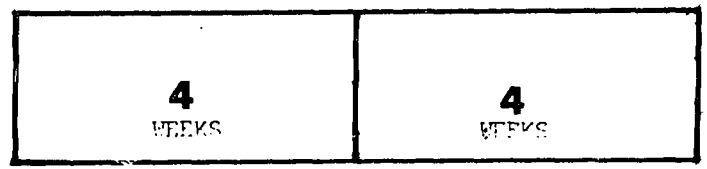
This option calls for the development of two 4-week mini-courses. They may be the product of a further subdivision of the half semester course or the division of a semester course into four segments.



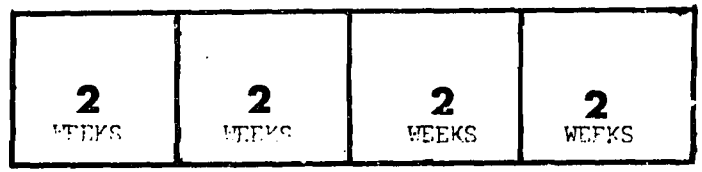
The 2-week module is shown as a building block. Here, it may merely represent four 2-week units that must be completed for the fulfillment of 8-week learning period or half semester course.



The 8-week learning period is shown as a time block which can be subdivided into many different patterns. Thus, one sees the possibility a 6-week mini-course and a 2-week course.



This option calls for the preservation of the 8-week half semester course. However, a unit approach may be introduced which is structured around the 4-week time block.



This option may be considered as an extreme subdivision of the curriculum into four completely self-contained 2-week mini-courses.

become evident. During the first year or two the actual value of the time acquired from the reduction in student regression may not be evident.

In the Fashion Institute of Technology feasibility study the principles of time equalization are used to present the college with two options.

Option #1 calls for the realignment of credit course hours and contact hours along the lengthened educational time line to set aside one learning period for a cooperative work experience program while making it possible to reduce to a limited extent the student's weekly or learning period work load.

Option #2 calls for the realignment of credit course hours and contact hours along the lengthened educational time line without increasing the total number of student credits or contact hours. While this could be done, time equalization calls for guaranteeing the same amount of instructional time (credits and contact hours) that would be provided in the regular college year calendars. If these indexes are adhered to, one of the end products can be the release of additional classroom space.

Implementation: Curriculum Segmentation

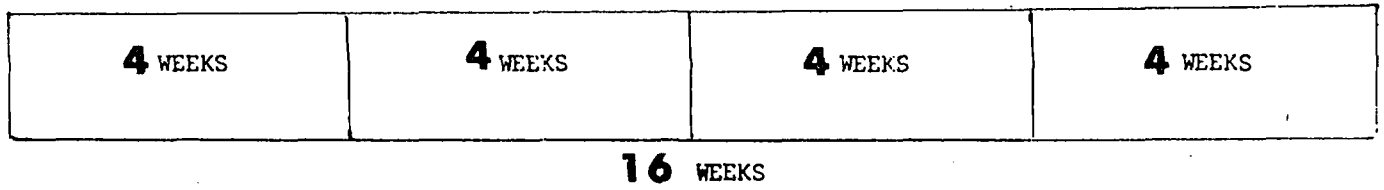
Most college courses are currently semester courses which means that they are completed in 72 to 75 or more instructional days (see figure 2) In the recommended continuous learning year design one finds students working through a series of 8- to 9-week learning periods. Allowances have been made for holidays and special days of observance, but each learning period provides 37 to 41 instructional days or the equivalent of one-half of the time provided in a semester.

In implementing a continuous learning year program it is possible to leave the current curriculum unchanged. This means that full semester

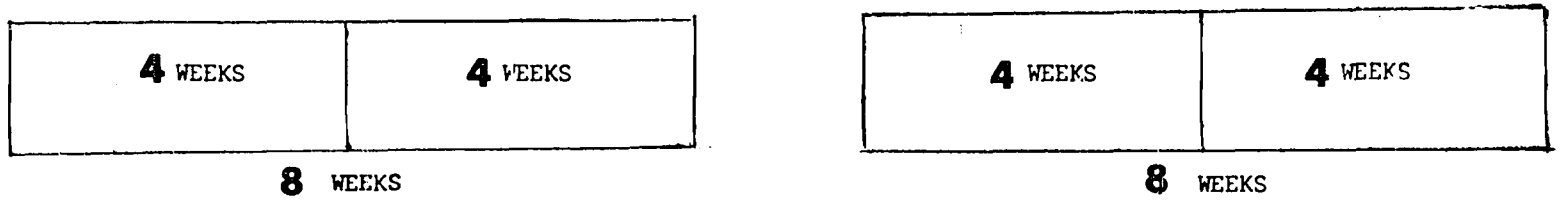
Figure 34

CURRICULUM SCHEDULING OPTIONS BASED ON THE USE OF THE 4-WEEK LEARNING TIME MODULE

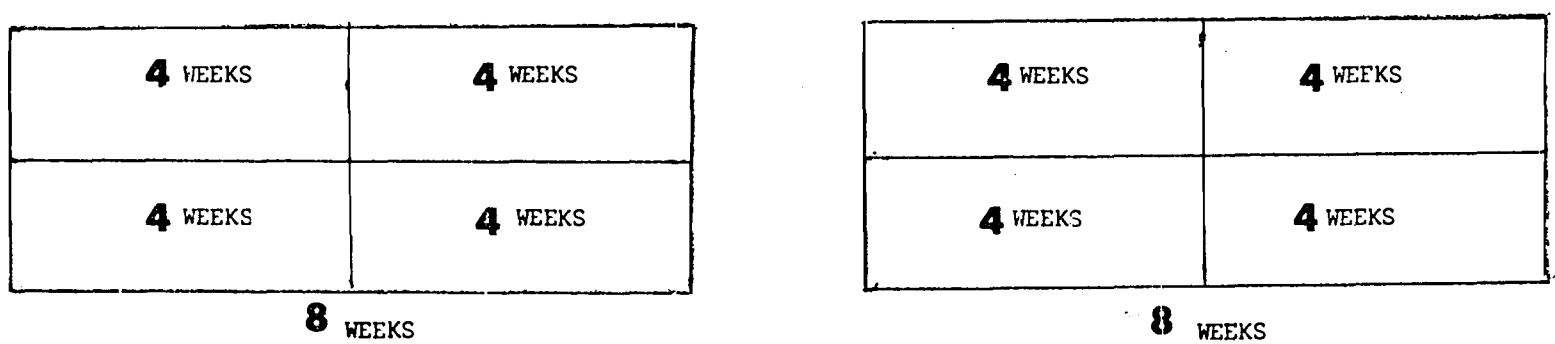
Option 4. Courses are offered as 15- to 16-week courses built around multiples of the 4-week module.



Option 5. Courses are offered as segmented semester programs to be completed in an 8-week learning period. Each mini-course is built around the use of two 4-week learning modules.



Option 6. Courses are offered as full semester equivalents to be completed in an 8-week learning period through time compacting. Each course is built around the use of 4-week modules



Full semester courses may be completed in the equivalent of two learning periods providing approximately 8 weeks of instruction in each term. However, courses can be segmented and offered as mini-courses or they can be compacted so a full semester's work can be completed in each 8-week learning period. The 4-week time module is a building block. The curriculum can be structured around 4-week time modules which are independent entities or composites of several 4-week modules. (Each 4-week learning module can be built around multiples of a 2-week module.)

courses will merely be covered in two of the new shortened learning periods with the instructional program interrupted by the required 2-week recess or vacation periods. However, considerable flexibility can be introduced into the college program through the segmentation of the regular semester courses so they can be completed in an 8-week learning period or other designated shortened time block. While mini-courses can be structured around any number of weeks or hours of instruction, true acceptance of continuous progress eliminates the need to impose a time constraint. Since most college instructors are not ready for this concept, it is recommended that curriculum or course segmentation be made in terms of 4- or 8-week time modules. With real mini-courses or extreme time compacting it is possible to complete some courses in 2-week time blocks, especially where it may be deemed necessary or desirable to offer courses during the 2-week intersessions.

Figure 33 shows some of the options that may be taken with the 8-week learning time blocks.

1. The traditional semester course remains unchanged. It is taught over the span of two 8-week learning periods which are interspaced by a 2-week recess.

2. The regular semester course is offered in two parts such as an (a) course and a (b) course. Each segment can be taken as a completely new course standing on its own or the segments can be considered as having a continuity that cannot stand alone.

3. Time compacting is introduced to enable a student to take two 8-week course segments at one time, thereby making it possible to complete a full semester's work in a curriculum field in 8 weeks.

For demonstration purposes a number of regular college calendar course requirements are presented in this report as simple segmented courses.

Figure 35

COMPARATIVE NO. OF CREDIT HOURS AND CONTACT HOURS WITH THE REGULAR TWO SEMESTER CALENDAR SCHEDULING

Curriculum Department	No. of Course Credit Hours and Contact Hours for Designated Programs							
	Semester No. 1		Semester No. 2		Semester No. 3		Semester No. 4	
	Credit Hours	Contact Hours	Credit Hours	Contact Hours	Credit Hours	Contact Hours	Credit Hours	Contact Hours
Photography	16 1/2	27	17	25	16 1/2	26	17	25
Fine Arts	15	27	15 1/2	29	17	29	16 1/2	28
Management Engn. Technology	17	21	17 1/2	24	15 1/2	24	18	19
Interior Design	16 1/2	29	16	27	18 1/2	28	15	21
Textile Technology	15 1/2	18	16 1/2	21	19	23	17	19
Fashion Buying & Merchandising	14 1/2	18	19	20	14 1/2	16	16	17
Textile & Apparel Marketing	15	16	18	21	18 1/2	21	15 1/2	18
Textile Design	16	27	17 1/2	30	17 1/2	29	17 12	29
Advertising Design	16 1/2	32	17 1/2	33	18	26	18	26
Illustration	16 1/2	30	16	29	17	26	15 1/2	27
Advertising & Communication	15 1/2	18	17	19	15 1/2	17	16	18
Fashion Design	15	23	18	27	19	29	17	26
Display	17	26	16 1/2	28	17 1/2	28	16	23
Total No. of Credit and Contact Hours	206.5	312	222	333	224	324	215	296
Average No. of Credits per Semester	15.88	24	17.07	25.6	17.23	24.92	16.53	22.76

Total credits for year	867.5	Total contact hours for year	1265
Average credits per semester	216.87	Average contact hours per semester	316.25
Average credits per curricular field or department	16.68	Average contact hours per curricular field or department	24.33

A course designated as AP 11 or Apparel Design is shown as AP 11a and AP11b, each section being completed in subsequent learning periods. Each section can be treated as though it were a complete and independent course or they can be considered as sequentially related to the point that neither can stand alone.

Figure 34 depicts a segmentation of the curriculum into 4-week modules. While the present curriculum may not fit the mold of the 4-week module, some future consideration may be given to developing a unit approach based on approximating the 4-week time block. Another approach calls for time compacting in such a manner that course credit and contact hours are based on completing full semester courses, half semester courses or new mini-courses in a 4-week period. A precedent for the 4-week program can be found in summer school offerings in numerous colleges. Again, the movement towards the 4-1-4 college calendar has led numerous colleges to introduce time compacted courses between semesters or at the end of a modified length semester. Further refinement of a curriculum can be based on using the 2-week module as a building block. Figure 33 shows some of the module combinations that can be used. In this illustration one sees 2-4-6- and 8-week time blocks. They may merely represent unit activity times or they may represent the length of an actual mini-course. It should be noted that the number of weeks does not tell the full story. One needs to know the length and frequency of class sessions within the time block, bearing in mind that time equalization requires an appropriate change in credit hours and contact hours as long as instruction is based on the class approach and not an individualized approach.

Credit Hours and Contact Hours in the Regular Two Semester College Program

The Fashion Institute of Technology college catalog for 1973-74

outlines the course requirements for the thirteen 2-year curriculums offered by the college. Figure 35 shows the credit hours which students obtain for completing the basic courses required by each division. Over the course of 2 calendar years the students may complete courses carrying a total of 60 to 70 course credits. Figure 35 shows that the average credit load for the 13 curriculum divisions will approximate 16.68 credits earned per semester. The word "average" is used because the course selection guides present the individual semester course selections as minimum requirements. Should students elect to or be asked to exceed the minimum, they would complete additional courses and thereby would raise the semester work load beyond the 16.68 credits listed.

For comparative purposes the semester course credit average has been divided by two in figure 35 to show the equivalent credit course load if the semester course loads are divided equally. This means that the segmented photography first semester total of 16.5 would be divided into an "A" and a "B" course equivalent, each carrying 8.25 course credits. On the basis of a uniform segmentation, it is conceivable that the students could work through the entire curriculum in eight learning periods, earning an average of 8.375 credits during each of the learning periods. With the adoption of a continuous learning year program, the entire program of study could be completed in ten 8- to 9-week learning periods instead of the eight that would be available with simple divisions of the four semesters students are required to complete in 2-year time span.

Fashion Institute of Technology students generally carry a much heavier work load than most liberal arts college students. This is often justified on the basis that the students are career oriented and have only 2 years to complete the preparation for important positions in the fashion world. There is so much to learn and so little time to master the skills

Figure 36

STUDENT COURSE CREDIT LOAD AT FASHION INSTITUTE OF TECHNOLOGY WITH SIMPLE SEMESTER SEGMENTATION

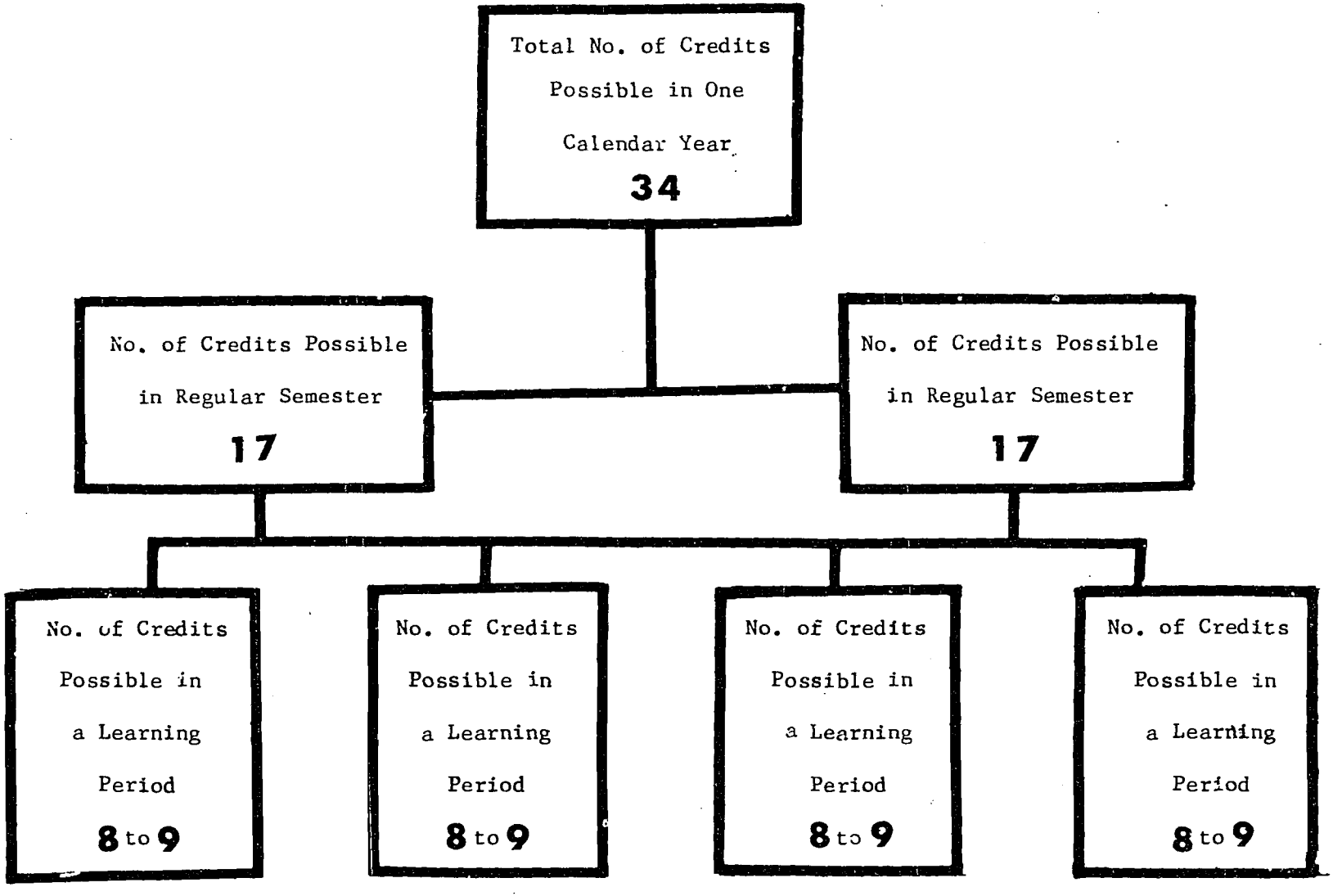
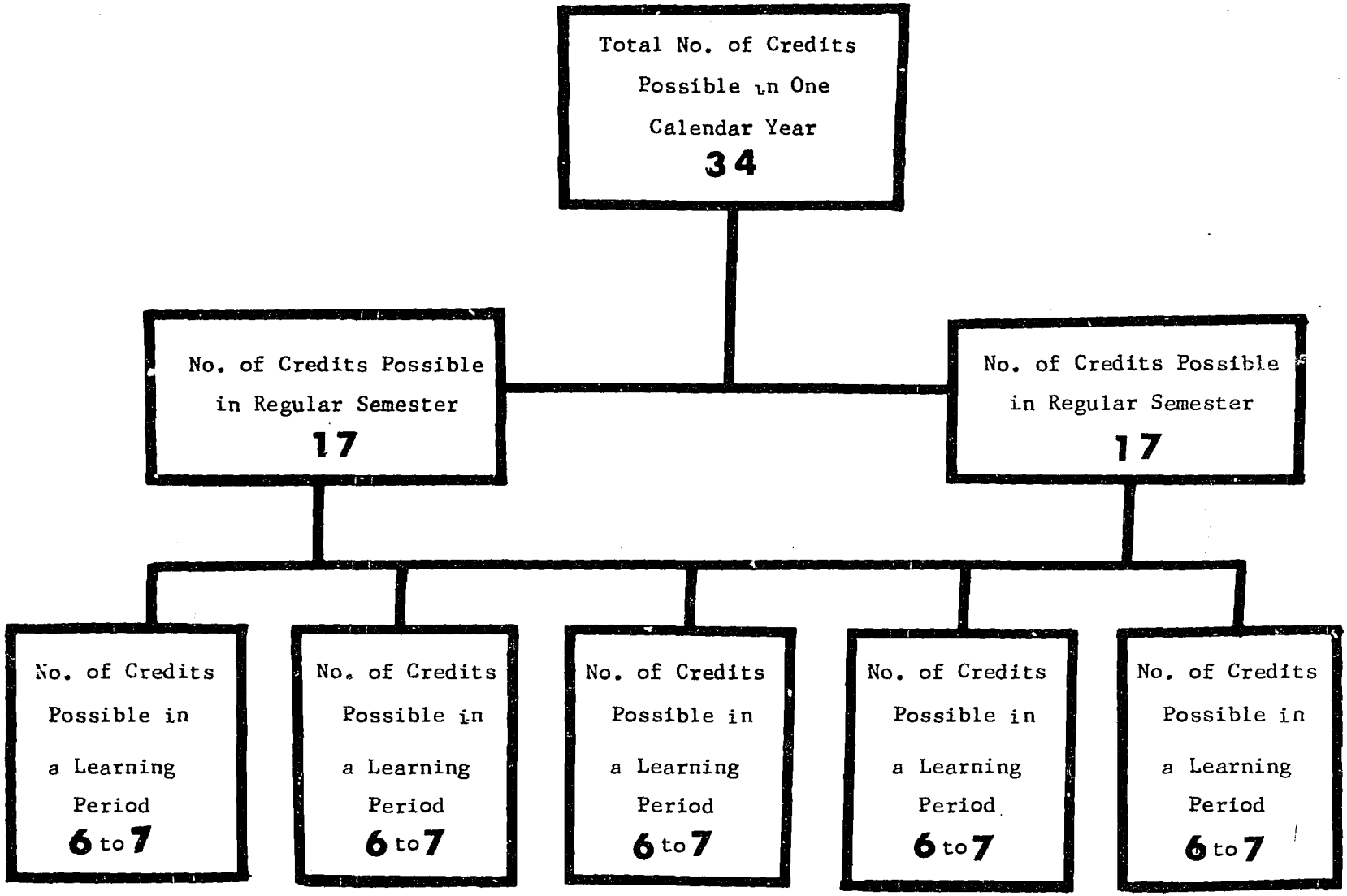


Figure 37

STUDENT COURSE CREDIT LOAD AT FASHION INSTITUTE OF TECHNOLOGY WITH A FIVE-STREAM CONTINUOUS LEARNING YEAR CYCLING PLAN



and acquire the fundamental knowledge considered essential for their success, that many of the instructors find it difficult to conveive of students spending time in orientation courses or cooperative education programs. Such programs may be good, but on a value scale they rank at a lower level than prescribed courses. One byproduct of the 2-year regular college year calendar is the increase in weekly contact hour work loads. In some career training fields the average weekly work load will not be excessively heavy, but in others the contact hours required of students leave them with very little time to enjoy life and get acquainted with the world outside of the college classroom.

Outsiders may find it difficult to understand the researcher's concern over the heavy student work loads required to complete a designated program. A look at the liberal arts courses will show that most of them require the same number of contact hours as the credit label. For example:

SS11, History of Civilization and Art is listed as a 3-credit course requiring 3 contact hours per week. Unfortunately, the college catalog does not state the amount of outside preparation that may be necessary to offset the 3 contact hour limitation. The same criticism may be levied regarding some of the specialized training courses. It is difficult to pinpoint how much time must be spent outside of the classrooms on homework assignments or projects.

TX11, Textile Design is listed as a full semester course carrying a 3 credit label. However, the students must put in a total of 6 contact hours per week to earn the credit.

TX33, Fashion Display is a course carrying 4 credits, but 8 weekly contact hours are required.

FA36, Life Drawing is a course carrying 1 credit, but 3 weekly contact hours are required.

MG93, Production Management is a course carrying 2 credits, but requiring 5 contact hours per week.

The foregoing illustrations show only one aspect of the student work load. It may or may not be counterbalanced by minimal outside preparation. However, the contact hour work load is an important factor in Fashion Institute of Technology because it has serious budgetary implications for the college and reduces the amount of instructional space available. A special survey of the average contact hour work loads required in the 13 basic divisions of the college was made. The final summary or average for the full-time career training programs showed a much higher contact hour load than many outsiders thought possible. The 13 career training curriculums showed a weekly average of 24.33 contact hours in comparison to the average course credit load of 16.68. Figure 35 shows the thirteen 2-year department contact hour requirements.

If the college instructors use the rule of thumb estimate that students should devote at least 1 hour to outside preparation for each contact hour, the minimum student work week should average no less than 48.33 hours.

If the college instructors use the rule of thumb estimate that students should devote at least 2 hours to outside preparation for each contact hour, the minimum student work week should approximately no less than 72 hours.

The Prospect of Reduction in Credit Hours

The major premise of a time equalization program is simple, yet it is not commonly understood. In brief, students will be able to complete the same basic program of education that similar students have taken for years. The difference lies in the prospect of taking fewer courses or subjects during any one term or learning period.

Figure 38

NUMBER OF SUBJECTS CARRIED BY FASHION INSTITUTE OF TECHNOLOGY STUDENTS WITH THE REGULAR COLLEGE PROGRAM

Curriculum Division	Average No. of Subjects Carried per Semester Semester #1	Semester #2	Semester #3	Semester #4	Total No. of Courses-2 yrs
Photography	7	7	7	7	28
Fine Arts	8	8	7	7	30
Management Engn. Technology	6	6	6	6	24
Interior Design	7	6	7	6	26
Textile Technology	7	6	6	6	25
Fashion Buying & Merchandising	7	6	6	6	25
Textile & Apparel Marketing	5	7	7	6	25
Textile Design	7	8	8	8	31
Advertising Design	9	10	7	8	34
Illustration	8	8	8	8	32
Advertising & Communication	6	6	6	5	23
Fashion Design	6	8	8	7	29
Display	7	8	8	6	29
Total No. of Subjects (courses)	90	94	91	86	361
Average No. of Subjects per Semester	6.92	7.23	7.00	6.61	6.94

Student Course Load Per Semester Averages 6.94

The principle of time equalization states that the program of study will be distributed over a new educational time line in such a manner that no student would receive less education than students taking the same program of study in the traditional time line. At any one interval of time the average student has the option to take fewer courses with the understanding that the reduction will be compensated by the prospect of working through one or more extra learning periods. The quality of education is not impaired in any manner when students take fewer courses or credits or reduce the number of contact hours per week. In fact there is strong support for the continuous learning year program because it offers a prospect of greater continuity of experiences through the reduction in the extended vacations which contribute to high regression or forgetting.

In theory, the reduction in the number of courses taken at any one time should make it possible for students to concentrate their attention or efforts so that they will receive more out of their courses. Research to support the theory that a reduction in the work load will lead to a higher quality of education has been hampered by the imperfections of the testing system and by the large number of variables which can influence the learning process. This feasibility study will not attempt to prove that quality of education will be enhanced by the prospect of reducing student credit hours or contact hours. It sets the stage for such reductions with a recommendation that students be required to work through 10 full learning periods instead of eight.

