

THE RICHMOND PROFESSIONAL INSTITUTE

OF

THE COLLEGES OF WILLIAM AND MARY

GOALS
PURPOSES
SCOPE

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THE RICHMOND PROFESSIONAL INSTITUTE

I. MISSION AND SCOPE OF WORK.

Basically the Richmond Professional Institute is a professional school having a two-fold mission:

1. To provide educational programs which will enable students to attain a level of professional competence and performance in the areas of their interest;
2. To provide general education to supplement and enlarge the background of students who are enrolled in or who will be enrolled in professional subjects.

Inevitably the mission and scope of the work of a professional institution such as the Richmond Professional Institute reflects the characteristics of the social environment in which it operates. This environment includes a number of factors which are reflected in the programs offered.

For example:

- (1) Present conditions put a premium upon knowledge and skill. The unskilled person finds limited opportunity in present-day business, industry and governmental agencies. As indicated in the statements of mission, the Richmond Professional Institute attempts to provide the necessary knowledges and competences which qualify individuals to fit into the current professional and vocational patterns.
- (2) The programs offered at the Richmond Professional Institute reflect the current interest in science. The list of types of offerings which appears later in this statement reflects this condition.
- (3) Professional and vocational efficiency and competence in

knowledge of science and mathematics do not alone assure a well balanced life and effective living. The Richmond Professional Institute, therefore, provides general education which is designed to contribute to a sound philosophy of living, an adequate sense of values, cultural background, and spiritual and moral competence.

To accomplish the purposes implied in the mission and scope of work instruction is offered on three levels:

- (a) Professional Certificate programs which provide terminal programs leading to a certificate in specified professional fields.
- (b) The Senior College which offers programs leading to a professional degree.
- (c) The graduate professional schools which in certain fields offer work leading to a master's degree.

In addition to performing the functions indicated above, the Richmond Professional Institute serves as the community college for the Richmond metropolitan area. This responsibility includes provision of two-year programs of collegiate grade beyond the high school. Two types of program are offered in the discharge of this function, namely, two-year terminal programs in technical fields or in general education for those students for whom two years of college attendance meets their needs; and two-year programs which may be transferred to four-year institutions for those students who wish to complete programs leading to a bachelor's degree. Courses and programs offered in the discharge of this community college function are determined by analysis of educational needs of the community.

In addition to the types of two-year program referred to in the preceding paragraph, the Richmond Professional Institute offers, in co-operation with the Virginia Polytechnic Institute, the first two years of engineering. Upon completion of the two years offered in this institution, the student desiring to obtain a four-year degree transfers to V.P.I. or to some other four-year college of engineering.

A. State and National Needs Served By the Institution.

The Richmond Professional Institute, as implied in the foregoing statement, seeks to educate broadly trained leaders and trained specialists which the needs of modern society require. In addition to the educational services planned for undergraduate and graduate students there is need for training opportunities for adults. The rapid developments in technology, as applied to industry in particular, and in other areas in general, necessitate the provision of education for adults which will improve their effectiveness in service, which will retrain for new occupations when the original occupations have been displaced, and which will upgrade and qualify for advancement those whose formal education has been concluded and who are now employed in business and industry, in governmental agencies, and in the service vocations.

With reference to meeting state needs it may be pointed out that the large majority of the educational services provided by the Richmond Professional Institute are not available in any other institution, public or private, in the State of Virginia. In the state system of higher education, therefore, the Richmond Professional Institute performs a unique function since it is the only collegiate institution of its kind in that system.

Forty-seven per cent of the students enrolled at R.P.I. come from the Richmond metropolitan Area; 31% come from the State of Virginia outside the metropolitan area. Seventy-eight per cent of those who are served by R.P.I., therefore, come from the State of Virginia.

With reference to the contribution which R.P.I. makes in meeting national educational needs, it may be pointed out that, while the majority of its students come from a group of ten states on the Eastern Seaboard, students are enrolled from thirty-nine states which include, of course, the two newest states, Alaska and Hawaii. Furthermore, the Department of Commercial Art at R.P.I. is the only one east of Chicago and south of the Rhode Island School of Design; the Department of Interior Design is the only such program of collegiate rank south of the Pratt Institute and the Parsons School of Design in New York City; the Department of Costume Design and Fashion Illustration is the only one in the East south of the Parsons School of Design in New York City; the Department of Fine Arts is the only institution in the East south of New York City providing professional education in that area; the School of Distribution is the only such school in the South, the nearest are the University of Pittsburgh and New York University; the same thing is true of the School of Occupational Therapy - no such school exists in the South and the nearest is at the University of Pennsylvania in Philadelphia. The Graduate School of Social Work is the only such institution between Washington, D. C., and the University of Tennessee in Knoxville. The nearest school of similar character to the Graduate School of Rehabilitation Counseling is in Puerto Rico. These examples illustrate the contributions which the Richmond Professional Institute is making in the Southern Region and in the nation at large.

