

THE NORFOLK COLLEGE OF WILLIAM AND MARY

OF

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GOALS  
PURPOSES  
SCOPE

September 1961

THE NORFOLK COLLEGE OF WILLIAM AND MARY  
A STATEMENT OF THE AIMS, PURPOSES, AND GOALS

I. MISSION AND SCOPE

The Norfolk College of William and Mary is primarily a community college established to fulfill the needs of the community for higher education. Being a service agency of the Commonwealth of Virginia in general and an institution of higher education in specific, the College acknowledges its responsibilities to furnish opportunities for higher education to the citizens of the State and particularly to those living in the Tidewater area of Virginia. It is the responsibility of the College to ascertain the needs of both the youth and adult population of its community and to fill these needs insofar as the resources of the College permit. In supplying the services to meet the higher educational needs, the College must preserve the reputation of the Commonwealth and the Colleges of William and Mary by maintaining a high standard of excellence in all its offerings.

The purpose of the College is to encourage and promote in every way the individual's potential for rendering service to the State and community. It is the belief of the College that an opportunity for higher education should be made available to each individual capable of benefiting from it. Knowing that a community's wealth, independence, and happiness is increased in proportion to its educational level, the College will make every effort to do its part in the educational progress of the citizens.

In planning and conducting its educational program The Norfolk College of William and Mary also dedicates its efforts to fostering and instilling in the student the highest type of democratic ideals and hopes to develop the best type of moral character in each individual. An appreciation of the rights and privileges of the individual is a part of sound education, as is respect for the rights of others and for the responsibilities to society.

The role of the College and the extent to which it must develop to fulfill its role is dependent upon the community it serves and the extent to which its needs for higher education are being met by other private and public institutions. The Norfolk College, being in the center of

the largest urban area of the State and an area with a paucity of higher educational institutions and opportunities, both public and private, must assume a dominant role and the educational leadership for the community. The College has studied and must continue to study ways for effectively assessing and meeting the higher educational needs of the community. The current pattern or organizational structure under which the Norfolk College is offering its services was developed over a period of 30 years. It is constantly changing to better meet the community needs and future changes are obvious even at this time.

#### A. STATE AND NATIONAL NEEDS SERVED BY THE INSTITUTION

The Hampton Roads area is one of great national and state importance. Located in the area is probably the greatest concentration of government activities in the country. Among the agencies within 25 miles of the Norfolk campus are National Aeronautical and Space Administration, Norfolk Naval Supply Depot, Norfolk Naval Operating Base, Norfolk Naval Shipyard, Norfolk Naval Air Station, U. S. Army District Engineer's Office, U. S. Army Transportation Corps at Fort Eustis, Portsmouth Naval Hospital and many others. These agencies plus the scores of private corporations employ thousands of engineers, scientists, and other college-trained personnel.

Not only must The Norfolk College of William and Mary provide courses to supplement and advance the training of those already employed, it must also provide educational opportunities for their children. It is a recognized fact that the high educational level of the parent is clearly reflected in the desire of the children to secure a college education.

From the standpoint of the State of Virginia the Port of Hampton Roads is a recognized major asset. The obligation of the State to promote its growth and the welfare of the citizens is inextricably bound in the overall interest and prosperity of the State as a whole. The College must play an important part in this development by supplying educated leaders and trained personnel for the area.

#### B. INSTRUCTIONAL PROGRAMS NOW OFFERED BY THE COLLEGE

Basically there are four divisions of our services:  
(1) The Day College (2) The Evening College (3) The

Technical Institute (4) The Summer Session. Each will be described briefly after which a listing of current offerings and anticipated future offerings will be given.

(1) THE DAY COLLEGE

This program was begun in 1930 with the offering of resident instruction in liberal arts on the junior college level. In 1931, with the cooperation of the Virginia Polytechnic Institute, the first two years of engineering were made available. The Norfolk Division continued to grow both in student body and curriculum offerings and in 1955 the Board of Visitors authorized the development of four-year degree programs. June 1961 witnessed the graduation of the fifth class which numbered 201 graduates.

Under the present policy of the College, the junior college programs are being continued as for many this will represent the highest academic attainment level needed or within their grasp. Satisfactory achievement in the junior college program is also a requirement before a student may enter the senior or degree programs.

