

Minnesota University Admissions  
\* and Records

**UNIVERSITY OF MINNESOTA**  
**HANDBOOK**  
for  
**HIGH SCHOOL COUNSELORS**

April 1968

UNIVERSITY OF MINNESOTA ADMISSIONS OFFICES

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To The Counselor . . .

You have a standing invitation to visit our campuses and our offices, but we realize that this is not always possible. And though the University does plan to develop a broader high school visitation program, we probably won't be able to visit all of you even within the next year or two. So we have prepared this Handbook for High School Counselors, hoping that it will add a new dimension to the types of information we can profitably exchange.

This Handbook is designed to help in counseling students who are interested in the University of Minnesota. We have gathered here, with the help of faculty and personnel officers on all campuses, the information which is appropriate to the prospective freshman -- details on admissions procedures, financial aid, the types and lengths of degree programs, the special characteristics of the eight colleges which admit freshmen, and expectancy tables showing certain success probabilities.

Of course, the official University bulletins (listed in the Appendix) remain a basic source of official information. These bulletins outline the degree requirements and provide full descriptions of regulations and courses for each of the colleges and major divisions of the University. The General Information Bulletin and the appropriate college bulletin are essential sources of information for any prospective student. Questions may also be directed to any one of the Admissions Offices, and we would certainly welcome your personal visit or telephone call. Our addresses and phone numbers are given on pages 5 and 6.

We intend to revise this Handbook periodically, and we will appreciate your comments and suggestions on this first effort. We also wish to acknowledge the editorial assistance of Mrs. Charlene Follett and the assistance of Mr. Dennis Jacobsen in preparing these materials.

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**PART I. GENERAL INFORMATION FOR PROSPECTIVE STUDENTS**

## A. ABOUT THE UNIVERSITY

Grades, courses, enrollments, application procedures - these are important parts of the University, but they do not answer one question which most students, and their counselor, are curious about -- what is the University of Minnesota really like? The elusive answer to that question is provided only partially by describing the University's organization and functions. The best answers would result from talking to and observing individual students and faculty members. Let's look at a few illustrations of what might be learned from such contacts.

Students with an immense variety of educational goals come to the University. To help fulfill these goals, instruction is offered at five different locations in the state - Minneapolis, St. Paul, Duluth, Morris, Crookston - and in 19 major colleges or instructional divisions. Some students find all the facilities they need in a single college, school or department; others will cross college lines and take courses in two or more colleges.

For instance, a student at the University of Minnesota might find himself studying:

Agricultural Business Administration, by combining courses in agriculture given on the St. Paul Campus with courses from the School of Business Administration, located on the West Bank in Minneapolis,

A pre-medical course at Morris,

Landscape Architecture at the Institute of Technology in Minneapolis, or

English Education at Duluth.

Students with particularly unique educational objectives, by means of an administrative mechanism called University College, may design their own programs; for instance a Peace Corps volunteer could plan a curriculum which combines agriculture and one of the social sciences, or a future interior decorator could study areas from three colleges: art, architecture, and home economics.

Each of the colleges of the University has its own entrance and graduation requirements. Students are admitted to a specific college, not to the University at large. Some colleges admit freshmen (these colleges are described in this Handbook); and others admit students with varying amounts of previous college work. The chart in the Appendix illustrates this.

Even though a student is admitted to a particular college at the University and meets the graduation requirements of that college, he will share many common learning experiences with others. All students seeking bachelor's degrees, for instance, distribute part of their coursework among four specific areas - communication, languages, and symbolic systems; the physical and biological sciences; man and society; and artistic expression. Through study in these areas, the University believes that men and women can develop a breadth of understanding.

Despite its complexity and large size, the University can often be more easily understood as a combination of units - Duluth, with a general liberal arts program, pre-professional curriculums, and some graduate work; College of Education in Minneapolis, composed primarily of juniors and seniors, taking work in approximately 30 different teaching areas -- from Art Education to Speech Pathology; the School of Nursing, its 300 students entering after one year of liberal arts, all working toward a bachelor's degree and eventual practice as registered nurses, etc.

Many instructional approaches are used -- a lecture class in sophomore psychology involves several thousand students; seminars are held for as few as 15 freshmen in the Honors program; Dr. Harold Deutsch may video-tape his lectures on World War II so students may see him at any one of 10 different times on East and West Bank campuses; and special camping retreats are sponsored by the Student Activities Bureau, where small groups of selected students may spend a weekend at a campsite discussing a selected topic of interest with leading professors. And though some students may prefer the independence necessary to be a student on the large Twin Cities Campus, others achieve their educational goals on the smaller Duluth, Morris, or Crookston Campuses.

The diversity of the academic programs at the University, as well as the nature of the University population, are illustrated by observing the students who attend the University. On the marble benches in front of Northrop Auditorium -- or in the next seat in a classroom -- or drinking coffee in the Kirby Student Center in Duluth, a student might find:

- A girl from India, working on a mathematics degree,
- An art education major from northern Minnesota who designs sets for theatre productions,
- A young businessman from a Twin Cities firm, taking a general economics course,
- A young Negro leader, making time in his busy schedule of work, family and community activities, to study urban sociology, or
- A multi-lingual Japanese student, interested in cross-cultural communications.

In addition to offering such a large number of programs and courses, the University has made special efforts to meet other of the individual's needs. For instance, an IT freshman who needs help in mathematics, physics, or English may find it in a supervised study-session scheduled four afternoons a week.

Even before fall quarter starts - during Freshman Week - a new IT student may attend a mathematics refresher course. And that same student could live in an IT "house" - a residence hall floor which houses only IT freshmen and their upperclass tutor.

A student might make use of:

- The Reading and Study Skills Center for help in improving reading ability, or in making good use of study time,
- The advice of his CLA freshman adviser (a specially selected and trained graduate student),
- The opportunity to take certain special classes in St. Paul and to use the O. Meredith Wilson library on the Minneapolis West Bank, by riding the free bus which runs every few minutes, or
- The Duluth Campus radio station to provide a few hours of work in an area of his interest.

A student might work part time by participating in the University's Work-Study program serving as a receptionist at Duluth's Health Service, by working with children at an area settlement house, or by assisting with research in the psychology department at Morris.

A student might participate in one of the student government groups such as one in St. Paul, helping to plan a high school visitation program, or working on the Dad's Day program, learning the skills it takes to be a student leader.

## (About The University)

Or he might become involved in the SPAN program (Student Project for Amity Among Nations), doing intensive study of a particular country, and then living in that country for a summer.

And a student might relax between classes - over a cup of coffee in the Union, by playing a lively game of frisbee on the Mall, or a vigorous game of volleyball as part of the intramural sports programs on any one of the campuses.

Invited on the basis of his high school record, ability, and interest, a freshman may take advantage of a weekly bag-lunch seminar or colloquium (non-credit study group), meeting once a week with interested faculty and sharing the results of their independent study.

What is the University of Minnesota really like? These illustrations may serve to give a bit of its flavor, but the question can be answered only by each student as he enrolls and discovers for himself; the answer is different for each person who attends the University.

### B. ADMISSION PROCEDURES FOR ENTERING FRESHMEN

#### Where and How to Apply

Every August each Minnesota high school is mailed a supply of application forms (Minnesota College Admission Form). (If this supply is insufficient, a request for additional forms should be sent to the Office of Admissions and Records, Twin Cities Campus/Minneapolis.) The first two pages of this form are to be filled out by the applicant, who then submits it with a \$10.00 nonrefundable credentials examination fee to his high school counselor or principal. After completing pages 3 and 4 (including courses in progress, high school rank, available test data), the counselor or principal sends the application directly to the Admissions Office on the appropriate campus. All freshman applicants should be reminded that they are required to have ACT scores submitted as part of their applications and should take this test early in the senior year.

Since date of admission and date of orientation-registration are related to date of application, high schools should submit the application to the Admissions Office promptly after receiving it from the student.

#### When to Apply

New students are admitted any quarter, including summer session (except Dental Assisting and Dental Hygiene). Seniors applying for fall quarter should complete their applications between November 1 and April 15 to avoid late registration in the fall (freshmen are assigned orientation-registration dates in the order of admission decisions). The official deadlines are: August 1 for fall quarter, December 1 for winter quarter, and March 1 for spring quarter. Exceptions: the Dental Assisting program begins in June and application deadline is May 1; the Dental Hygiene program begins fall quarter and application deadline is June 15.

## (Admission Procedures For Entering Freshmen)

Applicants will normally be notified of their admission status within one to three weeks after the admissions office has received the application fee and all pertinent records and materials; this includes ACT scores, rank in class, courses in progress, plus the MSAT score for those applying to the College of Liberal Arts; General College of Education; and the Duluth, Morris, and Crookston Schools.

### Special Types of Admissi'on

1. Summer Session: High school students who have unusual competence and interest in special areas may be considered for college courses during the summer (usually between junior and senior year in high school). Students may in this way take courses which are not normally given in high school. Recommendations from the high school and the University college involved are required. Application is made using the regular freshman application form. Students who wish to attend Summer Session immediately after graduation from high school must also use the regular freshman application.
2. Concurrent with High School: Some outstanding high school students are permitted to take college courses concurrently with their high school programs. Special competence and interest in the particular area are necessary, and recommendations from the school and college are required. Application is made using the regular freshman application form.
3. Early Admission: Outstanding high school students who have not yet graduated may be admitted to the University (usually after the junior year). Such persons must be sufficiently mature to adjust to University life and work. Personal interviews, comprehensive testing, and letters of recommendation from the high school principal or counselor and parents are required. Fall quarter applicants should apply in the winter or early spring, using the regular application form. A student admitted under this plan would normally not receive a high school diploma.

### Placement and Credit Procedures

1. Placement in Freshman English: Primarily on the basis of ACT scores and high school grades, all students who take freshman year English in CLA, IT, or at Duluth or Morris are assigned to one of several placement categories. A minimum of three levels of courses are offered at these three colleges: (1) courses for superior and above-average students, (2) courses for average students and (3) remedial coursework (composition X, no credit, special fee) preparatory to taking a freshman English course for credit. The Morris Campus offers remedial work in English on a tutorial basis only.

Freshmen registered in the College of Agriculture, Forestry, and Home Economics are placed in English courses offered in the Rhetoric department of AFHE. Individualization of instruction occurs within the rhetoric courses and freshman honors courses are offered.

General College students enroll in General College writing laboratory courses. There is no placement on the basis of ability, although students with special problems may be advised to register for special work. Satisfactory performance (C-plus or better)

(Admission Procedures for Entering Freshmen)

in specified General College writing laboratory courses will satisfy the freshman English credit requirement for a bachelor's degree.

2. Placement in Mathematics, Chemistry, and Foreign Languages: These placement procedures are discussed in the CLA section. See pp. 31,32.

3. CEEB Advanced Placement Examinations: These examinations are a basis for credit or placement or both. Students may request that their scores be sent to the University, and these will be forwarded to teaching departments for determinations of credit or placement. Such credit and placement are granted in most areas of study for scores of three or higher.

4. Credit and Placement by University Examination: Credit earned by University-administered examination applies toward graduation credit requirements and becomes part of the student's permanent University record. Such credit may be used in the same way as credit earned by attending class. Placement by examination permits a student to enroll in more advanced or more appropriate classes (e.g. he may demonstrate proficiency in a course prerequisite, which will then be waived). Placement alone does not reduce credit requirements. The determination of whether a particular student receives credit or placement rests with each individual teaching department. A freshman seeking such advanced placement contacts his freshman adviser or his college office.

Addresses of the Admissions Offices

Counselors and/or students with questions regarding admission are encouraged to contact the appropriate Office of Admissions and Records.

For those colleges located in Minneapolis:

Office of Admissions  
Room 6 Morrill Hall  
University of Minnesota  
Minneapolis, Minnesota 55455  
Telephone 373-2144

For those colleges in St. Paul (Agriculture, Forestry and Home Economics; Veterinary Medicine; Biological Sciences):

Office of Admissions  
220 Coffey Hall  
University of Minnesota  
St. Paul, Minnesota 55108  
Telephone 647-3630

(Admission Procedures For Entering Freshmen)

Crookston: Office of Admissions  
University of Minnesota  
Technical Institute, Crookston  
Crookston, Minnesota 56716  
Telephone Crookston 281-5358

Duluth: Office of Admissions  
114 Library  
University of Minnesota, Duluth  
Duluth, Minnesota 55812  
Telephone Duluth 724-8801, ext. 293

Morris: Office of Admissions  
Behmler Hall  
University of Minnesota, Morris  
Morris, Minnesota 56267  
Telephone Morris 589-2211, ext. 27

C. ADMISSION WITH ADVANCED STANDING

A student who plans to attend another institution and then transfer to the University should keep in mind the requirements of the program he plans to enter at the University. The appropriate University bulletin will be of help to him, even in planning his program at the first institution. Students planning to transfer to the University will find that it is relatively easy to receive transfer credit for course work when careful planning is done to schedule courses equivalent to those required in University programs.

For most programs, students who have completed one or more years of study at another accredited college with at least a C average on all work attempted and who have an objective appropriate to the college curriculum will be considered for admission. Students with minimum records will be individually reviewed. Grades as earned at the first institution are recorded on the student's University record; however, only grades earned at the University are considered when computing grade point average for graduation requirements.

Some of the professional programs have additional course and grade point requirements. The colleges and programs which do require some previous college work are listed, and also shown in graphic form in the bar chart, in the Appendix.

Students with less than one year of previous college work are admitted on the basis of their high school records and test scores as well as their college records.

## D. FINANCIAL AID

### Scholarships

High school seniors who are in the upper quarter of their class are invited to apply for freshman scholarships ranging in value from \$100 to \$1,000. About 500 scholarships based on high school academic record, leadership, character, vocational promise, and financial need, are awarded annually. The average scholarship is \$250.

Two forms are required; one is the Application for Financial Aid, the other is the Parents' Confidential Statement of the College Scholarship Service. A supply of the former is sent to all Minnesota high schools. The latter is obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey. Applications for scholarship must be received by December 15. Announcement of scholarship awards will occur on or about May 1.

### Grants

Educational Opportunity Grants, ranging from \$200 to \$800 per year, are given to needy students. Usually these grants are renewable for up to four years in an amount commensurate with the student's financial need. Grants require equal institutional funds for matching and thus imply that a student must be prepared to accept a loan or part-time employment. May 15 is the deadline for application.