B. Instructional Programs Offered by the Institution

The Richmond Professional Institute, under the purposes and mission described in the preceding paragraphs, seeks to train students for such occupations as:

Social Work

Occupational Therapy

Music

Art, including Commercial Art, Interior Decoration, Costume Design, Drafting, Dramatic Art, and Speech

Business Administration, leading to a professional degree in that subject

Distributive Education, in co-operation with the State Department of Education

Clinical and Applied Psychology, directed toward the development of Psychologists for Virginia institutions, primarily, as well as elsewhere

Recreational Leadership, to train leaders and supervisors in recreational activities

Elementary Education, leading to the qualification for a teacher's certificate issued by the State Board of Education

Laboratory Technics

Physical Therapy, in co-operation with the Medical College of Virginia

Nursing, in co-operation with five local hospitals

A two-year program in Engineering, in co-operation with the Virginia Polytechnic Institute, and

An Inter-departmental program of studies preparing students for employment in journalism, writing, and the publication arts.

The Institute also offers subjects in general education in order that students who are enrolled, or will later enroll in professional courses of study may be provided with basic education. The Institute maintains a Division of General Education with departments of English, History, Government, Economics, Modern Languages, Biology, Physics, Chemistry, Mathematics, and Philosophy. General introductory courses in Psychology and Sociology are also offered in the Division of General Education.

C. The Student Body Served by the Institution.

The general principles involved in the selection of students are as follows:

1. Undergraduate:

- a. High school graduation.
- b. Superior Scholarship as reflected in transcripts and in rank in the high school graduating class.
- c. Personal qualifications. Generally an interview is arranged to supplement documentary material.
- d. Participation in extracurricular activities such as publications, forensics, athletics and the arts.
- e. All students, whether seeking admission to a certificate program or to a degree program are required to take the tests of the College Entrance Examination Board.
- f. Additional information concerning students seeking admission is required in such areas as Art, in which samples of work are submitted; Music, in which an audition is required; Engineering, in which placement tests in Mathematics are required; and the like.

2. Graduate:

- a. Grade point average of 1.5 on all previous work.
- b. In most cases an interview is required.
- c. An appropriate pattern of undergraduate courses.
- d. Successful performance on the Graduate Record Examination is required in cases in which the student's qualifications suggest possible deficiencies.

R. P. I. is a co-educational institution and, in general, beginning students are more mature than average in both experience and purpose. As pointed out in a preceding paragraph, the institution serves local, state, regional and national educational needs.

While all programs, except those in general education, are characterized by a professional emphasis, they vary in length. There are one-

year, two-year and three-year certificate programs. Degree programs are four and five years in length and graduate programs are one, two and three years in length, depending upon the subject area.

The general career interests of students at R.P.I. are varied. Most students enroll in the programs offered at R.P.I. on the basis of already established interests and, while a small percentage find it desirable to change to another program after beginning the program of original interest, most students continue in the program in which they first enrolled to its completion. It is possible also for a student to change from a certificate program to a degree program provided he meets admissions requirements for the degree program and makes up required courses which he may not have had in his certificate program. For example, at the conclusion of a three-year certificate program a student desiring to transfer to a degree program, in practically all cases, spends in residence an additional period equivalent to a full academic year and a nine-week summer session.

In general, the graduates of the Richmond Professional Institute are employed in government agencies, in business and industry, and in service areas, such as, nursing, teaching, music, distributive education and the like. Frequently graduates are self-employed, especially those whose interest is in art, music and the theatre.

In the Appendix there are documents which indicate, in the case of the two graduate schools, the locations and titles of the positions in which their graduates are employed. While detailed information of this type is not available for all schools and departments, it can be said that graduates find employment, principally, in the

Richmond area and in the State of Virginia. The remainder, however, find employment in locations scattered throughout the region and the nation as the geographical distribution of the student body would indicate.