A study of our current degree programs which are listed later in this report reveal that the majority fall under the classification of Arts and Sciences. There are, however, a number of professional degrees such as the Bachelor of Science in Elementary Education, the Bachelor of Science in Secondary Education, the Bachelor of Science in Physical Education, and the Bachelor of Science in Medical Technology. The College also has an organized School of Business which offers a Bachelor of Arts degree and a Bachelor of Business Administration degree with concentrations in several fields.

CURRENT OFFERINGS

Day College

Junior College Programs (One and Two years) -  
Certificate or Associate in Arts

Business

- Basic Business Practice
- Merchandising
- Secretarial Science
- Co-operative Program in Secretarial Science

General Education, Terminal Program

- Pre-Nursing
- Pre-Pharmacy

Music

Engineering

- Aeronautical
- Ceramic and Metallurgical
- Chemical
- Civil
- Electrical
- Industrial
- Mechanical and Engineering Mechanics
- Basic or General

Four-Year Degree Programs

- Business Administration . . . . . B.A.
- Accounting
- Economics
- General Business

- English . . . . . B.A.
- History . . . . . B.A.
- Mathematics . . . . . B.A.
- Music . . . . . B.A.
- Sociology . . . . . B.A.
- Biology . . . . . B.S.
- Chemistry . . . . . B.S.
- Physics . . . . . B.S.
- Pre-Medical . . . . . B.S.
- Pre-Dental . . . . . B.S.
- Psychology . . . . . B.S.

- Bachelor of Business Administration
- Bachelor of Science in Elementary Education
- Bachelor of Science in Secondary Education
- Bachelor of Science in Medical Technology
- Bachelor of Science in Physical Education

(2) THE EVENING COLLEGE

The origin of the Evening College dates back to 1919 when the College in Williamsburg first sent instructors to Norfolk to teach extension courses in education. With the establishment of the resident branch in 1930 the evening work became a regular and expanding part of the new College. The Evening College offers the same programs organized for the Day College but with less elective variation in courses and at less frequent intervals. It is possible, however, by careful planning to earn degrees entirely through evening work. In addition to the credit courses the Evening College also offers a number of special purpose non-credit or audit courses. These are designed to fit special needs of individuals or groups and are too numerous to list herein. Courses in the Evening College are under the supervision of the respective department heads and the same high standards are maintained.

(3) THE TECHNICAL INSTITUTE

Programs offered under the Technical Institute are post-high school, high-level, technician training courses. They are of one, two, or three year duration dependent upon the program; and while no college credits, as such, are given, students may earn certificates or a technician's degree of Associate In Applied Science. The Technical Institute is an outgrowth of courses begun in 1939 to train technicians for the Naval Air Station in Aircraft Instruments. It quickly expanded into the Defense Training courses and then into the War Training courses and was one of the largest and most successful of such programs on the East Coast. In 1945 the State recognized the need for a new form of training program for the technician who must have a theoretical background and training as well as skills of a mechanic.

The Technical Institute offers full-time day programs of eight quarters (two years) length in Automotive Mechanics, Machine Shop Practice, Architectural and General Drafting, Refrigeration and Air Conditioning, and basic Radio, Electronics and Television. In addition, a third year of three quarters of advanced electronics is offered to graduates of the basic course.

Admission to all courses is based on high school graduation, or the equivalent as determined by entrance examination.

In all quarters the student takes one 15-hour (per week) course in his principal subject, plus an additional fifteen hours of related subjects, including Mathematics, Physics, Personnel Problems (English), and Safety. Other courses, more closely related to his chosen field, complete the thirty-hour week in the second and third years. The principal fifteen-hour classes are generally composed of five hours of lecture and ten hours of laboratory, though in some cases the lecture hours may total as much as nine and the laboratory only six. Related classes are generally lecture hours, except for some especially designated laboratory courses.

Drafting, Refrigeration and Air Conditioning, and Radio, Electronics and Television, are taught on the technician's level and in many cases on a level high enough to be considered as the college level. Automotive Mechanics and Machine Shop are on the mechanic's level. All students take the same English, Personnel Problems and Physics courses, but the Mathematics and other related subjects vary as needed in the particular course.

Automotive Mechanics students get only four quarters of shop mathematics through basic algebra. Drafting, Refrigeration and Air Conditioning, and Machine Shop students have six quarters through applied trigonometry. Radio, Electronics and Television students get a minimum of eight quarters to a maximum of eleven quarters of radio mathematics through applied calculus.

The graduates of two-year courses are given the Technical Institute Diploma. Those completing the third year of Advanced Electronics receive the A.R.E. (Associate of Radio Engineering) diploma.