### Loans

The University can offer student loans up to \$400 a year and with a total indebtedness not to exceed \$1,000. These loans carry 3% interest while the student is enrolled at the University. After the student leaves the University, a 5% interest is charged. Freshmen are also eligible for NDEA loans, which do not accrue interest during the time the borrower is in full-time attendance. In any one academic year the amount may not exceed \$1,000 and any one student may not borrow more than \$10,000 in total during his attendance at the University. Application for these loans should be made by December 15 of the senior year to assure processing of the loan by fall quarter. Late applications result in a later processing date and a lower priority grouping.

### Employment

Though it is probably not advisable for first-quarter freshmen to work, many part-time employment opportunities are available to students; in fact, in recent years the demand has exceeded the supply. Job placement depends on the student's qualifications, his need, and the hours he is free to work. It is possible for students to earn as much as \$1,500 a year (including full-time summer work). Work for board and room is usually available for girls and sometimes for men or married couples.

Work opportunities for full-time students from low income families are included in the Work-Study Program, one of the provisions of the Higher Education Act of 1965. Once a student is admitted to the University, he is eligible to apply for

(Financial Aid)

this program and may begin work even before he is enrolled for classes; for instance, it is possible that an incoming freshman may work the full summer before fall quarter classes begin. Where possible, the jobs are related to the interests of the student.

For further information on financial aid, contact:

TWIN CITIES CAMPUS

Loans, Scholarships, Work-Study:

Bureau of Student Loans and Scholarships  
107 Armory  
University of Minnesota  
Minneapolis, Minnesota 55455  
Telephone 373-4141

Part-time Employment:

Student Employment Service  
30 Wulling Hall  
University of Minnesota  
Minneapolis, Minnesota 55455  
Telephone 373-3674

DULUTH CAMPUS

Financial Aids Office  
120 Library  
University of Minnesota, Duluth  
Duluth, Minnesota 55812  
Telephone Duluth 724-8801, ext. 475

MORRIS CAMPUS

Financial Aids Office  
209 Behmler Hall  
University of Minnesota, Morris  
Morris, Minnesota 56267  
Telephone Morris 589-2211

CROOKSTON CAMPUS

Coordinator of Student Affairs  
Selvig Hall  
University of Minnesota Technical  
Institute  
Crookston, Minnesota 56716  
Telephone Crookston 281-6510

E. COSTS

The cost of attending the University varies from student to student, depending on his personal tastes and spending habits. It is possible to live very economically -- most students do. The figures given below do not include personal expenses for such items as clothing, laundry, recreation, or for commuters' transportation and lunch costs. In general, a commuter (to the Twin Cities Campus) will spend about

(Costs)

\$1,400, and a student living in a campus residence will spend about \$1,900. Exact costs are given in the General Information bulletin. Here are cost estimates for tuition and fees, books and supplies, and room and board in 1968-69:

	<u>Twin Cities</u>	<u>Duluth</u>	<u>Morris</u>	<u>Crookston</u>
Tuition and Fees	\$405	\$384	\$393	\$360
Books and Supplies	125	125	125	90
Room and Board	930	800	830	780

F. HOUSING

Several categories of housing are available to students. Many students (about 50%) live at home with their families, or with friends, and commute to campus each day. Students may also make their own arrangements for private housing, if they meet certain age requirements. Types of housing that are in some measure supervised by the University are described below.

Twin Cities Campus

1. Residence Halls: These are owned and operated by the University. Application is made independently of application for admission, and may be done before the student has been formally admitted to the University. In the past few years, these practices have been followed: The student should make application any time after January 1 for accommodation in University residence halls by submitting an application-contract and a \$25 advance payment. Due to the severe limitation of available housing, application should be made at the earliest possible time after January 1. Application forms can be secured from any residence hall or from the Director of Housing, 180 Westbrook Hall, University of Minnesota, Minneapolis, Minnesota 55455. All students living in communities regularly served by the Twin City Lines (a local bus company) may apply for residence hall rooms, but because of the present shortage of space these students will be placed on a waiting list and will be notified after September 1. This waiting list is maintained throughout the school year and students are able to obtain rooms as contracts become available.

Contracts are official only when the signed contract application (which is for the academic year) and the \$25 deposit have been sent to the University, and the student has received proper notification from the Housing Office. If the student cancels his contract application before July 1, part of his deposit will be refunded; after July 1 there is no refund.

(Housing)

2. Off-Campus Housing: Information on private housing approved by the University can be obtained from:

(Twin Cities Campus/Mpls):

Student Housing Bureau  
209 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455  
Telephone 373-4184

(Twin Cities Campus/St. Paul):

Student Housing Bureau  
101 Coffey Hall  
University of Minnesota  
St. Paul, Minnesota 55101  
Telephone 647-3258

3. Fraternities and Sororities: For information on Rush Week and fraternity and sorority pledging, a student can write to the Student Activities Bureau, 4 TNM, University of Minnesota, Minneapolis, Minnesota 55455.

Duluth Campus

1. Residence Halls: Requests for reservations should be addressed to the Housing Office, 110 Library Building, University of Minnesota, Duluth, Duluth, Minnesota 55812. Reservations are official only when a signed contract and a \$25 deposit have been sent to the University and the student has received official confirmation. Refund of the \$25 deposit will be made only if the resident head counselor is notified by August 15 for fall quarter (December 10 and March 10 for winter and spring quarters respectively).

2. Off-Campus Housing: Up-to-date listings of off-campus housing in Duluth for single men, single women, and married students are maintained by the Housing Office in Student Personnel Services, 110 Library Building. Reservations for off-campus housing must be made in person. Unmarried students under 21 years of age must have their places of residence approved by the University. To live in an apartment, single women under 21 years of age must have approval from Student Personnel Services.

3. Fraternities and Sororities: One fraternity at Duluth has housing; no sororities have housing facilities.

Morris Campus

1. Residence Halls: All newly admitted Morris students are sent a room reservation form and detailed descriptive information concerning room and board rates and facilities available following receipt of their letter of acceptance from the college. Advanced requests for information concerning on-campus housing should be addressed to the Director of Housing, University of Minnesota, Morris. Contracts are required and are made for the entire year. A reservation is official only when the signed contract and a \$25 deposit are received. The \$25 deposit will be deducted from the

(Morris)

first month's room and board account. Residence Hall reservations for the fall may be cancelled before August 1 with a refund of \$15 of the initial deposit. After August 1 the deposit cannot be refunded.

2. Off-Campus Housing: University regulations require that all unmarried students under 25 years of age living off-campus must dwell in University approved housing. Listings of approved housing are available at the Morris Housing Office.

3. Fraternities and Sororities: Two fraternities have housing facilities; no sororities do.

#### Crookston Campus

Students who do not commute from their homes will reside in University of Minnesota Technical Institute residence halls. All admitted students will receive a room reservation form following their letter of acceptance. Requests for board and room information and completed room reservations should be mailed to the Director of Housing, University of Minnesota Technical Institute, Crookston, Minnesota 56716.

#### G. ORIENTATION-REGISTRATION

On the Twin Cities, Duluth, and Morris campuses, new students entering fall quarter attend a two-day Orientation-Registration program in August or September. A letter from the student's college giving the specific dates of the program is sent to each student about three weeks in advance. Dates are assigned to students in the order that they are admitted. The program includes: testing, advising and registration for courses, and group discussion sessions. Upperclassmen and faculty help to acquaint the new student with the campus and its academic and extracurricular opportunities as well as the Student Personnel Services designed to assist the student to maximize his educational experience. An adviser will help each new student plan his academic program for the coming term. The student then will complete registration, pay fees, and purchase books. The Crookston campus holds an orientation program the week before classes begin.

The Office of the Dean of Students on the Twin Cities Campus, through its Orientation Office, conducts two additional programs of considerable value to incoming students: Freshman Camp and Welcome Week. Both are designed to help the student examine the broader implications of a college education and his commitment to it.

#### H. UNIVERSITY SERVICES

##### Counseling

The Student Counseling Bureau (101 Eddy Hall) offers specialized counseling and testing services, study skills assistance, vocational guidance, and personal counseling. For these services, St. Paul students may contact the Student Counseling Bureau representative in 101 Coffey Hall; Duluth Campus students may contact the Counseling Office, 150 Kirby Student Center; Morris Campus students go to the Student Counseling Service in Behmler Hall; and Crookston students go to the Office of Student Affairs, Selvig Hall

(University Services)

Health Services

The Health Service facilities on the four campuses provide medical care to all students who pay the incidental fee. An entrance physical examination performed by the student's private physician is required prior to registration (except at the University of Minnesota, Morris, where students may take their physical exam during registration). For detailed information regarding Health Service benefits, see the General Information Bulletin.

Selective Service Information

Selective Service policy encourages qualified students to stay in school as long as they can. Information on Selective Service can be obtained from:

Twin Cities Campus: National Services Adviser  
105 Morrill Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Duluth Campus: Supervisor, Admissions and Records  
University of Minnesota, Duluth  
Duluth, Minnesota 55812

Morris Campus: Records Office  
University of Minnesota, Morris  
Morris, Minnesota 56268

Crookston Campus: Office of Admissions and Records  
University of Minnesota Technical Institute  
Crookston, Minnesota 56716

I. RESERVE OFFICERS' TRAINING CORPS

Army, Navy, and Air Force ROTC offer elective courses leading to an officer's commission to regularly enrolled male students who meet physical, character, age, and citizenship requirements. On the Twin Cities Campus the Navy and Army offer both two and four-year programs, and the Air Force offers a two-year program. Both two-year and four-year Air Force ROTC programs are offered on the Duluth Campus.

Academic credits received for ROTC courses are applicable towards graduation in most University colleges. Qualified students register at the same time and in the same manner as for other academic courses at the University. Students receive a monthly subsistence during two-year programs and during the last two years of four-year programs, and ROTC textbooks and uniforms are furnished. Competitive scholarships are available for outstanding high school students, and successful applicants receive more generous benefits. Students interested in scholarships should apply early in their senior year of high school.

**PART II. OBJECTIVES, PROGRAMS, ADMISSION REQUIREMENTS,  
SPECIAL CHARACTERISTICS OF THE COLLEGES WHICH  
ADMIT FRESHMEN:**

University of Minnesota, Twin Cities

College of Agriculture, Forestry, and Home Economics

College of Education

General College

College of Liberal Arts

Institute of Technology

University of Minnesota, Duluth

University of Minnesota, Morris

Technical Institute, Crookston

## COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS

### The College

The College of Agriculture, Forestry, and Home Economics (AFHE) is located in St. Paul near the Minnesota State Fairgrounds. The campus is large and roomy, and because of a moderate enrollment, it has many of the characteristics of a small college. The inter-campus bus connects the St. Paul with the Minneapolis Campus, and students are thus able to benefit from the activities of the whole University. Students enrolled in classes in both Minneapolis and St. Paul ride the inter-campus bus at no charge. AFHE students spend nearly all of their time on the St. Paul Campus; housing and other services are conveniently located. All of the AFHE curriculums draw on courses in other schools and colleges of the University, and many of these courses are offered on both campuses.

### Student Body

1. The undergraduate student body in the fall of 1967 was 2505; this included 501 new freshmen and 239 new advanced standing students.
2. The mean high school percentile rank for all freshmen entering AFHE in 1967 was 74; the mean MSAT percentile for this group was 60; and the mean ACT composite score was 23.
3. A total of 371 bachelor's degrees were conferred during the year 1966-67.

### Academic Programs and Special Characteristics

These are described separately for Agriculture, Forestry, and Home Economics on the following pages.

# COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS

## AGRICULTURE

### Programs and their duration

1. Four-year programs in Agriculture, leading to the degree of Bachelor of Science.
2. Four-year Bachelor of Science degree programs offered jointly with the College of Education (Agricultural Education) and the Institute of Technology (Agricultural Engineering).
3. A four-year Bachelor of Agricultural Business Administration degree program offered jointly with the School of Business Administration.
4. Programs which take less than four years are listed below and described more fully in the Agriculture bulletin.

### Curriculums

1. Agricultural Business Administration (offered jointly with the School of Business Administration).

2. Agricultural Science and Industries

Majors: Agricultural Economics  
Agricultural Education (joint registration with College of Education)

Animal Science  
Mechanized Agriculture  
Plant and Animal Protection  
Plant and Soil Science

3. Biological and Physical Sciences in Agriculture

Majors: Animal Science  
Entomology  
Food Science  
Plant and Soil Science

4. Fisheries

5. Food Science and Industries

6. Resource and Community Development

Majors: Landscape Design and Environmental Planning  
Recreation Resource Management  
Resource and Community Development  
Soil and Water Resource Management

7. Wildlife

AGRICULTURE

Other Programs (less than four years):

1. Pre-Veterinary Medicine: at least two years
2. Technical Certificate in Agriculture: 60 credits (an option in nursery management is available)
3. International Agriculture: an enrichment program; a certificate is available upon completion of 18 credits of prescribed work, which is in addition to the major and all-college requirements. Open to all students in four-year programs in Agriculture.

Admission Requirements

Freshman Admission: High school graduates in the upper 60% of their class may be admitted if they have completed 12 units in grades 10-12. This includes:

- 3 units in English
- 1 unit in elementary algebra
- 1 unit in plane geometry
- 1 unit in higher algebra or equivalent courses
- 1 or more units in natural science or agriculture

Advanced Standing Admission: See statement in Part I.

Special Characteristics

1. Students

- In the fall of 1967 there were 1097 Agriculture majors
- The number of graduates during 1966-67 (four-year bachelor degrees) was 104 in Agriculture, 26 in Agricultural Business Administration, and 31 in Agricultural Education.

2. Placement

- Only about five percent of the University's Agriculture graduates return to farming. Approximately 25% go on for graduate work; about 18% go directly into military service; 30% enter some kind of public agricultural work -- education, extension, or government service; and the remainder enter the commercial or agri-business field.
- The Placement Office serves the graduating students as well as alumni. In recent years Agriculture graduates have had three to four offers per graduate; starting salaries averaged approximately \$7,000 annually in 1967.

AFHE

AGRICULTURE

Reference Material

Agriculture bulletin and "Rewarding Careers in a Dynamic Industry", both available from the AFHE College Office.

Questions may be directed to:

AFHE College Office  
215 Coffey Hall  
University of Minnesota  
St. Paul, Minnesota 55101

or

Office of Admissions and Records  
220 Coffey Hall  
University of Minnesota  
St. Paul, Minnesota 55101

Telephone 647-3220

Telephone 647-3203

# COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS

## FORESTRY

### Programs and their duration

Four-year programs, leading to the Bachelor of Science (B.S.) degree

### Curriculums

1. Forest Resources Development

Options: Multiple Use  
Timber Production  
Watershed Management  
Forest Recreation  
Forest Wildlife  
Wood Products Utilization

2. Forest Science

Options: Natural Science  
Social Science

3. Forest Products Marketing

4. Forest Products Engineering

5. Recreation Resource Management

### Admission Requirements

Freshman Admission: High school graduates in the upper 60% of their class may be admitted if they have completed 12 units in grades 10-12. This requirement includes:

3 units in English  
1 unit in elementary algebra  
1 unit in plane geometry  
1 unit in higher algebra or equivalent courses  
1 unit in natural science

Advanced Standing Admission: Students registered in preforestry curriculums at state, junior, and private colleges should complete the basic course requirements included in the School of Forestry curriculums if they are to receive full credit on transfer for work completed. In addition, students who plan to complete the professional course requirements of the School of Forestry in two years should transfer no later than the end of their second year. Also see general statement in Part I.