The administration can elect to accelerate students through their programs of study. This can be done by merely insisting that students sign up for the same number of courses that they have been accustomed to

Figure 39

POTENTIAL STUDENT COURSE LOAD WITH ADOPTION OF CONTINUOUS LEARNING YEAR PLAN, VARIATION #2 WITH COOP

Curriculum Department	Number of Courses Carried by Students per Learning Period (5 stream) (Note: The Learning Periods Are the Equivalent of an 8-Week Module)											
	L.P. #1	L.P. #2	L.P. #3	L.P. #4	L.P. #5	L.P. #6	L.P. #7	L.P. #8	L.P. #9	L.P. #10	Total No.	Average Load
Photography	7	7	7	6	6	6	C	6	6	7	58	6.5
Fine Arts	8	8	9	8	7	7	8	6	C	6	67	7.5
Management Engn. Technology	5	5	6	6	6	6	C	6	6	6	52	5.8
Interior Design	6	6	5	5	6	7	6	6	6	6	59	6.6
Textile Technology	6	7	6	6	5	5	6	6	C	6	53	5.9
Fashion Buying & Merchandising	7	6	5	5	5	5	5	6	6	C	50	5.6
Textile and Apparel Marketing	7	7	6	5	6	6	6	C	6	6	55	6.1
Textile Design	7	7	7	6	7	7	8	7	C	6	62	6.9
Advertising Design	8	9	9	8	7	C	5	9	7	6	68	7.6
Illustration	6	6	7	8	8	C	7	8	8	8	66	7.3
Advertising and Communication	6	6	6	6	5	C	5	5	6	5	50	5.6
Fashion Design	6	6	7	7	6	6	C	7	6	7	58	6.5
Display	7	7	7	7	C	7	6	6	6	5	58	6.5
Total Courses per Stream (2 year)	86	87	87	83	74	62	62	78	63	74	756	6.49 Av.
Fashion Buying (1 year program)	7	7	C	6	6							
Management Engineering (1 year)	9	9	C	8	8							

Note: The true course reduction cannot be seen in this table due to the extension of time for some of the courses. For a better picture of the reduction one must look at the reduction in contact hours.

carrying. If this is done the average student would be completing programs of study at the end of eight learning periods out of a potential 10. Asssuming that the continuous learning year calendar provides for a July entry, the first stream of students could graduate in January or February instead of June. Similarly, a September entry would enable students to graduate in March or April. Some members of the professional staff object to the prospect of an early graduation. They believe that time is a maturing factor and believe that there would be a loss in chronological time so important for the maturation process. One option is to have students take additional courses during the extra two learning periods built into the continuous learning year program. Another option calls for staggering an extended vacation or even two extended vacation periods so that a balance in student enrollments would be guaranteed.

The feasibility study recommends two possible approaches:

1. Option I calls for setting aside one learning period for the students to engage in an intensive work experience program. It has been designated as a cooperative education program or simply "coop."

   Some students may find that they can make a better career choice if an orientation period is substituted for the cooperative education period. Still others may find that a special skills development program will enhance their success in the fashion world. For example, those students who enter the college with weak or limited art skills would have an opportunity to develop the skills considered essential for success in their chosen field of study.

   Other variations may provide for travel, independent study, freelance work under the guidance of the college staff or some other special program which would normally be impossible to offer in a 2-year college curriculum.

2. Option II enables a reduction in student work loads. This may be established by the prescription of minimum and maximum work loads during the 10 learning periods. The feasibility study has been built around trying to maintain a minimum work load to insure that students who depend upon scholarships, special aid, or assistance grants can continue to carry work loads that have been prescribed for eligibility for the funds. For example, a minimum

Figure 40

POTENTIAL COURSE CREDIT LOAD CARRIED BY FASHION INSTITUTE OF TECHNOLOGY STUDENTS WITH REGULAR CALENDAR

Curriculum Department	Student Course Load With Regular 2 Semesters - No Segmentation				Student Course Load With Regular 2 Semesters - Simple Segmentation*			
	Sem. #1	Sem. #2	Sem. #3	Sem. #4	Sem. 1A	Sem. 2A	Sem. 3A	Sem. 4A
Photography	16.5	17.0	16.5	17.0	8.25	8.50	8.25	8.50
Fine Arts	15.0	15.5	17.0	16.5	7.50	7.75	8.5	8.25
Management Engn. Technology	17.0	17.5	15.5	18.0	8.50	8.75	7.75	9.0
Interior Design	16.50	16.0	18.5	15.0	8.25	8.0	8.25	7.5
Textile Technology	15.5	16.5	19.0	17.0	7.75	8.25	8.5	7.5
Fashion Buying & Merchandising	14.5	19.0	14.5	16.0	7.25	9.5	7.25	8.0
Textile & Apparel Marketing	15.0	18.0	18.5	15.5	7.5	9.0	9.25	7.75
Textile Design	16.0	17.5	17.5	17.5	8.0	8.75	8.75	8.75
Advertising Design	16.5	17.5	18.0	18.0	8.25	8.75	9.0	9.0
Illustration	16.5	16.0	17.0	15.5	8.25	8.0	8.5	7.75
Advertising & Communication	15.5	17.0	15.5	16.0	7.75	8.5	7.75	8.0
Fashion Design	15.0	18.0	19.0	17.0	7.5	9.0	9.5	8.5
Display	17.0	16.5	17.5	16.0	8.5	8.5	8.25	8.0

* Represents the course equivalent load that students would carry if the regular semester courses were simply divided into two parts, each being taught in a 7-to 8-week time block.

Average No. of Course Credits Carried by Students per Semester 16.68 Course Credits

Average No. of Course Credits Carried by Students per Half Semester Equivilent 8.34 Course Credits

Figure 41

POTENTIAL COURSE CREDIT LOAD CARRIED DURING A LEARNING PERIOD WITH THE CONTINUOUS LEARNING YEAR PROGRAM

Variation #1, With A Cooperative Education Program

Curriculum Division	No. of Course Credits Carried by Students per Learning Period										
	L.P. #1	L.P. #2	L.P. #3	L.P. #4	L.P. #5	L.P. #6	L.P. #7	L.P. #8	L.P. #9	L.P. #10	Total No.
Photography	7.25	7.25	7.25	8.00	7.50	7.50	7.25	Coop	7.00	8.00	67
Fine Arts	6.75	6.75	6.75	6.75	7.00	7.50	7.00	7.50	Coop	8.00	64
Mechanical Engn. Technology	7.00	7.00	6.75	8.00	7.25	8.50	Coop	7.25	8.50	7.75	68
Interior Design	7.75	7.75	7.50	7.00	6.75	6.75	6.75	7.50	7.50	Coop	66
Textile Technology	7.50	7.75	7.25	7.75	7.50	7.50	7.50	8.00	Coop	7.25	68
Fashion Buying & Merchandising	7.25	6.75	7.00	8.00	7.00	7.00	7.00	7.25	7.25	Coop	65
Textile & Apparel Marketing	7.75	7.75	7.00	7.50	7.00	7.50	7.00	Coop	7.75	7.75	67
Textile Design	7.75	7.75	7.25	8.00	7.25	7.75	7.25	8.00	Coop	7.50	68.5
Advertising Design	7.75	8.25	7.25	7.00	8.00	Coop	8.00	7.25	8.50	8.00	70
Illustration	7.50	7.50	7.00	7.25	7.25	Coop	7.00	7.00	7.25	7.25	65
Advertising & Communication	7.00	7.00	7.75	7.75	7.50	Coop	7.50	6.25	6.75	6.50	64
Fashion Design	8.00	8.00	7.25	7.25	7.00	7.50	Coop	8.25	8.00	7.75	69
Display	7.25	7.25	7.25	7.25	Coop	8.00	8.00	7.00	8.00	7.00	67
Total Credit Course Load per Learning Period	96.5	96.8	93.2	97.5	87.0	75.5	80.2	81.2	76.5	82.8	867.3
Average Pupil Course Credit Load	7.41 Credits per Learning Period of Classes										

work load equivalency is required for some scholarship grants.

Individual and class interviews revealed a wide difference in the amount of time students spent on course requirements when they were away from the college. A few students reported the expenditure of minimal time on outside preparation while others reported that they spent every working hour of the day and evening, including weekends on work related to their courses or classes.

The results of the homework survey made in one class showed a range of 16 to 38 hours a week were devoted to homework. The class average was 26 hours per week. No attempt was made to pursue the subject in detail since motivation, prior academic background, intelligence, social background, and home conditions are variables that can influence the students' outside preparation. Since most of the students commute to the college, they must allow themselves time for traveling to and from their place of residence. For some students, the commuting time was a negligible factor, whereas others reportedly spent a minimum of 2- to 3- hours a day in travel.

There seemed to be a consensus of opinion that few conscientious students would have time to maintain an outside job for economic survival. The combination of contact class hours, outside preparation, commuting time, meals, and attention to other body needs left the students with very little free time. The main thrust of the feasibility study was the impact of a new term rotation plan which would release classroom space. The contact hour issue was not considered important when the feasibility study was initially outlined. However, the talks with students and faculty members led the researcher to recommend the reduction in the number of weekly contact hours as a measure which should be given a priority for its

Figure 42

POTENTIAL COURSE CREDIT LOAD CARRIED DURING A LEARNING PERIOD WITH THE CONTINUOUS LEARNING YEAR PROGRAM

Variation #2, Without a Cooperative Education Program

Curriculum Division	No. of Course Credits Carried by Students per Learning Period										
	L.P. #1	L.P. #2	L.P. #3	L.P. #4	L.P. #5	L.P. #6	L.P. #7	L.P. #8	L.P. #9	L.P. #10	Total No.
Photography	6.75	6.75	6.50	7.50	7.00	6.50	6.50	6.25	7.00	6.25	67
Fine Arts	6.00	6.00	6.00	6.25	6.25	6.00	7.00	7.00	6.75	6.75	64
Mechanical Engn. Technology	7.00	7.00	7.00	6.75	6.75	7.00	6.25	6.25	7.00	7.00	68
Interior Design	6.75	6.75	6.50	6.50	6.00	6.00	6.75	6.75	7.00	7.00	66
Textile Technology	6.75	6.75	7.00	7.00	7.00	6.50	7.00	6.50	6.75	6.75	68
Fashion Buying & Merchandising	6.50	6.00	7.00	7.00	6.00	6.75	7.00	6.25	6.25	6.25	65
Textile & Apparel Marketing	6.25	6.25	6.25	6.25	7.00	6.50	7.00	6.50	7.50	7.50	67
Textile Design	6.75	7.50	6.75	7.50	6.75	7.00	6.50	6.75	6.50	6.50	68.5
Advertising Design	7.00	7.00	6.25	6.75	6.25	7.50	6.50	7.00	7.50	7.25	70
Illustration	6.75	7.00	6.50	6.50	6.75	6.50	6.00	6.25	6.50	6.25	65
Advertising & Communication	6.50	6.75	6.50	6.50	6.25	6.25	6.25	6.50	6.25	6.50	64
Fashion Design	7.00	7.00	6.75	6.75	6.25	7.50	7.00	6.75	7.00	7.00	69
Display Major	6.75	7.00	6.75	6.25	6.25	6.50	6.50	7.00	7.00	7.00	67
Total Credit Course Load per Learning Period	86.8	87.8	85.8	87.5	84.5	86.5	86.3	86.8	89.0	88.0	867.75

Average Pupil Course Credit Load 6.68 Credits per Learning Period of Classes

educational implications and secondly because it further increased the capacity of the college.

There is little research to support the recommendation that a reduction in student work loads in terms of course credits, number of courses taken, or contact hours will improve student grades or marks. However, the concept has an emotional and social appeal which should not be ignored.

Figure 40 shows a potential distribution of the credit course load of the segmented two semester program. This is refined in figure 41 to show a potential course credit load if students use Option I to take part in a recommended cooperative education program or its equivalency. In this design, the traditional eight learning period equivalency work load is spread over nine learning periods. This results in a small reduction in the student credit work load. The result of an Option II program may be seen in figure 42. Here the normal credit course load has been spread over 10 learning periods. In the illustration this leads to an average credit course load of 6.68 credits per learning period compared to the average of 7.41 for Option I and 8.34 for the current program of study. How this would apply to a particular field of study can be seen in the distribution of the reconstructed program of study of the advertising design students

> Under the regular 2-year semester program the advertising design students would be carrying 70 credits, 35 per year or the equivalent of 17.5 per semester. With the semester segmentation the students would carry a course credit load of approximately 8.75 credits.
>
> With the Option I program the student work load would be reduced to an average of 7.5 and with Option II the work load would be down to an average of 7.0.

Contact Hour Reductions With Options I and II

The feasibility study showed the average student contact hours per week will average out at 24.33. This conclusion can be verified by the

Figure 43

POTENTIAL NO. OF CONTACT HOURS WITH ADOPTION OF CONTINUOUS LEARNING YEAR PLAN, VARIATION #1, WITH COOP

Curriculum Department	Number of Student-Teacher Contact Hours per Learning Period (Five stream) L.P. #1	L.P. #2	L.P. #3	L.P. #4	L.P. #5	L.P. #6	L.P. #7	L.P. #8	L.P. #9	L.P. #10	Total No.	Average Load (Wk.)
Photography	25	25	23	23	22	23	C	23	22	20	206	22.9
Fine Arts	25	25	26	25	27	26	23	23	C	26	226	25.1
Management Engn. Technology	17	17	21	22	20	21	C	19	21	18	176	19.6
Interior Design	26	26	24	24	23	25	20	21	21	C	210	23.3
Textile Technology	16	18	19	20	18	18	18	18	C	17	162	18.0
Fashion Buying & Merchandising	18	16	16	17	14	14	15	16	16	C	142	15.8
Textile & Apparel Marketing	19	19	17	16	14	16	15	C	18	18	152	16.9
Textile Design	26	26	27	25	26	26	26	27	C	21	230	25.6
Advertising Design	29	32	30	28	27	C	22	24	24	22	238	26.4
Illustration	25	25	23	25	27	C	23	24	26	26	224	24.9
Advertising & Communication	16	16	18	18	15	C	15	14	17	15	144	16.0
Fashion Design	24	24	23	23	22	23	C	25	23	23	210	23.3
Display	25	25	25	25	C	24	24	19	23	20	210	23.3
Total Contact Hours per L.P.	291	294	292	291	255	216	201	253	211	226	2,530	21.62 Av.
Average No. of Contact Hours	22.4	22.6	22.5	22.4	19.6	16.6	15.5	19.5	16.2	17.4	194.70	19.46

Average No. of Student Contact Hours Spread Over 10 Learning Periods: 19.46 per Curriculum Field

Average No. of Student Contact Hours a Learning Period (13 Fields to a Learning Period) 25.3

Average No. of Student Contact Hours per Learning Period Spread Over Nine Learning Periods. 21.62

Figure 44

POTENTIAL NO. OF CONTACT HOURS WITH ADOPTION OF CONTINUOUS LEARNING YEAR PLAN, VARIATION 2 WITHOUT COOP

Curriculum Department	Number of Student-Teacher Contact Hours per Learning period (Five stream) L.P. #1	L.P. #2	L.P. #3	L.P. #4	L.P. #5	L.P. #6	L.P. #7	L.P. #8	L.P. #9	L.P. #10	Total No.	Average Load (wk.)
Photography	23	23	20	22	20	21	20	19	22	16	206	20.6
Fine Arts	22	21	22	22	25	23	23	24	22	22	226	22.6
Management Engn. Technology	17	17	20	20	19	18	16	15	17	17	176	17.6
Interior Design	22	22	20	20	22	22	22	22	19	19	210	21.0
Textile Technology	16	16	17	17	15	16	17	15	16	17	162	16.2
Fashion Buying & Merchandising	14	14	16	15	12	15	14	14	14	14	142	14.2
Textile & Apparel Marketing	16	16	16	16	14	14	15	13	15	17	152	15.2
Textile Design	23	24	26	22	24	24	25	22	20	20	230	23.0
Advertising Design	24	24	25	27	25	25	25	21	21	21	238	23.8
Illustration	23	26	25	21	24	22	17	23	22	21	224	22.4
Advertising & Communication	14	14	15	15	14	14	14	15	14	15	144	14.4
Fashion Design	21	21	20	20	22	23	22	19	20	22	210	21.0
Display	22	23	23	22	21	19	21	19	20	20	210	21.0
Total Contact Hours per L.P.	257	261	265	259	257	256	251	241	242	241	2,530	19.46
Average No. of Contact Hours	19.8	20.1	20.4	19.9	19.8	19.7	19.3	18.5	18.6	18.5		19.46

Figure 45

POTENTIAL STUDENT COURSE LOAD WITH ADOPTION OF CONTINUOUS LEARNING YEAR PLAN, VARIATION #2 WITHOUT COOP.

Curriculum Department	Number of Courses Carried by Students per Learning Period											
	L.P. #1	L.P. #2	L.P. #3	L.P. #4	L.P. #5	L.P. #6	L.P. #7	L.P. #8	L.P. #9	L.P. #10	Total No.	Average Load*
Photography	6	6	6	6	5	6	7	7	7	7	63	6.3
Fine Arts	7	6	8	7	8	6	6	6	6	6	66	6.6
Management Engineering Technology	5	5	5	6	6	5	5	5	5	5	52	5.2
Interior Design	6	6	5	5	6	6	5	5	5	5	54	5.4
Textile Technology Major	6	6	5	5	5	5	6	5	6	6	55	5.5
Fashion Buying & Merchandising	6	6	6	5	5	6	6	7	7	7	61	6.1
Textile and Apparel Marketing	6	6	6	6	6	5	6	5	5	5	56	5.6
Textile Design	6	6	7	5	6	6	7	6	7	7	63	6.1
Advertising Design	6	6	7	8	9	6	6	8	6	6	68	6.8
Illustration	6	7	8	6	7	6	6	8	6	6	66	6.6
Advertising and Communication	5	5	5	5	5	5	5	5	5	5	50	5.0
Fashion Design	5	5	6	6	7	6	6	5	6	6	58	5.8
Display	6	6	7	6	7	5	5	6	5	5	58	5.8
Total No. of Courses Carried (2 yr)	76	76	81	76	82	73	76	78	76	76	770	5.92 Av.
Fashion Buying (1 year)	6	6	6	6	6							
Management Engineering Tech. (1 yr.)	7	7	7	7	7							

Figure 46

COMPARATIVE NUMBER OF STUDENT CONTACT HOURS WITH THE REGULAR AND CONTINUOUS LEARNING YEAR PROGRAMS

Curriculum Division	Potential Number of Weekly Student Contact Hours Required for Program: Regular semester Program 2 terms	Cont. Learning Yr with Coop-9 L.P.	Cont. Learning Yr with Coop-10 L.P.	Cont. Learning Yr No. Coop.-10 L.P.
Photography	Average 25.75	Average 22.9	Average 20.6	Average 20.6
Fine Arts	28.25	25.1	22.6	22.6
Management Engn. Technology	22.00	19.6	17.6	17.6
Interior Design	26.25	23.3	21.0	21.0
Textile Technology	20.25	18.0	16.2	16.2
Fashion Buying & Merchandising	17.75	15.8	14.2	14.2
Textile & Apparel Marketing	19.00	16.9	15.2	15.2
Textile Design	28.75	25.6	23.0	23.0
Advertising Design	29.75	26.4	23.8	23.8
Illustration	28.00	24.9	22.4	22.4
Advertising & Communication	18.00	16.0	14.4	14.4
Fashion Design	26.25	23.3	21.0	21.0
Display	26.25	23.3	21.0	21.0
Composite or All-College Average	24.33	21.62	19.46	19.46

Percent of Reduction: Two semester to nine learning periods 11.14%

Percent of Reduction: Two semester to 10 learning periods 20.02%

summary of contact hour requirements for the basic 13 curriculum fields shown in figure 35. Paralleling the reduction in the number of credits is the prospect of reducing the average number of contact hours to 21.62 for the Option I program and to 19.46 with the Option II program. This can be seen in figures 43 and 44.

The contact hour requirements vary with different curriculum fields. This can be seen by the contrast in the requirements of the fashion buying and merchandising program and the textile design program. Students in fashion buying and merchandising may work through a program calling for an average of 17.75 contact hours per week whereas the textile design students would be expected to carry a work load built around an average of 28.75 contact hours per week. The potential impact of a continuous learning year program upon contact hours can be seen in the advertising design field.

> The average contact hour work load for students in advertising design will approximate 29.75 per semester. Figure 46 shows this may be distributed as follows: 32 hours in the first semester, 33 hours in the second, 28 in the third, and 26 in the fourth under the assumption that students have not failed any courses and therefore do not have to make up a deficiency by repeating a course or substituting another.
>
> A sample program developed to show the potential redistribution of the advertising design program over the new continuous learning year time line shows a reduction in the average contact hours to 26.4 with the adoption of Option I and to 23.8 with Option II. This represents a 20 percent reduction in the average weekly contact hour work load.

The Implications of the Time Equalization Feature of the Five-Stream Continuous Learning Year Plan

Rescheduling the courses for the respective curriculum fields or college departments along the 10 learning period time line sets the stage for a reduction in the number of credits and contact hours that must be carried at any one time. Figure 46 shows that it is possible to reduce the all-college contact hour weekly average by 20 percent. For a college

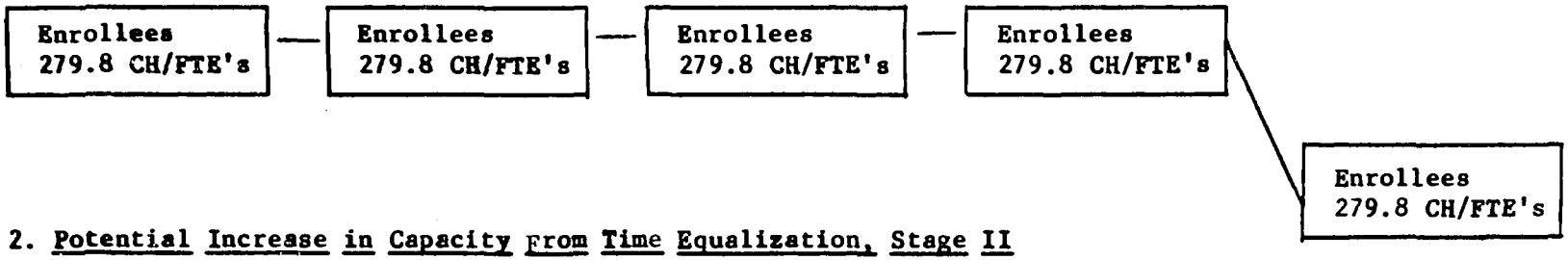
with a critical instructional space shortage this can be an important breakthrough in the search for additional space. Figure 43 is a bit misleading in that presumes a contact hour reduction of 11.14 percent for the cooperative education program. During the nine learning periods when the students are in college classes their work load may average out to require 21.62 weekly contact hours, but they will be vacating the college premises for the 10th term which means that other students can take their places. The end result is a 10 term contact hour reduction to the 19.46 average per week.

The reduction in the average number of contact hours per week will facilitate the scheduling of many classes and classrooms. At present the large time blocks required for designated courses tends to complicate the scheduling of rooms and staff members. This condition may still exist since the time equalization process may or may not affect individual course requirements; this is where the implementation process will make the difference. The development of new courses or the segmentation into different length mini-courses will facilitate the scheduling process. In some cases it will be possible to structure programs of study around extremely large time blocks. In others, the work of the course may be extended over two, three, or more learning periods which means that the average course contact requirements will vary and may be shorter. In the illustrations prepared for this study a very limited number of courses were shown as new three learning period courses. For the most part the sample programs were built around the reduction in the number of credits carried at any one time, maintaining as much as possible an average of approximately 6 to 7 credits per learning period to insure that students would not be accused of carrying less than the minimum 12 credit work load required for financial assistance or special scholarships or grants.

