

THE RICHARD BLAND COLLEGE
OF
THE COLLEGES OF WILLIAM AND MARY

GOALS
PURPOSES
SCOPE

September 1961

I. GENERAL COMMENTS

It is the goal of Richard Bland College of The Colleges of William and Mary to serve the higher educational needs of the Southside area of the Commonwealth in cooperation with the College of William and Mary in Virginia and with other institutions currently in existence or to be established in the future in Eastern Virginia. The College will make every effort to increase the scope of the educational horizon of a progressive and vital area of Virginia. It is the aim of the College to be the cultural apex of this area and to provide it with excellent educational facilities and outstanding teachers as well as a program of notable speakers, fine music, and stimulating art exhibits.

The Richard Bland College of The Colleges of William and Mary was established and duly authorized by the General Assembly of Virginia in its 1960 session. The College receives its support from the General Assembly and from the fees paid by the students enrolled.

The affairs of the College are directed by the Board of Visitors of The Colleges of William and Mary. This Board is appointed by the Governor of the Commonwealth of Virginia. Direct supervision of Richard Bland College and the other four branches of The Colleges of William and Mary is charged to the office of the Chancellor, located in Williamsburg. A Director, appointed by the Board of Visitors, is in charge of the actual administration and courses of instruction at the College.

The Richard Bland College derives its name from that of Richard Bland, Virginia statesman and champion of public rights. Richard Bland was educated at the College of William and Mary. He served as a representative from Prince George County to the House of Burgesses from 1772 until 1775. After adoption of the state constitution, he was a member of the House of Delegates and served until his death. He also served as a delegate throughout the First Continental Congress. It is fitting that

this college should derive its name from one whom Jefferson describes as "the most learned and logical man of those who took prominent lead in public affairs".

II. STATEMENT OF PRESENT PURPOSE

The purpose of The Richard Bland College is to afford educational opportunities of an academic and a terminal nature beyond the secondary school level to the citizens of a geographical area of Virginia which in the past decade has grown in population and industrial activity.

A. State and National Needs Served by the College

Richard Bland College is being established as a community institution in an area of Virginia which has grown in professional, commercial, and industrial activity in the past decade and in which is located Fort Lee, a large military installation which is closely connected in every respect with the surrounding civilian communities. Furthermore, it is located in an area in which there is a paucity of educational institutions beyond the secondary school level. It will provide through its first two-year college programs the basic training discipline in general education for many of the nation's future professional men and women - doctors, lawyers, engineers, teachers, scientists and business executives.

The College will serve immediate community and local needs by producing certified specialists competent to perform vital tasks in the non-degree areas in the fields of engineering, chemistry, physics, mathematics, accounting, estimating, contracting, and business administration. Need for such training is critical, and in this realm the College will provide an invaluable service. On the national level, the nearby military installation requires a constant flow of such specialists. Furthermore, it is anticipated that a considerable number of military personnel will desire to further their general educational level prior to re-

tirement.

The first two years of training for teachers will be offered at Richard Bland College, and perhaps here the College can provide its greatest service, principally to the State of Virginia, but also to the nation. The critical shortages in the fields of teaching must be met immediately and special emphasis will be placed on encouraging young men and women to enter this profession so completely basic to all the rest.

B. Instructional Programs Offered by the College

(1) The Transfer Program

Specifically it is one purpose of the College to provide the first two years of college work for students desiring to enter four-year colleges. This program leads to the degree of Associate in Arts. It includes preparation for further training leading to degrees in the arts and sciences, in engineering, business, medicine, dentistry, and public health service.

(2) The Terminal Program

Not only will Richard Bland College provide training for those who will ultimately become professional engineers, doctors, lawyers, business executives and teachers, it will also fill the desperate need for training in the technological and semi-professional scientific and engineering fields. Chemical technologists and engineering assistants are required in large numbers, draftsmen must be trained and personnel must be educated to fill positions as architectural, electrical, engineering and construction draftsmen, or as assistants to engineers, architects, estimators, and contractors. Programs, terminal in nature, will be instituted to answer these pressing needs as soon as adequate facilities to accommodate them can be procured. An area fraught with industry as well as a large technical military concentration amply justifies the need for such a

division at the College. These programs must be developed thoroughly if the College is to fulfill its mission of service as a community college.

Another demand to be met in the Southside area of the Commonwealth is for personnel who have undergone terminal training in accounting, office management, professional stenographic work, bookkeeping, and other basic business courses which prepare potential supervisory personnel for positions of administration. These areas too will be served by the terminal facet of the Richard Bland College.

(3) The Technical Institute

Another area in which the College must meet demand is that of the developed skills. An urban area typified by the Petersburg-Hopewell complex requires a steady flow of personnel trained in mechanics, refrigeration, air conditioning, drafting, radio and electronics. The planned technical institute will provide facilities for this vitally needed area. It will train personnel on a part-time and also on a full-time basis to serve community and industrial needs by producing certified specialists, well-equipped to perform these critical skills.

(4) The Evening Program

In addition to the educational services planned for the undergraduate who pursues either a transfer or terminal program there is a need for educational opportunities for adults. Not only must the college provide opportunities for adults who desire to increase their general level of education but it must also provide courses to supplement and advance the training of those already employed. In the majority of cases adults can pursue further education or training only through evening classes. The evening program should offer the same opportunities afforded by day-time transfer and terminal programs. The possibility of utilizing the services of the Extension Division of The College of William and Mary to offer courses beyond the two-year college level should be exploited.