Special Characteristics of the School of Forestry

1. Students and Faculty

- In the fall of 1967 there were 427 forestry majors.
- The number of graduates during 1966-67 (four-year bachelor degrees) was 82.
- The faculty in the School of Forestry numbers 30.

2. Special Opportunities

- In addition to the physical facilities on the Twin Cities Campus/ St. Paul, the two field stations at Cloquet and Itasca State Park provide outstanding opportunities for education and research. The Cloquet Forest Research Center consists of over 3,700 forested acres, while the Itasca Forestry and Biological Station has 30,000 acres.

3. Placement

- Graduates of the School of Forestry enter a wide range of employment, including positions with the forest product industries, public forestry and conservation agencies, and consulting firms. Starting salaries for graduates range from \$6,000 to \$8,000 annually. There is an abundance of excellent job opportunities for graduates of all forestry curriculums.

Reference Material:

Forestry bulletin:

- "Programs in Professional Forestry";
  - "A Perspective on Careers in Agriculture, Forestry and Home Economics",
- all available from the AFHE College Office, address below.

Questions May Be Directed To:

College of Agriculture, Forestry, and Home Economics  
215 Coffey Hall  
University of Minnesota  
St. Paul, Minnesota 55101  
Telephone 647-3220

# COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS

## HOME ECONOMICS

### Programs and their duration

1. Four years leading to the Bachelor of Science (B.S.) degree
2. A four-year Bachelor of Science program in Home Economics Education, offered jointly with the College of Education

### Curriculums

1. Family Social Science
  - Family Relationships Emphasis
  - Family Economics Emphasis
2. Foods
  - Foods in Business
  - Foods Major, Journalism Minor
  - Preparation for Research in Foods
3. Home Economics Education (offered jointly with the College of Education)
  - Home Economics Teaching - Secondary, Adult
  - Home Economics Extension
4. Household Equipment
  - Preparation for Research in Household Equipment
  - Household Equipment in Business
5. Nutrition and Food Service Administration
  - Dietetics
  - Food Service Administration
  - Nutrition Science
6. Related Art
  - Interior Design
  - Costume Design and Fashion
  - Decorative Arts: Art History Emphasis
  - Decorative Arts: Studio Emphasis
7. Textiles and Clothing
  - Textiles and Clothing in Business
  - Textiles and Clothing Major, Journalism Minor
  - Preparation for Research in Textiles and Clothing

8. General Home Economics

General Home Economics  
Home Economics and Nursery School Education

Very few areas in Home Economics provide for minor fields. In some there are sufficient electives to permit participation in the Enrichment Program in International Affairs.

Admission Requirements

Freshman Admission: High school graduates in the upper 60% of their class may be admitted if they have completed 12 units in grades 10-12. One unit in Home Economics may be included. Required are:

- 3 units in English
- 1 unit in elementary algebra
- 1 unit in plane geometry
- 1 unit in higher algebra (not required for Related Art majors)

Advanced Standing Admission: Students planning to transfer to AFHE should refer to the program section of the Home Economics bulletin and select courses that will meet specific curricular requirements. Most of the curriculums are highly science-oriented. Students planning to enter one of these programs should try to submit credits which demonstrate an aptitude for the biological and physical sciences. See also the general statement in Part I.

Special Characteristics of the School of Home Economics

1. Students and Faculty

- In the fall of 1967 there were 981 Home Economics majors
- The number of graduates during 1966-67 (four-year bachelor degrees) was 128, of which 37 were in Home Economics Education.
- The Home Economics faculty numbers 50 full and part-time individuals.

2. Placement

- About 65% of the Home Economics graduates enter teaching, usually in secondary schools, or enter home economics extension. About 5% become dietitians; and the remaining 30% enter various business and industrial consumer service occupations. In the long run, of course, almost all home economists marry and apply their training in managing a home and family.
- The Twin Cities area provides employment for a large number of graduates trained in the School of Home Economics. Average beginning annual salaries for new graduates was \$5,800 in 1966.

AFHE

HOME ECONOMICS

Reference Material

Home Economics bulletin, and brochures prepared and available through the AFHE College Office, address below.

Questions May Be Directed To:

College of Agriculture, Forestry, and Home Economics  
215 Coffey Hall  
University of Minnesota  
St. Paul, Minnesota 55101  
Telephone 647-3220

# COLLEGE OF EDUCATION

## The College

All programs in the College of Education, with the exception of Physical Education and Recreation Leadership, require previous liberal arts work. This means that students register in the College of Liberal Arts for one or two years before entering the College of Education, or in the case of Home Economics Education or Agriculture Education, in the College of Agriculture, Forestry, and Home Economics.

All programs for teachers offered at the University of Minnesota include three broad categories of study: general education, where the emphasis is on broad cultural knowledge and understanding; specialized education, where the emphasis is on mastery of a teaching subject; and professional education, where the emphasis is on understanding the history and philosophy of education and the process of learning. This includes studying the psychology, growth, and development of children; teaching techniques; classroom guidance; tests and measurements; student teaching; and curriculum and organization.

All states require at least a four-year degree for teaching in secondary schools, and all but a few have a similar requirement for elementary teachers. In Minnesota the minimum basis for certification is graduation from a four-year bachelor's degree program of a college accredited for teacher education. Of the 2,000-plus colleges in the United States, only about 300 are accredited for teacher education by the National Council for Accreditation of Teacher Education (NCATE); the College of Education at the University of Minnesota is one of these 300. In order to obtain a teacher's certificate, those students who attend the University in Minneapolis-St. Paul must complete their B.S. degree program in the College of Education. (Full certification is also available at Duluth and Morris.) Anyone who wants to qualify to teach in another state may have his program modified to meet the certification requirements of that state.

Because it is a part of a large University, the College of Education is able to draw on the resources of other colleges on campus. It is united with other colleges of the University in the common aim of fostering liberal education for all students, regardless of vocational goals.

## Programs and their duration

The length of the College of Education program will depend on the pre-education studies, if any, that is required for the particular major. It takes a total of four years to obtain the Bachelor of Science (B.S.) degree, but the time in the College of Education varies from two to four years.

## Majors

1. Majors which admit students as freshmen (though students with previous college level work are also admitted):

Physical Education  
Recreational Leadership

## College of Education

### 2. Majors requiring one year of liberal arts preparation before admission:

Art Education  
Business Education  
Distributive Education  
Industrial Education  
Music Education

### 3. Majors requiring two years of liberal arts before admission:

Biological Science	Geography	Political Science
Chemistry	German	Russian
Earth Science	History	Sociology
Economics	Language Arts	Spanish
Elementary Education	Latin	Speech, Communication, and Theatre Arts
English	Mathematics	Speech Pathology
French	Physics	

### 4. Majors normally requiring two years in the College of Agriculture, Forestry and Home Economics before admission; thereafter they require joint registration with the College of Education:

Agriculture Education  
Home Economics Education

Minors are offered in the fields of Special Education, Journalism, and Library Science in addition to most of the fields listed above. These minors must be combined with one of the above majors. Endorsement programs are available for nursery school and kindergarten teaching and reading consultant.

## Admission Requirements

1. Students will be considered for admission as freshmen to the Physical Education and Recreational Leadership curriculums if they have a College Aptitude Rating (CAR) of 50 or higher. (The CAR is the average of HSR percentile and MSAT percentile.) The MSAT and ACT tests are required of all freshman applicants.
2. Admission to the "Special" Fields in Education: These are College of Education curriculums in which students normally spend the freshman year in liberal arts work. Students planning to enter these majors (see Majors 2. above for "special" fields) are also expected to present a 2.5 average on all courses taken in the major. For more detailed information refer to the College of Education bulletin.
3. Admission to the Elementary Education Curriculum: Students are considered for admission to this program after two years of liberal arts work, with a minimum of 90 credits and a C average. Upon graduation the student is eligible for the general elementary certificate for teaching in grades one through eight. Additional certification for kindergarten and nursery school teaching is recommended when the student completes the special requirements of these endorsement programs.

4. Admission to Academic Secondary Education Programs: These majors are listed under Majors, 3. with the exception of Elementary Education. Ninety quarter credits with at least a 2.0 average is required for admission. Fifteen of those credits must be in a major field with a 2.5 average and ten credits must be in a minor field with a 2.0 average.

Special Characteristics of the College of Education

1. Student Body and Faculty

- There are about 2,800 undergraduates, equally divided among elementary, academic secondary, and special fields. In 1966-67 there were 64 freshmen in the College of Education's Recreation Leadership and Physical Education programs.
- The median high school rank percentile for fall 1967 freshmen in the Recreation Leadership and Physical Education programs was 73.
- In 1966-67 788 Bachelor of Science degrees were conferred by the College of Education.
- The College faculty during the past year consisted of the following number of full-time faculty (plus somewhat larger numbers of part-time staff): 48 professors, 45 associate professors, 33 assistant professors, and 70 instructors.

2. Student Services

- Student Personnel Office: The trained counselors and special facilities of the Student Personnel Office are available to high school seniors considering a career in teaching. Appointments can be made in 206 Burton Hall.
- Placement: The Bureau of Recommendations serves as the placement service for University graduates seeking careers in education. All College of Education students register with the Bureau when they are seniors; approximately 3,000 University of Minnesota students and graduates use the services of the Bureau each year. Its listings include positions in almost all nations which have educational systems. Eighty percent of the College of Education graduates choose to remain in Minnesota to teach, though a large number take jobs in California, New York, Hawaii, Alaska, and many other states.

The demand for teachers is great, especially for elementary school teachers and high school teachers in mathematics, the sciences, English, girl's physical education, agriculture, and home economics. In Minnesota and neighboring states first job salaries for teachers with a B.S. average \$5,500 for nine months, with increasing numbers in excess of \$6,000.

College of Education

Reference Material

College of Education bulletin

Questions May Be Directed To

College of Education Student Personnel Office  
206 Burton Hall  
University of Minnesota  
Minneapolis, Minnesota 55455  
Telephone 373-2257

# GENERAL COLLEGE

## The College

A student enrolled in the General College may pursue a program individually planned in consultation with his adviser, selecting courses from a free-choice curriculum. He may use this program as a means of exploring educational and personal interests, and as a foundation for advanced studies. He may combine work in general or liberal arts education with courses in such occupational sequences as dental assisting, marketing, electronics, law enforcement, ornamental horticulture, recreation leadership, and others. Credits earned in these fields and in some cases through work experience can be added to those earned in course work and applied to requirements for the Associate in Arts degree.

The two-year program leading to the Associate in Arts degree, sometimes in combination with certificates earned in one of the occupational sequences mentioned above, is composed for the most part of courses which, like those in liberal arts colleges, can be divided into three major divisions: the social sciences, the natural sciences, and the humanities. However, the curriculum departs from tradition in some respects. General College courses tend to be broad in scope rather than specialized. They can be used to give an over-view of a field, or an introduction to it, but students looking ahead to a four-year degree should take the basic courses offered by the department in which he hopes to have his major.

In the General College, instruction focuses not only upon factual content, but also upon major concepts, general principles, relations in and among fields of knowledge, methods of problem solving, practical applications, critical and creative thinking. The program includes instruction in such vital and frequently neglected aspects of adult life as vocational planning and family living.

## Programs and their duration

1. Two-year program of general education leading to Associate in Arts (A.A.) degree.
2. Occupational sequences, including Marketing, Business, Recreation-Leadership, Electronics, Law Enforcement, Ornamental Horticulture, and a one-year program in Dental Assisting. The Dental Assisting program begins in June. Application deadline is May 15.

## Admission Requirements

The College is open to Minnesota residents who are high school graduates and who can profit from the curriculum offered. Non-high school graduates who perform satisfactorily on scholastic aptitude tests also may apply for admission. No particular plan of high school courses is required. Early application is important. Space limitations mean that it may not be possible to admit all applicants. Students whose ultimate objective is a bachelor's

## General College

degree and who are eligible to enter programs leading toward this degree should seek direct admission to a four-year college.

### Special Characteristics of General College

#### 1. Transfer from General College

General College students may transfer to other colleges of the University if they earn grades demonstrating that they can meet the level of academic competition in the other college. Broadly speaking, this means that General College students must earn approximately a C+ average in General College courses for a minimum of one year and that they must have grades of at least a C in courses taken outside the General College. Most colleges grant advanced standing and full credit for General College courses. A major exception is the Institute of Technology where only a small proportion of General College work may be considered for transfer.

Between 20 and 25 percent of every entering class transfers to another college of the University, with another 20 percent entering colleges outside the University. The majority of the internal transfers occur at the end of the second year of residence. The College of Liberal Arts and the College of Education take the largest number of these General College transfer students.

#### 2. Students and Faculty

The college usually enrolls approximately 3,000 students, about equally divided between freshmen and sophomores.

In the fall of 1967 the median high school rank percentile for entering freshman was 32; the median MSAT percentile was 25 and the median of the ACT composite score was 17.

The number of Associate in Arts degrees conferred annually has been about 625.

The faculty of General College with rank of instructor through full professor numbers ninety (full-time equivalent). It is highly qualified academically; of the 44 persons holding rank of assistant professor or above, two-thirds have doctorates. Many instructors holding the M.A. are doctoral candidates.

#### 3. Counseling and Advising

One of the outstanding characteristics of the General Education program of the General College is its counseling and advising service. Through this service, which includes tests of individual abilities and aptitudes, advisers help students plan course programs and extra-curricular activities of greatest personal interest to them. General College counselors and faculty members are readily available to help students with their educational, vocational, or personal problems.

Reference Material

General College bulletin

Questions May Be Directed To

General College Office  
106 Nicholson Hall  
University of Minnesota  
Minneapolis, Minnesota 55455  
Telephone 373-4104

# COLLEGE OF LIBERAL ARTS

## The College

A degree in liberal arts represents preparation for a variety of objectives. It means the student has received an education designed to permit him to lead a satisfying and useful life; it may provide preparation for entry into graduate or a professional program; and it also equips the student to make his way in the world of work in many fields. The majority of four-year degrees given in America every year are in liberal education.