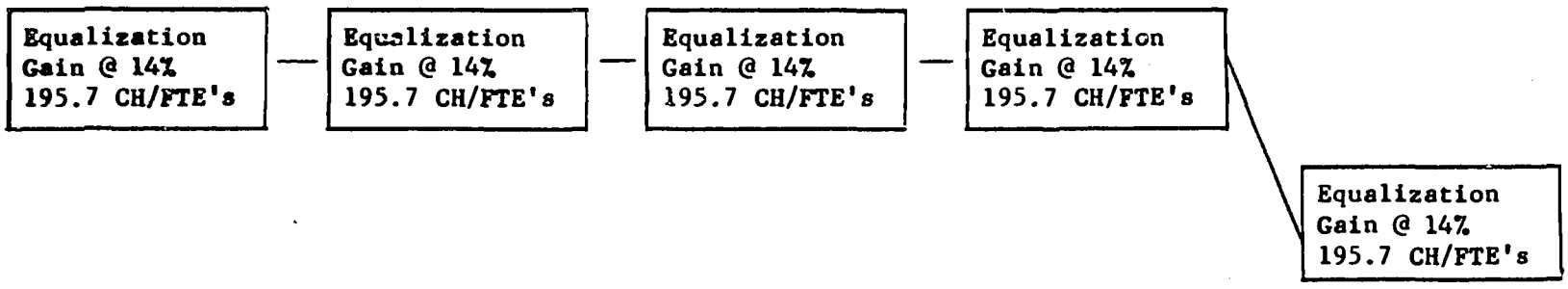
Figure 47

COMPOSITE INCREASE IN FASHION INSTITUTE OF TECHNOLOGY CAPACITY BASED ON TERM ROTATION AND TIME EQUALIZATION

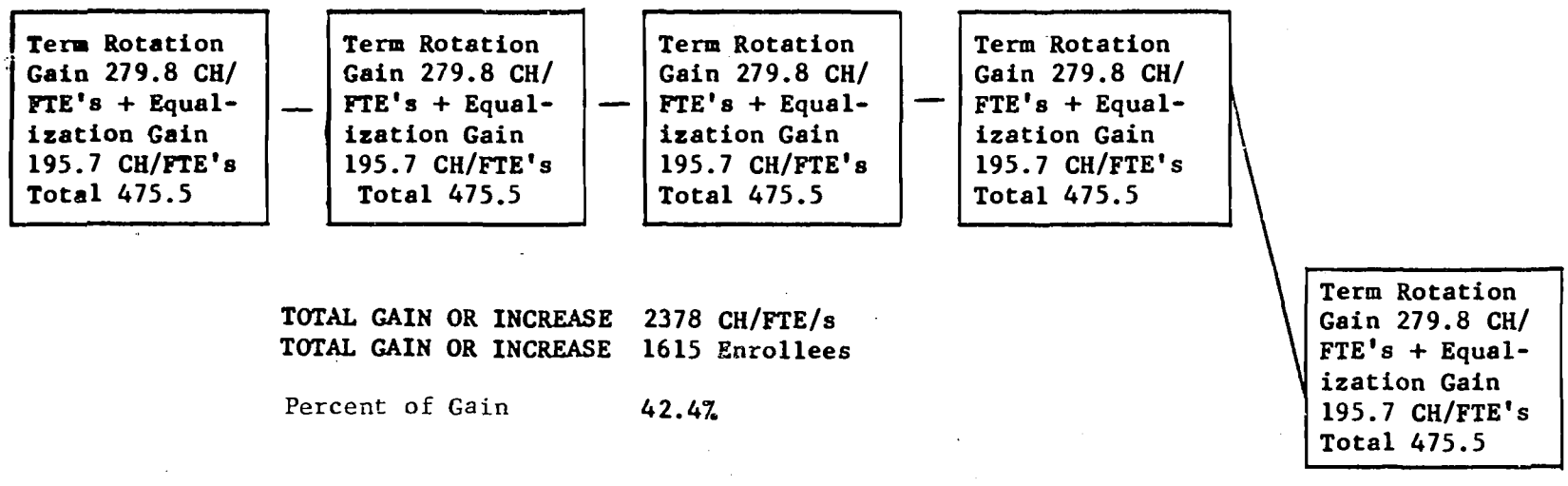
1. Potential Increase in Capacity From Term Rotation, Stage I



2. Potential Increase in Capacity from Time Equalization, Stage II



3. Composite Gain or Total Increase in Instructional Capacity From Stages I and II



TOTAL GAIN OR INCREASE 2378 CH/FTE/s
TOTAL GAIN OR INCREASE 1615 Enrollees

Percent of Gain 42.4%

The end result of the credit scheduling was a reduction in total contact hours per learning period rather than in the number of contact hours per course.

One possible benefit to Fashion Institute of Technology from the time equalization program is the prospect of acquiring an additional increase in the instructional capacity of the college. The potential 20 percent reduction in contact hours provides an increase in capacity over and above that claimed for term rotation, but it is contingent upon the selection of continuous learning plan structured around five cycles instead of four.

Projecting the Capacity of Fashion Institute of Technology When the Principles of Term Rotation and Time Equalization Are Combined

The contact hour/FTE approach to estimating college capacity contains a number of variables other than actual contact hours. As a result the authorities in the Office of Long Range Planning of State University of New York are reluctant to claim the full 20 percent gain in space from the proposed reduction in student contact hours. To avoid a controversy, the study introduces a new 14 percent capacity increase as a compromise. The study shows the addition of the time equalization increase of 14 percent to the term rotation gain of 25 percent produces a net capacity increase of 42.4 percent if the reduction factor is applied to the full enrollment anticipated over the course of the continuous learning year instead of to the number of students in attendance at any one time.

Illustration: Composite Increase in Fashion Institute of Technology Capacity Based on the Index Calling for Application of the 118 Percent Factor Without the Use of Temporary Facilities

a. Projected Fashion Institute of Technology capacity expressed in contact hour/FTE's 5,596 CH/FTE's

Figure 48a

POTENTIAL INCREASES IN FASHION INSTITUTE OF TECHNOLOGY INSTRUCTIONAL CAPACITY THROUGH COMBINING TERM ROTATION WITH THE PRINCIPLES OF TIME EQUALIZATION

Stage I. Increases in Enrollments and CH/FTE's Based on the Use of Term Rotation						Stage II. Increases in Enrollments and CH/FTE's Based on the Use of Time Equalization			
Starting Students	Capacity CH/FTE's	No. in Recess Students	CH/FTE's	Cycling Students	Capacity Total CH/FTE's	Equalization Students	Increase CH/FTE's	Composite Students	Capacity CH/FTE's
1,600	2,333	400	583	2,000	2,916	280	408	2,280	3,324
1,700	2,478	425	620	2,125	3,098	297	434	2,422	3,532
1,800	2,624	450	656	2,250	3,280	314	459	2,564	3,739
1,900	2,770	475	693	2,375	3,463	333	484	2,708	3,947
2,000	2,916	500	729	2,500	3,645	350	510	2,850	4,155
2,100	3,062	525	766	2,625	3,828	368	536	2,993	4,364
2,200	3,208	550	802	2,750	4,010	385	561	3,135	4,571
2,300	3,354	575	839	2,875	4,193	402	587	3,277	4,780
2,400	3,499	600	875	3,000	4,374	420	612	3,420	4,986
2,500	3,645	625	911	3,125	4,556	438	638	3,563	5,194
2,600	3,791	650	948	3,250	4,739	455	663	3,705	5,402
2,700	3,937	675	984	3,375	4,921	473	689	3,848	5,610
2,800	4,082	700	1,021	3,500	5,103	490	714	4,045	5,817
2,900	4,228	725	1,057	3,625	5,285	508	740	4,133	6,025
3,000	4,374	750	1,094	3,750	5,468	525	766	4,275	6,234
3,100	4,520	775	1,130	3,875	5,650	542	791	4,417	6,441
3,200	4,666	800	1,167	4,000	5,833	560	817	4,560	6,650
3,300	4,811	825	1,203	4,125	6,014	578	842	4,703	6,856
3,400	4,957	850	1,239	4,250	6,196	595	867	4,845	7,063
3,500	5,103	875	1,276	4,375	6,379	613	893	4,988	7,272
3,600	5,249	900	1,312	4,500	6,561	630	919	5,130	7,580
3,700	5,395	925	1,349	4,625	6,744	648	944	5,273	7,688
3,800	5,540	950	1,385	4,750	6,925	665	970	5,415	7,895
3,900	5,686	975	1,422	4,875	7,108	683	995	5,558	8,113
4,000	5,832	1,000	1,458	5,000	7,290	700	1,021	5,700	8,311
4,100	5,978	1,025	1,495	5,125	7,473	718	1,046	5,843	8,519
4,200	6,124	1,050	1,531	5,250	7,655	735	1,072	5,985	8,727
4,300	6,269	1,075	1,567	5,375	7,836	752	1,097	6,127	8,933
4,400	6,415	1,100	1,604	5,500	8,019	770	1,023	6,270	9,142
4,500	6,561	1,125	1,640	5,625	8,201	788	1,148	6,413	9,349

Figure 48b (Continued)

POTENTIAL INCREASES IN FASHION INSTITUTE OF TECHNOLOGY INSTRUCTIONAL CAPACITY THROUGH COMBINING TERM ROTATION WITH THE PRINCIPLES OF TIME EQUALIZATION

Stage I. Increases in Enrollments and CH/FTE's Based on the Use of Term Rotation						Stage II. Increases in Enrollments and CH/FTE's Based on the Use of Time Equalization			
Starting Capacity		No. in Recess		Cycling Capacity Total		Equalization Increase		Composite Capacity	
Students	CH/FTE's	Students	CH/FTE's	Students	CH/FTE's	Students	CH/FTE's	Students	CH/FTE's
4,600	6,707	1,150	1,677	5,750	8,384	805	1,174	6,555	9,558
4,700	6,853	1,175	1,713	5,875	8,566	823	1,199	6,698	9,765
4,800	6,998	1,200	1,750	6,000	8,748	840	1,225	6,840	9,973
4,900	7,144	1,225	1,786	6,125	8,930	858	1,250	6,983	10,180
5,000	7,290	1,250	1,823	6,250	9,113	875	1,276	7,125	10,389
5,100	7,436	1,275	1,859	6,375	9,295	893	1,301	7,268	10,596
5,200	7,582	1,300	1,896	6,500	9,478	910	1,327	7,410	10,805
5,300	7,727	1,325	1,932	6,625	9,659	928	1,352	7,553	11,011
5,400	7,873	1,350	1,968	6,750	9,841	945	1,378	7,695	11,219
5,500	8,019	1,375	2,005	6,875	10,024	963	1,403	7,838	11,427
5,600	8,165	1,400	2,041	7,000	10,206	980	1,429	7,980	11,635
5,700	8,311	1,425	2,078	7,125	10,389	998	1,454	8,123	11,843
5,800	8,456	1,450	2,114	7,250	10,570	1,015	1,480	8,265	12,050
5,900	8,602	1,475	2,151	7,375	10,753	1,032	1,505	8,407	12,258
6,000	8,748	1,500	2,187	7,500	10,935	1,050	1,531	8,550	12,466
6,100	8,895	1,525	2,224	7,625	11,118	1,068	1,557	8,693	12,675
6,200	9,040	1,550	2,260	7,750	11,300	1,085	1,582	8,835	12,882
6,300	9,185	1,575	2,296	7,875	11,481	1,103	1,608	8,978	13,088
6,400	9,331	1,600	2,333	8,000	11,664	1,120	1,633	9,120	13,297
6,500	9,477	1,625	2,369	8,125	11,846	1,138	1,658	9,263	13,504
6,600	9,623	1,650	2,406	8,250	12,029	1,155	1,684	9,405	13,713
6,700	9,769	1,675	2,442	8,375	12,211	1,172	1,710	9,547	13,921
6,800	9,914	1,700	2,479	8,500	12,393	1,190	1,735	9,690	14,128
6,900	10,060	1,725	2,515	8,625	12,575	1,208	1,761	9,833	14,336
7,000	10,206	1,750	2,552	8,750	12,758	1,225	1,786	9,975	14,544

b.	Projected Fashion Institute of Technology capacity expressed in terms of students	3,838 enrollees
c.	No. of students scheduled to be in recess with adoption of a five-stream cycling plan, 25 percent of projected capacity, 3,838	959 enrollees
d.	No. of students scheduled to be in recess with adoption of a five-stream cycling plan as expressed in CH/FTE's units, 25 percent of projected capacity, 5,596 CH/FTE's	1,399 CH/FTE's
e.	New term rotation capacity as expressed in contact hour units, 5,596 plus 1,399	6,995 CH/FTE's
f.	New term rotation capacity as expressed in terms of student enrollments, 3,838 plus 959 enrollees	4,797 enrollees
g.	Potential equalization gain based on the 14 percent contact hour adjustment, 14 percent of 4,797 enrollees	672 enrollees
h.	Potential equalization gain based on the 14 percent contact hour adjustment, 14 percent of the contact hour capacity, 6,665 CH/FTE's	979 CH/FTE's
i.	Composite new college capacity based on combining the capacity increase from term rotation with the gain from time equalization	
	(1) New capacity expressed in terms of students, 4,797 plus 672 enrollees	5,469 enrollees
	(2) New capacity expressed in terms of contact hours, 6,995 plus 979 CH/FTE's	7,974 CH/FTE's

The illustration shows the instructional capacity of the college can be increased from a rated capacity of 3,838 enrollees to a new capacity of 4,797 with the adoption of a five-stream term rotation program and this new capacity is further increased to 5,469 enrollees through the application of the time equalization principle or through reducing the number of contact hours. Should the administration desire more space, it could be acquired through the adoption of a four-stream continuous learning year term rotation plan based on the use of five cycles instead of four.

Calculation: Capacity Increase With a Five-Cycle Four-Stream Calendar

a. Current projected contact hour capacity	5,596 CH/FTE's
b. Current projected enrollee capacity	3,838 enrollees
c. Instructional capacity increase with the five-cycle, four-stream program	
5,596 CH/FTE's divided by 3 = increase	1,865 CH/FTE's
or	
3,838 enrollees divided by 3 = increase	1,279 enrollees
d. Term rotation instructional capacity	
5,596 CH/FTE's plus 1,865 CH/FTE's =	7,461 CH/FTE's
or	
3,838 enrollees plus 1,279 enrollees =	5,117 enrollees
e. Instructional capacity increase with the time equalization principle	
7,461 CH/FTE's times 14 percent =	1,045 CH/FTE's
or	
5,117 enrollees times 14 percent	716 enrollees
f. Composite new instructional capacity	
7,461 CH/FTE's plus 1,045 CH/FTE's	8,506 CH/FTE's
or	
5,117 enrollees plus 716 enrollees	5,833 enrollees

The foregoing illustration points up the prospect of increasing the capacity of the college through reducing the number of student contact hours with a special four-stream cycling plan. This design provides five learning cycles whereas the ordinary four-stream cycling plan contains only four cycles and therefore will not reduce the contact hours. The feasibility study recommends the sacrifice of some of the extra instructional space in order to gain the advantage of the extra instructional days or learning time in a designated learning period. This means that the priority is placed on the adoption of one of the recommended five-stream term rotation plans illustrated in chapter 2.

Figure 48 shows the potential term rotation and time equalization increases for designated initial enrollment or contact hour FTE capacities. It is pertinent to Fashion Institute of Technology because the time equalization factor is based on current practices and work loads in the college. It may not be applicable for colleges with a different FTE or contact hour base. However, some refinements can be worked out for individual colleges or junior colleges which may have more of a space requirement than Fashion Institute of Technology would appear to have immediately after the opening of the new college facilities currently under construction.

Obtaining the Full Benefits of the Time Equalization Principle

The time equalization principle has been introduced in this study to show how a college such as Fashion Institute of Technology can obtain the maximum amout of space through rescheduling the college calendar. It has been combined with term rotation space increases because they are related. However, it should be noted that the full benefits of time equalization go beyond the realization of a space increasing objective. This is where priorities must be considered.

Where there is an extreme shortage of space, other desirable objectives may have to be side tracked. This means that students may not be given orientation programs or special skill development courses without sacrificing space or some other desirable aspect of the career training program. Since the space shortage at Fashion Institute of Technology will not be of a critical nature, these other educational goals or objectives can be emphasized.

The reduction in student weekly contact hour work loads is an objective worthy of consideration aside from its space implications. The

danger lies in the introduction of new programs of study, which while desirable in themselves, will have a contact hour requirement. If these new programs increase the student work loads to the current levels, their values may be lost. Perhaps the issue may be resolved if someone will answer the question:

> Do college students need free time, time that is not structured in terms of college requirements?

If the college students need more free time to do a better job in the career training courses, the word "free" acquires a different meaning than it does when free refers to time for personal interests, hobbies, and social interests. The feasibility study did not go too deeply into the specialized needs of the students, but interviews with many individuals ranging from students to instructors and college administrators led the researcher to the conclusion that many of the students have limited cultural as well as educational backgrounds. The college has a responsibility to develop programs which will stimulate growth in many areas. Thus, field trips and work experience programs become important vehicles for the development of new student interests as well as giving them the backgrounds needed for understanding and appreciating what goes on in the day by day classroom activities.

The release of student time through time equalization can facilitate the introduction of enrichment programs as well as the extension of ongoing basic programs. A number of members of the college staff see the need for a 3- and 4- year college career training program. This group may find that it is possible to increase the college offerings through rescheduling the college calendar. However, those who seek status as belonging to a full fledged 4-year college may find that some of the reasons for promoting a third or fourth year program will have been eroded through the introduction

of new programs into the vacuum created by the release of student time or the introduction of two extra learning periods.

Summary

This chapter has pointed up the fact that Fashion Institute of Technology students tend to carry heavy weekly work loads. Recommended continuous learning year cycling plans can reduce by 20 percent the number of weekly contact hours. While this can provide an additional 14 percent increase in the instructional capacity of the current college facilities or in the new composite capacity of the institution when current construction is completed, other desired objectives also may be realized once the crisis in space has been alleviated.

Extensive field trips, travel, and work experience activities can be introduced where time and lack of space have been barriers. Students may be able to take part in exploratory as well as enrichment programs if they have more free time. Still others may want to take advanced courses which are not possible with the current 2-year college calendar. The big issue to be resolved is that of free time. There are some students who will not make good use of a 20 percent reduction in their weekly contact hour work load, but there are others who would welcome time to explore in the library, to work in a studio or laboratory or other specialized learning center if a release of space parallels the reduction in work loads without the introduction of new programs that call for additional instructional facilities. Thus, there is the prospect of a conflict of goals or objectives. The continuous learning year program can provide free time and free space, but for what purpose. Are they to be structured or unstructured elements? This will depend to a large extent upon the readiness of the staff to take advantage of technology and to become innovative in their own instructional procedures.

Chapter 6

IMPLEMENTATION OF THE CONTINUOUS LEARNING YEAR CYCLING PLANS

The Fashion Institute of Technology feasibility study describes a number of continuous learning year plans that have been developed to facilitate the realization of desirable objectives. Implementation will depend to a large extent upon the objectives given the greatest priority. As a rule, a school or college will reschedule the calendar to obtain extra instructional space. Since Fashion Institute of Technology has a pending solution to its space problem in the new buildings currently under construction, the feasibility study emphasizes the need to place a greater emphasis upon the educational objectives than is customary. What is done with the design depends to a large extent upon the nature of the immediate and long-range goals. If they are real, steps will have to be taken to realize them. If they are merely visionary, many existing barriers to the implementation of recommended programs will pose problems. For example, the greater the flexibility of the staff the easier it will be to re-schedule the Fashion Institute of Technology calendar.

The Selection of a Continuous Learning Year Plan

Earlier chapters have described the four-, five-, and seven-stream continuous learning year plans that can be adopted. In view of the low space priority, the college administrators can be more selective in the plan or design considered for implementation. The feasibility study recommends the following:

Recommendation:

> It is recommended that Fashion Institute of Technology give serious consideration to the adoption of a five-stream continuous learning year cycling plan. Three-, four-, and seven-stream continuous learning year plans can be held in abeyance should there ever be a greater need for space than appears necessary at the present time. The

administration has the option of adopting a plan calling for a multiple or common entry in contrast to a staggered entry. Should a temporary space shortage be important enough to warrant an acceleration of the implementation process the staggered entry should be given priority.

While some variations of the four-stream continuous learning year plans contain the five cycles necessary for the time equalization desired to reduce student contact hour, the five-stream continuous learning year plan recommended for consideration contains fewer restraints than the others. The issue of a starting date has been left open since any month can be used to institute a new program of study based on the rescheduling of the college calendar. The critical issue may be the establishing of a closing date for a given stream in relation to the job opportunities on the completion of a career program. This in turn will depend upon the implementation options given the greatest priority by the administration and professional staff.

Calendar Options and the Program of Study

The five-stream continuous learning year calendars recommended for consideration contain five cycles in a calendar year or 10 cycles in 2 calendar years. The big issue to be resolved will be the attendance option. Research shows that a voluntary student participation program will tend to be a cost program. If space is to be released and the program is to be self-supporting, it is essential that a mandatory student attendance program be instituted.

Recommendation:

It is recommended that Fashion Institute of Technology adopt a continuous learning year plan based on a mandatory student attendance policy. The new attendance policy would require all students to work through the full five learning cycles of the first continuous learning year calendar and through the full five learning year cycles of the second calendar year if the acceleration option is not introduced.

The recommended program of study calls for 2 continuous learning years of schooling. This makes it possible to use the time equalization principles essential for reducing student contact hours and the corresponding release of instructional space.

Program of Study Option No. 1

The feasibility study suggests the possibility of setting aside one or more learning periods for cooperative education programs. Since the Fashion Institute of Technology staff is not in accord in regards to the value or need of an all-college cooperative education program, individual departments of the college may prefer to use one of the extra learning periods for special career orientation activities or for the introduction of and mastery of the specialized learning skills considered essential for success in the fashion industry.

The feasibility study has pointed up the need of career orientation activities prior to the selection of a major field of study in the college. The extra learning period may be used for exploratory activities involving field trips, a study of films, recordings, and special lectures by college staff and industry representatives. A core approach to the orientation would facilitate the success of the career selection process.

Many good students are discouraged from following up with an application to Fashion Institute of Technology because their high school course of study did not provide the art activities necessary to meet the art portfolio prerequisite. Through the availability of the extra learning period it is possible to give capable students an intensive skills development program prior to their selection of a major career field. The current program of study recognizes the need for small remedial classes in language skills and mathematics, but nothing like these programs is

available for students who have little artistic skill or experience. At present students with weak backgrounds in the language skills areas are advised to take a light load during the first semester. To make up for this the students are required to take a heavier course load in subsequent terms or they have to attend summer school or take more than two of the regular college calendar years to complete the 2 year program. The availability of the extra learning period could set the stage for the mastery of art skills or communication skills prior to the start of a basic career study program or it could insure the completion of a full 2-year program within 2 calendar years.

Other possible uses of the extra learning periods have been suggested such as enrichment or advanced study. Both of these suggestions can be of value to students who want more than a minimum background when they leave college to take a position in the fashion industry. At present the work load is too heavy for those who may want to take additional courses. The provision of two possible extra learning periods provides opportunities that should not be ignored by the faculty. However, there is a danger that empire building can be the basis for the establishment of some new courses bearing the label of enrichment or advanced level courses.

Recommendation:

> It is recommended that admissions procedures be modified to allow students who cannot meet the art portfolio prerequisite to make up their deficiencies by enrolling in special art skill and art appreciation development activities considered essential for selected career training curriculums. The students may devote all or part of the first learning period or one or more intersessions to the mastering the art skills or the developing the understandings necessary for a successful college experience.

The foregoing may be considered of special significance if the college staff wants to attract high school students who have had a very good

liberal arts background and who may rate high in ability as well as interest. It, also, must be recognized as having great value in terms of the open admissions policy. Other colleges in New York City have an open admissions policy which gives them an edge over Fashion Institute of Technology in enrolling and admitting a diversified student body. The argument that Fashion Institute of Technology is a highly specialized training institution has been used to justify the rejection of students failing to meet the college entrance requirements. This could lead to a charge that the college is discriminatory. However, many of the new college programs do not require the art prerequisites so the issue may be one of guidance. Hence, the need exists for the orientation and/or the special skills development programs in one or more of the extra learning periods.

Recommendation:

> It is recommended that one of the potential 10 learning periods be set aside for special career training activities such as the cooperative education experience. The cooperative education learning periods would be at least 8 weeks in length and could be extended if students were to forego the 2- or 3-week vacations scheduled before and after the cooperative experience.

The cooperative education learning periods can be built into the calendar so students could work during any season and not merely at Easter and Christmas. In the past the college staff rejected the cooperative education concept for most curriculum fields. A number of reasons for terminating the programs have been given such as the lack of sufficient work stations or the loss of students once they have been given a job. Less obvious is the feeling of some staff members that time for cooperative education activities interrupts the academic and career course training programs. The provision of an extra learning period would not result in the loss of subjects or instructional time.