C. The Student Body served by the College

(1) Origins

Students whose interests include all of the program herein described are drawn and will continue to be attracted from areas within commuting distance on the west side of the James River, from the Petersburg-Hopewell urban areas and neighboring counties.

(2) Selection

Students are selected for admission according to their qualifications in scholarship, personality, performance in extra-curricular activities, breadth of interests, and their potential as contributing citizens to their communities.

A desirable requirement for admission to the Richard Bland College of The Colleges of William and Mary is graduation in the upper half of the class from an accredited secondary school, with a minimum of sixteen acceptable units or the equivalent of this requirement as shown by examination. The College selects those candidates who present the strongest qualifications in scholarship, personality, performance in extra-curricular activities, and breadth of interests.

The high school record, the recommendation of the principal, and any other such sources of information as may be available will be utilized in determining the applicant's fitness for selection. A personal interview by a representative of the College may be required of the candidate.

In admission to the terminal programs, the College will give preference to those candidates who present twelve units of credit from the fields of English, history, mathematics, and science. The other four units to complete the sixteen required entrance units may be drawn from other subject fields for which the secondary school regularly awards diploma credit. These do not constitute a set of absolute requirements, as the College reviews each application for admission on its total individual merit.

Preference will be given to candidates for the two-year program leading to admission at a four-year college if they present at least four units of English, three in a foreign language (ancient or modern), or two in each of two foreign languages, two in history, two and one half in mathematics, and two in science. The remainder of the sixteen units should consist of additional credits in these preferred subjects.

A candidate for admission as a full-time student to the freshman class of the Richard Bland College of The Colleges of William and Mary must take the Morning Section Scholastic Aptitude Test of the College Entrance Examination Board, or a suitable test approved by the college authorities, in lieu thereof. This does not apply to part-time, non-matriculated or the evening program students.

(3) Counseling

Both men and women are admitted to the College, and they are provided with expert counseling service pertinent to their immediate academic requirements and also concerning their ultimate vocational goals.

(4) Conduct

It is understood by every student who enters Richard Bland College that his enrollment carries with it an obligation to exercise manners and behaviour which will bring nothing but credit to him and to his college. Every student pledges himself in writing to abide by the principles of the Honor System.

D. Non-Instructional Services of the College

Richard Bland College will make every effort to serve the non-instructional, community intellectual needs which are generally the province of an urban institution. Lectures on music, art and other intellectual areas will be encouraged, and a carefully planned library will provide the area served with additional cultural enrichment.

Research projects commensurate with the qualifications of the faculty and the needs of business, industry and the military requirements of the area

will be undertaken.

The College can serve as a site for the offering of upper level work and graduate work through extension from the College of William and Mary in Virginia.

The development of these activities will evolve as specific needs become apparent.

III. STATEMENT OF CURRENT PROGRAMS

Present course offerings as set forth in the College's current catalogue include pre-four-year college offerings and terminal offerings in Biology, Business Administration, Chemistry, Economics, English, Government, History, Mathematics, Modern Language, and Physics. Pre-professional work is offered for further training in Business, Engineering, Medicine, Dentistry, and Public Health Service.

The Associate in Arts Degree

The Board of Visitors of The Colleges of William and Mary has authorized the Richard Bland College to confer a degree of Associate in Arts. To be eligible for this degree, a candidate must file a formal application by March 15 of the year in which he plans to receive his diploma.

To qualify for this degree a student must complete one of the prescribed two-year programs, or he must complete a minimum of sixty hours of academic credit according to the following plan:

1. The student must have earned a minimum of sixty (60) semester credits. Thirty-two of these semester credits must consist of:
 - a. Six semester credits in English 101-102 and six semester credits in English 201-202.
 - b. Eight semester credits in Biology, Chemistry, or Physics.
 - c. Six semester credits in History, Economics, or Government.
 - d. Six semester credits in Mathematics.
2. The student must have attained a minimum quality point average of 1.00.

3. The program must be completed in five semesters.

4. The Associate in Arts degree will not be granted until the applicant has been in residence at least one college year and made a minimum of 30 semester credits at the College. This period must include the last year of the work required for the degree.

IV. FUTURE GROWTH AND DEVELOPEMENT

In order to be an effective instrument, the College must grow. The growth pattern of Richard Bland College as phased by The Colleges of William and Mary and approved by The Board of Visitors includes enrollment in 1970 of twenty three hundred day students and four hundred evening students. It is entirely reasonable to assume a continued growth after 1970 due to the constantly increasing population of the Southside area.

Other pertinent factors to be considered in the scope of the institution are the development of adult education programs to serve the needs of the area, the institution of evening school facilities and programs immediatley, and the operation of a summer session in the summer of 1962.

An urban center constantly requires adequate facilities for adult education at the end of the normal working day period. The people of the area have already voiced a desire for evening school facilities. In addition to the use of its own faculty, the College will be able to attract an evening faculty of outstanding professional engineers, chemists, physicists and mathematicians. These critical fields are in great demand, and evening work offered in them can render a great service to the community and to the industrial progress of the Commonwealth and the nation.

A patently obvious need for summer session work exists in the area, and Richard Bland College is the natural instrument to serve this need. Its location, surrounded by communities of increasing population places it strategically as an accessible and quite natural facility for the additional service of offering all of its programs during a summer term.