The number of persons served by R.P.I. and the several categories of students are reflected in the statement of enrollment for the year 1960-61 which follows.

Full-time Day	2,036
Part-time Day	348
Evening College	2,372
Adult Classes	1,125
1960 Summer School	<u>1,083</u>
TOTAL	6,964

In light of the best population projections available, a conservative estimate of the total enrollment in 1970 is 11,000 plus.

D. Non-instructional services of the Institution.

Organized research at the Richmond Professional Institute is of two types: (1) research projects undertaken by individual members of the faculty, and (2) research which is undertaken by a school or as an aspect of the general program of the institution.

Much individual research is being done in the Department of Psychology and results generally in articles in professional magazines. Another area in which individual research is in progress is the School of Business. Both the head of the School and two members of the faculty have been co-authors of recent books in the field.

An example of organized research involving more than one person is the study which was made of the Richmond Citizens Association, with reference particularly to its organization and political influence, in which the School of Business and the Department of Government collaborated. Another example is a study of Puerto Rican migration to the United States which is being done under a grant from the Draper Foundation. A third example is the studies conducted by the School of Distribution in the field of personnel and in the field of consumer interest and buying habits.

In general the extension activity of the Richmond Professional Institute is included in the system-wide program which is administered from the College in Williamsburg. In this connection courses in Education and, during the last semester, a course in Public Health Nursing have been offered. In addition, the School of Social Work has established a branch at the Norfolk College of William and Mary and has offered extension courses in Lynchburg and Roanoke.

Under the head of Advisory Services members of the School of Applied Social Science faculty provided advisory services to the Senior Center, especially in the field of recreational activities. This center provides recreational and cultural activities for older citizens of the community.

The Director of Adult In-service Programs, who is a member of the staff of the School of Business, serves in an advisory capacity to local industries and corporations in relation to the development of appropriate programs. A member of the Department of Chemistry serves as consultant to a large drug firm. In addition to these regular advisory services, other members of the faculty serve, on occasion, in a consultant capacity.

The Department of Psychology has for a number of years provided guidance and counseling services, especially in the field of Vocational Guidance, to residents of the Richmond community. In addition, the Department of Psychology conducts a regional counseling and guidance center for the Veterans Administration serving disabled veterans and the orphans of veterans.

Other services, some instructional and some advisory, are performed by schools and departments of the Richmond Professional Institute. For example, the School of Distribution during 1959-60 offered eight clinics in such areas as Advertising, Hotel Management and Small Business, in various sections of Virginia. In addition to the clinics, the staff of the Department of Distributive Education has conducted eight workshops and a conference for coordinators during the year 1959-60. In 1960-61 this School conducted forty-eight institutes and clinics in the State.

The School of Music sponsored the Richmond Regional High School Band and presented it in one concert; instrumental clinics were conducted; the School of Music was host to Central District All-State

High School Choral Festival. Members of the staff of the School of Music organized a regional high school band; a four-week summer clinic for the regional high school band will be held during the summer of 1961.

The School of Rehabilitation Counseling has offered during the past five years twenty-two institutes and workshops (see appendix for complete listing).

The School of Nursing has become an associate member of the Southern Regional Education Board's program on graduate education and research in nursing; in co-operation with the Virginia State Board of Nurse Examiners in March, the School of Nursing held a one-day conference for all nurse instructors from schools east of Roanoke. In addition to the activities of the School, the Director serves as a member of the Governor's Advisory Council on Nursing Training, is an Advisory Fellow of the American School Health Association, and is a member of the advisory committee of the Richmond Memorial Hospital School of Nursing.

The School of Social Work conducts twice a year institutes in cooperation with the National Institute of Mental Health. The fall institutes are given for social work agency supervisors and participants include supervisors from Family Agencies, Departments of Welfare, Psychiatric and Medical Clinics, Veterans Administration, and childrens' agencies. The summer institutes are not limited to agency supervisors and include as participants social workers from both Virginia and North Carolina. Members of the faculty supervise students placed in social work agencies, such as, the Richmond Public Schools, the Family Service Society, the Social Service Bureau in

Norfolk and the Memorial Guidance Clinic, and at the same time provide advisory and consultant services to the agencies concerned.