Figure 49a

POTENTIAL COURSE DISTRIBUTION WITH REGULAR COLLEGE CALENDAR SCHEDULING

Name of Department FASHION BUYING AND MERCHANDISING

	Course Coding	Name of Course	Credit Hours	Contact Hours
Semester #1	FM11	Intro. Fashion Mktg.	3	3
	ACO2	Sales Promotion	3	3
	ARO2	Fashion Art & Design	1	2
	APO7	Apparel Design	1	2
		Liberal Arts		
		EN11 English Composition	3	3
		SS13 Hist. of West. Civilization & Art	3	3
		Physical Education	1/2	2
		Total	14 1/2	18
Semester #2	FM21	Fashion Buying	4	4
	FM22	Merchandise Planning	3	3
	FM44	Consumer Motivation	3	3
	TS11	Textile Science	3	4
		Liberal Arts		
	EN12	English Speech	3	3
	SC11	Intro. to Physical Sciences	3	3
		Total	19	20
Semester #3	FM33	Executive Leadership	3	3
	FM24	Workshop in Fashion Buying & Mdse.	3	3
	TS92	Advanced Textile Science	2	2
		Liberal Arts		
	SC12	Intro. to Biological Science	3	3
	SS21	Sociology	3	3
		Physical Education	1/2	2
		Total	14 1/2	16
Semester #4	FM54	Case Studies in Fashion Mktg.	3	3
	FM74	Workshop in Fashion Planning and Coordination	3	3
	MG06	Apparel Production Analysis	2	2
	SS31	Psychology	3	3
		Liberal Arts		
	SS41	Economics	3	3
	FD05	Principles of Fashion Display	2	3
		Total	16	17
		Grand Total	64	71

Figure 49b

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department FASHION BUYING AND MERCHANDISING (VARIATION #1 WITH COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period #1	FM11A	Intro. to Fashion Merchandising	1 1/2	3
	AC02A	Sales Promotion	1 1/2	3
	AR02A	Fashion Art & Design	1/2	2
	AR02B	Fashion Art & Design	1/2	2
		Liberal Arts		
	EN11A	English Composition	1 1/2	3
	SS13A	Hist. of Western Civilization	1 1/2	3
		Physical Education	1/4	2
		Total	7 1/4	18
Learning Period #2	FM11B	Intro. to Fashion Merchandising	1 1/2	3
	AC02B	Sales Promotion	1 1/2	3
	AP07A	Apparel Design	1/2	2
		Liberal Arts		
	EN11B	English Composition	1 1/2	3
	SS13B	Hist. of Western Civilization	1 1/2	3
		Physical Education	1/4	2
		Total	6 3/4	16
Learning Period #3	FM21A	Fashion Buying	2	4
	TX11A	Textile Science	1 1/2	4
	AP07B	Apparel Design	1/2	2
		Liberal Arts		
	SC11A	Intro. to Physical Sciences	1 1/2	3
	SC11B	Intro. to Physical Sciences	1 1/2	3
		Total	7	16
Learning Period #4	FM21B	Fashion Buying	2	4
	TX11B	Textile Sciences	1 1/2	4
	FM22A	Merchandising Planning	1 1/2	3
		Liberal Arts		
	EN11A	English Speech or other	1 1/2	3
	EN11B	English Speech or other	1 1/2	3
		Total	8	17
Learning Period #5	FM22B	Merchandising Planning	1 1/2	3
	TS92A	Advanced Textile Science	1	2
	FM33A	Executive Leadership	1 1/2	3
		Liberal Arts		
	SC12A	Intro. to Biological Science	1 1/2	3
	SC12B	Intro. to Biological Science	1 1/2	3
		Total	7	14

Figure 49c

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department FASHION BUYING AND MERCHANDISING (VARIATION #1 WITH COOP.)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period # 6	TS92B	Advanced Textile Science	1	2
	FM33B	Executive Leadership	1 1/2	3
	FM44A	Consumer Motivation	1 1/2	3
	FM24A	Workshop in Fashion Buying	1 1/2	3
	FM24B	Workshop in Fashion Buying	1 1/2	3
		Total	7	14
Learning Period # 7	FM44B	Consumer Motivation	1 1/2	3
	FM74A	Workshop in Fashion Planning	1 1/2	3
	FM74B	Workshop in Fashion Planning	1 1/2	3
		Liberal Arts		
	SS21A	Sociology	1 1/2	3
	SS31A	Psychology	1 1/2	3
		Total	7 1/2	15
Learning Period # 8	MG06A	Apparel Production Analysis	1	2
	FM84A	Fashion Workshop in Television	1 1/2	3
	FM84B	Fashion Workshop in Television	1 1/2	3
		Liberal Arts		
	SS21B	Sociology	1 1/2	3
	SS31B	Psychology	1 1/2	3
		Physical Education	1/4	2
		Total	7 1/4	16
Learning Period # 9	MG06B	Apparel Production Analysis	1	2
	FM54A	Case Studies in Fashion Marketing	1 1/2	3
	FM54B	Case Studies in Fashion Marketing	1 1/2	3
		Liberal Arts		
	SS41A	Economics	1 1/2	3
	SS41B	Economics	1 1/2	3
		Physical Education	1/4	2
		Total	7 1/4	16
Learning Period # 10		Coop. or Work Experience Program or Approved Freelance Work or Research		
		Grand Total	65	142

Figure 149d

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department FASHION BUYING AND MERCHANDISING (VARIATION #2 WITHOUT COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period #1	FM11A	Intro. Fashion Marketing	1	2*
	FM11B	Intro. Fashion Marketing	1	2*
	AC02A	Sales Promotion	1 1/2	3
	AR02A	Fashion Art & Design	1/2	2
		Liberal Arts		
	EN11A	English Composition	1 1/2	3
	SS13A	Hist. of Western Civilization	1	2*
		Total	6 1/2	14
Learning Period #2	FM11C	Intro. Fashion Marketing	1	2*
	AC02B	Sales Promotion	1 1/2	3
	AR02B	Fashion Art & Design	1/2	2
	AP07A	Apparel Design	1/2	2
		Liberal Arts		
	EN11B	English Composition	1 1/2	3
	SS13B	Hist. of Western Civilization	1	2*
		Total	6	14
Learning Period #3	AP07B	Apparel Design	1/2	2
	FM21A	Fashion Buying	2	4
	TX11A	Textile Science	1 1/2	4
		Liberal Arts		
	SC11A	Intro. to Physical Sciences	1	2*
	SC11B	Intro. to Physical Sciences	1	2*
	SS13C	Hist. of Western Civilization	1	2*
		Total	7	16
Learning Period #4	TX11B	Textile Science	1 1/2	4
	FM21B	Fashion Buying	2	4
	FM22A	Merchandising Planning	1	2*
		Liberal Arts		
	EN11A	English Speech or other	1 1/2	3
	SC11C	Intro. to Physical Sciences	1	2*
		Total	7	15
Learning Period #5	FM22B	Merchandising Planning	1	2*
	FM22C	Merchandising Planning	1	2*
	TS92A	Advanced Textile Science	1	2
		Liberal Arts		
	SC12A	Intro. to Biological Science	1 1/2	3
	EN11B	English Speech or other	1 1/2	3
		Total	6	12

Figure 49e

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department FASHION BUYING AND MERCHANDISING(VARIATION #2 WITHOUT COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period #6	FM33A	Executive Leadership	1 1/2	3
	TS92B	Advanced Textile Sciences	1	2
	FM44A	Consumer Motivation	1	2*
		Liberal Arts		
	FM24A	Workshop in Fashion Buying	1 1/2	3
	SC12B	Intro. to Biological Science	1 1/2	3
		Physical Education	1/4	2
		Total	6 3/4	15
Learning Period #7	FM33B	Executive Leadership	1 1/2	3
	FM44B	Consumer Motivation	1	2*
	FM74A	Workshop in Fashion Planning	1	2*
	FM24B	Workshop in Fashion Buying	1 1/2	3
		Liberal Arts		
	SS31A	Psychology	1	2*
	SS31B	Psychology	1	2*
		Total	7	14
Learning Period #8	FM74B	Workshop in Fashion Planning	1	2*
	FM74C	Workshop in Fashion Planning	1	2*
	FM54A	Case Studies in Fashion Marketing	1	2*
	FM44C	Consumer Motivation	1	2*
		Liberal Arts		
	SS21A	Sociology	1	2*
	SS31C	Psychology	1	2
		Physical Education	1/4	2
		Total	6 1/4	14
Learning Period #9	MG06A	Apparel Production Analysis	1	2
	FM54B	Case Studies in Fashion Marketing	1	2
	FM84A	Fashion Workshop in Television	1	2
		Liberal Arts		
	SS21B	Sociology	1	2*
	SS21C	Sociology	1	2*
	SS41A	Economics	1	2*
		Physical Education	1/4	2
		Total	6 1/4	14
Learning Period #10	MG06B	Apparel Production Analysis	1	2
	FM54C	Case Studies in Fashion Marketing	1	2
	FM84B	Fashion Workshop in Television	1	2
	FM84C	Fashion Workshop in Television	1	2
		Liberal Arts		
	SS41B	Economics	1	2*
	SS41C	Economics	1	2
		Physical Education	1/4	2
		Total	6 1/4	14
		Grand Total	65	142

*Represented adjusted time allowances based on time equalization for courses offered as mini-courses, compacted courses, or expanded learning period courses.

Recommendation:

> It is recommended that a new study be made to determine the need or justification for cooperative education as an essential prerequisite for graduation. The study should encompass a new look at broad objectives of the college as well as the fashion industry. It should be based on the concept of a restructured curriculum and new time blocks rather than the traditional calendar offerings of a past decade. One or more meetings with responsible representatives of the fashion industry should be held to alert them to the nature of the recommended continuous learning year calendar because the new design can set the stage for a different type of cooperative education program than that sponsored in the past or at present.

In lieu of the cooperative education program, one may consider the value of independent study, freelance work, some travel to study the fashion industry needs and practices in foreign countries. It is assumed that all such options will be taken by a small segment of the college enrollees, but they are possibilities if the staff is flexible.

Program of Study Option No. 2

Instead of reserving a learning period for cooperative education or the orientation and skills development program, the college may elect the option of a 10-learning period instructional program. While they still remain as open options, the emphasis of Option No. 2 lies in the modification of the curriculum so it can be completed in 10 learning periods instead of eight. Here, the principles of time equalization are brought into play with the prospect of reducing the weekly student contact hour load.

Recommendation:

> It is recommended that the college curriculum be redesigned to meet the needs of a student body that will be working through 10 full learning periods instead of eight. One of the primary goals should be a potential reduction in student weekly contact hours. If space is not a major objective, the reduction in basic contact hours will set the stage for independent study and enrichment type programs both within and outside of the college walls.

Figure 50

POTENTIAL COURSE DISTRIBUTION WITH REGULAR COLLEGE CALENDAR SCHEDULING

Name of Department TEXTILE DESIGN

	Course Coding	Name of Course	Credit Hours	Contact Hours
Semester #1	TX11	Textile Design	3	6
	TX21	Studio Practices	3	6
	TX30	Woven Design (loom)	1	3
	TX41	Nature Studies	1	3
	TX70	Color Fundamentals	2	3
		Liberal Arts		
	SS11	Hist. of Civilization & Art	3	3
	EN11	English Comp. or other	3	3
		Total	16	27
Semester #2	TX12	Printed Fabrics	3	6
	TX22	Painted Woven Design	3	6
	TX31	Woven Design (loom)	1	3
	TX42	Nature Studies	1	3
	TS11	Textile Science	3	4
		Liberal Arts		
	SS12	Hist. of Civilization & Art	3	3
	EN12	English Speech	3	3
		Physical Education	1/2	2
			17 1/2	30
Semester #3	TX13	Printed Fabrics	3	6
	TX43	Nature Studies	1	3
	TX53	Indus./Studio Practice	1	2
	TX23	Decorative Fabrics	3	6
	TX32	Woven Design	1 1/2	3
	TS82	Adv. Textile Science	2	3
		Liberal Arts		
	SC11	#1 Intro. to Physical Sciences	3	3
	SS21	#2 Introductory Sociology	3	3
		Total	17 1/2	29
Semester #4	TX14	Printed Fabrics	3	6
	TX24	Decorative Fabrics	3	6
	TX54	Industrial Studio Practice	1	2
	TX36	Weaving	1	3
	TX82	Design of Knitted Fabric	3	4
		Liberal Arts		
	SC12	#3 Intro. to Biological Sciences	3	3
	SS31	#4 Psychology	3	3
		Physical Education	1/2	2
		Total	17 1/2	29
		Grand Total	68 1/2	115

Figure 50b

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department TEXTILE DESIGN (VARIATION #1 WITH COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period # 1	TX11A	Textile Design	1 1/2	6
	TX21A	Studio Practices	1 1/2	6
	TX30A	Woven Designs	1/2	3
	TX70A	Color Fundamentals	1	3
		Liberal Arts		
	SS11A	Hist. of Civilization & Art	1 1/2	3
	EN11A	English Comp. or other	1 1/2	3
		Physical Education	1/4	2
		Total	7 3/4	26
Learning Period # 2	TX11B	Textile Design	1 1/2	6
	TX21B	Studio Practices	1 1/2	6
	TX30B	Woven Designs	1/2	3
	TX70B	Color Fundamentals	1	3
		Liberal Arts		
	SS11B	Hist. of Civilization & Art	1 1/2	3
	EN11B	English Comp. or other	1 1/2	3
		Physical Education	1/4	2
		Total	7 3/4	26
Learning Period # 3	TX41A	Nature Studies	1/2	3
	TX41B	Nature Studies	1/2	3
	TX12A	Printed Fabrics	1 1/2	6
	TX22A	Painted Woven Designs	1 1/2	6
	TS11A	Textile Science	1 1/2	4
		Liberal Arts		
	SS12A	Hist. of Civilization & Art	1 1/2	3
		Pysical Education	1/4	2
		Total	7 1/4	27
Learning Period # 4	TX12B	Printed Fabrics	1 1/2	6
	TX22B	Painted Woven Designs	1 1/2	6
	TS11B	Textile Science	1 1/2	4
	TX31A	Woven Designs	1/2	3
		Liberal Arts		
	SS12A	Hist. of Civilization & Art	1 1/2	3
	EN12A	English Speech or other	1 1/2	3
		Total	8	25
Learning Period # 5	TX31B	Woven Designs	1/2	3
	TX23A	Decorative Fabrics	1 1/2	6
	TX13A	Printed Fabrics	1 1/2	6
	TX42A	Nature Studies	1/2	3
	SC11A	Physical Sciences	1 1/2	3
	EN12B	English Speech or other	1 1/2	3
		Physical Education	1/4	2
		Total	7 1/4	26

Figure 50c

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department TEXTILE DESIGN (VARIATION #1 WITH COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period #6	TX23B	Decorative Fabrics	1 1/2	6
	TX13B	Printed Fabrics	1 1/2	6
	TX42B	Nature Studies	1/2	3
	TX53A	Industrial Studio Practices	1/2	2
	TX32A	Woven Design	3/4	3
		Liberal Arts		
	SC11B	Physical Science	1 1/2	3
	SS21A	Sociology	1 1/2	3
		Total	7 3/4	26
Learning Period #7	TX53B	Industrial Studio Practices	1/2	2
	TX43A	Nature Studies	1/2	3
	TX43B	Nature Studies	1/2	3
	TX24A	Decorative Fabrics & Wallpaper	1 1/2	6
	TX32B	Woven Design	3/4	3
	TX36A	Weaving	1/2	3
	SC12A	Biological Science	1 1/2	3
	SS21B	Sociology	1 1/2	3
		Total	7 1/4	26
Learning Period #8	TX24B	Decorative Fabrics & Wallpapers	1 1/2	6
	TX14A	Printed Fabrics	1 1/2	6
	TX82A	Design of Knitted Fabrics	1 1/2	4
	TX36B	Weaving	1/2	3
	TS82A	Advanced Textile Sciences	1	3
	TX54A	Industrial Studio Practices	1/2	2
		Liberal Arts		
	SC12B	Biological Science	1 1/2	3
		Total	8	27
Learning Period #9		Coop. or Work Experience		
Learning Period #10	TX14B	Printed Fabrics	1 1/2	6
	TX82B	Advanced Textile Science	1	3
	TX82B	Design of Knitted Fabrics	1 1/2	4
	TX54B	Industrial Studio Practices	1/2	2
		Liberal Arts		
	SS31	Psychology	1 1/2	3
	SS31	Psychology	1 1/2	3
		Total	7 1/2	21
		Grand Total	68 1/2	230

Figure 50d

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department TEXTILE DESIGN (VARIATION #2 WITHOUT COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period #1	TX11A	Textile Design	1 1/2	6
	TX21A	Studio Practices	1 1/2	6
	TX30A	Woven Designs	1/2	3
		Liberal Arts		
	SS11A	Hist. of Civilization & Art	1 1/2	3
	EN11A	English Composition	1 1/2	3
		Physical Education	1/4	2
		Total	6 3/4	23
Learning Period #2	TX11B	Textile Design	1 1/2	6
	TX21A	Studio Practices	1 1/2	6
	TX30B	Woven Designs	1/2	3
	TX70A	Color Fundamentals	1	3
		Liberal Arts		
	SS11B	Hist. of Civilization & Art	1 1/2	3
	EN11B	English Composition	1 1/2	3
		Total	7 1/2	24
Learning Period #3	TX70B	Color Fundamentals	1	3
	TX41A	Nature Studies	1/2	3
	TX41B	Nature Studies	1/2	3
	TX12A	Printed Fabrics	1 1/2	6
	TX22A	Painted Woven Designs	1 1/2	6
		Liberal Arts		
	SS12A	Hist. of Civilization & Art	1 1/2	3
		Physical Education	1/4	2
		Total	6 3/4	26
Learning Period #4	TS11A	Textile Science	1 1/2	4
	TX12B	Printed Fabrics	1 1/2	6
	TX22B	Painted Woven Designs	1 1/2	6
		Liberal Arts		
	SS12B	Hist. of Civilization & Art	1 1/2	3
	EN12A	English Speech	1 1/2	3
		Total	7 1/2	22
Learning Period #5	TS11B	Textile Science	1 1/2	4
	TX31A	Woven Design	1/2	3
	TX23A	Decorative Fabrics	1 1/2	6
	TX13A	Printed Fabrics	1 1/2	6
		Liberal Arts		
	EN12B	English Speech	1 1/2	3
		Physical Education	1/4	2
		Total	6 3/4	24

Figure 50e

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department TEXTILE DESIGN (VARIATION #2 WITHOUT COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period # 6	TX13B	Printed Fabrics	1 1/2	6
	TX23B	Decorative Fabrics	1 1/2	6
	TX31B	Woven Design	1/2	3
	TX42A	Nature Studies	1/2	3
		Liberal Arts		
	SC11A	Physical Science	1 1/2	3
	SC11B	Physical Science	1 1/2	3
		Total	7	24
Learning Period # 7	TX42B	Nature Studies	1/2	3
	TX32A	Woven Design	3/4	3
	TX53A	Industrial Studio Practices	1/2	2
	TX24A	Decorative Fabrics & Wallpaper	1 1/2	6
	TX14A	Printed Fabrics	1 1/2	6
		Liberal Arts		
	SC12A	Biological Science	1 1/2	3
		Physical Education	1/4	2
		Total	6 1/2	25
Learning Period # 8	TX24B	Decorative Fabrics & Wallpapers	1 1/2	6
	TX14B	Printed Fabrics	1 1/2	6
	TX32B	Woven Design	3/4	3
	TX53B	Industrial Studio Practices	1/2	2
		Liberal Arts		
	SS21A	Sociology	1	2
	SC12A	Biological Science	1 1/2	3
		Total	6 3/4	22
Learning Period # 9	TX43A	Nature Studies	1/2	3
	TX36A	Weaving	1/2	3
	TS82A	Advanced Textile Science	1	3
	TX82A	Design of Knitted Fabrics	1 1/2	4
	TX54A	Industrial Studio Practices	1/2	2
		Liberal Arts		
	SS21B	Sociology	1	2
	SS31A	Psychology	1 1/2	3
		Total	6 1/2	20
Learning Period # 10	TX36B	Weaving	1/2	3
	TS82B	Advanced Textile Science	1	3
	TX82B	Design of Knitted Fabrics	1 1/2	4
	TX54B	Industrial Studio Practices	1/2	2
	TX43B	Nature Studies	1/2	3
		Liberal Arts		
	SS31B	Psychology	1 1/2	3
	SS21C	Sociology	1	2
		Total	6 1/2	20
		Grand Total	68 1/2	230

The adoption of Option No. 1 does not eliminate the prospect of a reduction in contact hours. The major difference in the two options may be in the packaging of student programs. The student work load may be spread over 10 learning periods with Option No. 2 whereas, it may have to be compacted in nine learning periods with Option No. 1 to insure that students will be completely free of course obligations for a full learning period of at least 8 weeks.

Program of Study Option No. 3

Election of Option No. 3 introduces a relatively different concept of year-round schooling. Here the major emphasis will be placed on student acceleration. Student loads are not deliberately reduced which indicates an automatic acceleration of students. All students with no major academic problems should be able to complete the basic curriculum requirements of the college by the end of the eighth learning period. Thus, students working through stream 1 could conceivably be ready for the world of work by the end of January of the second year. Similarly, students working through stream 2 would be ready for graduation during the first week of February. Students working in streams 3, 4, or 5 would be released at the end of their eighth learning period which may range from February through mid-March. The foregoing assumes that there will be a staggered entry. With a common entry date for four of the five streams, the termination of the 2-year college program would be set for the end of January with a July entry, at the end of February with an August entry, or at the end of March with a common entry in September.

One argument for the student acceleration approach is that students would graduate early and therefore would have an edge in the job market over graduates of colleges operating under the regular college calendar.

Figure 5la

POTENTIAL COURSE DISTRIBUTION WITH REGULAR COLLEGE CALENDAR SCHEDULING

Name of Department TEXTILE AND APPAREL MARKETING

	Course Coding	Name of Course	Credit Hours	Contact Hours
Semester #1	FM11	Intro. to Fashion Marketing	3	3
	ACO2	Sales Promotion	3	3
	TS11	Textile Science	3	4
		Liberal Arts		
	SC11	Intro. to Physical Sciences	3	3
	EN11	English Composition	3	3
		Total	15	16
Semester #2	TA31	Salesmanship	3	3
	FM44	Consumer Motivation	3	3
	ARO2	Fashion Art & Design	1	2
	APO7	Apparel Design	1	2
	MGO8	Apparel Mfg. Process.	3	3
		Liberal Arts		
	SC34	Elements of Chemistry	4	5
	SS41	Economics	3	3
		Total	18	21
Semester #3	FM25	Fashion Buying	3	3
	TA34	Sales Management	3	3
	MG84	Data Processing	3	3
	TS19	Adv. Textile Science	3	4
		Liberal Arts		
	SC31	The Evolution of Man	3	3
	EN12	English Speech	3	3
		Physical Education	1/2	2
		Total	18 1/2	21
Semester #4	TA54	Case Studies	3	3
	TA74	Marketing Management	3	3
		Liberal Arts		
	SS13	Hist. of Civilization & Art	3	3
	SS31	Psychology	3	3
	TX84	Design of Knitted Fabric	3	4
		Physical Education	1/2	2
		Total	15 1/2	18
		Grand Total	67	76

Figure 51b

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department TEXTILE AND APPAREL MARKETING (VARIATION #1 WITH COOP.)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period # 1	FM11A	Intro. to Fashion Marketing	1 1/2	3
	AC02A	Sales Promotion	1	2
	TS11A	Textile Science	1 1/2	4
	AR02A	Fashion Art & Design	1/2	2
	SC11A	Intro. to Physical Sciences	1 1/2	3
	EN11A	English Composition	1 1/2	3
		Physical Education	1/4	2
		Total	7 3/4	19
Learning Period # 2	FM11B	Intro. to Fashion Marketing	1 1/2	3
	AC02B	Sales Promotion	1	2
	TS11B	Textile Science	1 1/2	4
	AR02A	Fashion Art & Design	1/2	2
	SC11B	Intro. to Physical Sciences	1 1/2	3
	EN11B	English Composition	1 1/2	3
		Physical Education	1/4	2
		Total	7 3/4	19
Learning Period # 3	AC02C	Sales Promotion	1	2
	TA31A	Salesmanship	1 1/2	3
	FM44A	Consumer Motivation	1 1/2	3
	AP07A	Apparel Design	1/2	2
	AP07B	Apparel Design	1/2	2
		Liberal Arts		
	SC34A	Elements of Chemistry	2	5
		Total	7	17
Learning Period # 4	TA31B	Salesmanship	1 1/2	3
	MG08A	Apparel Mfg. Process	1 1/2	3
	FM44B	Consumer Motivation	1 1/2	3
		Liberal Arts		
	SC34B	Elements of Chemistry	2	5
	EN12A	English Speech or other	1	2
		Total	7 1/2	16
Learning Period # 5	MG08B	Apparel Mfg. Process	1 1/2	3
	FM25A	Fashion Buying	1 1/2	3
	TA34A	Sales Management	1	2
	MG84A	Data Processing	1	2
		Liberal Arts		
	EN12B	English Speech or other	1	2
	EN12C	English Speech or other	1	2
		Total	7	14

Figure 51c

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department TEXTILE AND APPAREL MARKETING (VARIATION #1 WITH COOP.)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period # 6	TA34B	Sales Management	1	2
	MG84B	Data Processing	1	2
	TS19A	Adv. Textile Science	1 1/2	4
	FM25B	Fashion Buying	1 1/2	3
		Liberal Arts		
	SS13A	Hist. of Civilization & Art	1 1/2	3
	SS31A	Psychology	1	2
		Total	7 1/2	16
Learning Period # 7	TA34C	Sales Management	1	2
	MG84C	Data Processing	1	2
	TS19B	Adv. Textile Science	1 1/2	4
		Liberal Arts		
	SS13B	Hist. of Civilization & Art	1 1/2	3
	SS31B	Psychology	1	2
	SS31C	Psychology	1	2
			7	15
Learning Period # 8		Coop. or Work Experience Program		
Learning Period # 9	TA54A	Case Studies	1 1/2	3
	TA74A	Marketing Management	1 1/2	3
	TX84A	Design of Knitted Fabrics	1 1/2	4
		Liberal Arts		
	SC31A	Evolution of Man	1 1/2	3
	SS41A	Economics	1 1/2	3
		Physical Education	1/4	2
		Total	7 3/4	18
Learning Period # 10	TA54B	Case Studies	1 1/2	3
	TA74B	Marketing Management	1 1/2	3
	TX84B	Design of Knitted Fabric	1 1/2	4
		Liberal Arts		
	SC31B	Evolution of Man	1 1/2	3
	SS41B	Economics	1 1/2	3
		Physical Education	1/4	2
		Total	7 3/4	18
		Grand Total	67	152

Figure 51d

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department TEXTILE AND APPAREL MARKETING (VARIATION #2 WITHOUT COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period # 1	FM11A	Intro. to Fashion Marketing	1 1/2	3
	TS11A	Textile Science	1 1/2	4
	AR02A	Fashion Art and Design	1/2	2
		Liberal Arts		
	SC11A	Intro. to Physical Sciences	1 1/2	3
	EN11A	English Composition or other	1	2
		Physical Education	1/4	2
		Total	6 1/4	16
Learning Period # 2	FM11B	Intro. to Fashion Marketing	1 1/2	3
	TS11B	Textile Science	1 1/2	4
	AR02B	Fashion Art & Design	1/2	2
		Liberal Arts		
	SC11B	Intro. to Physical Sciences	1 1/2	3
	EN11B	English Composition or other	1	2
		Physical Education	1/4	2
		Total	6 1/4	16
Learning Period # 3	AC02A	Sales Promotion	1	2
	TA31A	Salesmanship	1 1/2	3
	AP07A	Apparel Design	1/2	2
		Liberal Arts		
	SC34A	Elements of Chemistry	2	5
	EN11C	English Composition	1	2
		Physical Education	1/4	2
		Total	6 1/4	16
Learning Period # 4	AC02B	Sales Promotion	1	2
	TA31B	Salesmanship	1 1/2	3
	AP07B	Apparel Design	1/2	2
		Liberal Arts		
	SC34B	Elements of Chemistry	2	5
	EN12B	English Speech or other	1	2
		Physical Education	1/4	2
		Total	6 1/4	16
Learning Period # 5	AC02C	Sales Promotion	1	2
	FM44A	Consumer Motivation	1 1/2	3
	MG08A	Apparel Mfg. Process	1 1/2	3
	TA34A	Sales Management	1	2
		Liberal Arts		
	EN12B	English Speech or other	1	2
	EN12C	English Speech or other	1	2
		Total	7	14

Figure 5le

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department TEXTILE AND APPAREL MARKETING (VARIATION #2 WITHOUT COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period # 6	FM44B	Consumer Motivation	1 1/2	3
	MG08A	Apparel Mfg. Process	1 1/2	3
	TA34A	Sales Management	1	3
		Liberal Arts		
	SS31A	Psychology	1	2
	SS13A	Hist. of Civilization & Art	1 1/2	3
		Total	6 1/2	14
Learning Period # 7	MG84A	Data Processing	1	2
	MG84B	Data Processing	1	2
	TA34B	Sales Management	1	3
	FM25A	Fashion Buying	1 1/2	3
		Liberal Arts		
	SS31B	Psychology	1	2
	SS13B	Hist. of Civilization & Art	1 1/2	3
		Total	7	15
Learning Period # 8	FM25B	Fashion Buying	1 1/2	3
	MG84C	Data Processing	1	2
	TS19A	Adv. Textile Science	1 1/2	3
	TA74A	Marketing Management	1 1/2	3
		Liberal Arts		
	SS31C	Psychology	1	2
		Total	6 1/2	13
Learning Period # 9	TS19B	Advanced Textile Science	1 1/2	3
	TA54A	Case Studies	1 1/2	3
	TA74B	Marketing Management	1 1/2	3
		Liberal Arts		
	SS41A	Economics	1 1/2	3
	SC31A	Evolution of Man	1 1/2	3
		Total	7 1/2	15
Learning Period # 10	TA54B	Case Studies	1 1/2	3
	TX84A	Design of Knitted Fabrics	1 1/2	4
	TX84B	Design of Knitted Fabrics	1 1/2	4
		Liberal Arts		
	SS41B	Economics	1 1/2	3
	SC31B	Evolution of Man	1 1/2	3
		Total	7 1/2	17
		Grand Total	67	152

Similarly, students who fail courses or who have elected a lighter work load due to weaknesses in their background would still be able to graduate close to the regular college year closings.