The aim in all Technical Institute courses is to prepare the student adequately to get and hold a job in his chosen field with a sufficient knowledge of basic Mathematics, Science, and English to make it possible for him to advance to positions of greater responsibility.

The Evening Technical Institute offers courses in all the above fields, with additional classes in Welding and Offset Printing. These courses are intended as supplementary training for the improvement of people already engaged in work in their chosen field. Classes meet two evenings per week for three hours per evening.

Since these students attend only six hours per week, the ratio of lecture to laboratory is generally larger but varies from course to course. In Mathematics and basic Electronics, for instance, courses will be composed almost entirely of lecture, while in Welding and Automotive Mechanics, the work will be largely laboratory or shop.

Associate In Applied Science (2 yrs.)  
 Air Conditioning and Refrigeration  
 Technology  
 Architectural and General Drafting  
 Technology  
 Electronics Technology  
 Associate In Radio Engineering (3 yrs.)  
 Diploma Courses  
 Machine Shop  
 Automotive Mechanics  
 Printing

(4)                    THE SUMMER SESSION

The first Summer Session was conducted in 1934 and was rather informal. The faculty taught one or two courses and generally were paid whatever fees their courses produced. Often the faculty received one or two hundred dollars for the 13-week Summer Session. A total of 30 students were enrolled during the summer of 1934.

In contrast, the past Summer Session witnessed the enrollment of 1,220 students in the College program, 154 students in the day Technical Institute and 131 students in the evening Technical Institute making a total enrollment of 1,505.

In the beginning the Summer Sessions were made up chiefly of students taking make-up courses they had previously failed. Now the Summer Session is designed for three purposes: (1) for repeating courses failed, (2) for taking courses which prepare the student to enter college courses, i.e., Refresher Mathematics, English Grammar Review, etc., (3) for accelerating the normal four-year program or enriching such a program by providing an opportunity for a student to take additional courses.

The Norfolk College's Summer Session attracts students from many other colleges. In a recent survey it was revealed that students enrolled from 107 different



colleges, representing 30 States. The attraction of the beaches plus the desire of many students to live at home will continue to bring students from other colleges to our Summer Session.

Requests have come from business men in the city for establishing seminars and intensive courses in several fields during the summer. The lack of adequate facilities is a severe handicap in serving this need as our classrooms and laboratories are scheduled completely through August 15th. We are investigating the requests, however, and will try to meet the needs that are manifest.

### C. THE STUDENT BODY SERVED BY OUR COLLEGE

#### Selection of Students: General Principles

The admission policy of The Norfolk College of William and Mary is to select students who have the ability to succeed in the particular program for which they apply and who have also a desire and determination to receive the benefits available in the program. To make this selection, the College employs tests, recommendations from reliable persons, the past academic record from high school and/or college, and a personal interview with the student. The student's class standing is not used as it is often meaningless and deceptive. Whereas students of the highest scholastic ability are desired and encouraged, our admissions are not restricted to such a group, and opportunity is always held open for those who can profit from the college experience.

In the Day College all students are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. This does not apply to part-time, non-matriculated students or Evening College students.

For admission to the Technical Institute an applicant must be a high school graduate with one year of algebra and take a battery of tests administered by the Counseling staff of the College where deemed necessary to substantiate the ability of a student to qualify for particular programs. Evening Technical Institute students are not required to meet rigid admission requirements but are not permitted to continue after one term if found unsatisfactory.

Type of Students:

All divisions of the College program and Technical Institute program are co-educational. Many adult persons are students and even in the full-time day programs over 30% of the students are married. The ability of students to find part-time employment in the community or for the wife to secure full-time employment is a big factor in making our College attractive to married students.

Area Served:

The Norfolk College of William and Mary is primarily concerned with serving the residents of the Hampton Roads area. A radius of 25 miles encompasses Suffolk, Virginia Beach, Newport News, Hampton, Norfolk County, Princess Anne County, Nansemond County, as well as the cities in the Norfolk-Portsmouth area. From these areas come 90% of our students. The Technical Institute, being rather unique in its offerings, does draw students from all over the State of Virginia.

Type of Program:

This College is a complex one, offering programs on the technical institute level, junior college level, senior college level, and certain professional programs. No graduate work is currently being offered although it is planned for in the very near future.

General Career Interests of Students:

The career interests of our students are very broad and diversified. A study of our course offerings will indicate the many fields for which students are preparing.