E. Statement of Current Programs.

The Richmond Professional Institute is organized in the schools and departments listed below. It will be noted that some of the schools and departments offer both professional certificate programs and senior college work leading to a degree. Some offer certificate work only. Two of the schools offer graduate work only.

1. The Professional Schools and Departments:

School of Art

Department of Fine Arts (drawing, painting, sculpture)
 Department of Commercial Art and Design
 Department of Applied Arts and Crafts
 Department of Art Education
 Department of Costume Design and Fashion
 Department of Interior Design
 Department of Photography

Department of Drama

School of Music

School of Business

School of Distribution

Department of Advertising
 Department of Distributive Education (Teacher Education)
 Department of Retailing

Department of Applied Social Science
 Department of Elementary Education
 Department of Journalism
 Department of Physical Education
 Department of Recreational Leadership
 Department of Sociology and Social Welfare

School of Applied Science
 Medical Technology
 Physical Therapy
 Department of Clinical and Applied Psychology

School of Nursing, in cooperation with five local hospitals

School of Occupational Therapy

The Graduate School of Social Work

The Graduate School of Rehabilitation Counseling

School of Engineering (and Architecture), which offers degree programs on the basis of two years in Richmond and two years in Virginia Polytechnic Institute at Blacksburg

School of Engineering Technology, which offers two-year terminal programs for technicians in Drafting and Design, Construction, Architecture, Electronics, Civil Engineering, Chemical Technology

2. The Departments of Liberal Arts:

The courses offered by the Liberal Arts Departments are provided in order that students enrolled in the professional schools might have the advantages of basic work in the sciences and cultural experiences in liberal arts.

Department of Biology	Department of Mathematics
Department of Chemistry	Department of Modern Languages
Department of Economics	Department of Physics
Department of English	Department of Psychology
Department of Government	Department of Sociology
Department of History	

3. Professional Certificate Programs and the Technical Institute.

The Richmond Professional Institute offers the programs of study listed below leading to Professional Certificates. Most of these programs are two years in length. Several (art, accounting, and nursing) are three years in length, and a few one year.

Academic	Interior Design
Accounting	Laboratory Assistance
Advertising	Liberal Arts
Architecture (V. P. I.)	Terminal Program (certificate)
Architectural Technology	Credit Program
Art	Millinery
Arts and Crafts	Music
Building Technology	Nursing
Business	Photography
Chemical Technology	Physical Education
Civil Engineering	Pre-Dentistry
Commercial Art - Design	Pre-Law
Construction Technology	Pre-Medicine
Costume Design	Pre-Medical Technology
Distribution	Pre-Pharmacy
Drafting	Pre-Occupational Therapy
Dramatic Art and Speech	Pre-Physical Therapy
Electronics	Pre-Social Welfare
Engineering (V. P. I.)	Recreational Leadership
Engineering Technology	Retailing
Fashion	Secretarial Science
Industrial Distribution	Sociology

4. The Senior College.

The programs offered in this division lead to one of the professional degrees described below:

Accounting	Nursing
Advertising	Occupational Therapy
Art (various fields)	Physical Therapy
Business	Pre-professional:
Distribution	Pre-Law
Drama	Pre-Medicine, Pre-Dentistry
Education (Teacher Training)	Pre-Pharmacy, Pre-Social Work
Art Education	Psychology, Applied
Business Education	Recreation
Distributive Education	Retailing
Elementary Education	Applied Science
Music Education	Secretarial Science
Physical Education	Applied Social Science:
Journalism	Recreation
Medical Technology	Sociology
Music	Social Welfare

The professional degrees conferred upon completion of the four-year programs of study are:

Bachelor of Fine Arts (B. F. A.)
 Bachelor of Music (B. Mus.)
 Bachelor of Music Education (B. M. E.)
 Bachelor of Science in a professional subject (Business,
 Distribution, Social Science, Applied Science, Nursing,
 Journalism, Occupational Therapy, etc.)

5. The Graduate Schools:

R. P. I. maintains two exclusively professional schools, one in Social Work and one in Rehabilitation Counseling.

In addition, the Master's degree is offered in several other fields as stated below. The two exclusively graduate schools offer a full program of study to college graduates only. In the other schools the student has a schedule in which at least one-third of his work is in classes exclusively for college graduates and the remainder in classes for graduates and advanced undergraduates, the college graduates being assigned additional and more advanced work. Schools offering graduate work are:

Applied Psychology (Clinical)
 Distributive Education
 Fine Arts and Art Education
 Business Education
 Drama
 Occupational Therapy

The degrees given college graduates who complete programs of study in the Richmond Professional Institute are:

Master of Fine Arts
 Master of Music
 Master of Music Education
 Master of Science in a professional subject, (Social Work, Rehabilitation Counseling, Distributive Education, Business Education, Applied Psychology, Clinical Psychology, etc.)