Option 3 has an appeal to some Fashion Institute of Technology instructors and administrators because it can lead to the adoption of a 4-year college program that can be completed in 3 new calendar years or less. Similarly, some individuals who have been supporting the expansion of their 2 year programs to a $2\frac{1}{2}$- or 3-year program can plan to do so without having to add another year to the students' life line. For example, a $2\frac{1}{2}$ year course of study could be completed by the end of June with a July entry. Similarly, the 3-year program could be completed by the end of the 12th learning period or by early November of the third year.

While some students favor the acceleration program from an economic standpoint, the feasibility study recommends the priority be given to the options which set the stage for the reduction in student contact hours. This is based on the hypothesis that students will profit more from work experience or from having more free time during the period they are in college than if they terminate their schooling a few months earlier. Should the college elect to adopt the acceleration option it is recommended that some consideration be given to the introduction of one or more potential "E" terms.

Recommendation:

> It is recommended that the institution of any $2\frac{1}{2}$- 3- or 4-year student acceleration program be tempered through the imposition of a requirement that students work through at least one "E" term or extra learning period to reduce student loads or to give them a change of pace.

Curriculum Implications

A continuous learning year plan can be instituted without changing

the curriculum. Some staff members at Fashion Institute of Technology have indicated an interest in a rescheduled college calendar, but dread the prospect of a major curriculum revision.

1. Course Segmentation:

The continuous learning year calendar introduces an 8- or 9-week learning period. If the college staff wants to preserve the basic elements of the traditional semester, the semester courses will be spread over the full two learning periods. A 2-week break in the middle of the modified semester equivalent would not call for a change in the nature of the various courses. The preservation of the full semester course pattern is apt to be considered as a prerequisite for Option 3, the student acceleration approach.

The nonacceleration approaches call for the realignment of course offerings and a potential reduction in student work loads. Here, the full semester course limits the prospect of flexible course, student, and room assignments.

Recommendation:

> It is recommended that all basic semester courses be segmented to fit into new learning periods ranging from 2 weeks to 8 weeks. The simplest curriculum change calls for the segmentation of the traditional semester course into two parts or divisions that can be completed in an 8-week or 9-week learning period. More ideally will be the development of short mini-type courses that can be completed in 4 weeks or even 2 weeks if they are offered as intersession courses.

A number of junior colleges in New York State are operating with a modular schedule that calls for a new curriculum or at least a different segmentation of the basic semester course. In 1972, a special committee established to study the feasibility of an all-year college calendar for New York State colleges failed to come up with a true all-year college calendar, but the committee did recommend adoption of a 4-week module.

This recommendation may guide the Fashion Institute of Technology staff in the direction of curriculum changes which would facilitate the transfer of students to other colleges or junior colleges.

The feasibility study recommends the use of the 4- or 2-week time blocks as potential building blocks. For example, a unit approach can be structured in terms of activities which would normally take 2, 4, 6, or 8 weeks for completion. The ideal program would call for establishing mini-courses that could be completed in the 8-week learning periods. This would facilitate scheduling and promote a more flexible program of study, especially if the staff will concede to a multiple entrance of new students policy.

2. Time Compacting

The curriculum can be restructured in terms of a compacted course. For example, a regular semester course may be offered in an 8-week learning period through increasing either the number of class meetings or doubling the length of the class sessions.

3. Time Equalization

It may be desirable to compact some courses so they can be completed in a relatively short period of time. If time equalization is a prerequisite, all courses can be restructured into different modular time blocks as long as the contact hour and credits for the segmented course remain the same as the original prerequisites. For example, a regular semester course can be completed in 4 weeks or in 8 weeks if appropriate time limits have been set. In an area where instructors are especially concerned with the issue of chronological time as a possible maturation factor it may be possible to spread courses over longer periods of time. For example, a regular semester course can be divided into an A and a B

Figure 52a

POTENTIAL COURSE DISTRIBUTION WITH REGULAR COLLEGE CALENDAR SCHEDULING

Name of Department DISPLAY MAJOR

	Course Coding	Name of Course	Credit Hours	Contact Hours
Semester #1	FD31	Fashion Display	4	8
	FD41	Design & Rendering	2	4
	FD01	Basic Design	1	2
	FA11	Painting	1	3
	FM11	Intro. to Fashion Marketing	3	3
		Liberal Arts		
	SS11	Hist. of Civilization & Art	3	3
	EN11	English Composition	3	3
		Total	17	26
Semester #2	FD32	Fashion Display	4	8
	FD42	Design & Rendering	2	4
	FA02	Basic Design	1	2
	FP03	Photography	2	3
	FA12	Painting	1	3
		Liberal Arts		
	SS12	Hist. of Civilization & Art	3	3
	EN12	English Speech	3	3
		Physical Education	1/2	2
		Total	16 1/2	28
Semester #3	FD33	Fashion Display	4	8
	FD43	Design and Rendering	2	4
	ID22	History of Interior Design	2	3
	AR08	Fashion Art & Design	1	2
		Liberal Arts		
	SC11	Intro. to Physical Sciences	3	3
	SS21	Introductory Sociology	3	3
	TX70	Textile Color Fundamentals	2	3
		Physical Education	1/2	2
		Total	17 1/2	28
Semester #4	FD34	Fashion Display	4	8
	FD44	Design and Rendering	2	4
	FD61	Display Practices	2	2
	ID23	History of Interior Design	2	3
		Liberal Arts		
	SC12	Intro. to Biological Sciences	3	3
	SS41	Economics	3	3
		Total	16	23
		Grand Total	67	105

Figure 52b

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department DISPLAY MAJOR (VARIATION #1 WITH COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period #1	FD31A	Fashion Display	2	8
	FD41A	Design and Rendering	1	4
	FA01A	Basic Design	1/2	2
	FA11A	Painting	1/2	3
		Liberal Arts		
	SS11A	Hist. of Civilization & Art	1 1/2	3
	SS11B	Hist. of Civilization & Art	1 1/2	3
		Physical Education	1/2	2
		Total	7 1/4	25
Learning Period #2	FD31B	Fashion Display	2	8
	FD41B	Design and Rendering	1	4
	FA01B	Basic Design	1/2	2
	FA11B	Painting	1/2	3
		Liberal Arts		
	EN11A	English Composition or other	1 1/2	3
	EN11B	English Composition or other	1 1/2	3
		Physical Education	1/4	2
		Total	7 1/4	25
Learning Period #3	FM11A	Intro. to Fashion Marketing	1 1/2	3
	FD42A	Design and Rendering	1	4
	FD32A	Fashion Display	2	8
	FD02A	Basic Design	1/2	2
	FA12A	Painting	1/2	3
		Liberal Arts		
	SS12A	Hist. of Civilization & Art	1 1/2	3
		Physical Education	1/4	2
		Total	7 1/4	25
Learning Period #4	FM11B	Intro. to Fashion Marketing	1 1/2	3
	FD42B	Design and Rendering	1	4
	FD32B	Fashion Display	2	8
	FD02B	Basic Design	1/2	2
	FA12B	Painting	1/2	3
		Liberal Arts		
	SS12B	Hist. of Civilization & Art	1 1/2	3
		Physical Education	1/4	2
		Total	7 1/4	25
Learning Period #5		Coop.or Work Experience Program		

Figure 52c

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department DISPLAY MAJOR (VARIATION #1 WITH COOP.)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period # 6	FP03A	Photography	1	3
	FD33A	Fashion Display	2	8
	ID22A	History of Interior Design	1	3
	AR08A	Fashion Art & Design	1/2	2
	AR08B	Fashion Art & Display	1/2	2
		Liberal Arts		
	EN12A	English Speech or other	1 1/2	3
	SS21A	Sociology	1 1/2	3
		Total	8	24
Learning Period # 7	FP03B	Photography	1	3
	ID22B	History of Interior Design	1	3
	FD43A	Design and Rendering	1	4
	FD33B	Fashion Display	2	8
		Liberal Arts		
	EN12B	English Speech or other	1 1/2	3
	SS21B	Sociology	1 1/2	3
		Total	8	24
Learning Period # 8	ID23A	History of Interior Design	1	3
	FD43B	Design and Rendering	1	4
	TX70A	Textile Color Fundamental	1	3
	TX70B	Textile Color Fundamental	1	3
		Liberal Arts		
	SC11A	Intro. to Physical Sciences	1 1/2	3
	SC11B	Intro. to Physical Sciences	1 1/2	3
		Total	7	19
Learning Period # 9	FD34A	Fashion Display	2	8
	FD44A	Design and Rendering	1	4
	FD61A	Display Practices	1	2
	ID23A	History of Interior Design	1	3
		Liberal Arts		
	SC12A	Intro. to Biological Science	1 1/2	3
	SS41A	Economics	1 1/2	3
		Total	8	23
Learning Period # 10	FD34B	Fashion Display	2	8
	FD44B	Design and Rendering	1	4
	FD61B	Display Practices	1	2
		Liberal Arts		
	SC12B	Intro. to Biological Science	1 1/2	3
	SS41B	Economics	1 1/2	3
		Total	7	20
		Grand Total	67	210

Figure 52d

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department DISPLAY MAJOR (VARIATION #2 WITHOUT COOP.)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period #1	FD31A	Fashion Display	2	8
	FD41A	Design and Rendering	1	4
	FA01A	Basic Design	1/2	2
		Liberal Arts		
	SS11A	Hist. of Civilization & Art	1 1/2	3
	SS11B	Hist. of Civilization & Art	1 1/2	3
		Physical Education	1/4	2
		Total	6 3/4	22
Learning Period #2	FD31B	Fashion Display	2	8
	FD41B	Design and Rendering	1	4
	FA01B	Basic Design	1/2	2
	FA11A	Painting	1/2	3
		Liberal Arts		
	EN11A	English Composition or other	1 1/2	3
	EN11B	English Composition or other	1 1/2	3
		Total	7	23
Learning Period #3	FA11B	Painting	1/2	3
	FM11A	Intro. to Fashion Marketing	1 1/2	3
	FD32A	Fashion Display	2	8
	FD02A	Basic Design	1/2	2
	FD02A	Basic Design	1/2	2
		Liberal Arts		
	SS12A	Hist. of Civilization & Art	1 1/2	3
		Physical Education	1/4	2
		Total	6 3/4	23
Learning Period #4	FA12A	Painting	1/2	3
	FA12B	Painting	1/2	3
	FM11B	Intro. to Fashion Marketing	1 1/2	3
	FD32B	Fashion Display	2	8
		Liberal Arts		
	SS12B	Hist. of Civilization & Art	1 1/2	3
		Physical Education	1/4	2
		Total	6 1/4	22
Learning Period #5	FD42A	Design and Rendering	1	4
	FD42B	Design and Rendering	1	4
	AR08A	Fashion Art & Display	1/2	2
	ID22A	History of Interior Design	1	3
	ID22B	History of Interior Design	1	3
		Liberal Arts		
	EN12A	English Speech or other	1 1/2	3
		Physical Education	1/4	2
		Total	6 1/4	21

Figure 52e

POTENTIAL COURSE DISTRIBUTION WITH ADOPTION OF CONTINUOUS LEARNING YEAR

Name of Department DISPLAY MAJOR (VARIATION #2 WITHOUT COOP)

	Course Coding	Name of Courses	Credit Hours	Contact Hours
Learning Period # 6	FD33 A	Fashion Display	2	8
	ID23 A	History of Interior Display	1	3
	AR08 B	Fashion Art & Display	1/2	2
		Liberal Arts		
	EN12 B	English Speech or other	1 1/2	3
	SS21 A	Sociology	1 1/2	3
		Total	6 1/2	19
Learning Period # 7	FD33 B	Fashion Display	2	8
	ID23 B	History of Interior Display	1	3
	FP03 A	Photography	1	3
	FD43 A	Design and Rendering	1	4
		Liberal Arts		
	SS21 B	Sociology	1 1/2	3
		Total	6 1/2	21
Learning Period # 8	FP03 B	Photography	1	3
	FD43 B	Design and Rendering	1	4
	TX70 A	Textile Color Fundamental	1	3
	TX70 B	Textile Color Fundamental	1	3
		Liberal Arts		
	SC11 A	Intro. to Physical Sciences	1 1/2	3
	SC11 B	Intro. to Physical Sciences	1 1/2	3
		Total	7	19
Learning Period # 9	FD34 A	Fashion Display	2	8
	FD44 A	Design and Rendering	1	4
	FD61 A	Display Practices	1	2
		Liberal Arts		
	SC12 A	Intro. to Biological Science	1 1/2	3
	SS41 A	Economics	1 1/2	3
		Total	7	20
Learning Period # 10	FD34 B	Fashion Display	2	8
	FD44 B	Design and Rendering	1	4
	FD61 B	Display Practices	1	2
		Liberal Arts		
	SC12 B	Intro. to Biological Science	1 1/2	3
	SC41 B	Economics	1 1/2	3
		Total	7	20
		Grand Total	67	210

segment or it can be subdivided into A, B, and C segments with appropriate adjustments in contact hour requirements. It is possible to take the A and B or the B and C courses at one time or they can be offered over the span of three learning periods. The latter approach may be desired where the chronological maturation factor is an issue. For demonstration purposes a number of Fashion Institute of Technology curriculums have been segmented to show possible student work loads with programs built around Option 1 and Option 2. In order to reduce student work loads courses are shown as segmented A and B or A, B, and C courses. However, if the modular base of four is used, the same courses may be appropriately segmented into A, B, C, and D courses.

Although a course is divided into three or four parts, the parts cannot always be treated as separate and complete entitities unless the college staff modifies its thinking regarding sequence. Research has shown that many aspects of the curriculum can be studied without the student having completed so-called prerequisites. However, implementation of an innovative curriculum at Fashion Institute of Technology may be difficult because of the widespread feeling that many courses must be offered in a sequential pattern.

Recommendation:

> If the instructors really believe in the need for innovative practices or the need for a more individualized program of study, the staff should take a new look at the place of sequence. Where it is possible to structure courses so they can be taken in isolation from other courses, one can be assured that flexibility can become an outgrowth of the recommended new programs. Failure to eliminate some of the sequence prerequisites will limit the institution of time compacting programs or the introduction of a new multiple year entrance policy.

The Prospect of Multiple Entrances

At present the college operates under a calendar which allows students

to enter Fashion Institute of Technology as new first-time students at least twice a year. This practice can continue or it can be modified to permit multiple admissions during the course of the year. In theory, it would seem practical to institute a continuous admissions and entry policy. Students would be able to enter at the beginning of any new learning period with a continuous learning year program or they could enter at designated points on the new educational time line.

One approach calls for admitting new students at the start of each new learning period. If this policy is adopted, it is conceivable that they could be entered at 25 points on the educational time line.

A second approach calls for admitting new students at 8-week intervals. This could be modified to establish new entry points at 10-, 12-, 14-, or 16-week intervals.

A third approach calls for the adoption of a fall and a midyear entry policy. With the common entry policy this would parallel the current admissions practice. With the extension of the staggered entry to a midyear staggered admissions policy similar to the ones depicted for the July, August, or September entries, it is conceivable that students could be entered 10 times during the course of a calendar year.

The multiple entry policy would make it relatively easy for students to transfer to Fashion Institute of Technology from other colleges. Unfortunately, the public schools have not shown a willingness to release students who have completed the prescribed number of credits necessary for graduation from high school. This was a barrier a decade ago when New York State colleges experimented with trimester and four quarter calendars. Again, a national survey showed a reluctance on the part of high school principals to allow high school students to leave before the end of their

senior year even though they conceded that the students should be able to do so if and when they had completed the minimal course requirements for graduation.

During the first year of operation it may be simpler for the administration to ignore the prospect of a multiple entry policy. However, the double entry with a staggered fall and midwinter entry may be considered as a suitable compromise to those who desire a more liberal admissions and entry policy.

Recommendation:

> It is recommended that the admissions policies be revised or restructured to facilitate the entry of students, both full-time and part-time on a staggered basis during the summer or fall and again during the winter. This would provide 10 potential entries if nothing is done to bring in more than one group of students at the same time.

Implementation of a miltiple entry policy would depend upon publicizing the policy to the sending high schools or colleges that Fashion Institute of Technology normally draws upon, plus many that may not have been directly contacted in prior years. The adoption of the continuous learning year plan will facilitate raising quotas and admitting more students. This will provide a larger pool of students to assign to designated streams and therefore help minimize the prospect of singleton classes.

The Scheduling Problem

Current scheduling operations at Fashion Institute of Technology are slow and cumbersome due to a hand operation. While the adoption of a continuous learning year calendar does not depend upon the use of a computer scheduling technique, it is recommended that the entire college admissions and scheduling process be computerized.

In the past public school and college administrators have resisted the adoption of an all-year school or college calendar because of the work involved. With the advance in scheduling technology through the use of assorters and computers, the entire admissions and scheduling processes can be speeded up. In many instances the computer scheduling costs can be offset by a number of supportive staff reductions.

While the computer can be of tremendous value to a college like Fashion Institute of Technology, the research has shown that the computer may not be necessary where there is considerable staff teaming or where large blocks of time are set aside for classes. This is a factor which the study has not been able to isolate since the curriculum has not been modified and there is no evidence that some of the sequence constraints will be modified to permit course time compacting.

The rigidity of some of the curricular requirements has been one factor in the preservation of the hand scheduling process. Block type scheduling or programs with minimal free electives are not a major barrier to one experienced in scheduling classes, students, rooms, or instructors. If the college calendar is restructured and the curriculum is segmented, the scheduling process can be much more complex than it is at present, but it may be easier to resolve some of the scheduling problems if the enlarged enrollment reduces singleton courses. Again, a multiple entry policy would have some advantages over the single entry system. Perhaps the critical element that may justify an immediate switch to computer scheduling will be the issue of flexibility. For example, if students have a greater choice of electives or if there is less emphasis placed on sequence or prior course prerequisites, the number of variables increase to the point that hand scheduling becomes too complex for any one individual to cope with unassisted by several supportive staff workers.

The Computer Issue At Fashion Institute of Technology

Fashion Institute of Technology has a computer and a small staff, but the complex equipment has not been used effectively as an administrative tool. The feasibility study recommends the establishment of new priorities for the use of the computer. Current applications are structured to an industrial research design. The present staff may need to be augumented to provide direction and leadership in developing programs which will facilitate the college administration. Fortunately, it is easy to obtain computer programs that have been perfected to serve other colleges and institutions coping with similar problems. It would appear that the administration has three options:

The feasibility study points up the need to update the admissions and scheduling processes if the college is to enroll more students and to assign them to programs calling for greater flexibility. The researcher is biased in favor of extending the computer requirements to every possible type of administrative need. A large number of supportive staff members, including professional staff members, are engaged in time consuming, hand operations that are often frustrating to students as well as staff. The entire record system may have to be updated, but once this is done the possibility of error is very small.

A rule of thumb regarding error potential sets 10 percent as the probable rate for hand operations. This would normally be reduced to approximately 1 percent with the adoption of a good data processing system.

The cost of instituting a complete computer program will be partially offset by the reduced need for supportive staff, files, and space. The big issue to be resolved is the need for the current research computer

program. At the present time activities are not always related to the ongoing instructional program, but they should not be terminated if they are essential to the realization of desired college goals and objectives. In fact, the study points of the probability of modifying some of the current research programs so they can become a more realistic part of the educative process. For example, students should have realistic experiences with computer inventory control. It is conceivable that several college courses or at least mini-courses could be developed that call for the use of the computer. Public schools have reached the stage where computer assisted instructional programs are a possibility. There is no reason why similar programs cannot be developed to serve the needs of the Fashion Institute of Technology students. With a good retrieval system the computer can supplement and even replace a number of college instructors, thereby providing some of the funds necessary for redesigning and updating the current research computer operation.

Choice No. 1

The college can elect to continue with the present computer. Unfortunately, the machine is small and even if it is reconfigured to cope with administrative details, it would not be able to handle the ever increasing details or demands that are being placed on the college regardless of whether it goes to a year round operation or continues to operate as a two semester college. A new print out unit can be rented at a nominal fee to facilitate the production of data required for a modern business type of operation. Some new staff workers will be necessary to insure an around the clock operation.

Choice No. 2

The college can elect to go to an external outside service bureau. A large number of firms have the equipment and staff necessary for the development of one or more computer programs desired. It is possible to purchase a number of packages that have been developed for other colleges. However, private service bureaus may not be prepared to develop computer programs necessary for the ever increasing demands of the college without starting from scratch. Research or development time can be expensive.

Choice No. 3

> The college can elect to drop the current machine and hook up with an outside source such as SUNY. The State University Computer Center serves a large number of junior colleges of the State. Therefore, it has a processing system which is ready to cope with all the immediate and potential new data processing demands that a college like Fashion Institute of Technology may have in the near future.

The SUNY operation is prepared to process the applications of students and increase program flexibility such as multiple entry option. It can define the facility capabilities of a college and assign students to sections or streams, to instructors, to room, and to time limitations. Most conflicts can be readily resolved with the aid of the computer. Transfers to and out of the college can be handled readily. Cost figures can be provided for a number of elements. For example, course costs, contact hour costs, section costs, salary costs, costs per pupil, or costs per class are possible. A most desired computer program centers around the payroll. At least one such computer program is ready to handle all the requirements of audit and control.

Recommendation:

> It is recommended that immediate steps be taken to obtain computer data processing facilities that will replace the costly hand operations necessary for the administration of a large and growing institution. In view of the low regard that the college staff has for the present computer operation, an outside service agency may be employed to provide the data and services required for an efficient operation. This agency need not completely replace the current computer operations since there are two distinctly different computer requirements. The research computer activities may be continued and expanded to serve the instructional needs of the college, but it is doubtful that it can meet the dual needs of the institution without a change in philosophy, staff leadership, and direction.

While the researcher favors purchasing a complete computer package such as the one available through SUNY, it is possible to secure the services of a private service agency to handle the scheduling aspects at a relatively low per pupil cost and with a minimal amount of time.

Updating the Admissions Practices

At the present time the community colleges and junior colleges of the State and Nation are not facing the prospect of a shortage of students. However, this contition may not last. To be competitive the Fashion Institute of Technology admissions office should speed up the process of recruitment and acceptance of prospective students. The computer processing will be one step in that direction, but the evaluation of student applications will still require the expertise of competent admissions officers. Decisions regarding academic backgrounds can easily be based on a coding of marks and instructor verbal ratings that are readible to the computer.

The evaluation of student readiness for the fashion world in terms of prescribed art requirements is more subjective. Current evaluations of the art prerequisites as demonstrated by tests or an art portfolio are time consuming and costly for the college and the student. While the process may appear to be democratic and sound, it is recommended that it be reassigned to a staff member of the admissions office who has an art background that will enable him to evaluate the art qualifications of prospective college applicants during an interview on the college campus or even in the high schools where he may be recruiting.

Recommendation:

> It is recommended that the processing of student applications be updated by the employment of one or more admissions officers who have sufficient artistic skill and knowledge to evaluate the art qualifications of prospective students without having to refer them to the college instructional staff. Should students fail to meet desired art qualifications, they can be immediately referred to curriculum fields where there are openings for students who do not have an art background or they can be assigned to one or more of the art skills development programs recommended for the continuous learning year program.

The college instructors often give simple art tests to help evaluate an applicant's background. The administration of such tests does not call for high expertise and specialized training, therefore the new admissions officer need not be called upon to do more than evaluate the test or examine the portfolio. Supportive staff members can do the menial work. Should there be any question about a student's art qualification, the new art oriented admissions officer would still be able to refer them to memebers of the art staff who can provide a measure of guidance or assistance.