The College of Liberal Arts is divided into a Lower and an Upper Division. In the Lower Division, which includes the freshman and sophomore classes, students distribute their work in a number of fields to gain a broad, liberal education, and to explore various fields of knowledge, while at the same time taking courses pre-requisite to their later concentrations. This concentration may be a major in one of the 40 departments of the Arts College or in one of the 12 pre-professional programs offered by the College.

Students entering CLA as freshmen are assigned a college adviser during registration according to the intended major field. Sophomores are assigned an adviser who teaches in an academic department.

The Upper Division includes the junior and senior years, in which the student specializes in a field of interest (the major) while continuing his liberal education. Some pre-professional programs continue into the Upper Division.

In the fall of 1967, 11,645 students were in the Lower Division of CLA, 4,155 were in the Upper Division; in the Honors Program 200-250 were in the Lower Division and 450 were in the Upper Division (Honors opportunities are discussed on a following page).

## Programs and their duration

1. Four-year programs in majors or interdepartmental curriculums listed below, leading to the Bachelor of Arts (B.A.) or the Bachelor of Fine Arts (B.F.A.).
2. Pre-professional curriculums from one to four years in length, depending on the requirements of the professional programs. (See Appendix for list of programs requiring pre-professional training).
3. Joint registration and combined programs offered in combination with the College of Agriculture, Forestry, and Home Economics, School of Medicine, School of Dentistry, and College of Education. See bulletins for details.
4. Two-year programs, leading to Associate in Liberal Arts (A.L.A.).

## College of Liberal Arts

### Lower Division Programs

The pre-major and the pre-professional programs which begin within the Lower Division of CLA are:

- Pre-Architecture: A four-year B.A. as preparation for the B.Arch., for a total of six years. (The B.A. with a major in architecture can be completed in four years.)
- Pre-Biological Sciences: Two years
- Pre-Dentistry: Minimum two years
- Pre-Education: One or two years, depending on major
- Pre-Law: A bachelor's degree
- Pre-Library Science: A bachelor's degree
- Pre-Medicine: Minimum three years; bachelor's degree preferred
- Pre-Medical Technology: Two years
- Pre-Mortuary Science: Two years
- Pre-Nursing: One year
- Pre-Occupational Therapy: Two years
- Pre-Physical Therapy: Two years
- Pre-Pharmacy: One or two years
- Pre-Social Work: A bachelor's degree
- Pre-(major field): Two years leading to admission to the Upper Division in one of the majors listed below:

### Upper Division Programs

The four year B.A. degree is offered in the following majors:

Anthropology	Geology & Geophysics	Physics
Arabic	German	Physiology
Architecture	Greek	Political Science
Art History	Hebrew	Portuguese-Spanish
Astronomy	History	Psychology
Biology	Italian	Russian
Biometry	Japanese	Scandinavian
Chemistry	Journalism & Mass Communi-	Social Welfare
Child Psychology	Latin	Sociology
Chinese	Linguistics	Spanish
Economics	Mathematics	Speech, Communication & Theatre Arts
English	Microbiology	Statistics
French	Music	Studio Arts
Geography	Philosophy	

The four year B.F.A. degree is offered in the fields of Art, Music, and Theatre.

The largest departments in numbers of Upper Division majors are: Sociology, Psychology, History, English, Political Science, Journalism, and Mathematics (descending order).

## College of Liberal Arts

### Interdepartmental Programs Offered are:

American Studies  
Humanities  
International Relations and Area Studies (Western Europe; Soviet Union and East Europe; East and South Asia; Latin America)  
Pre-Social Work; program in Delinquency Control  
Preparation for Theological Training  
Individual interdepartmental programs, "tailor-made" in terms of the special objectives and interests of particular students

Information on the two-year Associate in Liberal Arts program is found in the CLA bulletin.

### Admission Requirements

Freshman Admission: Seniors in high school must have taken the Minnesota Scholastic Aptitude Test and the ACT Test. It is recommended that the ACT Test be taken as early as possible in the senior year. Freshman applicants with a College Aptitude Rating (average of the high school rank percentile and the MSAT percentile) of less than 50 will normally not be considered for admission.

Applicants should complete 12 units in the last three years of high school, at least nine of them in English, social studies and history, mathematics, natural science, and foreign languages. The units should include:

- 3 units in English
- 2 or more units in mathematics (including one of plane geometry)
- 2 or more units in one of the other areas listed above

Well-qualified students may be admitted even though their patterns of high school subjects depart from these requirements. Students planning college programs in mathematics, business administration, or medical or other sciences should complete as much mathematics as possible in high school. Those expecting to earn a B.A. degree are urged to begin foreign language study in high school. (See Foreign Language Placement procedure below.)

Advanced Standing Admission: See general statement in Part I.

### Special Characteristics of the College of Liberal Arts

#### 1. Freshman Placement Procedures:

- Freshman English, Mathematics, and Chemistry: Placement decisions in English, mathematics, and chemistry are made at the time of admission.

These classifications are for new freshmen in the College of Liberal Arts and for those freshmen in other colleges who take College of Liberal Arts courses in these areas. The classifications, developed from research on students in these courses in previous years, are determined by the students' ACT scores and high school grades.

In English a student may be placed in a remedial, non-credit English course or in the full-credit English course.

In mathematics a student can be classified into remedial, high school-level algebra (non-credit), college-level algebra, college-level trigonometry, college-level calculus.

In chemistry a student's classification either allows him to enroll in college chemistry or deems him unprepared to enroll in the chemistry course without mathematics or further college experience.

-Foreign Language Placement: One year of the foreign language study at the high school level is usually equated with five credits (one quarter) of such study in beginning CLA courses. Students should continue study of a language on this schedule. For example, the student who presents French 1 eleventh grade, and French 2 twelfth grade, would register for French 3. Some new students are not prepared to continue at a higher level because of low performance or elapsed time since high school study of language. Such students may petition to repeat one or more levels of high school language, but usually receive reduced credit for repeated work. In German, students must take a placement examination before being permitted to begin in a course other than that indicated by their high school study. Placement tests are available in most languages to help the student decide and are generally taken the week before school begins in the fall.

## 2. Honors Opportunities

The Honors Division of the College of Liberal Arts offers an extensive program of honors opportunities for students of outstanding ability and high motivation. These opportunities, which call on the resources of the entire University and of the community of which it is a part, are available to both Lower Division and Upper Division students. Freshmen need not apply, but are invited to participate if they meet certain criteria. It is possible, on the basis of previous outstanding college work, for transfer students to be admitted to the Honors Division on a provisional basis, and then to be formally admitted after one quarter of work at the University.

Honors students may select special honors sections of courses in many departments. Also available are discussion groups, seminars, opportunities for independent research, tutorials, and senior thesis work. Selected faculty members serve as advisers to honors students. All honors students register and conduct other college business through the Honors Division.

Graduation cum laude, magna cum laude, and summa cum laude is achieved by participation in the Honors Program.

3. New Graduation Requirements:

In keeping with the liberal tradition, a basic core of educational experiences is provided for and required of all students who plan to earn their degrees from the College of Liberal Arts. These requirements, called "distribution requirements", are usually completed in the Lower Division, and they must be completed before graduation from CLA. They are not required for admission, and they need not be met by students who enter CLA in preparation for transfer elsewhere. Since many students who plan initially on a pre-professional program eventually decide to get their degrees from CLA, it is to the advantage of all students to keep the distribution requirements in mind in planning their courses. Professional programs have somewhat similar requirements.

New distribution requirements have been adopted by the faculty and are effective for freshmen who are admitted for summer 1967 and thereafter, and for advanced standing students who are admitted for summer 1969 and thereafter. These new requirements include more comprehensive foreign language study and describe more specifically the work to be taken in other disciplines. Upper Division course requirements permit greater flexibility in defining the major and related work. The new program is described in the CLA Bulletin.

4. Students and Faculty:

- The student body is large, 16,186 students in the fall of 1967, with 11,645 in Lower Division and 4,155 in Upper Division (plus 386 Adult Special students). About 20 per cent of every freshman class transfers to another school within the University by the sophomore year, which helps account for the decrease in Upper Division compared to Lower Division. Males are slightly in the majority, about eight to seven.
- College of Liberal Arts students are primarily a commuting group, with approximately 75 per cent of the students coming from the five-county metropolitan area and the majority of these residing off campus. Approximately four percent of the students are non-Minnesota residents.
- It is a high-quality student body. Using composite criteria, the freshmen are in the upper fifty per cent of those who seek higher education in the state of Minnesota, with average high school percentile rank of 78, an average ACT composite score of 25, and an average MSAT percentile of 78 (fall 1967 freshmen).
- New advanced standing students (39 or more college credits) entering CLA have a median overall GPA of 2.6.
- During 1966-67 1,600 graduates received the B.A. degree from the College of Liberal Arts, 182 of them with honors. A total of 77 students earned the two-year A.L.A. degree. As of winter 1968 no students had yet completed the recently authorized Bachelor of Fine Arts degree program.

## College of Liberal Arts

- The student body is served by a faculty of 500 full-time teachers (rank of instructor or above).

### 5. Placement Service:

The employment outlook for the liberal arts graduate has been very good and continues to be so. Recruiters from over 200 companies representing all facets of business and industry, plus many government agencies, visit the CLA Placement Office each year to interview graduates. In addition, individual departments and professors also provide assistance.

For the 1966-67 academic year, the average salary offer from business and industry has averaged \$600 a month for non-technical majors. For those with a technical background, such as chemistry, mathematics, and physics, the average is considerably higher. Beginning salaries have been increasing at the rate of about 5 per cent per year.

### Reference Material

#### College of Liberal Arts bulletin

<u>Questions May Be Directed To</u>	(Lower Division)	Dr. James B. Preus Director, Lower Division Advising 214 Johnston Hall University of Minnesota Minneapolis, Minnesota 55455 Telephone 373-2876
	(Upper Division)	Dr. Mabel Powers Director, Upper Division Advising 225 Johnston Hall University of Minnesota Minneapolis, Minnesota 55455 Telephone 373-5115
	(Honors Division)	Dr. D. Burnham Terrell Director, Honors Division 115 Johnston Hall University of Minnesota Minneapolis, Minnesota 55455 Telephone 373-5116

# INSTITUTE OF TECHNOLOGY

## The College

The Institute of Technology at the University provides programs which prepare students for careers in science and engineering. Nearly everyone today is well aware of the role of science and engineering in expanding the frontiers of knowledge and in applying new concepts and new developments to the welfare of society.

Students enrolled in the Institute of Technology may obtain one of 16 different bachelor's degrees. Each curriculum in IT provides the student first with fundamental training in science and mathematics. The more specialized professional courses in his selected area are based on that foundation. All University students, including those in IT, share in a core of liberal education requirements. In the Upper Division (the junior and senior years), the student begins a more specific course of study; prior to the junior year, programs are flexible enough to allow students to build a solid foundation in science and mathematics and thus enable them to readily transfer from one college with minimum loss of credit and time.

## Programs and their duration

1. Four-year programs (majors listed below) leading to the Bachelor's degree.
2. Bachelor of Architecture and Bachelor of Landscape Architecture curriculums, five years in length.
3. Six-year architecture and landscape architecture curriculums, offered in cooperation with the College of Liberal Arts, leading to the Bachelor of Arts and the Bachelor of Architecture degrees.
4. A combined five-year program with the College of Education which qualifies students for the Bachelor's degree in physics, chemistry, or mathematics as well as the M.Ed. degree.
5. A two-year prescribed Lower Division curriculum which leads to the Certificate in Science.

## Majors offered in IT are:

Aeronautical Engineering  
Agricultural Engineering  
Architecture  
Landscape Architecture  
Chemical Engineering  
Chemistry  
Civil Engineering  
Electrical Engineering

Geological Engineering  
Mathematics  
Mechanical Engineering  
Metallurgical Engineering  
Mineral Engineering  
Physics  
Geology  
Geophysics

Admission Requirements

Freshman Admission: Effective Summer Session and Fall Quarter 1969, the Minnesota Mathematics Test will no longer be required of freshman applicants to the Institute of Technology. The primary factors considered in determining admissibility to the Institute of Technology are high school rank and achievement on the ACT test, particularly the mathematics score and the composite score. Students are urged to take the ACT test as early in their senior year as possible. The Institute of Technology will consider applicants with above average high school records and strong ACT scores. Approximately equal consideration will be given to the high school record and to ACT scores; however, applicants presenting minimal achievement in both high school grades and ACT scores will normally not be accepted.

High school courses requirements for admission into IT include 12 units in grades 10-12, including:

- 3 credits in English
- 1 unit in either physics or chemistry
- 2 or more units from the following:
  - Foreign Language
  - History
  - Social Science
  - Biological Science
- 4 units of high school mathematics from grades 9-12, divided approximately into 2 years of algebra and two years of geometry of two and three dimensions, including trigonometry. The beginning course given for credit in the fall of 1968 will be Math 21A, Analysis I.

If a student lacks either a half unit in algebra or a half unit in geometry, or a half unit in both of these subjects, he can be admitted on the condition that he make up his deficiency by the end of his first quarter in residence (without IT credit). However, every effort should be made to avoid the added burden caused by mathematics deficiencies. Such deficiencies should be made up, if possible, during the summer or any other period preceding registration in IT -- through correspondence, extension, or summer school courses.

Advanced Standing Admission: Students planning to transfer to IT from a state, junior, or private college should be pursuing at these schools a lower division engineering or science program. To be considered for transfer, a student must have achieved at least a "C" average. Applicants with a GPA of 2.4 or above are usually admitted routinely. Those between 2.0 and 2.4 are individually reviewed by the Scholastic Standards Committee before a decision is made. See also the general statement in Part I.

Special Characteristics of IT

1. Students and Faculty

- The undergraduate student body in the fall of 1967 numbered about 3,400 and there were about 1,400 graduate students. In the fall of 1967 there were 774 new freshmen in IT.

## Institute of Technology

- By the end of the sophomore year approximately 20% of the class has transferred to another college within the University; an additional group will have transferred out of the University to another institution or dropped out of school for various reasons.
- The median HSR for freshmen was 88; the median MSAT score, 85; and the median of the ACT composite was 27 (freshmen, fall 1967).
- In 1966-67 554 students graduated with a Bachelor's degree. Approximately 25% of these graduates pursued advanced degrees within the year.
- The student body is served by a full-time faculty staff of 430; this includes the research staff.

### 2. Honors Programs

- A variety of special opportunities is available to students of superior ability. These include honors courses and independent study programs through which a student may enrich his educational program and accelerate his progress. Most departments have research programs; about 10% of the undergraduates in IT are employed in these research programs on a part-time basis. In individual instances, a student may be assigned an independent project and write a thesis on his project.