6. The Evening College:

In the Richmond Professional Institute, evening and day programs form a single educational unit. The enrollment in the evening classes is made up partly of full-time students doing some of their work in the evening and some during the day. There are also in the evening classes many students who are working their way through college and who find evening class attendance convenient. Some evening classes, although offered chiefly for full-time students, are taught in the evening because the highly specialized teachers required for these particular courses can be obtained only at evening hours.

The Richmond Professional Institute does not classify any of its classes, whether meeting in early morning, late afternoon or in the evening, as extension work. Like similar vocational colleges in other American cities in the United States, evening courses and day courses have the same status. Evening courses, like the day courses, are open to those citizens of Richmond and vicinity who desire to take them and who meet the admission requirements, regardless of whether they are studying full-time or part-time.

Thus the Evening College is not a separate unit of R.P.I., or an extension unit, but a portion of an integrated single educational unit, where work begins at 8:00 A.M. and closes at 10:30 P.M.

7. The Summer School: The Richmond Professional Institute offers a nine-week program in the summer. Special workshops of interest to teachers are offered as well as subjects which are regularly offered during the academic year.

8. Adult Programs:

In addition to their daytime and evening offerings, the School of Business and the School of Distribution offer adult programs designed to provide in-service training, retraining, and upgrading of employed persons. One member of the faculty of the School of Business devotes full time to the co-ordination, organization and initiation of programs for adults. The courses offered in the adult program vary with types of need and with the requests from governmental agencies and business organizations.

The Future

In planning the future development of R.P.I. there are a number of general considerations to be taken into account.

1. The mission, and objectives of the College and the kind of education offered at the Richmond Professional Institute.
Plans for the future, therefore, must take into account the unique educational responsibility of the institution to the citizens of the Commonwealth and of the local community which this condition entails.
2. Characteristics of the clientele which the College serves:
The students who enroll are motivated, primarily, by a desire to attain professional competence in the areas of study offered at R.P.I. That this group constitutes a significant segment of the population of college age in Virginia is evidenced by the size of current enrollments and their continued growth.
3. The community college function which R. P.I. has undertaken to perform:
This consideration requires close identification with the community in terms of recognizing and analyzing educational needs and providing means for meeting them.

4. Educational resources in remarkable variety and quality exist in the Richmond metropolitan area.

This condition suggests the importance of continuing exploration of possibilities for utilizing such resources in the educational program at R.P.I. in the interest of giving reality to instruction and affording practical experience as a significant aspect of instruction. The existence of such resources also puts a premium on initiating and developing co-operative undertakings involving governmental, social, and business agencies.

In light of these considerations, objectives for the future should include:

1. Strengthening of existing programs.

This objective involves not only considerations affecting curriculum organization, but also up-grading of the faculties concerned. In terms of curriculum there is the ever present problem of maintaining a proper balance between professional education and general education in a given program. In terms of staff there is the continuing objective of encouraging faculty members constantly to improve/by additional study and practical experience as well as by their qualifications

filling vacancies with increasingly better qualified individuals. Such undertakings will necessitate financial support to meet competition for the services of well-trained faculty members, provision for sabbatical leave, and the like.

Another significant means of strengthening instructional programs is the utilization of the pooled resources of the institutions comprising the Colleges of William and Mary. Such areas as Business Administration, Education, and the like, would appear to offer opportunities for this type of development.

2. Adding programs to meet educational needs as they appear.

Programs or courses should be subjected to rigorous appraisal in terms of justification of the need, number of students to be served, availability of personnel and facilities, and similar criteria before being added to the program of studies.

One program which meets the relevant criteria and which, therefore, should be undertaken in the near future is the extension to the doctoral level of the existing graduate program in Clinical Psychology.

Other areas in which requests already made should be considered are: data processing and the use of electronic computers; training of medical assistants for which at present no program is available in Virginia or for that matter, elsewhere; offerings in the field of gerontology which are non-medical in character but with emphasis on the psychological and social aspects of aging.