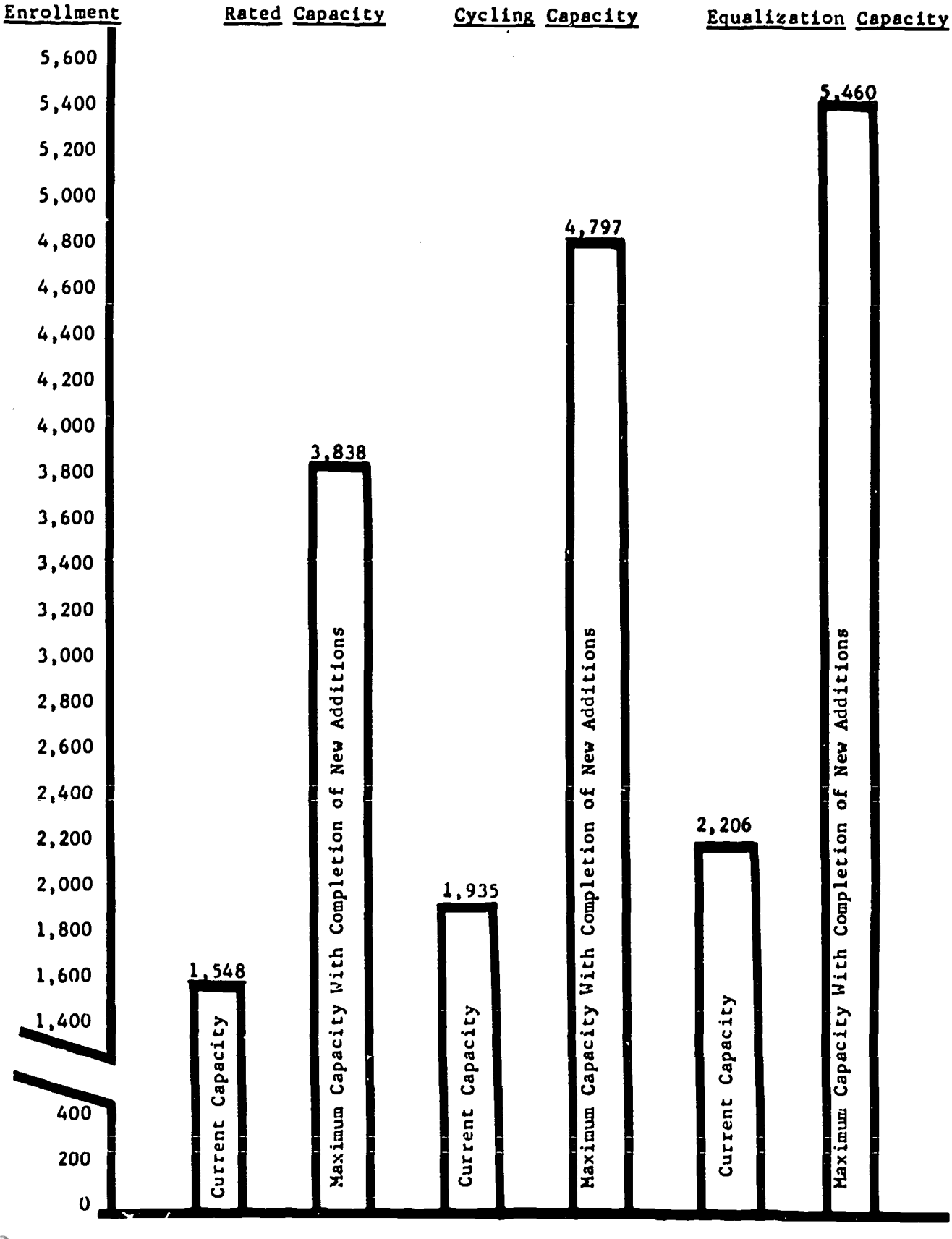
Staff Requirements With the Adoption of a Continuous Learning Year Cycling Plan

Since term rotation could increase total college enrollments, adoption of a continuous learning year can require an increase in staff. The critical element is the flexibility of the employment contract and the staff's interest in the new potential time blocks. Teachers who want to earn more money can elect to teach beyond the normal college year or they can increase their weekly work loads. If a large segment of the staff, especially the professional staff will elect to increase their contract obligations, the college can realize a dollar savings, especially in the area of fringe benefits.

At the present time the college employs many day and night faculty members on a part-time basis. This can be carried over into the continuous learning year program for some additional savings in the instructional accounts. The feasibility study assumes that the college will continue to employ a number of staff members who may be classified as part-time employees. However, the uncertain element is the interest of the current staff members in rescheduling the year. Interviews have revealed mixed feelings regarding the issue. Some have show a materialistic

Figure 53

COMPARATIVE INCREASES IN CURRENT AND NEW COLLEGE INSTRUCTIONAL CAPACITIES WITH ADOPTION OF STAGES I AND II OF THE FIVE-STREAM CONTINUOUS LEARNING YEAR



interest based on their personal needs. The prospect of extra income for extra service appeals to some, but others see the rescheduled college calendar as a threat to their freedom to engage in other activities over the summer. This issue can be resolved if the college administrators will adopt a flexible staffing policy which gives a measure of freedom to the professional staff members regarding when they will teach and when they will be free.

One of the dangers of the flexible employment policy lies in the possibility that many of the experienced and key instructors will elect to take their vacations at the same time. This fact has been recognized as an obstacle to the successful operation of past all-year college programs. If the continuous learning year program is to be more than a cliche, the college must insure that there is a balanced staff on campus at all times. This means that the summer learning periods should not be entirely staffed with substitutes or part-time employees.

A critical factor in staffing the college with an all-year calendar is the large number of professional women. This is evident in the fact that the 1972 fall salary average for women professors was $30,525 whereas the male average was $29,992. Similarly, in the associate category the male average was $22,536 compared to the female average of $23,226. At the assistant level the differential was insignificant -- $8.00 in favor of the men. The male salary averages were higher in the instructor and lecture positions. In the latter category the male average was $16,830 compared to the female average of $13,550. The significance of the salary figures lies in the fact that women have not always looked at the all-year school calendar in terms of monetary gains. With inflation and high taxes threating everyone, this may not be true if the entire college

staff is given an option to earn more money through rescheduling their vacations and work loads.

If a large number of the men elect to take advantage of the extra pay for extra work option, the large number in the assistant and lecture category can result in some savings in the instructional accounts. These can be wiped out if a large number of the women who fall into the high salary brackets elect to accept the 11- or 12-month employment option or one of the variations which calls for an increased work load during the fall, winter, or spring learning periods. The odds are against the acceptance of year-round employment by staff members in the upper salary brackets, regardless of their sex, but this remains a nebulous factor since the feasibility study did not attempt to survey staff readiness or interest in the prospect of more money for extra effort.

The feasibility study showed a lack of understanding of the basic design and the staffing implications. This made it extremely difficult to formulate a conclusion or make a generalization regarding staff interest in what is often referred to as year-round employment. Many staff members assumed that the new calendar would automatically require a sacrifice of the traditional summer vacation if one wanted to increase his or her salary. The staffing illustrations show that this need not be true. As a result the staffing requirements for an increased enrollment may be far less than would be true if the college continued to operate with the regular two semester calendar.

The Air Conditioning Issue

Fashion Institute of Technology has operated a relatively small summer program in the past. The argument has been raised that the full college facilities cannot be utilized on an all-year basis due to the lack

of air conditioning. However, this has not been raised as often at the college level as it has in the public schools since many college programs across the country have shown that students have learned as well in the summer as they have during other seasons. One instructor argued:

> "You can institute a successful all-year college program in some parts of the country, but New York City is impossible in the summer."

This argument may be countered with the illustration that New York University and Columbia University and other metropolitan area colleges have operated summer programs for decades with enrollments many times their regular full-time college enrollments.

The emotionalism over the lack of air conditioning is generally a factor that has to be reckoned with when implementing a continuous learning year program. If such a program is instituted prior to the opening of the new college facilities, there will be those who will oppose the plan if no additional air conditioning is done to the old building. This would involve considerable cost. However, if the plan is not implemented until after the new facilties become available, the issue will become much less significant since the new building is scheduled to be air conditioned.

Normally, air conditioning costs fall into two distinct categories, namely, installation costs and operating costs. These can be a barrier to implementing of a continuous learning year program in New York City where labor costs are very high and buildings are multi-storied. While more and more Americans have become conscious of air conditioning, the implementation of an all-year college calendar should not depend upon what is done to provide additional air conditioned classrooms. For example, summer hours can be adjusted so more of the classes can be started early. Again, with equalization it is possible to reduce the daily or weekly

contact hour load so instructors as well as students are not required to spend as much time in the college during the warm months. This does not mean that the continuous learning year program will take on the characteristics of a summer school during July and August. If it does,there is something drastically wrong with the continuous learning year plan. If it is to succeed, steps should be taken to insure that all of the college resources are fully used on a year-round basis. Here, the term "resources" is an all inclusive one, including faculty as well as buildings. One can question our way of life if the professional staff of the college cannot be placed in a setting where they can individually and collectively contribute to the educative process beyond the traditional 9- to 10-month college year. If it takes air conditioning to make this possible, then the cost factor should be recognized as a part of the total cost of educating our youth.

The cost of air conditioning a building is often inflated by the inclusion of other costs which may or not be supportive. For example, electrical wiring lines may have to be brought into a building to carry the power, but this need not require a complete rewiring of the college facilities. National air conditioning installation costs have approximated $2,000 to $3,000 per classroom. Since New York City costs are generally at least 25 percent higher than national average building costs, the cost of simple air conditioning could approximate $4,000 per classroom.

It is difficult to project air conditioning operational costs, but a rule of thumb estimate is one-half that of the normal heating costs. Unfortunately, these figures can be inflated by the fact that buildings will be cooled in the spring and fall as well as in the summer which means that a part of the cost should be classified as regular college

year costs.

Maintenance Problems

While the college is virtually on a year-round basis with its night and summer school programs, the adoption of a continuous learning year plan will require some refinements in the maintenance schedule. While some variations of the new college calendar can provide one or more common vacations, the recommended versions do not. Thus, virtually no slack time exists for the maintenance crews to work when the entire building is free of students and instructors. This can result in a small increase in operational and maintenance costs if work crews have been dependent upon the intersession breaks or a portion of the summer for cleanup and repairs which are not easily completed when the college is in operation. The rescheduled college calendar can create some maintenance staff vacation problems. These can be met through the employment of substitutes who can work nights or on weekends. However, the big issue will be the readiness of all custodial and maintenance workers to replan all but emergency work assignments in terms of the continuous learning year calendar.

On the positive side, the new program will release space in the college so that it will be easier to isolate rooms for painting or repairs than it has been where room occupancy has been close to 100 percent.

Clerical and Secretarial Staffing

Clerical and secretarial staff have schedules which require them to work when the professional staff can be on vacation. If a secretary has time off for personal days or her own vacation, it is customary for the staff members to cover for each other thereby keeping substitute costs down. With the rescheduling of the college calendar there will be a minimum of slack time which will make it difficult to have secretaries cover

for each other. This can increase salary costs. However, it is possible to operate the college under the new calendar so there are few emergency or high pressure work periods which means that savings can be made that will offset the potential substitute cost. Again, the recommended computer changes can reduce the need for the supportive staff that would be necessary for the increase in student enrollments under current indexes.

If the staff requirements are based on the regular college year calendar index for the professional and nonprofessional staff for an enrollment of 5,415 full-time students, instead of the actual continuous learning year requirements for 3,800 attendees, the supportive staff would be increased by 150 percent instead of the potential 75 percent anticipated for the all-year college program. Here, the assumption has been made that the clerical and secretarial staff requirements are based on a fixed index that is related to the student enrollments and the corresponding faculty requirements. Since the full complement of professional employees will never be in the classrooms at any one time, the supportive staff will more than offset the demand for substitutes. Savings in salaries and fringe benefit costs are contingent upon the use of comparable staffing indexes for the regular college calendar and the continuous learning year calendar.

Additional savings can be anticipated in terms of the space requirements and equipment, desks, typewriters, and other materials and supplies for the positions which do not have to be created with the continuous learning year plan.

Administrative and Supportive Staff Requirement

A potential 150 percent increase in college enrollments under the regular college year calendar will call for an increase in key administrative

and supportive staff positions. The critical factor will be the ratio or index used to justify this staff increase. If one exists or is developed, the staff requirements for the continuous learning year will have to be increased 75 percent instead of the projected 150 percent. Since there will be a minimal amount of slack time under the new college calendar, some provisions will have to be made for the assumption of administrative duties and responsibilities when the administrators are on vacation. Here, teaming and internships can help maintain a balanced operation. For example, regular professional staff members may be released, with extra compensation to carry administrative responsibilities when the administrators are away from their posts.

Flexibility in Professional Staff Assignments

There will be no reduction in the professional staff requirements with the increased enrollment as long as the same index of instructors to contact hours is unchanged. The reduction will come when individual instructors are able to elect to teach for an extra month or two or to increase their daily or weekly work load. This should be understood at the outset to avoid any misunderstanding. While there is some flexibility in staff employment at the present time, it may be necessary to review staff employment policies in terms of the staff requirements for a rescheduled college year. For example, if the revised college calendar sets the stage for a balanced enrollment throughout the year some adjustments will have to be made to insure that a full complement of professional staff workers will be available in the summer as well as the fall, spring, or winter seasons. This can establish a different contract year.

Recommendation:

It is recommended that employment policies he reviewed to insure that

Figure 54

PROSPECTIVE INSTRUCTOR WORK LOADS OF A CONTINUOUS LEARNING YEAR PLAN

Variation #1, Schedule of an Instructor Carrying the Equivalent of His Regular Calendar Year Work Load.

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
July 2	FM33A/3	H	H	H	H	July 2
9						9
16	FM11A/3					16
23	FM11A/3					23
30	FM64A/3					30
Aug. 6		9 Weeks	9 Weeks			Aug. 6
13		44 Days	42 Days			13
20						20
27						27
Sept. 3	H	H	H	H 9 Weeks	H	Sept. 3
10				41 Days		10
17	Vac. 3 weeks					17
24		H H	H H	H H	H H	24
Oct. 1	FM33B/3	Vac. 2 weeks				Oct. 1
8	FM11B/3	H	H Vac.	H	H 9 Weeks	8
15	FM11B/3		2 weeks		40 Days	15
22	FM11B/3	H	H	H Vac.	H	22
29	FM64B/3	8 Weeks		2 weeks		29
Nov. 5		H 35 Days	H	H	H Vac.	Nov. 5
12					2 weeks	12
19	H H	H H	H H	H H	H H	19
26	Vac. 2 weeks					26
Dec. 3			8 Weeks	8 Weeks		Dec. 3
10	FM24A/3	Vac. 2 weeks	36 Days	36 Days	8 Weeks	10
17			Vac.		36 Days	17
24	TS92A/2	H	H 2 weeks	H	H	24
31	FM21A/4	H	H	H Vac.	H	31
Jan. 7	FM44A/3	8 Weeks		2 weeks		Jan. 7
14		H 37 Days	H	H	H Vac.	14
21					2 weeks	21
28			8 Weeks	8 Weeks		28
Feb. 4	Vac. 2 weeks		36 Days	37 Days		Feb. 4
11		H Vac.	H	H	H	11
18		H 2 weeks	H	H	H 8 Weeks	18
25	FM24B/3				38 Days	25
Mar. 4	TS92B/2		Vac. 2 weeks			Mar. 4
11						11
18	FM21B/4	8 Weeks		Vac. 2 weeks		18
25	FM44B/3	39 Days	8 Weeks			25
Apr. 1			39 Days		Vac. 2 weeks	Apr. 1
8	H	H	H	H	H	8
15	Vac. 2 wks.					15
22						22
29		Vac. 2 weeks		8 Weeks	8 Weeks	29
May 6				39 Days	38 Days	May 6
13			Vac. 2 weeks			13
20	Vacation	8 Weeks		Vac.		20
27		H 39 Days	H	H 2 weeks	H	27
June 3			9 Weeks			June 3
10			43 Days		Vac. 2 weeks	10
17						17
24	Vac. 2 weeks					24
July 1	H	H	H	H	H	July 1
8						8
15		Vac. 3 weeks		9 Weeks	9 Weeks	15
22				44 Days	44 Days	22
29			Vac. 2 weeks			29
Aug. 5						Aug. 5
12				Vac. 2 weeks		12
19						19
26					Vac. 2 weeks	26
Sept. 2	H	H	H	H	H	Sept. 2
No. of Courses						No. of Courses
Contact Hours						Contact Hours

Figure 55

PROSPECTIVE INSTRUCTOR WORK LOADS WITH THE ADOPTION

OF A CONTINUOUS LEARNING YEAR PLAN

Variation #2, Schedule of an Instructor Electing To Carry a Heavier Work Load Providing He Is Guaranteed a Vacation at the End of Each Learning Period.

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
Aug. 6		2 Weeks				Aug. 6
13	Vac. 2 weeks	10 Days	4 Weeks	6 Weeks	8 Weeks	13
20	MG84A/2	Vac. 2 weeks	20 Days	29 Days	37 Days	20
27	MG84A/2	H	H Vac.	H	H	27
Sept. 3	TX84A/4		2 weeks			Sept. 3
10	TX84A/4			Vac. 2 weeks		10
17		H H	H H	H H	H H	17
24					Vac.	24
Oct. 1		H 9 Weeks	H 9 Weeks	H	H 2 weeks	Oct. 1
8		40 Days	40 Days	9 Weeks		8
15	H Vac.	H	H	H 40 Days	H	15
22	3 weeks					22
29		H	H	H	H	29
Nov. 5	MG84B/2	Vac. 2 weeks				Nov. 5
12	MG84B/2	H H	H H	H H	H H	12
19	TX84B/4		Vac. 2 weeks		9 Weeks	19
26	TX84B/4	9 Weeks		Vac. 2 weeks	41 Days	26
Dec. 3		40 Days	H	H	H Vac.	Dec. 3
10		H	H	H	H 3 weeks	10
17		H	9 Weeks			17
24	Vac.		H 42 Days	H	H	24
31	H 2 weeks	H		9 Weeks	8 Weeks	31
Jan. 7		Vac. 2 weeks	Vac.	41 Days	37 Days	Jan. 7
14	MG84C/2	H	H 2 weeks	H	H	14
21	MG84C/2	H	H	H	H	21
28	TS11A/4			Vac. 2 weeks		28
Feb. 4	TS11A/4	8 Weeks	8 Weeks	8 Weeks	Vac. 2 weeks	Feb. 4
11		38 Days	38 Days	39 Days		11
18						18
25	Vac. 2 weeks	Vac.	H	H	H	25
Mar. 4		2 weeks H			8 Weeks	Mar. 4
11	TS11B/4		Vac. 2 weeks		39 Days	11
18	TS11B/4			Vac. 2 weeks		18
25	TS19A/3	8 Weeks	8 Weeks		Vac. 2 weeks	25
Apr. 1		39 Days	39 Days	8 Weeks	H	Apr. 1
8	H	H	H	38 Days	8 Weeks	8
15	Vac. 2 weeks				38 Days	15
22		Vac. 2 weeks	Vac. 2 weeks	H		22
29	TS19B/3		H		H	29
May 6	TS19B/3	H		Vac. 2 weeks		May 6
13	TS11A/4		2 Weeks	2 Weeks		13
20	TS11B/4	6 Weeks	20 Days	10 Days	Vac. 2 weeks	20
27		29 Days				27
June 3						June 3
10						10
17						17
24						24
July 1						July 1
8						8
15						15
22						22
29						29

H = Holidays

Figure 56

PROSPECTIVE INSTRUCTOR WORK LOADS OF A CONTINUOUS LEARNING YEAR PLAN

Variation #3, Schedule of an Instructor Electing To Carry Up to 16 Contact Hours but With a Limitation That the Work Load be Confined to Working With Students in Two Streams.

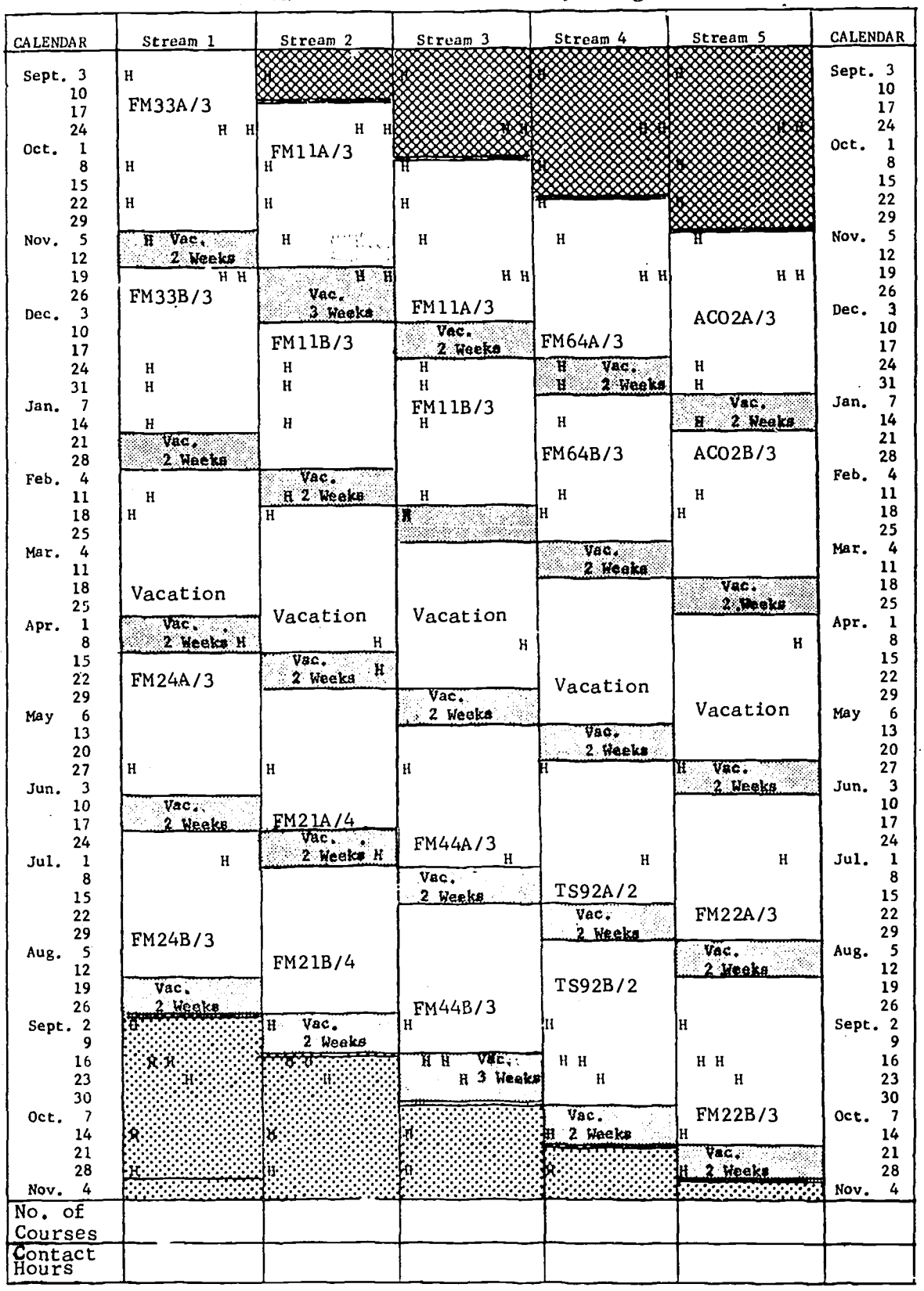
CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
Aug. 6	Vac. 2 weeks	2 Weeks 10 Days				Aug. 6
13						13
20		Vac. 2 weeks				20
27						27
Sept. 3	FM11A/2		H Vac. 2 weeks	H	H	Sept. 3
10	FM11B/2					10
17	ACO2A/3			Vac. 2 weeks		17
24	ACO2A/3		H H	H H	H H	24
Oct. 1		TX11A/4			Vac.	Oct. 1
8		ARO2A/2	H	H	H 2 weeks	8
15						15
22	H Vac. 3 weeks		H	H	H	22
29						29
Nov. 5		H	H	H	H	Nov. 5
12		Vac. 2 weeks				12
19			H H	H H	H H	19
26	FM11C/2		Vac. 2 weeks			26
Dec. 3	ACO2B/3			Vac. 2 weeks		Dec. 3
10	ACO2B/3	TX11B/4				10
17		ARO2B/2			H Vac.	17
24		FM11A/2	H	H	H 3 weeks	24
31			H	H		31
Jan. 7	Vac.					Jan. 7
14	H 2 weeks		H	H	H	14
21						21
28		Vac. 2 weeks				28
Feb. 4			Vac.			Feb. 4
11	FM21A/4		H 2 weeks	H	H	11
18	FM21A/4	FM11B/2	H	H	H	18
25		FM11C/2		Vac. 2 weeks		25
Mar. 4		TX11A/4			Vac. 2 weeks	Mar. 4
11						11
18						18
25	Vac. 2 weeks					25
Apr. 1		Vac.				Apr. 1
8		2 weeks H	H	H	H	8
15	FM21B/4					15
22	FM21B/4		Vac. 2 weeks			22
29						29
May 6		TX11B/4		Vac. 2 weeks		May 6
13		FM22A/2			Vac. 2 weeks	13
20		FM22B/2				20
27	H		H	H	H	27
June 3	Vac. 2 weeks					June 3
10						10
17		Vac. 2 weeks				17
24			Vac. 2 weeks			24
July 1			H	H	H	July 1
8	Vacation					8
15		Vacation		Vac. 2 weeks		15
22			Vacation			22
29					Vac. 2 weeks	29
No. of Courses						
Contact Hours						

H = Holidays

Figure 57

PROSPECTIVE INSTRUCTOR WORK LOADS OF A CONTINUOUS LEARNING YEAR PLAN

Variation #4, Schedule of an Instructor Electing To Carry One Extra Subject With Understanding That He Will Never Have to Teach More Than Four in Any Designated Period of Time.



the established indexes regarding contact hours and rates of compensation are understood. The new contract year should recognize the establishment of new educational time lines and the need for different staffing arrangements. New guidelines may be necessary to insure that there will be a much higher degree of flexibility in employment contracts.