### 3. Internship Programs

- Two curriculums in IT -- Mechanical Engineering and Agricultural Engineering -- offer Internship Programs. This program provides practical work experience in conjunction with regular courses and laboratory work through cooperation with nearby industrial concerns. During the work-study period, students are on a 12-month basis during which they alternate periods of college attendance with periods of employment in industry. While on the work assignments the students are paid at regular rates by the company. College expenses during the last two years of school can be earned while on work assignments.

### 4. Placement Service

- The long-range opportunities for IT graduates are excellent. The IT Placement Office last year scheduled over 6,000 individual interviews involving company representatives and undergraduate and graduate students. Over 300 companies each year come to the Institute of Technology to interest students in many kinds of positions. In 1967 the average beginning salary for an engineer with a bachelor's degree was approximately \$8,800 annually.

### Reference Material (All available from the Institute of Technology)

Institute of Technology bulletin;

"Opportunities for the High Ability Student in Engineering and Science at the University of Minnesota";

"Careers in Science and Engineering"

Questions May Be Directed To

Paul A. Cartwright, Assistant Dean  
Institute of Technology  
135 Main Engineering  
University of Minnesota  
Minneapolis, Minnesota 55455  
Telephone 373-2972

# UNIVERSITY OF MINNESOTA, DULUTH

## The College

As a rapidly growing campus and as a liberal arts college of the University, the University of Minnesota, Duluth offers opportunity for many kinds of educational experiences, experiences similar to those offered by other liberal arts colleges, but with many of the advantages of a large university. Primary emphasis during its formative years was given to achieving excellence in undergraduate education. With this objective largely reached, time and effort is now focused on developing a quality graduate program. UMD's curriculum is committed to the development of critical thinking, the encouragement of broad cultural and intellectual interests, and preparation for leadership and responsibility.

Academic departments at UMD operate within four divisions: Education and Psychology, Humanities, Science and Mathematics, and Social Sciences. The Air Force Reserve Officers Training Corps is an independent department. UMD students can choose from 53 majors in 34 academic areas and 17 pre-professional programs.

UMD is fully accredited by the North Central Association of Colleges and Secondary Schools. Standards of staffing comparable to those elsewhere in the University make possible the offering of similar though not necessarily identical courses. Diplomas are identical to those granted at the Twin Cities Campus.

The Duluth Campus, approximately 150 miles from the Twin Cities, consists of several tracts in Duluth's eastern section and in outlying areas. The two largest tracts are the 200-acre upper campus and the ten-acre lower campus. Of special interest are the ROTC facilities, the Communications Center, the Education Building, Humanities Building, Home Economics Building, Industrial Building, Kirby Student Center, and the Library. The Library contains book and periodical collections of over 10,700 volumes and has several reading rooms.

## Programs and their duration

1. A four-year liberal arts curriculum, leading to the Bachelor of Arts (B.A.) degree.
2. A four-year program for prospective elementary and secondary school teachers, leading to the Bachelor of Science (B.S.) degree.
3. A two-year terminal program leading to the Associate in Arts (A.A.) degree.
4. Pre-professional training of one or more years' duration.

University of Minnesota, Duluth

Majors: The bachelor's degree is offered in the following areas:

Accounting	Biology	Business Administration
Art	Botany	Business Education
Chemistry	German	Political Science
Earth Science	History	Psychology
Economics	Home Economics	Social Science
Elementary Education	Industrial Education	Sociology
English	Mathematics	Spanish
French	Music	Speech
General Science	Philosophy	Speech Correction
Geography	Physical Education	Zoology
Geology	Physics	

Pre-Professional Programs designed to meet the requirements of professional schools are available in the following fields:

Pre-Agriculture	Pre-Medical Technology
Pre-Agricultural Education	Pre-Nursing
Pre-Dentistry	Pre-Occupational Therapy
Pre-Engineering	Pre-Pharmacy
Pre-Fishery and Wildlife Management	Pre-Physical Therapy
Pre-Forestry	Pre-Social Work
Pre-Journalism	Pre-Theology
Pre-Law	Pre-Veterinary Medicine
Pre-Medicine	

The two-year A.A. program consists of 90 credits of liberal education as described in the bulletin. (The Business Administration Department has suggested a plan of courses within this degree program.)

Admissions Requirements

Freshman Admission: Applicants for B.S. or B.A. degree programs or pre-professional programs must have a College Aptitude Rating of at least 40 (average of HSR %ile and MSAT %ile). Non-resident applicants must have a CAR of at least 50. Although no special grouping of high school courses is required, it would be helpful to entering students to have taken a relatively strong college preparatory program in high school. Students from the commuting area who do not meet the CAR requirement will be allowed to apply on a selective basis for admission to the two-year program.

The minimum requirement for admission to the two-year terminal program leading to the Associate in Arts degree is a high school diploma or its equivalent. A student admitted to the two-year program takes the same courses as other students and may apply for transfer to a four-year or pre-professional program if he has a cumulative average of C and if he has a C average during each of the two quarters preceding the requested change.

The engineering program at the Duluth Campus admits any high school graduate with a CAR of at least 40 who ranks in the upper half of his high school class and who meets the following minimum requirements:

1. 12 units completed in grades 10-12, including 3 units of English
2. 4 years of high school mathematics, divided approximately into 2 years of algebra and 2 years of geometry (two and three dimensions, plus trigonometry)
3. 1 year of physics or chemistry, preferably physics. It is strongly recommended that a student have a year's work in both physics and chemistry.

Advanced Standing Admission: If a resident applicant has maintained a GPA of 2.0 or better in all previous college work, he may be admitted unconditionally. Non-residents of Minnesota must have a GPA of 2.6 to be admitted unconditionally. A student whose GPA reflects a deficiency of ten or less grade points from a 2.0 may be admitted provisionally. The applicant with more than a ten point deficiency will be denied admission. See also the general statement in Part I.

The overall junior college GPA for transfer students in the fall of 1966 was 2.50. A similar group of students who transferred to UMD from junior colleges in fall quarter of 1965 earned a first-year GPA at UMD of 2.30.

#### Special Characteristics of UMD

##### 1. Students and Faculty

- In fall 1967 the undergraduate student body numbered 4,850; of this number 1,540 were new freshmen and 300 were new advanced standing students.
- The median high school rank of Duluth's freshmen (fall 1967) was 68; the median MSAT was 57; and the median ACT composite score was 23.
- During 1966-67 eight Associate in Arts degrees, 296 Bachelor of Arts degrees, and 385 Bachelor of Science degrees were conferred upon UMD graduating students.
- The faculty serving UMD students numbers 250 (of which 40% hold doctorate degrees).

##### 2. Placement Services

- The Placement Office is one of the many student services at UMD, established for the purpose of assisting graduates of all departments in obtaining career positions. During the past few years the Placement Office has had nearly 100% placement for four-year graduates. Over 150 industries, 250 schools, and 50 government agencies visit the Placement Office annually to interview graduating seniors.

University of Minnesota, Duluth

Reference Material

The University of Minnesota, Duluth bulletin

Questions May Be Directed To

Admissions Coordinator  
University of Minnesota, Duluth  
114 Library Building  
Duluth, Minnesota 55812

# UNIVERSITY OF MINNESOTA, MORRIS

## The College

As a four-year liberal arts college of the University of Minnesota, UMM shares the major purposes of the University as a whole -- instruction, research, and service -- and provides a program in the liberal disciplines fundamental to each of these purposes. Its collegiate program has been developed within the liberal arts concept of a broad academic curriculum dedicated to providing the student with a sound background in the three basic areas of knowledge -- the humanities, the social sciences, and the natural sciences. In addition, the program offers basic preparation for most of the professions, for students intending to enter business, teaching, the creative arts, or any of several specialized occupational areas.

The faculty, students, and administration are currently engaged in several programs to further individualize and enhance the learning experiences at UMM. Examples of these efforts are: a four-year seminar-honors program available to all students; the introduction of tutorial programs; and the availability of independent research under the guidance of University faculty for seniors in each academic major in the curriculum. All of these efforts are consistent with the aim of UMM to offer a student personally meaningful educational experiences.

The 35-acre Morris Campus, located about 150 miles west of the Twin Cities, contains 14 buildings already in use, including a just completed science facility and dormitory. A new library is under construction, and the rapidly developing building program includes plans for a new food service center, a physical education complex, and an additional dormitory.

## Programs and their duration

1. A four-year curriculum leading to the Bachelor of Arts (B.A.) degree.
2. A four-year curriculum combining liberal arts and teacher preparation leading to a B.A. degree and certification as an elementary or secondary teacher.
3. Pre-professional training of one to four years' duration, specifically aimed at meeting the liberal arts requirements of the professional schools of the University of Minnesota or other institutions.

## Majors are offered in the following areas:

Art  
Biology  
Chemistry  
Economics  
Elementary Education  
English  
French

German  
History  
Mathematics  
Music  
Philosophy  
Physical Education  
Physics

Political Science  
Psychology  
Sociology  
Spanish  
Speech & Theatre Arts

Preprofessional programs designed to meet the requirements of professional schools are available in the following fields:

Pre-Agricultural Business Administration	Pre-Journalism
Pre-Agricultural Education	Pre-Law
Pre-Agricultural Science and Industries	Pre-Medical Technology
Pre-Architecture	Pre-Medicine
Pre-Business Administration	Pre-Nursing
Pre-Dentistry	Pre-Occupational Therapy
Pre-Engineering	Pre-Pharmacy
Pre-Fisheries and Wildlife	Pre-Social Work
Pre-Food Science and Industries	Pre-Veterinary Medicine
Pre-Forestry	
Pre-Home Economics	

### Admission Requirements

Freshman Admission: High school graduates with a College Aptitude Rating of 50 or more (average HSR %ile and MSAT %ile) will be considered for admission. Within this requirement, applicants with a CAR which just exceeds the minimum will be individually reviewed by the Board of Admissions, using a multiple set of criteria which includes a weighted prediction of college grade point average, based on the ACT, the CAR, the high school rank, relevant test information, the distribution of high school courses, and the recommendations of high school officers. Although no special grouping of high school courses is required, it would be helpful to entering students to have taken a strong college preparatory program in high school.

Advanced Standing Admission: See the general statement in Part I.

### Special Characteristics of UMM

#### 1. Students and Faculty

- The student body numbers 1,107, including 397 new freshmen (fall 1967). Widespread distribution of students' home towns throughout the state demonstrates that UMM cannot be described as a local or community college. Students come from 83% of the counties and represent 259 different Minnesota high schools, as well as 26 in other states and two foreign countries. Sixty-two percent come from beyond a 35-mile radius, and 82% of the entire student body live in campus residence halls or in rented rooms in Morris.
- Distribution of high school rank for the fall 1967 entering freshmen shows that 95% graduated in the upper half of their high school classes, 67% in the top quarter, and 32% in the top tenth. The median high school rank was 83; the median MSAT was 76; and the median ACT composite score was 25.

University of Minnesota, Morris

- During the 1966-67 academic year, 142 UMM students graduated with a B.A. degree.
- The faculty serving the students at Morris numbers 80, of which 40% hold doctorate degrees.

2. Counseling and Placement

- At UMM, great emphasis is placed on a well-developed student personnel program, including advisement, counseling, placement, and individualized instruction with frequent out-of-class contacts between students and faculty in an informal atmosphere. The primary aim of the UMM student personnel program is to assist each individual to reach his maximum social, educational, and vocational potential.

Reference Material

University of Minnesota, Morris bulletin

Questions May Be Directed To

Robert Vikander, Director of Admissions  
University of Minnesota, Morris  
Morris, Minnesota 56267  
Telephone (Morris) 589-2211

# TECHNICAL INSTITUTE, CROOKSTON

## The College

The University of Minnesota Technical Institute is designed to produce semi-professionally trained individuals with interests in Business and Agriculture or a combination of these programs. The two-year professional programs are based on a general education core, with offerings in the fields of Communications, Science, Mathematics, Chemistry, Physics, History, Psychology, Sociology, Health, and Physical Education.

Credits earned at the Technical Institute in courses offered by the Division of General Education will transfer to undergraduate programs in other colleges of the University in the usual manner. Courses in the professional areas may apply to bachelor's degree programs elsewhere, depending upon the nature of the program chosen and the individual needs of the student. Transfer consideration will be on an individual basis.

## Programs and their duration

Two-year terminal programs leading to the degrees of Associate in Business or Associate in Agriculture.

## Majors

Agricultural Business Administration  
Agricultural Engineering Technology  
Agricultural Production  
Agricultural Technology

Accounting  
Executive Secretarial  
Marketing Management  
Small Business Management

Food Service Management

## Admission Requirements

The Technical Institute will accept applications from students who are high school graduates or who have had previous college-level work. If a student has finished one year or more of work at an accredited college or university he may, if admitted, enter with advanced standing -- that is, with credit for courses satisfactorily completed.

Technical Institute, Crookston

Special Characteristics of the Technical Institute, Crookston

1. Students and Faculty

- The first class of 187 was admitted in the fall of 1966. Fall Quarter enrollment in 1967 was 319.
- The size of the faculty in 1967-68 is 34; this gives a student-faculty ratio of 11 to 1 (when considering only those faculty actually teaching any one term).

2. Placement

- National statistics indicate there are six jobs for every student graduating from a two-year technical program, with expected income for new graduates ranging from \$4,500 to \$6,500 annually. Contacts have been made with business and agriculture firms who might be prospective employers of the Technical Institute graduates; this placement service will be available to students graduating in the first class, spring 1968.

Reference Material

University of Minnesota Technical Institute, Crookston bulletin

Questions May Be Directed To

Office of Admissions and Records  
University of Minnesota Technical Institute  
Crookston, Minnesota 56716  
Telephone (Crookston) 281-5358

**PART III. FREQUENCY DISTRIBUTIONS AND EXPECTANCY TABLES**

## EXPLANATION OF TABLES

### A. Frequency Distribution -- Admission Standard

These tables show the number of students in the 1967 freshman class at various levels of the standard used for admission purposes. Separate distributions are provided for males, females, and total for each college. The standard used is College Aptitude Rating (average of HSR percentile and MSAT percentile) for CLA, UMD, and UMM; and HSR for IT, Education, General College, AFHE, and UMC (although CAR is the admission standard used for the College of Education). The cumulative percentage (C%) shown indicates the proportion of students scoring in that interval and lower. Q3, Q2, and Q1 designate the 75th, 50th, and the 25th percentile scores respectively.