General Employment of Graduates:

No study has been made of the employment of our graduates, but it is apparent that the majority are being employed locally. However, many large national companies are soliciting our graduates and this is becoming increasingly frequent. The technician graduates, the business graduates, and the teacher education graduates are being sought as well as our science graduates. Generally speaking, a student who has lived at home and attended our College will prefer to remain in the community if job opportunities are reasonably attractive.

D. NON-INSTRUCTIONAL SERVICES OF THE INSTITUTION

Being the leading institution of higher education in the very large metropolitan area of Tidewater Virginia brings many requests for assistance by individuals and businesses. Our science staff, our business staff, our library, our technical institute staff, our language staff, and, in fact, almost our entire faculty and facilities are constantly being called on for service.

Our physical facilities are also in much demand for group meetings, seminars, and cultural programs. This service is extremely limited since our facilities are used very heavily by our student body.

The School of Business has two active non-instructional service groups. These have offered a variety of educational research services and both short and long seminar programs. They are our Institute of Management and our Bureau of Business and Statistical Research.

REGISTRAR'S HEAD COUNT

Enrollment Statistics - Session 1960-1961

	Men	Women	Total	Grand Total
Day College				
Freshmen	687	366	1053	
Sophomores	381	178	559	
Juniors	178	107	285	
Seniors	120	68	188	
Part-time	115	123	238	
Audits	14	21	35	
Unclassified	36	38	74	
T.V. Continental Classroom	9	11	20	
	<u>1540</u>	<u>912</u>	<u>2452</u>	2452
Evening College				
Regular	1308	557	1865	1865
Special Groups				
RPI Social Work				
Norfolk Program	3	26	29	
Medical Assistants	0	34	34	
Prof. Engn. Refresher	33	0	33	
	<u>36</u>	<u>60</u>	<u>96</u>	96
Technical Institute				
Day	262	1	263	
Evening	443	2	445	
	<u>705</u>	<u>3</u>	<u>708</u>	708
Summer 1960				
Day College	719	501	1220	
Technical Institute, Day	154	0	154	
Technical Institute, Eve.	130	1	131	
	<u>1003</u>	<u>502</u>	<u>1505</u>	1505
GRAND TOTAL . . . . .				6626

## II.

FUTURE OFFERINGS

It is apparent to all who give serious investigation to the matter that The Norfolk College of William and Mary must assume an ever-increasing responsibility for meeting the present and future need of the community for higher education. To do this the physical plant, faculty, and research facilities must be greatly expanded. It is evident that within a short span of ten years or less the College must develop advanced degree programs. The need for graduate work on many levels and in a number of fields will be necessary. In addition, the establishment of certain Schools and other undergraduate programs will be required. Listed below are programs which it is believed must be instituted in the near future if the College is to fulfill its role to the State and community.

## Technical Institute Future Programs

The need for skilled technicians is one of our State's largest manpower problems. Industrialization of the State is moving swiftly but is being handicapped by the shortage of skilled workers and supervisors. Our Technical Institute is well qualified to move into the fields of sub-professional engineering for which trained persons are critically needed. The following programs are being planned for the near future:

Civil Engineering Technology  
 Building Construction Technology  
 Electrical Engineering Technology  
     Communications Option  
 Mechanical Engineering Technology  
     Heat-Thermodynamics Option

## Collegiate Undergraduate Programs

In listing the future needs of the community for additional programs, a justification will be given for only those planned for the 1962-64 biennium.

## Undergraduate Programs

Bachelor of Fine Arts  
     Art History  
     Speech and Drama  
 Engineering  
     Civil  
     Electrical  
     Mechanical

Undergraduate Programs (Cont'd)

Engineering Physics  
Geology  
Journalism  
Languages  
    French  
    German  
    Spanish  
Nursing Education  
Philosophy  
Political Science  
Pre-School Education  
Radio and Television  
Special Education  
Speech Pathology

Graduate Programs

Atmospheric Physics  
Biology  
Chemistry  
Economics and Business Administration  
Education  
    Business Education  
    Special Education  
English  
Geology  
History  
Library Science  
Medical Technology  
Music and Music Education  
Physics  
Psychology

Professional Programs

Law  
Medicine

Justification for Programs Planned for 1962-64

Engineering:

There has been an obvious need for engineering degree programs in the Hampton Roads area for many years. This has recently been investigated and documented in the Survey and Report - Higher Education in the Tidewater Area of Virginia conducted by the Department of Health, Education, and Welfare. Dean Newman Hall of Yale University

also studied the problem in 1960 and reported a definite need for degree programs in engineering. At present a committee appointed by the State Council of Higher Education consisting of Dean Whittemore of V.P.I., Dean Quarles of University of Virginia, and President Webb of The Norfolk College of William and Mary are working with two out-of-State consultants to determine more exactly the need and how it should be met.