It is possible to implement a continuous learning year program at Fashion Institute of Technology without a renegotiation of the professional staff contracts on the basis of current agreements regarding the employment of full-time staff workers in the evening or summer programs. For example, instructors electing to work in the evening program may be compensated for their evening classes at a rate ranging from approximately $17 to $27 an hour. This can be the basis for adjusting salaries for those staff members electing to assume instructional assignments calling for extra time or duties with the rescheduled college calendar.

There are a number of salary options open for payment of professional staff memebers electing to assume an extra work load to increase their take home salary. For example:

a. Salary Option No. 1

Under this option instructors can be given varying length contracts. Thus, an individual may elect to accept an 11- or 12-month contract in lieu of the traditional 10-month contract. The new 11- or 12-month contracts would be based on a prorated increase of the base salary for the regular college calendar. However, negotiations may call for some adjustment in salaries since the contact hour work load cannot always be equated in terms of weeks and months of service.

b. Salary Option No. 2

Under this option instructors would be compensated for their extra duties or increased work loads through a percentage increase of the base salaries paid for a designated position. The percentage may be calculated on the basis of the rate of increase in contact hours for individuals who have been paid an hourly rate instead of annually.

c. Salary Option No. 3

Salary option No. 3 calls for compensating instructors for their

extra duties or work loads on the basis of an hourly rate similar to the adjustments currently made when day instructors assume evening or summer school assignments.

Adjustments in salaries for options 2 and 3 would be based on the number of contact hours of service provided over and above established indexes. Adjustments may be made for short assignments such as inter-sessions or an extra learning period. Since new work assignments may not call for an increase in weekly work loads due to the rotation of classes, the salary adjustments may be made on the basis of a semester equivalent or yearly contact hour average. For example, a 16-week semester with a weekly contact hour load of 12 hours would total 192 hours per semester or 384 hours per year. If a staff member elects to work through five full learning periods, he may work an extra 96 hours. Percentage wise this could represent a 25 percent increase in contact hours or it could represent 96 times a stated hourly rate of pay.

Other factors which may be considered are sabbatical leave allowances, retirement benefits, tenure adjustments, special allowances for holidays, examination days, orientation days, and special curriculum assignments.

Illustrations of Possible Teaching Assignments

Flexible employment policies are recommended for the implementation of the continuous learning year program. For example, a 10-month contract or an 11-month contract may start at any given time and not merely in September. Thus, it is conceivable to employ an instructor from July through June or November through October just as readily as they are normally employed from September through June.

To keep the college operating on a continuous learning year time line, staff members must be employed in a variety of arrangements to insure adequate coverage. Some individuals insist that all staff members be given the same type of contract, but the very nature of the new calendar

may make this difficult to implement if individual staff members are not ready to become team members. Again, individual needs and interests should be recognized as a morale building factor.

> Figure 54 shows a teaching schedule for an instructor who has elected to continue to carry the equivalent of his normal college year work load. In this variation the instructor has elected to take the same vacations as the students in stream 1. This means that he has a 2- to 3-week vacation at the end of each 8- or 9-week learning period plus a vacation of at least 12 weeks. In the illustration this extended vacation may fall between early April and the end of June. Should the instructor want a summer vacation, he can have one which extends from the first of June to the first of September if he works with stream 5 students.

As a rule instructors electing to take the same vacations as the students in a four-cycle continuous learning year program would not be entitled to a salary increase, but with the five-cycle calendar the instructor would be increasing his total yearly contact hour work load, therefore he would be automatically given an increase in salary.

> Figure 55 shows a teaching schedule for an instructor who elects to increase his annual salary, but states a work preference calling for a 2- to 3-week vacation at the end of each of the five learning periods.

If all instructors elect to work through five learning periods with reduction in their weekly contact hour load, the total professional staff requirements could be reduced approximately 25 percent. The resulting savings would come from savings in fringe benefits plus a potential savings due to the adoption of an hourly rate or percentage increase which may not correspond with the pro rata annual salary adjustment.

> Figure 56 shows one variation of an instructors teaching schedule which allows the instructor to increase his yearly earnings while partially reducing his weekly contact hours. In this variation the instructor elects to forego the vacations during the year through limiting his work with students in two streams. Since he has elected to carry an extra 4 contact hours, he alternates his work load with a schedule calling for 16 contact hours for 6 weeks followed by 8 contact hours for 4 weeks. He is still eligible for a full 10 week vacation.

Figure 58

PROSPECTIVE INSTRUCTOR WORK LOADS OF A CONTINUOUS LEARNING YEAR PLAN

Variation #5, Schedule of an Instructor Electing To Carry a Heavier Work Providing his Schedule is Limited To Working With the Students in Three Streams.

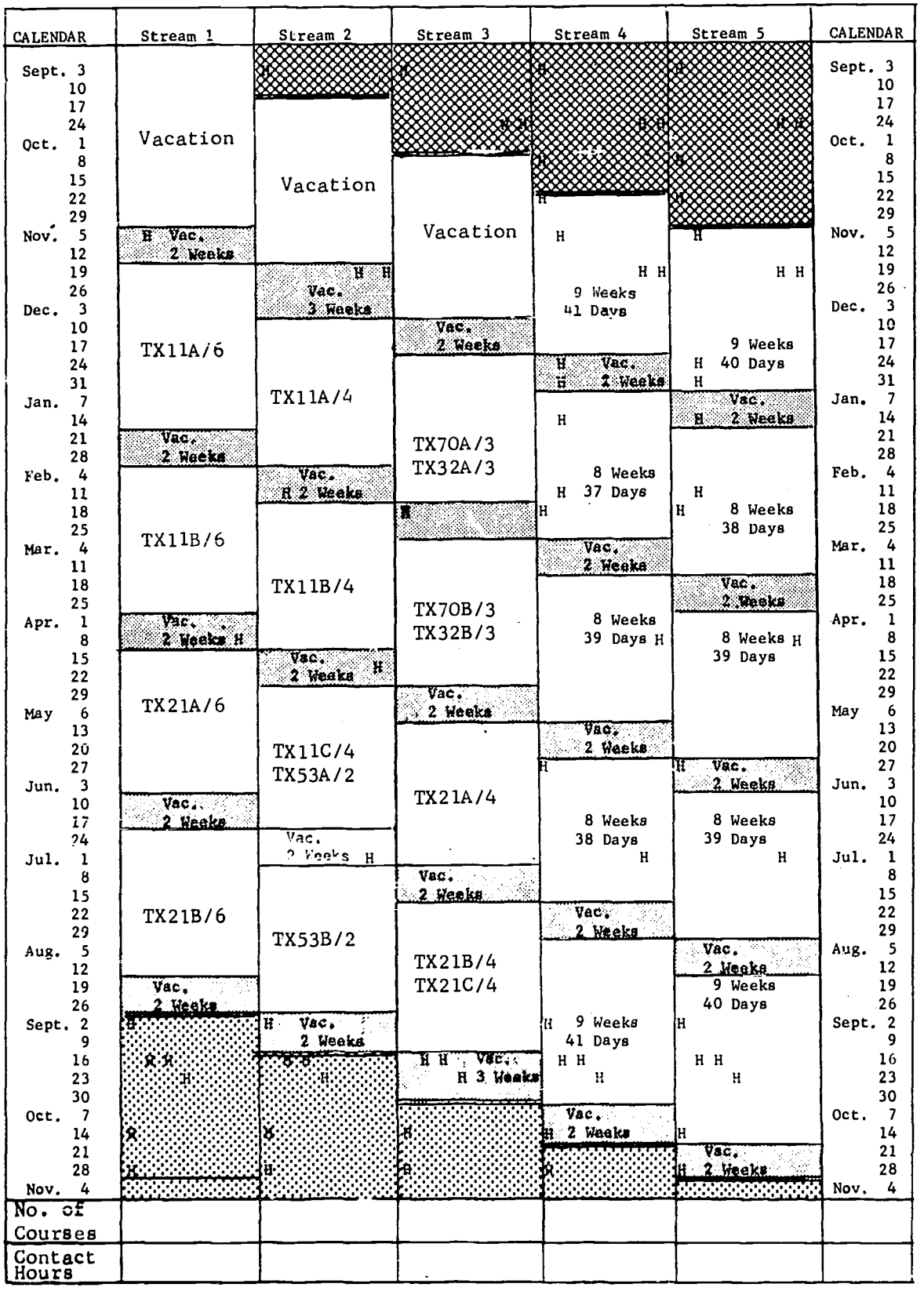
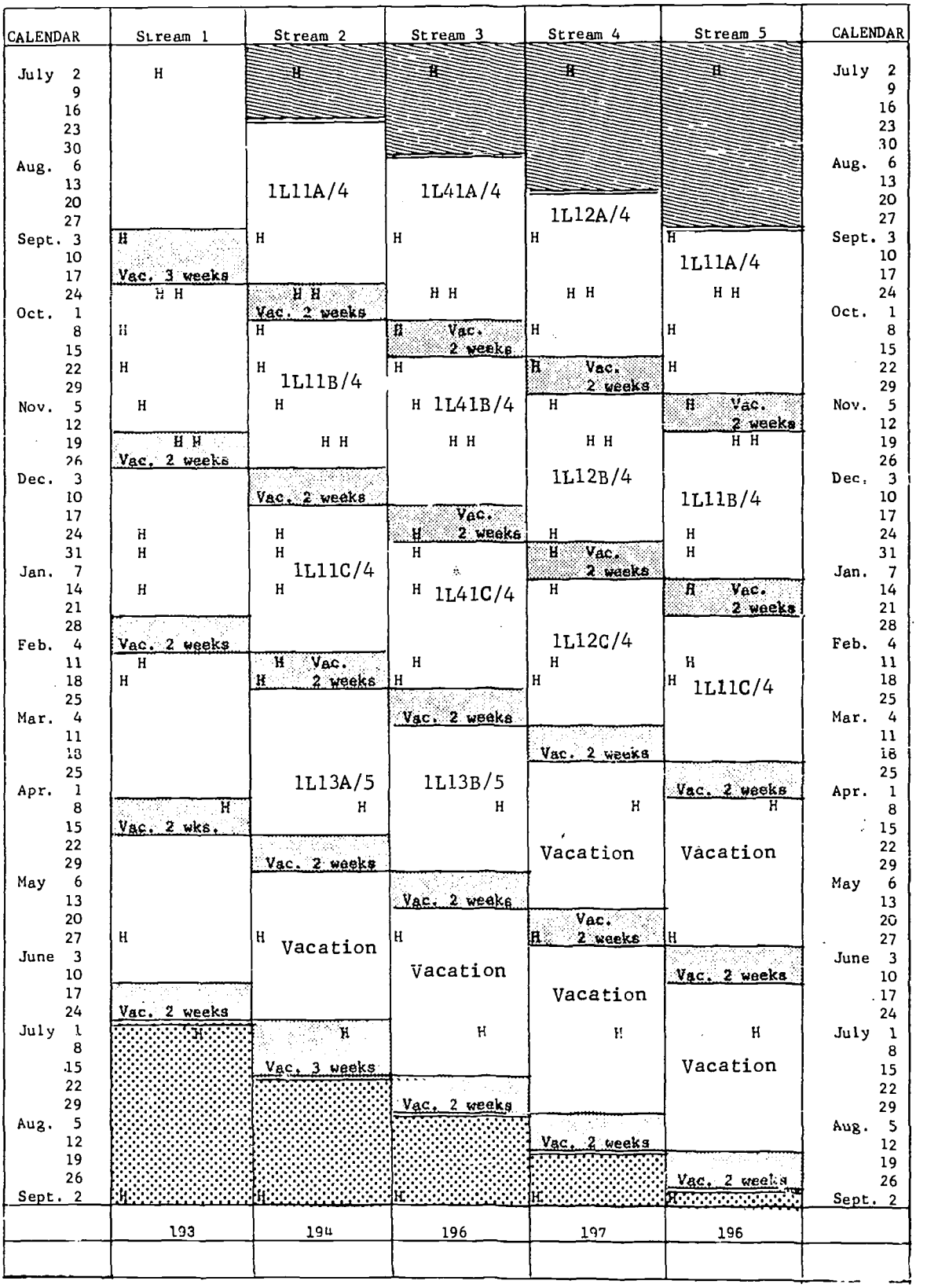


Figure 59
PROSPECTIVE INSTRUCTOR WORK LOADS WITH THE ADOPTION
OF A CONTINUOUS LEARNING YEAR PLAN

Variation #6, Schedule of an Instructor Electing To Carry a Heavier Work Load Providing His Program is Limited To Working With Students in Four Streams.



H = Holidays

Instructors have shown very high interest in a work schedule which takes advantage of term rotation to increase the total contact hour work load while never actually having to meet all of their classes.

> Figure 57 shows an instructor's schedule which calls for a constant work load of 15 contact hours, but through his election to work with one group of students from each of the five streams, he never has more than 12 contact hours per week. In this variation he carries a very light load during the initial transition period and during the period when he elects to take a partial vacation.

Term rotation can be used to reduce the number of classes carried at any one period of time. Figure 58 presents an extreme which appeals to many individuals. It can be used to increase the work load somewhat more than the 25 percent.

> Figure 58 shows an instructor's schedule which calls for a maximum of 16 contact hours, but he rotates his classes in such a manner that he only carries the full 16-hour work load for 4 weeks at a time. Then for 6 weeks he carries a very light work load. It can be further reduced during the periods when he is scheduled for a vacation. He has 6 weeks when he has no classes and 6 weeks with a partial work load.

Under the regular college calendar an instructor who elects to teach an extra course has to be prepared to spend more hours per week in the classroom. With the adoption of a continuous learning year calendar built around term rotation the instructor can carry an additional course, but he may not be required to devote any more hours per week to classroom teaching. He will have to be prepared for the rotation of classes, but this may be considered as a minor problem when it is understood that he will be eligible for a salary increase because his total contact hour work load has been increased. This was evident in figures 56 and 57. It is demonstrated again in figure 58.

> This illustration shows the schedule calls for a rotation of the instructor's work load through four streams in such a manner that he can be assured of a class-free, 11-week vacation. In figure 59 the instructor has only 10 weeks when he carries a work load in excess

of 12 contact hours per week. In February he is scheduled for 13 class hours per week when stream 3 students are in recess. In March he carries 14 contact hours for 2 weeks when stream 4 students are in recess. From this point on his work load is reduced, first to 10 contact hours when stream 5 students take their March/April vacation and, second, to a low of 5 contact hours when stream 2 students take their April vacation.

The illustrations have shown how instructors can carry an extra course without being over burdened or without having to team or resort to innovative instructional techniques. This study has not stressed the prospect of creating what may be called highly individualistic student or instructor schedules because of a feeling that the present college staff is not ready for them. For example, how many college instructors are ready for the formation of a class composed of an equal distribution of students from five streams with the understanding that 20 percent of the entire class will constantly be in recess. This practice will permit an instructor to accept more than the basic union contract limitations without ever having more than the prescribed quota in front of him at any one time. Thus, an instructor with a quota of 28 could take 35 students and never have more than 28 with term rotation. Again, with the established quota of 25, he may take 30 or 31 students and never have more than 25 students; however, he would be adequately compensated for the additional course load equivalent resulting from his more individualistic scheduling.

The feasibility study introduces the concept of time equalization to reduce student work loads, but nothing has been said from the student's viewpoint of using term rotation to reduce his work load with or without time equalization. For example, it should be possible for students to select courses that cross over several streams with the student foregoing his vacation options to reduce his course load by dropping courses when his peermates in those classes are scheduled to be in recess. This would

call for a large degree of staff and student flexibility, but it may be one answer to the problem of the 1-year students who are often exposed to more than 30 weekly contact hours due to the shortness of their college year.

Cost Factors

One of the problems facing the researcher for the Fashion Institute of Technology feasibility study is the matter of dollar costs. The feasibility study demonstrates how current instructional capacities can be increased by 25 to 42 percent or more, but at the present time it is difficult to demonstrate a need for the increased capacity to the point that adoption of a continuous learning year plan would serve to eliminate the need for a new college building. This means that it is difficult to show a savings in capital outlay and debt service categories. Ordinarily, savings in these areas are the motivating factor for rescheduling the school or college year. In addition to dollar savings in the capital and debt service accounts, one should recognize the offset potential in reduced operational, maintenance, and equipment costs.

> If the adoption of a continuous learning year plan were to lead to the reduced need for another college building, savings in such categories as heat, utilities, custodial and maintenance salaries, insurance, and other operational areas become offsetting factors which more than cover projected increases from an all-year operation.

Dollar savings are going to be difficult to demonstrate without using capital outlay, debt service, and operating costs to offet any increases in costs accruing due to rescheduling the college calendar. A number of costs may be anticipated as a part of the implementation process, but these must be evaluated in terms of whether they would be essential with the mere expansion of the current facilties. For example, the computer should be utilized as an administrative tool. While this will involve

some new dollar costs, one can anticipate some offsetting dollar savings in the release of supporting staff. Unfortunately, the demand for additional records and information plus scheduling technology and financial accounting should be a part of the regular college calendar. As a result the computer costs can grow, not because of the continuous learning year, but because we are living in a new age which makes many current hand operations obsolete. There is a prospect of some dollar savings in the staff personnel accounts, especially in the fringe benefit cost accounts. The big unresolved issue is the interest of the instructional staff in obtaining a salary increase for assuming an additional class load for an extra learning period or during the week.

With a flexible employment policy the college and the instructional staff can benefit from potential economic gains. Unfortunately, exhorbitant staff demands or administrative penny pinching in the past has contributed to the demise of all-year plans in both the college world and the public schools. The administration and representatives of the professional staff need to collaborate if there is sufficient interest on the part of the college leaders to warrant implementing a continuous learning year plan. Increased enrollments can bring in additional tuition or aid, but this may not result in a dollar savings as long as contact hours remain as they are. Extra courses and extra contact hours are going to pose problems for the college regardless of whether the year-round program is adopted. Further study is needed concerning this aspect of the program.

Chapter 7

IMPLICATIONS OF A CONTINUOUS LEARNING YEAR PLAN FOR THE DIVISION OF CONTINUING EDUCATION

In earlier chapters the emphasis was placed on the impact of a continuous learning year program upon the regular or full-time student. For the most part these students do not take part in the program sponsored by the Division of Continuing Education. By the same token one can find some full-time college instructors teaching in the evening or continuing education division, but for the most part the evening staff is a separate entity. This becomes evident to the onlooker who watches the departure between 4:00 p.m. and 5:00 p.m. of the day students and faculty. He will see a few new students entering the building arounf 4:00 p.m. to take one of the few late afternoon courses scheduled between 4:10 p.m. and 6:00 p.m.; but the corridors remain fairly empty until about 6:00 p.m. when they are crowded with students who have come for classes scheduled from 6:20 p.m. to 9:10 p.m. Many of these students have come from stores, offices, and other businesses. Some are seeking degrees, but many merely want to learn something which will help them to do a better job.

The evening students tend to be older and more mature. Their objectives may be quite varied. Some may still be trying to find themselves, while others who know where they are going are seeking specific answers for specific questions. In the past many of these students took part in summer evening programs, but still to be resolved is the motivating force which takes them to Fashion Institute of Technology. Many of the students merely take courses without completing the requirements for a degree. Is time a barrier? Would more of them matriculate and ultimately earn their degree if the program could be speeded up. One answer could be the adoption of the continuous learning year plan.

Figure 60

THE GROWTH IN STUDENT ENROLLMENTS IN THE DIVISION OF CONTINUING EDUCATION

Academic Year	Comparative Fall and Spring Enrollments and Faculty Requirements							
	Student Enrollments	Course Registrations	No. of Classes	No. of Faculty	Student Enrollments	Course Registrations	No. of Classes	No. of Faculty
	Fall Semester				Spring Semester			
1961-62	2,042	3,412	167	139	1,913	3,254	161	138
1962-63	2,317	3,974	181	149	2,153	3,686	177	146
1963-64	2,652	4,361	204	167	2,524	4,285	216	162
1964-65	2,786	4,840	229	172	3,077	4,793	229	178
1965-66	2,963	5,083	237	187	3,218	5,073	244	189
1966-67	3,196	5,399	239	188	3,172	5,241	252	191
1967-68	3,366	5,889	255	203	3,312	5,562	261	211
1968-69	3,531	5,990	257	204	3,335	5,569	264	212
1969-70	3,396	5,701	251	210	3,365	5,440	268	215
1970-71	3,323	5,456	246	215	3,462	5,520	261	216
1971-72	3,240	5,180	232	205	3,246	5,173	245	204
1972-73	3,325	5,385	247	217	3,557	5,488	249	216

Current and Past Enrollments of the Division of Continuing Education

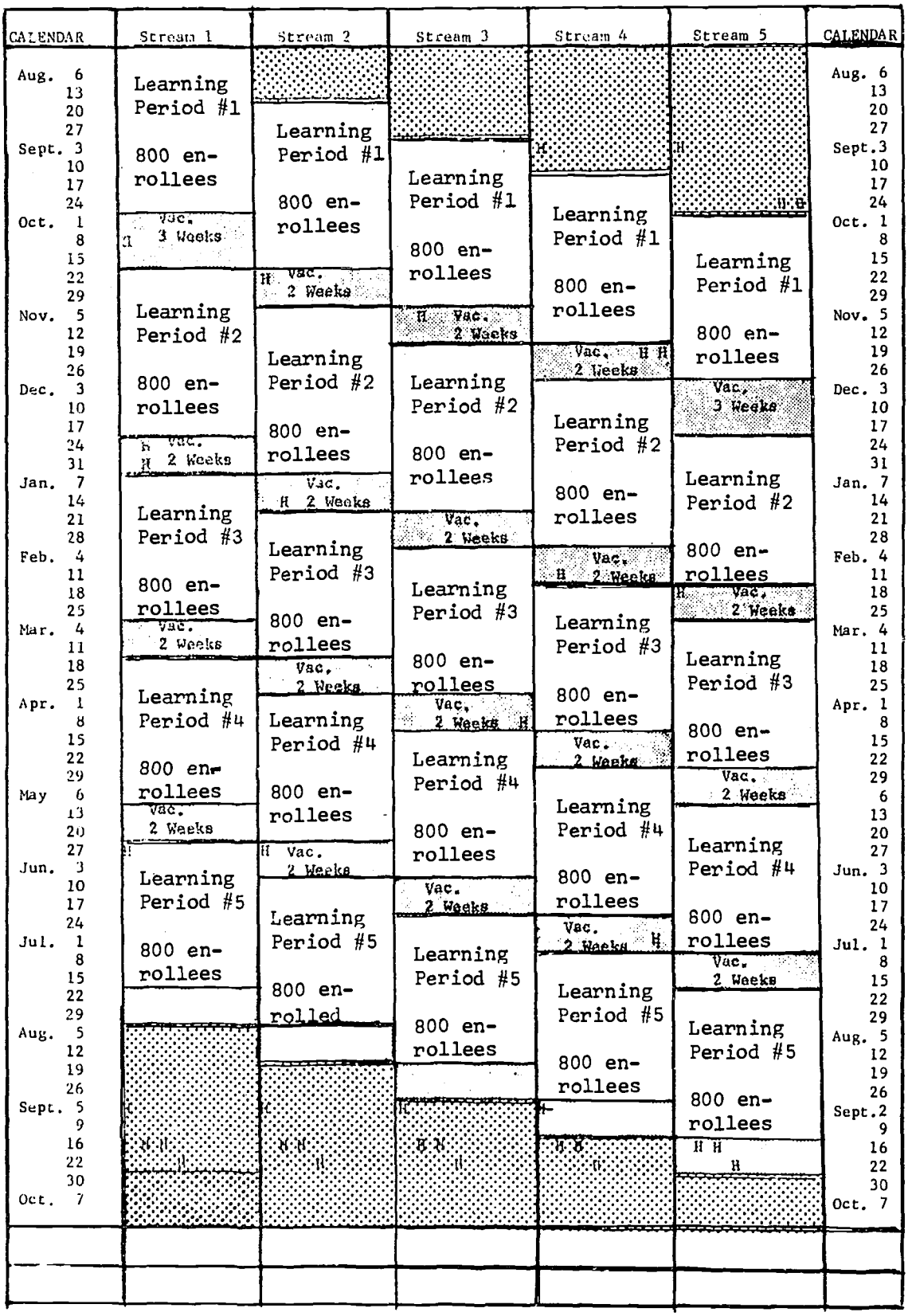
Evening students cannot enroll for more than three courses at a time without approval of the registration counselor and must have an academic average of 2.0. This can be a limiting factor for those who desire a degree without facing the prospect of years of evening classes, yet each year some three thousand individuals have elected to take part in the Fashion Institute of Technology's Division of Continuing Education program. Figure 60 shows a rapid increase in enrollments of the evening division from 1961 to 1966. At this point a capacity level was reached which has not been exceeded except where emergency measures

were adopted to resolve the allover college space needs or through scheduling Friday night or Saturday morning classes. Figure 60 points up that spring enrollments have not shown a significant decline from the original fall enrollments. In fact, the spring enrollment has exceeded the fall enrollment in 4 of the past 8 years. Similarly, the number of classes offered in the spring semester has exceeded the fall semester offering in 8 years of the 11 reported. This has also been a factor in the employment of additional faculty members in the spring term.