### B. Frequency Distribution -- ACT Composite

These tables show the number of students in the 1967 freshman class at each standard score on the ACT Composite. Separate distributions are provided for males, females, and total for each college. The cumulative percentage shown indicates the proportion of students at the score and lower. Q3, Q2, and Q1 designate the 75th, 50th, and 25th percentile scores respectively.

### C. Expectancy Tables

These tables describe the first year performance of 1966-67 freshmen in each college (except Education and Crookston). Based on the students' HSR and MSAT percentile, each cell shows the proportion of students who achieved a freshman grade point average of B or above and C or above, together with the number of students in that cell. Column and row totals show the performance of freshmen based on MSAT and HSR separately.

This data is presented to assist in estimating the probability of success of prospective students. The chance in 100 of a student achieving a C or a B average in his first year can be read directly from each cell. However, there are limitations to this data which should be recognized in interpreting the expectancies to students:

1. Only two pieces of information are used to enter these tables. Neither measure alone, nor the two combined, provide absolute predictions. The expectancies from these tables should be used in combination with additional information available for a specific individual.
2. The stability of the expectancy figures in a given cell is directly related to the number of cases used to establish them. Cells for which fewer than 10 cases were available have been omitted although this data is included in the totals.
3. The expectancy values found in the main cells are based on joint information and they should not be used if there is a reason to question the validity of either measure for a specific individual. For example, if there is doubt about the MSAT score, the row total for the appropriate HSR should be used.

## COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS

### FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF HSR\*

<u>HSR</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
90-99	46	100	57	100	103	100
80-89	60	85	51	69	111	79
70-79	55	65	19	42	74	56
60-69	69	47	23	33	92	41
50-59	44	24	22	20	66	22
40-49	19	9	12	9	31	8
Below 40	5	2	4	2	8	2
TOTAL	298		188		486	

Q3 = 87  
Q2 = 75  
Q1 = 61

\*Fall 1967 Freshmen

## COLLEGE OF EDUCATION

### FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF HSR\*

<u>HSR</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
90-99	-	-	5	100	5	100
80-89	3	100	7	75	10	86
70-79	4	82	5	40	9	59
60-69	4	59	1	15	5	35
50-59	4	35	-	-	4	22
Below 50	2	12	2	10	4	11
TOTAL	17		20		37	

Q3 = 86  
Q2 = 76  
Q1 = 62

\*Fall 1967 Freshmen (Physical Education and Recreation Leadership)

## GENERAL COLLEGE

### FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF HSR\*

<u>HSR</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
90-99	-	-	-	-	-	-
80-89	6	100	3	100	9	100
70-79	16	99	19	99	35	99
60-69	42	97	34	95	76	96
50-59	78	91	52	86	130	89
40-49	112	79	77	74	189	77
30-39	106	63	81	55	187	60
20-29	120	47	71	36	191	43
10-19	114	29	48	20	162	25
0-9	79	12	34	8	113	10
TOTAL	673		419		1092	

Q3 = 48  
Q2 = 33  
Q1 = 19

\*Fall 1967 Freshmen

## COLLEGE OF LIBERAL ARTS

### FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION CAR\*

<u>CAR</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
90-99	303	100	555	100	858	100
80-89	349	84	454	73	803	78
70-79	416	66	443	51	859	58
60-69	446	45	334	29	780	37
50-59	361	22	248	13	609	17
Below 50	56	3	15	1	71	2
TOTAL	1931		2049		3980	

Q3 = 87  
Q2 = 75  
Q1 = 63

\*Fall 1967 Freshmen

# INSTITUTE OF TECHNOLOGY

## FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF HSR\*

<u>%ile</u> <u>INTERVAL</u>	<u>F</u>	<u>TOTAL</u>	<u>CUM%</u>
95-99	189		100
90-94	158		75
85-89	126		54
80-84	92		37
75-79	76		24
70-74	43		14
65-69	23		9
60-64	17		5
55-59	14		3
50-54	4		1
Below 50	6		1

Q3 = 94  
Q2 = 88  
Q1 = 79

\* Fall 1967 Freshmen

## UNIVERSITY OF MINNESOTA, DULUTH

### FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF CAR\*

<u>CAR</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
90-99	42	100	97	100	139	100
80-89	81	94	96	84	177	89
70-79	82	82	115	68	197	75
60-69	107	70	101	49	208	60
50-59	116	54	81	32	197	43
40-49	92	36	64	19	156	28
Below 40	153	23	48	8	201	16
TOTAL	673		602		1275	

Q3 = 79  
Q2 = 63  
Q1 = 47

\*1967 Freshmen

## UNIVERSITY OF MINNESOTA, MORRIS

### FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF CAR\*

<u>CAR</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
90-99	31	100	47	100	78	100
80-89	59	86	45	69	104	79
70-79	49	60	34	40	83	52
60-69	46	39	14	18	60	30
50-59	29	19	11	8	40	14
Below 50	13	6	2	1	15	4
TOTAL	227		153		380	

Q3 = 87  
Q2 = 78  
Q1 = 66

\*Fall 1967 Freshmen

## UNIVERSITY OF MINNESOTA, CROOKSTON

### FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF HSR\*

<u>HSR</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
90-99	1	100	1	100	2	100
80-89	3	99	2	97	5	98
70-79	6	96	4	91	10	95
60-69	6	89	4	80	10	87
50-59	11	82	3	69	14	79
40-49	11	70	6	60	17	68
30-39	17	58	7	43	24	55
20-29	16	40	2	23	18	36
10-19	10	24	2	17	12	22
0-9	12	13	4	11	16	13
TOTAL	93		35		128	

Q3 = 53  
Q2 = 37  
Q1 = 21

\*Fall 1967 Freshmen

# COLLEGE OF AGRICULTURE, FORESTRY AND HOME ECONOMICS

## FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF ACT COMPOSITE\*

<u>ACT Comp</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
36	-	-	-	-	-	-
35	-	-	-	-	-	-
34	-	-	-	-	-	-
33	-	-	-	-	-	-
32	-	-	2	100	2	100
31	1	100	-	-	1	100
30	5	100	4	99	9	99
29	8	98	5	97	13	98
28	18	95	4	94	22	95
27	22	89	16	92	38	90
26	37	82	16	84	53	83
25	29	69	16	75	45	72
24	36	60	16	66	52	63
23	39	47	21	58	60	51
22	40	34	14	47	54	40
21	28	21	19	39	47	29
20	12	11	10	29	22	19
19	8	7	15	24	23	15
18	9	5	17	16	26	10
17	2	2	5	7	7	4
16	1	1	3	4	4	2
15	1	1	2	3	3	2
14	1	-	2	2	3	1
13	-	-	1	1	1	1
Below 13	-	-	-	-	-	-
<b>TOTAL</b>	<b>297</b>		<b>188</b>		<b>485</b>	

Q3 = 26  
Q2 = 23  
Q1 = 21

\*Fall 1967 Freshmen

## COLLEGE OF EDUCATION

### FREQUENCY AND CUMULATIVE PERCENT DISTRIBUTION OF ACT COMPOSITE\*

<u>ACT Comp</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
36	-	-	-	-	-	-
35	-	-	-	-	-	-
34	-	-	-	-	-	-
33	-	-	-	-	-	-
32	-	-	-	-	-	-
31	-	-	-	-	-	-
30	-	-	1	100	1	100
29	-	-	-	-	-	-
28	-	-	-	-	-	-
27	-	-	-	-	-	-
26	-	-	1	95	1	97
25	1	100	4	90	5	95
24	2	94	4	70	6	82
23	1	82	2	50	3	66
22	3	76	2	40	5	58
21	6	59	1	30	7	45
20	-	-	2	25	2	25
19	1	24	2	15	3	20
18	1	18	-	-	1	12
Below 18	2	6	1	5	3	5
TOTAL	17		20		37	

Q3 = 24  
Q2 = 22  
Q1 = 20

\*Fall 1967 Freshmen (physical Education and Recreation Leadership)

## GENERAL COLLEGE

### FREQUENCY AND CUMULATIVE PERCENT DISTRIBUTION OF ACT COMPOSITE\*

<u>ACT Comp</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
36	-	-	-	-	-	-
35	-	-	-	-	-	-
34	-	-	-	-	-	-
33	-	-	-	-	-	-
32	-	-	-	-	-	-
31	-	-	-	-	-	-
30	-	-	-	-	-	-
29	1	100	-	-	1	100
28	1	100	1	100	2	100
27	3	100	1	100	4	100
26	2	99	1	100	3	99
25	12	99	1	100	13	99
24	19	97	4	99	23	98
23	42	94	4	98	46	96
22	55	88	12	97	67	93
21	62	80	19	94	81	86
20	70	71	22	90	92	80
19	76	61	41	85	117	72
18	56	50	59	75	115	61
17	52	41	45	61	97	50
16	51	34	44	50	95	41
15	49	26	40	40	89	32
14	34	19	40	30	74	24
13	27	14	26	20	53	17
12	22	10	22	14	44	12
11	22	7	15	9	37	8
10	9	4	11	5	20	4
Below 10	17	2	12	3	29	2
TOTAL	682		420		1102	

Q3 = 20  
Q2 = 17  
Q1 = 15

\*Fall 1967 Freshmen

# COLLEGE OF LIBERAL ARTS

## FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF ACT COMPOSITE\*

<u>ACT Comp</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM</u>	<u>F</u>	<u>CUM%</u>
36	-	-	-	-	-	-
35	-	-	-	-	-	-
34	-	-	-	-	-	-
33	2	100	-	-	2	100
32	9	100	8	100	17	100
31	33	99	15	100	48	99
30	44	98	49	99	93	98
29	105	96	80	97	185	96
28	172	90	113	93	285	91
27	190	82	173	88	363	85
26	251	73	238	79	489	76
25	277	60	212	68	489	64
24	294	46	229	58	523	52
23	210	32	234	48	444	40
22	167	21	201	37	368	29
21	107	13	191	27	298	20
20	76	8	145	18	221	13
19	28	4	90	11	118	7
18	25	3	63	7	88	5
17	16	1	44	4	60	2
16	8	1	19	2	27	1
15	4		7	1	11	1
14	1		9	1	10	-
13	-	-	2		2	-
12	-	-	5		5	-
11	-	-	1		1	
10	-	-	1		1	
Below 10	-	-	-		-	-
<b>TOTAL</b>	<b>2019</b>		<b>2129</b>		<b>4148</b>	

Q3 = 26  
Q2 = 24  
Q1 = 22

\* Fall 1967 Freshmen

# INSTITUTE OF TECHNOLOGY

## FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF ACT COMPOSITE\*

<u>ACT Comp</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
36	-	-	-	-	-	-
35	-	-	-	-	-	-
34	-	-	-	-	-	-
33	3	100	-	-	3	100
32	18	100	1	100	19	100
31	41	97	2	96	43	97
30	63	91	4	89	67	91
29	94	83	7	75	101	83
28	98	70	3	50	101	70
27	113	56	6	39	119	55
26	94	40	4	18	98	39
25	85	27	1	4	86	26
24	50	16	-	-	50	16
23	25	9	-	-	25	9
22	12	5	-	-	12	5
21	10	4	-	-	10	4
20	7	2	-	-	7	2
Below 20	9	1	-	-	9	1
TOTAL	722		28		750	

Q3 = 29  
Q2 = 27  
Q1 = 25

\*Fall 1967 Freshmen

# UNIVERSITY OF MINNESOTA, DULUTH

## FREQUENCY AND CUMULATIVE PERCENTAGE DISTRIBUTION OF ACT COMPOSITE\*

<u>ACT Comp</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
36	-	-	-	-		
35	-	-	-	-		
34	-	-	-	-		
33	1	100	-	-	1	100
32	-	-	-	-	-	-
31	3	100	3	100	6	100
30	6	99	7	100	13	99
29	22	99	11	98	33	98
28	31	95	17	97	48	96
27	41	91	30	94	71	92
26	58	85	44	89	102	87
25	71	77	41	82	112	80
24	70	67	62	75	132	71
23	61	57	67	65	128	61
22	62	49	49	54	111	52
21	55	40	53	46	108	43
20	53	32	51	37	104	35
19	30	25	44	29	74	27
18	44	20	28	22	72	21
17	29	14	31	17	60	16
16	15	10	29	12	44	11
15	17	8	13	7	30	7
14	13	6	12	5	25	5
13	11	4	8	3	19	3
12	7	2	4	2	11	2
11	3	1	7	1	10	1
10	3	1	-	-	3	-
Below 10	3	-	-	-	3	-
<b>TOTAL</b>	<b>709</b>		<b>611</b>		<b>1320</b>	

Q3 = 25  
Q2 = 22  
Q1 = 19

\*Fall 1967 Freshmen

# UNIVERSITY OF MINNESOTA, MORRIS

## FREQUENCY AND CUMULATIVE PERCENT DISTRIBUTION OF ACT COMPOSITE\*

<u>ACT Comp</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
36	-	-	-	-	-	-
35	-	-	-	-	-	-
34	-	-	-	-	-	-
33	-	-	-	-	-	-
32	-	-	-	-	-	-
31	-	-	-	-	-	-
30	6	100	5	100	11	100
29	14	97	10	97	24	97
28	20	91	14	90	34	90
27	25	81	6	80	31	81
26	29	69	21	76	50	72
25	34	55	18	62	52	58
24	18	39	13	50	31	44
23	15	31	17	41	32	35
22	22	24	12	30	34	26
21	9	13	10	22	19	17
20	12	9	9	15	21	11
19	3	3	5	9	8	6
18	2	2	2	5	4	3
17	1	1	4	4	5	2
16	1	-	1	1	2	1
Below 16	-	-	1	1	1	-
<b>TOTAL</b>	<b>211</b>		<b>148</b>		<b>359</b>	

Q3 = 27  
Q2 = 25  
Q1 = 23

\*Fall 1967 Freshmen

# UNIVERSITY OF MINNESOTA, CROOKSTON

## FREQUENCY AND CUMULATIVE PERCENT DISTRIBUTION OF ACT COMPOSITE\*

<u>ACT Comp</u>	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>	<u>F</u>	<u>CUM%</u>
36	-	-	-	-	-	-
35	-	-	-	-	-	-
34	-	-	-	-	-	-
33	-	-	-	-	-	-
32	-	-	-	-	-	-
31	-	-	-	-	-	-
30	-	-	-	-	-	-
29	-	-	-	-	-	-
28	-	-	-	-	-	-
27	-	-	-	-	-	-
26	-	-	-	-	-	-
25	2	100	1	100	3	100
24	-	-	2	97	2	99
23	6	98	2	90	8	96
22	6	90	3	83	9	88
21	8	83	-	-	8	83
20	3	73	3	72	6	73
19	11	69	1	62	12	67
18	6	56	2	59	8	57
17	3	48	3	52	6	49
16	9	44	3	41	12	43
15	8	33	1	31	9	33
14	4	23	2	28	6	25
13	3	19	1	21	4	19
12	4	15	3	17	7	15
11	4	10	2	7	6	9
10	2	5	-	-	2	3
Below 10	2	2	-	-	2	1
<b>TOTAL</b>	<b>81</b>		<b>29</b>		<b>110</b>	