#### Geology:

The Norfolk College has been offering geology courses for the past five years and they have proven to be popular elective courses for students majoring in the other sciences. They are also used by liberal arts majors to meet their science requirements and for general cultural electives.

The Tidewater area is one of great interest to the modern geologists. The Chesapeake Bay area is a system of drowned river valleys submerged about 10,000 years ago and there is a great sunken mountain range running up the Atlantic Ocean. Much work is needed in the fields of sedimentology, paleontology, stratigraphy and the soft-rock subjects.

The need and demand by industry and government for geologists is far greater than the supply. Career openings are available in teaching, research and industry and many of the present science students have indicated a desire to major in this field as soon as it is available. The College now employs three full-time faculty members all having their Ph.D. degree in Geology.

#### Languages:

There is a marked increase in interest for foreign languages and it is apparent that degree programs should be initiated in Spanish, French and German. Since courses are already being offered enabling secondary education majors to obtain a concentration in these languages, there are only a few additions needed to obtain a satisfactory degree major. A survey of students who are now taking elementary courses in these languages indicates a sufficient supply of majors for the programs.

#### Nursing Education:

This program received approval of the Board of Visitors several years ago but was not instituted at that time because of the building program at the hospital

which had been selected for the students' practical training. The building has been completed and this hospital is urging the College to begin its program. There is a critical shortage of nurses and especially the nursing supervisors and nurse educators. It is planned to begin this program as soon as a Director of Nursing Education can be obtained and the program planned.

#### Speech Pathology:

At present all courses required by the State Department of Education for a major in speech pathology are being offered. These are now being taken by secondary education students and others having interest in the field. Additional courses in Audiology and Phonetics will be added to round out a very satisfactory program that will meet the requirements of the American Speech and Hearing Association.

#### Graduate Programs:

The recently-organized School of Business is planning two programs on the master's level to begin in September 1962. They are (1) Master in Business Administration program which is a professional-type degree that combines academic training with professional courses to better prepare students for executive positions in business, and (2) Master of Science in Economics and Master of Science in Business Administration which are primarily academic degrees (with thesis) for preparing students for teaching or research positions.

The demand and need for these advanced degree programs is well substantiated by requests we have received from many individuals during the past several years as well as the documentation given in the Survey and Report - Higher Education in the Tidewater Area of Virginia.

Additional graduate programs are foreseen in the field of Business Education and others within the next two or three years. The faculty of the School of Business now consists of eight persons with Ph.D. degrees and fourteen persons with master's degrees, many of whom have done much work toward their terminal degree.

There is a growing need for graduate work on the master's level in the field of History. This demand is coming chiefly from the teachers now employed in the high schools of the area and those preparing to teach. The Department of History has a well qualified staff with

seven Ph.D.'s presently employed and two others scheduled to join the faculty next year.

For many years there has been a demand for afternoon and evening work on the graduate level in the field of law. Plans are being made to set up this work under the Marshall-Wythe School of Law in the near future. At present a cooperative six-year plan is in operation between The Norfolk College of William and Mary and the Marshall-Wythe School of Law. Students attend the Norfolk College for three years and the law school for three years. This may be modified if further study indicates a need for greater service in this field.

During recent months a great deal of attention has been focused by lay leaders and members of the medical profession in the community upon the need and desirability of a medical school in Norfolk. With the completion of the new Norfolk General Hospital and the large adjoining medical center, consisting of public and private medical agencies, a strong case is being built up for the establishment of a medical school. If this is done, it certainly should be closely tied to the operation and administration of The Norfolk College of William and Mary. It is, therefore, proper for us to look carefully at the situation and at the proper time lend our support to investigating or planning to meet the needs as they may be demonstrated.

Being the foremost institution of higher education in the Hampton Roads area, The Norfolk College of William and Mary must constantly seek the needs of the community for undergraduate as well as graduate programs. Flexibility and progressive change must govern the planning and action of the College. With the fast-increasing college age group and the ever-increasing need for adult education in the area, the faculty and administration must be ever alert to discover the educational needs and to prepare plans for consideration by the Board of Visitors.