The 1972 fall registration report indicates an apparent decline in student interest in the liberal arts department courses and the management department courses. In contrast the textile design department showed an increase of 177 course registrations and eight new classes bringing it to a new high of 501 course registrations and 27 classes. The fashion design department reportedly is the most popular field of study. It registers 24 percent of the total number of students enrolled in the evening division program. A breakdown of the fall evening class enrollments shows the females outnumber the males almost two to one; namely, 2,092 females to 1,233 males. In contrast the full-time day student average for the past 5 years shows that 16 percent to 17 percent of the total consists of males. Just why this discrepency in the day and evening divisions remains unclear. A number of faculty members have conjectured that street safety in the area is a factor which deters more women from signing up for eveing classes. Others have attributed the lower female registration to family encumbrances. However, a number of individual faculty members are convinced that a more liberal day admission policy would be highly attractive to many women who would like to sign up as part-time students, but are not free in the evenings. In the future this may be a new direction for the

Figure 61

THE GROWTH POTENTIAL OF CURRENT CLASSROOM CAPACITIES OCCUPIED BY THE DIVISION OF CONTINUING EDUCATION IF A 5-STREAM CONTINUOUS LEARNING YEAR PLAN CAN BE IMPLEMENTED



college to pursue when space is not a critical issue.

Increasing the Capacity of the Existing Evening Division Facilities Through Adoption of a Continuous Learning Year Plan

The feasibility study has stressed the advantages of a continuous learning year plan to the college as a whole. It has been assumed that the rescheduling of the day calendar would be followed by a rescheduling of the evening division calendar. Few individuals have considered the possibility of reversing the procedure and introducing a restructured college calendar in the evening division since it is already coordinating the summer day program with an evening program.

Both the day and evening divisions have had to limit their growth by quota restrictions based on the availability of space. In the near future they will be able to expand their programs when new college facilities are available. In the interim the evening division reports the prospect of a space problem in the forthcoming summer due to housing problems related to the construction of new facilities on either side of the existing college building. If there is a real need for space during the summer and fall of 1973, the evening division can obtain additional classroom space virtually immediately through rescheduling its college calendar.

Whether the evening division wants to increase its total summer and evening program enrollments or merely remain at current or recent enrollment levels, the capacity of existing or available classroom facilities can be immediately increased by a minimum of 25 percent through the adoption of a five-stream continuous learning year calendar.

Figure 61 shows the potential gain in the evening division college classroom capacity based on a capacity index of 3,200 students. This new 4,000 student body capacity is possible through the division of all evening students into five streams with one stream of students scheduled to be in

recess at the end of an 8-week learning period. Through careful rotation of the vacations, any existing capacity can be increased to provide space for 25 percent more students. For demonstration purposes the evening division capacity has been set at 3,200 bodies and not FTE's or CH/FTE's.

Calculation:

a.	Current rated cpacity for the evening division (based on students attending classes four to five nights, but not always on a daily basis)	3,200 students
b.	Number of students assigned to a given stream, 3,200 divided by 4 =	800 students
c.	Number of streams in the design	5
d.	Projected new capacity, 5 times 800 or	4,000 students

While the acceleration aspect has not been recommended for the full-time students, there may be an advantage in emphasizing this aspect for the evening division students since it takes a long time to complete the equivalent of a full 1- or 2-year college program on a part-time basis. It is conceivable that the acceleration aspect of a recommended program can release additional space, but the voluntary nature of the evening division program makes it difficult to predict how many would take advantage of the new college calendar to accelerate. Again, the time equalization principles can be brought into play for the acquisition of additional space, but the limiting factor may be the restrictions on the number of courses that can be taken at any one time.

Implementation

The recommended continuous learning year plan calls for a curriculum structured in terms of 8-week learning time blocks. While this may be nothing more than a segmentation of the traditional semester courses, it is recommended that steps be taken to make each 8-week learning period a complete course. With time compacting, the semester course can be

completed in 8 weeks or two separate 8-week mini-courses may be developed. The Division of Continuing Education has had some experience with time compacting and minimal length courses. For example, it has been offering a 7-week summer evening program with classes meeting twice a week and has plans for a 5-week summer evening program with classes meeting four times a week. Under consideration is the prospect of offering two 5-week summer evening programs.

The readiness of the evening division to modify its time requirements is evidence that implementation of a continuous learning year plan may be relatively easy in terms of curriculum design and instructional techniques. The big issue will be student and faculty readiness to accept the principles of term rotation. For demonstration purposes figure 61 shows the space increasing potential in terms of a staggered August entry calendar. For implementation purposes it is recommended that an early June staggered entry calendar be adopted.

The 1972-73 regular college calendar has designated the week of June 4-7 as Examination Week. Commencement is scheduled for June 12th. A new continuous learning year program can be started virtually any time after these dates.

Figure 62

A TRANSITIONAL CONTINUOUS LEARNING YEAR CALENDAR FOR THE DIVISION OF CONTINUING EDUCATION

Variation 1. A Staggered Entry Calendar Built Around 8-Week Learning Periods

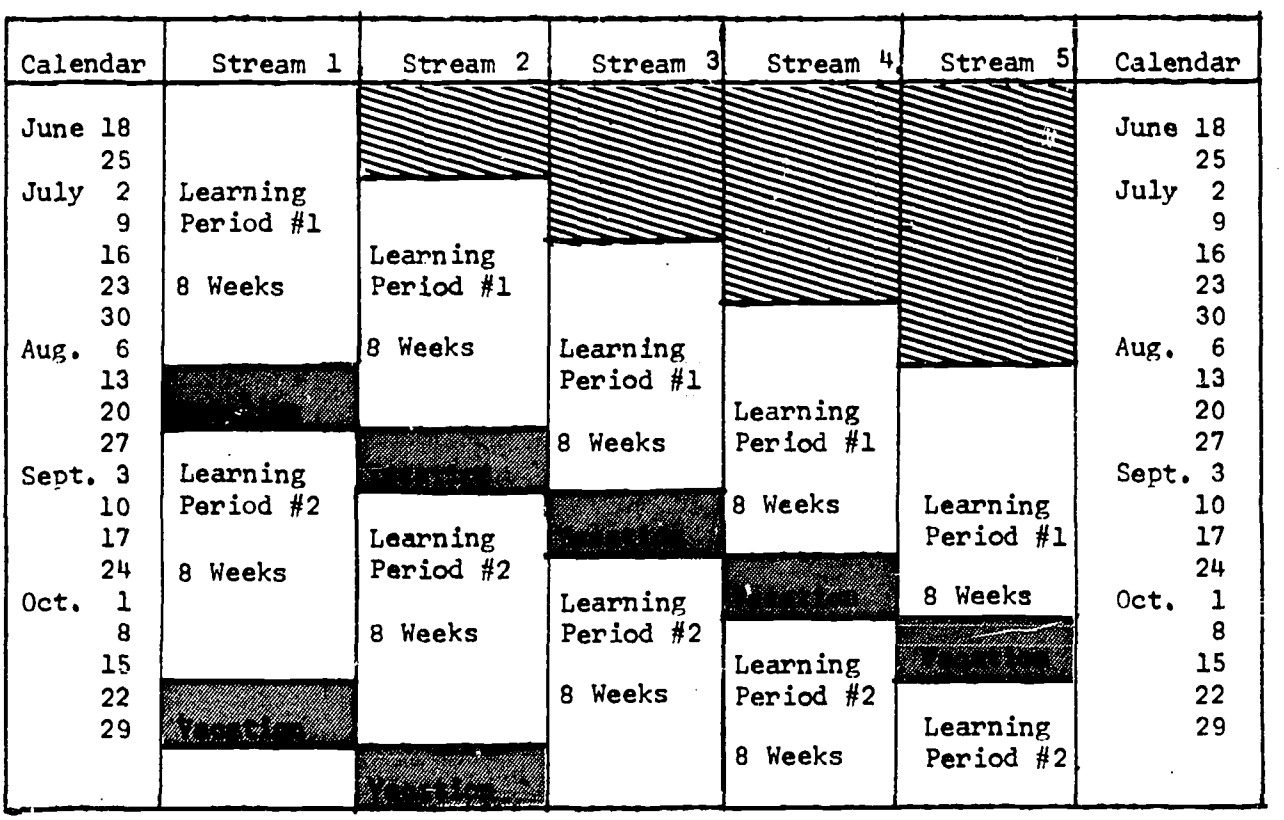
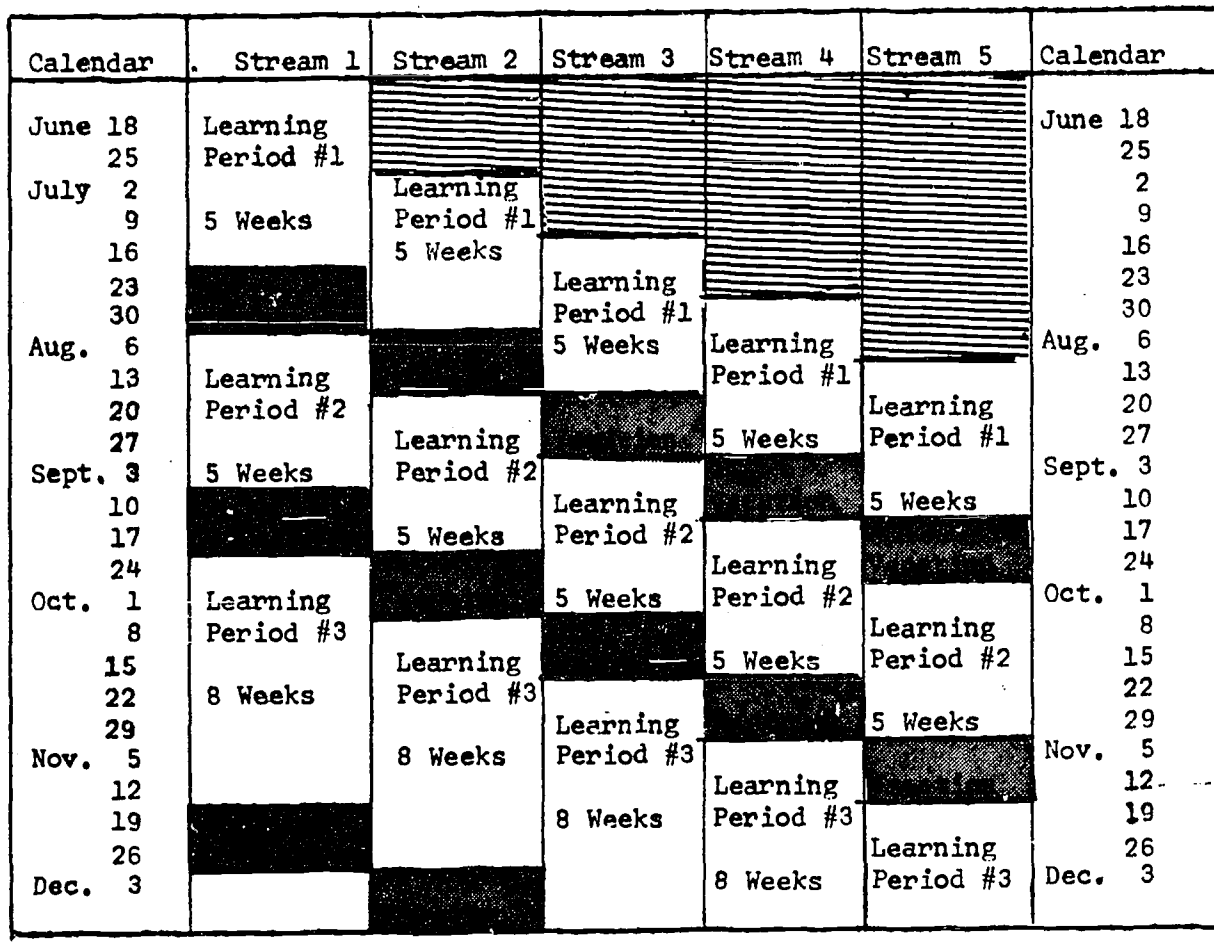


Figure 64

A TRANSITIONAL CONTINUOUS LEARNING YEAR CALENDAR FOR THE DIVISION OF CONTINUING EDUCATION

Variation 2. A Staggered Entry Calendar Built Around 5-Week Learning Periods



The following three illustrations show a staggered entry starting during the week of June 18th.

> Variation 1 illustrates a continuous learning year calendar built around a staggered entry with an 8-week learning period. The design shows two learning cycles which could become the first cycles of a permanent all-year college calendar. However, the program can be limited to the summer and early fall by cancelling out the start of a second learning period. In order to protect the regular year, two semester continuing education Program scheduled to begin on September 10th, the length of stream 5 can be shortened.

Among the suggestions for the regular college summer day and evening program was one calling for two 5-week sessions. This concept is depicted as a possibility for an interim or transition period calendar.

Variation 2 illustrates a continuous learning year calendar built around a staggered entry with a 5-week learning period. It is possible to limit the entire summer activity to a single 5-week learning cycle for each of the five streams. Should this be desired, the starting date for stream 5 students can be set back by at least 2 weeks. This would make it possible to return to the regular September 10 two semester starting date without curtailing any of the 5-week learning period time blocks.

Variation 2 can be converted to a new staggered entry program starting the first of August. Should the administration elect to place the entire college on a continuous learning year calendar with a starting date in early September, it may be desirable to dispense with the second 5-week learning period. Another alternative calls for starting stream 1 students at least 1 week earlier in order to give them a vacation break prior to start of the regular college program on September 10.

The design shows a transition to a full 8-week learning cycle after the students have been introduced to two 5-week learning cycles. In this variation the preservation of the 2 week difference in time at the beginning of the program leads to an overlap in recess periods by the end of cycle 1. This overlap disappears by the end of stream 5's second 5-week learning period. A common entry for at least two stream students would eliminate some of the overlap.

The summer day and evening programs have been structured around 7-week learning periods in the past. Variation 3 shows how this same time block can be used with a term rotation plan which might be started officially for the entire college in early August or September.

Variation 3 introduces the continuous learning year plan with an interim 7-week learning period. For an all-college August opening it would be necessary to move up the opening date for stream 1 students plus adjust the entry of students in other streams. For a September 3 or 10 all-college entry into a continuous learning year program, the start of the 8-week learning period would be postponed through the introduction of an extra 3-or 4-week vacation.

In a true continuous learning year program the starting date is inconsequential, but Fashion Institute of Technology is not ready for this degree of flexibility. As a consequence, the start of an all-college (day and evening divisions) year-round calendar must be considered in the light of student and faculty needs. Once this date has been established, steps should be taken to adjust the initial or transitional learning year

entry in such a manner that the second or third learning cycle begins at the designated date. Generally, this can be done through modifying the length of the initial learning period or the recess periods. In variations 1 and 2 of the illustrations there are overlapping vacation periods that can be modified or eliminated.

The length of the learning period for the evening and summer day programs is related to the number of sessions per week and the number of minutes in a class period. For example, a large number of the regular college year evening courses meet once a week for approximately 3 hours. These semester courses require approximately 45 contact hours. If the course is segmented, it can be complete in an 8-week learning period by double class periods or through taking one segment in learning period one and then a second segment in learning period two. If a 5-week learning period is introduced, the semester course time requirements will call for three sessions per week or fewer sessions if the class period is lengthened.

Enrollments in the Adjustment Summer Learning Periods

Figure 61 showed the possibility of increasing the college capacity for the evening and summer day programs from 3,200 to 4,000 students. It was assumed that the students would be taking lighter class loads or that the length of the instructional day would have been modified through the integration of the day and evening programs. If the summer day or evening students are expected to complete the equivalent of a spring or fall semester work load in 5, 7, or 8 weeks the rated capacity of the college will be reduced unless there has been an adjustment in the hours the college is open. The summer heat raises the issue of the value of class time in the middle of the day or afternoon. Early morning classes or evening classes may be preferred if air conditioning is not available. Here, again

a restriction in the number of classroom available at the more favorable hours can limit the number of students to be accommodated.

In the past, summer classes have been held in limited areas due to the heat problem. As a result enrollments have been lower than would be possible if the entire college facilities were to be used. What the feasibility study does is point up any designated capacity can be increased through the application of the term rotation principle, therefore the Division of Continuing Education can find a measure of relief from a threatened space problem with a limited continuous learning cycling plan.

For 1968 through the summer of 1971 the average summer enrollment for the day and evening classes was 1,626 or approximately 31.6 percent of the annual average headcount for the fall and spring semesters of both the day and evening divisions. While the summer enrollment of 1971 showed a slight loss from the previous enrollments of 1,623, 1,696, and 1,623 for the summers of 1968, 1969, and 1970, it was not as significant as the loss in 1972. Thus, the 1972 summer enrollment was only 1,391 compared to the previous 1971 enrollment of 1,566.

The conflict of construction and renovation schedules has been given as one reason for the reduced summer enrollment for the past year and it is anticipated that space limitations will be a problem in 1973. While the time after the release of the feasibility study may be too short to warrant implementation of a full all-year continuing education program, it is recommended that an experimental summer term rotation program be instituted to test public reaction and to facilitate the staffing and scheduling of classes through what may be considered an emergency period.

Summary

A study of fall, spring, and summer enrollments in programs sponsored

by the Division of Continuing Education shows that growth has been limited for some years by space limitations. To resolve this problem, two continuous learning year proposals are presented. Option #1 calls for the implementation of a limited term rotation or cycling plan with or without a staggered entry. This program would be started in June and could be terminated in August or early September. Option #2 calls for the implementation of a full 12-month continuous learning year plan which would replace the two semester plus summer programs. Since the staff has shown a readiness to work with varying length time blocks, it may readily accept the modular time blocks recommended for consideration.

Chapter 8

HIGHLIGHTS OF THE FASHION INSTITUTE OF TECHNOLOGY FEASIBILITY STUDY FOR THE CONTINUOUS LEARNING YEAR PLAN

1. Objectives

Implementation of a continuous learning year plan should depend upon the objectives the college administrators want to realize. The study shows that it is possible to increase current new college composite capacities as well as produce a more effective program of education.

2. The Space Objective

Fashion Institute of Technology currently has a shortage of instructional space. For some time the college enrollments have been limited to the quotas established on the basis of available space. Enrollments have increased from time to time as temporary or emergency facilities have been acquired.

Steps have been taken to end the space shortage by an addition which will more than double the current college capacity. In view of this, the primary motive for implementing a continuous learning year plan has been lost. Space will not be as crucial in the future unless the college staff elects to expand the career training field as well as increase graduation requirements beyond the 2 year degree level. However, if and when additional instructional space is required, rescheduling the college calendar will provide it.

In 1973 there will be a shortage of instructional space for both the day division and the division of continuing education. Implementation of the continuous learning year can provide additional space to meet this imminent problem. In view of some of the steps taken by the summer school and evening division staff to facilitate a restructuring of the curriculum, it may be to the advantage of the college to begin a continuous learning year program in the summer. This can be a temporary term rotation program or it can be the start of a permanent all-year college program.

3. The Term Rotation Plans

Three possible continuous learning year plans have been described. These designs have been designated as four-, five-, and seven-stream continuous learning year plans which use the principles of term rotation to increase capacity by 25, 33, or 40 percent.

While different term rotation plans can be implemented, the feasibility study recommends adoption of one which provides five learning cycles in order to gain the advantages accruing from the time equalization principle. The five-stream continuous learning year plans have been recommended for consideration. These new calendars can be introduced at any time that the college staff wants to do so. However, the study recommends one with a July entry date. A staggered entry is recommended

as one answer to the problem of staffing during the transition year. It may also be one answer to the problem of minimal air conditioning in the existing building.

4. The Principle of Time Equalization

The feasibility study introduces the principle of time equalization. It calls for adoption of a new educational time line. Time equalization comes into play if and when the curriculum is modified so that a recommended program of study is redistributed along the extended time line with a reduction in daily, weekly, or learning period class, credit, or contact hour requirements. Students will obtain the same amount of instructional time over the course of the new educational time line that would normally be required under the traditional calendar, but weekly work loads can be reduced.

The reduction in weekly contact hours can lead to the increase in the present or new college capacity over and above the capacity gains attributed to term rotation. A 25 percent increase in capacity from the adoption of a five-stream continuous learning year plan can be extended to a potential 42 percent. Adoption of the five-cycle, four- and seven-stream plans can increase these gains to well over 50 percent.

5. Implementation To Realize Educational Objectives

The feasibility study provides the college administration with three operations:

a. Recommended continuous learning year plans contain five learning cycles. Option #1 calls for a requirement that students work through five learning periods a year or 10 learning periods in 2 calendar years. One of the learning periods has been designated as setting the stage for the development of a new and expanded cooperative education program. Other options may be orientation or exploratory learning periods, skill development programs in the fine arts as well as the liberal arts, or special travel and work experiences of an individual nature that are related to the career training activities provided by the college.

b. Option #2 provides a basic reduction in contact hours. One contact hour study based on 1972-73 career field, course work load requirements shows the prospect of an average weekly contact hour requirement of 24.33 hours. With simple time equalization this can be reduced to an average of 19.46 for a potential 20 percent reduction in contact hours.

c. Option #3 sets the stage for the acceleration of students. A 2-year program can be reduced to enable students to graduate in February, March, or April of their second college year. A 3-year program can be reduced to 2 and 2/5 new calendar years. A 4-year college program can be completed in approximately 3 new calendar years.

The feasibility study recommends the adoption of the continuous learning year calendar in terms of Options #1 and #2. The potential educational gains that can accrue from their implementation may be a motivating factor leading to rescheduling the college calendar.

6. Curriculum Implications

While it is possible to implement a continuous learning year program without drastically revising current curriculums or changing teaching techniques, a number of barriers can be removed or eliminated if the curriculum is modified.

One recommendation calls for simple curriculum segmentation so the traditional semester course can be taught in two 8-to 9-week learning periods. No major curriculum change is required if the students are required to think in terms of semester requirements. Change begins when the curriculum is built around making the 8-week learning periods complete through the use of mini-courses, compacted courses, or individual progress courses.

New time modules are recommended as possible building blocks. The 16-week semester can be restructured in terms of 8-week learning time blocks or multiples of the 2-and 4-week time modules. This can have an impact on the holding power of the college as well as the prospect of transferring from one program to another or from one college to another.

7. Multiple College Entry

With a flexible curriculum it should be possible to accept students from other colleges or from high schools at any time during the year or in terms of a series of new entry dates. These can be designated as monthly or 8-week entry points to insure that enough students are entering to warrant formation of new courses. One of the barriers will be the current emphasis that is placed on sequence. If the new mini-courses or modular work units can be structured to stand alone, students from other colleges can enter at any time while students within prescribed training programs can change to other career training fields, make up courses when they are in trouble, or take courses which may enrich or extend the students total experiences.

A modified multiple entry program can be built into the program through the use of a staggered entry in July, September, or August. This can be modified for the students who will be available for entry at midyear. Thus, two staggered entries can become the forerunner of a flexible continuous learning year which allows students to enter programs of study as full-time or part-time students.

8. Staffing

A flexible employment policy should be adopted if the continuous learning year plan is to be implemented. Professional staff will be given the option of contracts providing for the same yearly work loads they

have had in the past or they may be given the option of increasing their yearly or weekly work loads with approproate compensation for the increases. Some economies can be realized if a large segment of the professional staff elects to increase their annual take home pay.

Some added costs may be anticipated for the nonprofessional staff due to vacation coverage problems. A reduction in staff requirements can offset these increased costs.

9. Computers as a Tool To Faciliate the Implementation Process

Fashion Institute of Technology has access to a computer, but it is considered a research tool. It is time that the college look to the computer as a means of updating the day by day operations of the institution. The computer can provide very valuable data to the entire staff regarding their students and it can be used as an instructional tool. Scheduling and registration as well as financial accounting will be facilitated through the redefinition of the use of the computer.

The feasibility study recommends that the role of the computer be reconsidered immediately. It may start with a redefinition of the research and administration requirements of the college. If the current research activities are to be continued, it may be worthwhile to go to outside agencies for special services such as scheduling students, classes, and instructors. Contracts can be let to assist in the management of the college finances and for the control of the payroll. Registration can be facilitated through the use of a completely updated data processing system.

For a long range program, the feasibility study recommends an immediate tie-in with the State University Computer System. This can replace the current computer activity or supplement it. For an interim program, a number of outside service agencies can contract to handle many of the administrative operations which are laboriously done by hand, but this can be costly if the demands for full data processing increase. As the college enrollment increases, the problems of administration will increase, therefore, the computer should be recognized as a prerequisite regardless of whether the calendar is rescheduled or remains the same.

10. Registration and Admission

Steps should be taken to enlarge the registration and admissions staff to accommodate an increasing enrollment. In view of the competition for college students, Fashion Institute of Technology should be prepared to recruit more extensively than it has in the past.

It is recommended that at least one member of the admissions staff be a professional who has art experience or the background necessary to evaluate the art qualifications of those who aspire to enter career fields which call for special skills in art. The objective should be to reduce the time lapse between the receipt of student applications and their enrollment as prospective students.

It is recommended that the record system be converted to a machine operation, one which will dispense with the long and arduous hand operations currently in use. This is where the computer can serve to eliminate numerous student and faculty frustrations, while helping to pay for itself.

11. Dollars and Cents

It is possible to institute a continuous learning year program which is virtually self-sustaining. Normally, there would be a number of cost offsets if the college did not have to be expanded to accommodate additional students. Since there is little prospect that savings in capital outlay, debt service, or operational expense can be realized, the major economic advantages may lie in the increase in aid, tuition, or in staff reductions.