Q3 = 21  
Q2 = 18  
Q1 = 15

\*Fall 1967 Freshmen

## COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS

## EXPECTANCY TABLE FOR FRESHMAN GRADE POINT AVERAGE\*

MSAT HSR	Below 40	40-59	60-79	80-99	TOTAL
80-99	C .80 B .20 N = 15	C .88 B .19 N = 26	C .91 B .24 N = 55	C .93 B .37 N = 97	C .91 B .30 N = 193
60-79	C .51 B .01 N = 51	C .47 B .00 N = 57	C .71 B .06 N = 35	C .71 B .00 N = 34	C .58 B .01 N = 177
Below 60	C .32 B .01 N = 57	C .20 B .00 N = 40	C .36 B .00 N = 28	C .55 B .00 N = 11	C .31 B .01 N = 136
TOTAL	C .46 B .03 N = 123	C .47 B .04 N = 123	C .72 B .13 N = 118	C .85 B .25 N = 142	C .63 B .12 N = 506

\*1966-67 Freshmen

# GENERAL COLLEGE

## EXPECTANCY TABLE FOR FRESHMAN GRADE POINT AVERAGE\*

MSAT HSR	0-19	20-29	30-39	40-49	50/above	TOTAL
50/above	C .75 B .08 N = 96	C .81 B .11 N = 63	C .75 B .23 N = 44	C .93 B .13 N = 30	C .83 B .25 N = 12	C .79 B .13 N = 245
40-49	C .52 B .06 N = 54	C .66 B .09 N = 32	C .73 B .04 N = 26	C .77 B .04 N = 26	C .83 B .09 N = 23	C .55 B .06 N = 161
30-39	C .51 B .05 N = 61	C .57 B .09 N = 46	C .65 B .20 N = 20	C .60 B .07 N = 45	C .77 B .12 N = 43	C .60 B .09 N = 215
20-29	C .49 B .04 N = 80	C .46 B .06 N = 35	C .53 B .03 N = 30	C .53 B .03 N = 36	C .58 B .08 N = 40	C .52 B .05 N = 221
0-19	C .22 B .00 N = 106	C .35 B .00 N = 49	C .32 B .05 N = 19	C .52 B .09 N = 23	C .50 B .11 N = 44	C .33 B .03 N = 241
TOTAL	C .49 B .04 N = 397	C .58 B .07 N = 225	C .63 B .12 N = 139	C .66 B .07 N = 160	C .66 B .11 N = 1621	C .56 B .07 N = 1083

\*1966-67 Freshmen

# COLLEGE OF LIBERAL ARTS

## EXPECTANCY TABLE FOR FRESHMAN GRADE POINT AVERAGE\*

89

MSAT HSR	Below 40	40-49	50-59	60-69	70-79	80-89	90-99	TOTAL
90-99	C .56 B .11 N = 36	C .76 B .07 N = 41	C .73 B .14 N = 49	C .82 B .14 N = 56	C .86 B .26 N = 131	C .90 B .30 N = 213	C .95 B .50 N = 549	C .90 B .38 N = 1075
80-89	C .33 B .00 N = 61	C .54 B .02 N = 56	C .53 B .01 N = 91	C .61 B .05 N = 95	C .73 B .07 N = 138	C .68 B .13 N = 199	C .85 B .17 N = 243	C .69 B .10 N = 883
70-79	C .44 B .00 N = 64	C .44 B .00 N = 73	C .57 B .03 N = 97	C .51 B .05 N = 103	C .68 B .08 N = 130	C .65 B .05 N = 145	C .77 B .12 N = 129	C .60 B .06 N = 741
60-69	C .38 B .05 N = 40	C .40 B .00 N = 77	C .32 B .03 N = 78	C .44 B .01 N = 87	C .45 B .02 N = 91	C .58 B .02 N = 92	C .66 B .10 N = 67	C .46 B .03 N = 532
50-59	N = 16	C .28 B .00 N = 39	C .31 B .01 N = 85	C .34 B .03 N = 71	C .39 B .02 N = 90	C .41 B .02 N = 56	C .51 B .11 N = 37	C .39 B .03 N = 394
40-49	N = 5	N = 5	C .26 B .02 N = 43	C .33 B .00 N = 49	C .37 B .04 N = 57	C .51 B .00 N = 41	C .37 B .00 N = 19	C .36 B .01 N = 219
Below 40	N = 1	N = 1	N = 7	C .12 B .00 N = 33	C .29 B .02 N = 42	C .23 B .02 N = 44	C .28 B .00 N = 29	C .25 B .02 N = 157
TOTAL	C .43 B .03 N = 223	C .47 B .01 N = 292	C .45 B .03 N = 450	C .49 B .04 N = 494	C .61 B .09 N = 679	C .67 B .13 N = 790	C .84 B .32 N = 1073	C .64 B .14 N = 4001

## INSTITUTE OF TECHNOLOGY

NOTE:

Due to the recent decision to discontinue the use of the Minnesota Mathematics Test, the table we had prepared is no longer appropriate. We intend to develop a new table utilizing HSR and ACT and will send you an insert page by September, 1968.

UNIVERSITY OF MINNESOTA, DULUTH

EXPECTANCY TABLE FOR FRESHMEN GRADE POINT AVERAGE\*

70

MSAT HSR	Below 40	40-49	50-59	60-69	70-79	80-89	90-99	TOTAL
90-99	C .82 B .10 N = 11	C .83 B .00 N = 12	C .76 B .29 N = 17	C .85 B .31 N = 13	C .90 B .26 N = 31	C .98 B .41 N = 58	C .97 B .60 N = 97	C .93 B .42 N = 239
80-89	C .52 B .00 N = 31	C .54 B .00 N = 24	C .67 B .04 N = 27	C .77 B .03 N = 30	C .78 B .07 N = 27	C .73 B .17 N = 41	C .72 B .31 N = 36	C .68 B .10 N = 216
70-79	C .44 B .00 N = 41	C .56 B .07 N = 27	C .52 B .00 N = 25	C .74 B .09 N = 23	C .67 B .06 N = 33	C .63 B .07 N = 30	C .67 B .05 N = 21	C .59 B .05 N = 200
60-69	C .35 B .00 N = 65	C .45 B .03 N = 29	C .63 B .00 N = 16	C .50 B .00 N = 18	C .50 B .17 N = 24	C .59 B .00 N = 17	C .40 B .00 N = 10	C .45 B .02 N = 179
50-59	C .26 B .00 N = 47	C .21 B .00 N = 19	C .17 B .06 N = 18	C .44 B .00 N = 16	C .45 B .00 N = 11	C .56 B .00 N = 18	N = 6	C .33 B .01 N = 135
40-49	C .26 B .00 N = 35	C .19 B .00 N = 26	C .32 B .00 N = 22	C .45 B .00 N = 11	N = 8	C .43 B .00 N = 14	N = 5	C .29 B .00 N = 121
Below 40	C .16 B .00 N = 132	C .14 B .00 N = 22	C .17 B .00 N = 24	C .09 B .00 N = 21	C .09 B .00 N = 11	C .36 B .00 N = 14	N = 7	C .16 B .00 N = 231
TOTAL	C .30 B .00 N = 362	C .40 B .02 N = 159	C .46 B .05 N = 149	C .56 B .05 N = 132	C .62 B .10 N = 145	C .71 B .17 N = 192	C .80 B .39 N = 182	C .52 B .10 N = 1321

\*1966-67 Freshman

UNIVERSITY OF MINNESOTA, MORRIS

EXPECTANCY TABLE FOR FRESHMAN GRADE POINT AVERAGE\*

MSAT HSR	Below 60	60-79	80-89	90-99	TOTAL
90-99	C .99 B .36 N = 11	C .93 B .28 N = 29	C .86 B .38 N = 21	C .98 B .43 N = 54	C .95 B .23 N = 115
80-89	C .76 B .00 N = 21	C .71 B .18 N = 38	C .79 B .05 N = 19	C .76 B .18 N = 17	C .75 B .12 N = 95
60-79	C .55 B .00 N = 49	C .44 B .08 N = 25	C .45 B .00 N = 11	C .99 B .00 N = 10	C .53 B .03 N = 95
Below 60	C .45 B .00 N = 11	C .50 B .06 N = 18	N = 3	N = 1	C .45 B .03 N = 33
TOTAL	C .64 B .04 N = 92	C .67 B .16 N = 110	C .70 B .17 N = 54	C .90 B .12 N = 82	C .72 B .12 N = 338

\*1966-67 Freshmen

## APPENDIX

1. OTHER PROGRAMS WHICH ADMIT FRESHMEN
2. PROGRAMS WHICH REQUIRE PREVIOUS COLLEGE WORK
3. EVENING CLASSES AND INDEPENDENT STUDY
4. CHART, SHOWING LENGTHS OF PROGRAMS IN VARIOUS COLLEGES AND PROFESSIONAL SCHOOLS
5. SAMPLE FRESHMAN PROGRAMS
6. OFFICIAL UNIVERSITY BULLETINS
7. LIST OF UNDERGRADUATE MAJORS AND PROFESSIONAL PROGRAMS
8. MISCELLANEOUS INFORMATION ABOUT THE UNIVERSITY

Attendance Figures and Characteristics

Faculty

Automobiles and Parking

Class Sizes

## APPENDIX

### OTHER DAY SCHOOL PROGRAMS WHICH ADMIT FRESHMEN

Dental Hygiene - This two-year program, beginning only fall quarter, leads to the degree of Graduate Dental Hygienist (GDH). Applicants must rank in top 25% of high school class and present one year of high school chemistry. Application must be received by June 15. (Dental Assisting is listed under General College.)

Mortuary Science - Until 1968 freshmen were admitted to this program; however, now the first two years of this four-year program are spent in CLA or General College, and new freshmen must meet the admission requirements of one of those two colleges. See "Programs Which Require Previous College Work" below.

### PROGRAMS WHICH REQUIRE PREVIOUS COLLEGE WORK

Some University curriculums require that students complete a pre-professional program prior to admission. This previous college work may be taken at the University or at another accredited private or state college. In most cases the pre-professional program is a prescribed one, and students must follow the program outlined in the appropriate bulletin.

Transfer within the University is an integral part of some educational programs, such as those which require a year or more of study in CLA before admission to the professional school. Transfer from another institution is also very common and can be effected with minimum or no loss of credit if the student is careful to present courses which are like those he would have taken if enrolled at the University.

Following is a list of the day-school programs at the University which do require preparatory work, the amount of such preparatory work, and the number of additional years needed to obtain the degree. Where CLA, AFHE, etc. are listed, it should be noted that the appropriate preparatory work may often be obtained at another institution.

Biological Sciences: prerequisite 2 years in CLA, IT, AFHE, Duluth, or Morris;  
2 additional years for B.S.

Business Administration: prerequisite 2 years in CLA, AFHE, IT, Duluth, or Morris;  
2 additional years for B.S.B.

Dentistry: prerequisite minimum of 2 years in CLA, Duluth, or Morris; 4 additional years for D.D.S.

Education: preprofessional work varies, depending on the field -- either one or two years in CLA, Duluth, Morris, or AFHE; a total of four years to obtain the B.S.

Graduate School: students with bachelor's degrees from approved schools may apply for admission for graduate work leading to the Master's and Ph.D. degrees, as well as to the Specialist in Education certificate.

Law: prerequisite B.A. or equivalent degree; 3 additional years for J.D. degree.

Library School: prerequisite any bachelor's degree (undergraduate preparatory courses available in CLA); 1 additional calendar year for M.A.

Medical: prerequisite at least 3 years in CLA, Duluth, or Morris; 4 additional years for M.D.

Medical Technology: prerequisite 2 years in CLA, Duluth, or Morris; 2 additional years for B.S.

- Mortuary Science: prerequisite 2 years in CLA or General College; 2 additional years for B.S. (Provisions are made for students who wish to complete only the course work necessary for state certification and not obtain the bachelor's degree.)
- Nursing: prerequisite 1 year in CLA, Duluth, or Morris; 3 additional years and 1 summer for B.S.
- Occupational Therapy: prerequisite 2 years in CLA, Duluth, or Morris; 2 additional years and 1 summer for B.S.
- Physical Therapy: prerequisite 2 years in CLA, Duluth, or Morris; 2 additional years for B.S.
- Pharmacy: prerequisite 1 year in CLA, Duluth, or Morris; 4 additional years for B.S. (A 2-year pre-pharmacy program may be arranged, followed by 3 years in the School of Pharmacy.)
- Public Health: prerequisite appropriate bachelor's degree; requirements vary with program.
- Social Work: prerequisite bachelor's degree in pre-social work in CLA; 2 additional years for M.S.W.
- University College: usually 2 years of college work are required prior to admission to the University College, which has been designed to provide flexibility for students with unique objectives and who do not find curriculums in any of the other colleges suited to their needs. The program leads to a B.A. or a B.S., depending on the college in which the student takes most of his work.
- Veterinary Medicine: prerequisite at least 2 years in AFHE, Duluth, or Morris; 4 additional years for D.V.M.

#### EVENING CLASSES AND INDEPENDENT STUDY COURSES

The General Extension Division offers college-credit courses through evening school and correspondence study to anyone able to handle college-level work, including capable high school students. Some courses require specific prerequisites which must be completed. These courses may be used to meet many degree requirements. In addition, more than 40 high school courses are offered through independent study (formerly called correspondence study) and can be used to meet admission requirements to degree programs.

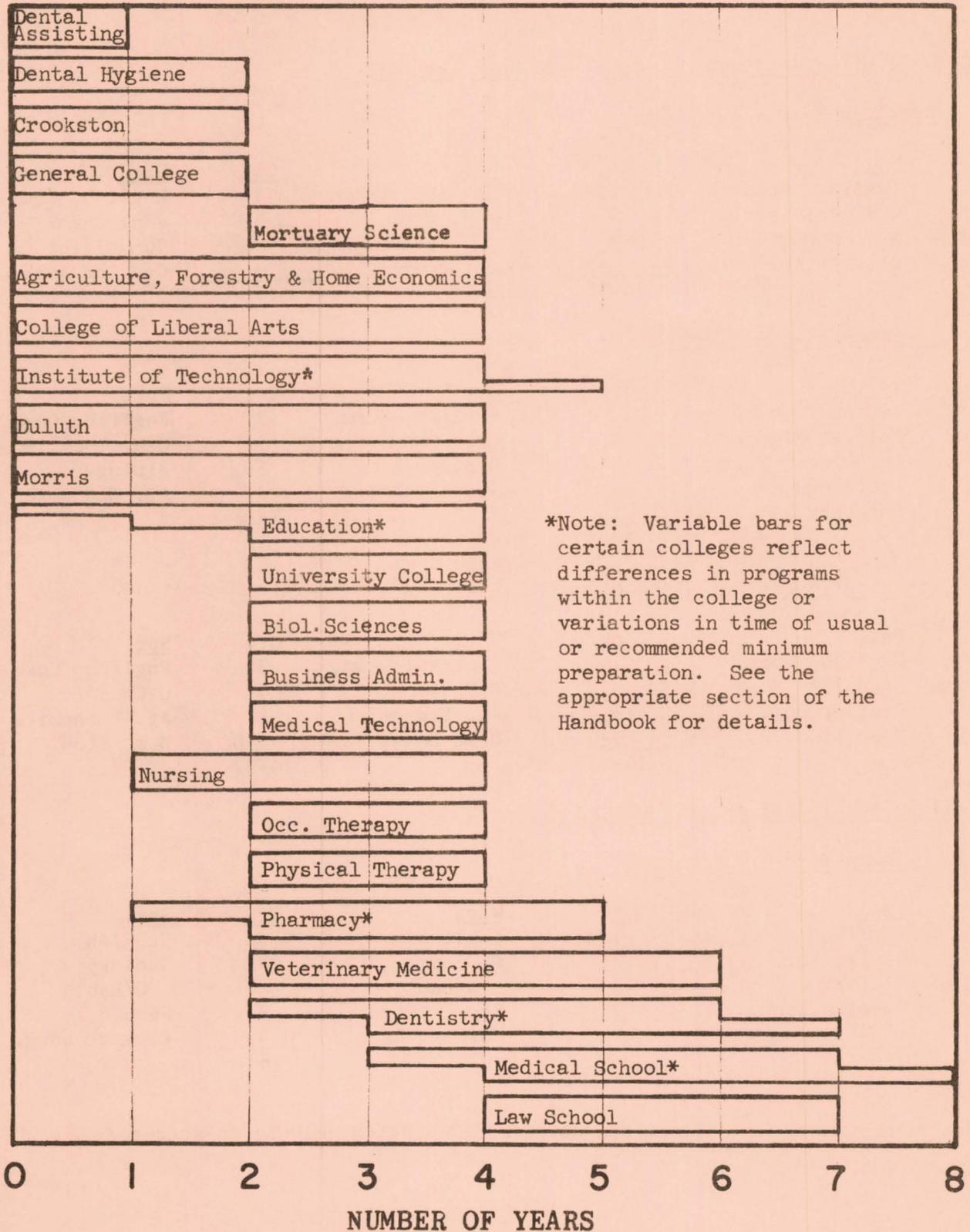
For further information contact:

General Extension Division  
Counseling Office  
153 Nicholson Hall  
University of Minnesota  
Minneapolis, Minnesota 55455  
Telephone 373-3905

or

Duluth Evening Classes  
106 Laboratory School  
University of Minnesota, Duluth  
Duluth, Minnesota 55812  
Telephone (Duluth) 724-8801 Ext. 555

# LENGTHS OF PROGRAMS IN VARIOUS UNIVERSITY OF MINNESOTA COLLEGES AND PROFESSIONAL SCHOOLS



\*Note: Variable bars for certain colleges reflect differences in programs within the college or variations in time of usual or recommended minimum preparation. See the appropriate section of the Handbook for details.

SAMPLE FRESHMAN PROGRAMS

These sample programs are intended as illustrations of possible freshman course choices, not as required programs. In some colleges and majors, students follow the sample program quite closely. In others, few students will take the programs listed since a wide range of courses will meet requirements. For specific college requirements, consult the bulletin of that college.

College of Agriculture, Forestry and Home Economics

Freshman Year - Agriculture

<u>Fall</u>	<u>Cr.</u>	<u>Wtr.</u>	<u>Cr.</u>	<u>Spr.</u>	<u>Cr.</u>
English, Comm.	3	English, Comm.	3	English, Comm.	3
College Algebra	5	Gen. Chem.	5	Gen. Chem.	5
Ag. Economics	3	Ag. Economics	3	Humanities	3
Soc. or An. Sci.	3-5	Agronomy	3	Geo. or Anth.	5
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14-16		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16

Freshman Year - Forestry

<u>Fall</u>	<u>Cr.</u>	<u>Wtr.</u>	<u>Cr.</u>	<u>Spr.</u>	<u>Cr.</u>
English, Comm.	3	English, Comm.	3	English, Comm.	3
College Algebra	5	Gen. Chem.	5	Gen. Chem.	5
Geology	5	Biology	5	Biology	5
Sociology	3	Ag. Economics	3	Ag. Economics	3
Forestry	1		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17				

Freshman Year - Home Economics

<u>Fall</u>	<u>Cr.</u>	<u>Wtr.</u>	<u>Cr.</u>	<u>Spr.</u>	<u>Cr.</u>
English, Comm.	3	English, Comm.	3	English, Comm.	3
Math 10*	5	GeCh 4*	5	GeCh 5*	5
Soc. or Hum.	3	Ag. Economics	3	Ag. Economics	3
Home Econ.	3-6	Home Econ.	3-6	Home Econ.	3-6
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14-17		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14-17		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14-17

College of Liberal Arts, UMD, UMM

Freshman Year

<u>Fall</u>	<u>Cr.</u>	<u>Wtr.</u>	<u>Cr.</u>	<u>Spr.</u>	<u>Cr.</u>
English	3	English	3	English	3
Social Sci.	3	Geology	5	Geology	4
History	3	w/Lab		w/Lab	
Foreign Lang.	5	Soc., Intro.	3	Speech	5
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14	Foreign Lang.	5	Foreign Lang.	3
			<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16		<hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15

\*For some majors natural science courses (15 credits) may be substituted.

College of Liberal Arts, UMD, UMM (Continued)

Freshman year program for professional school preparation with major in pre-medicine

<u>Fall</u>	<u>Cr.</u>	<u>Wtr.</u>	<u>Cr.</u>	<u>Spr.</u>	<u>Cr.</u>
English	3	English	3	English	3
Gen. Chem.	5	Gen. Chem.	5	Gen. Chem.	4
College Algebra	5	Gen. Biology	5	Gen. Biology	5
History	3	History	3	Humanities	3
	<u>16</u>		<u>16</u>		<u>15</u>

Institute of Technology

Freshman Year (except Chemistry, Chemical Engineering, and Architecture students)

<u>Fall</u>	<u>Cr.</u>	<u>Wtr.</u>	<u>Cr.</u>	<u>Spr.</u>	<u>Cr.</u>
English	3	English	3	English	3
Math	5	Math	5	Math	5
Eng. Graphics	4	Physics	5	Physics	4
Elective	3	Elective	3	Physics Lab	1
	<u>15</u>		<u>16</u>	Elective	3
					<u>16</u>

General College\*

Freshman Year

<u>Fall</u>	<u>Cr.</u>	<u>Wtr.</u>	<u>Cr.</u>	<u>Spr.</u>	<u>Cr.</u>
Writing Lab: Personal Writing	3	Writing Lab: Organizing Ideas	3	Writing Lab: Comm. in	3
Man in Society Pers. Role	5	Man in Society Organiz. Role	5	Fields of Appl. Psychology	5
General Arts	3	Lit. of the Thea.	4	Man's Rel. Bel.	3
Princ. of Biol.	5	Film, Drama		App. Math	3
Phys. Educ.	1	Sci. in Context:	5	Phys. Educ.	1
	<u>17</u>	Man, Enviro.	17		<u>17</u>

\* General College has a free choice of curriculum, which means that a student works out the course of study best suited to his individual needs as he and his faculty adviser define those needs.

UNIVERSITY OF MINNESOTA OFFICIAL BULLETINS

University of Minnesota bulletins are published biennially, except for the General Information Bulletin which is issued annually. The General Information Bulletin contains information essential to any prospective student. The other bulletins contain academic information, degree requirements, course descriptions, special opportunities, all specific to the college or program, as well as some general information.

All bulletins, except the ones for Duluth, Morris, and Crookston, may be obtained by contacting:  
Office of Admissions and Records  
University of Minnesota  
Minneapolis, Minnesota 55455  
Telephone 373-2011

The Duluth, Morris, and Crookston bulletins may be obtained by writing to the Office of Admissions and Records on the appropriate campus.

Here are the bulletins which are available upon request:

General Information  
Agriculture  
Army-Navy-Air Force ROTC  
Biological Sciences  
Business Administration  
Dentistry (includes Dental Hygiene and Dental Assisting)  
College of Education  
Forestry  
General Extension Division  
    Evening Classes  
    Independent Study (formerly Correspondence Study)  
General College  
Graduate School  
Home Economics  
Journalism  
Law School  
College of Liberal Arts  
Library School  
Medical School  
Medical Technology  
Mortuary Science  
Nursing  
Occupational and Physical Therapy  
Pharmacy  
Public Health  
Hospital Administration  
Social Work  
Summer Session  
Institute of Technology  
University College  
Veterinary Medicine

University of Minnesota, Duluth  
University of Minnesota, Morris  
Technical Institute, Crookston

UNIVERSITY OF MINNESOTA  
 UNDERGRADUATE MAJORS AND PROFESSIONAL PROGRAMS  
 AND COLLEGES WHERE OFFERED

The following list of majors can be used as a reference guide to obtain further information, either in this Handbook or in the official University bulletin. Each of the colleges indicated publishes a bulletin with details on these specific majors.

It should be noted that the initial parts of many bachelor's degree programs may be taken on several campuses; also that though the titles of some two-year programs are identical to the titles of some bachelor's degree programs, the content of the programs would be quite different.

This list does not include specializations such as those in library science, public administration and many others, available at the master's or Ph.D. level, offered through the Graduate School.

- Key: AFHE - College of Agriculture, Forestry and Home Economics  
 CBS - College of Biological Sciences  
 SBA - School of Business Administration  
 Ed - College of Education  
 GC - General College  
 CLA - College of Liberal Arts  
 IT - Institute of Technology  
 UMD - University of Minnesota, Duluth  
 UMM - University of Minnesota, Morris  
 UMC - University of Minnesota Technical Institute, Crookston

A. Accounting.....	SBA, UMD, UMC
Advertising - see Journalism	
Aeronautical Engineering.....	IT
Agricultural Business Administration.....	AFHE (Ag), SBA, UMC
Agricultural Economics.....	AFHE (Ag)
Agricultural Education.....	AFHE (Ag), Ed
Agricultural Engineering.....	IT
Agricultural Engineering Technology.....	UMC
Agricultural Journalism.....	AFHE (Ag), CLA
Agricultural Production.....	UMC
Agricultural Technology.....	UMC
American Studies.....	CLA
Animal Science.....	AFHE (Ag)
Anthropology.....	CLA
Arabic.....	CLA
Architecture.....	CLA, IT
Area Studies (Western Europe; Soviet Union and East Europe; East & South Asia; Latin America)	CLA
Art (see also Studio Arts).....	UMD, UMM
Art Education.....	Ed
Art History.....	CLA
Astronomy.....	CLA

(List of Majors)

B.	Bengali.....	CLA
	Biochemistry.....	CBS
	Biological Science.....	Ed
	Biology.....	CBS, CLA, UMD, UMM
	Biometry.....	CLA
	Botany.....	CBS, UMD
	Business, General.....	GC
	Business Administration.....	SBA, UMD
	Business Education.....	Ed, UMD
C.	Chemical Engineering.....	IT
	Chemistry.....	Ed, CLA, IT, UMD, UMM
	Child Psychology.....	CLA
	Chinese.....	CLA
	Civil Engineering.....	IT
	Costume Design and Fashion.....	AFHE (HE)
D.	Decorative Arts.....	AFHE (HE)
	Dental Assisting.....	GC, Sch. of Dent.
	Dental Hygiene.....	Sch. of Dent.
	Dentistry.....	Sch. of Dent.
	Dietetics.....	AFHE (HE)
	Distributive Education.....	Ed
E.	Earth Science (see also Geology).....	Ed, UMD
	Economics.....	Ed, CLA, UMD, UMM
	Electrical Engineering.....	IT
	Electronics.....	GC
	Elementary Education.....	Ed, UMD, UMM
	English.....	Ed, CLA, UMD, UMM
	Entomology.....	AFHE (Ag)
	Executive Secretarial.....	UMC
F.	Family Economics.....	AFHE (HE)
	Family Relationships.....	AFHE (HE)
	Fisheries.....	AFHE (Ag)
	Food Science and Industries.....	AFHE (Ag)
	Food Service Administration.....	AFHE (HE)
	Food Service Management.....	UMC
	Foods (Several Specializations).....	AFHE (HE)
	Forest Products Engineering.....	AFHE (For.)
	Forest Products Marketing.....	AFHE (For.)
	Forest Resources Development.....	AFHE (For.)
	Forest Science.....	AFHE (For.)
	French.....	Ed, CLA, UMD, UMM

(List of Majors)

G.	General Science.....	UMD
	Geography.....	Ed, CLA, UMD
	Geological Engineering.....	IT
	Geology (See also Earth Science).....	IT, UMD
	Geology and Geophysics.....	CLA
	Geophysics.....	IT
	German.....	Ed, CLA, UMD, UMM
	Greek.....	CLA
H.	Hebrew.....	CLA
	Hindu.....	CLA
	History.....	Ed, CLA, UMD, UMM
	Home Economics.....	AFHE (HE), UMD
	Home Economics Education.....	AFHE (HE), CLA
	Home Economics Journalism.....	AFHE (HE), CLA
	Horticulture, Ornamental.....	GC
	Household Equipment.....	AFHE (HE)
	Humanities.....	CLA
I.	Industrial Education.....	Ed, UMD
	Industrial Engineering (See Mechanical Engineering)	
	Interior Design.....	AFHE (HE)
	International Relations.....	CLA
	Italian.....	CLA
J.	Japanese.....	CLA
	Journalism.....	CLA
L.	Landscape Architecture.....	IT
	Landscape Design & Environmental Planning.....	AFHE (Ag)
	Language Arts.....	Ed
	Latin.....	Ed, CLA
	Law.....	Law School
	Law Enforcement.....	GC
	Linguistics.....	CLA
M.	Marketing.....	GC
	Marketing Management.....	UMC
	Mathematics.....	Ed, CLA, IT, UMD, UMM
	Mechanical Engineering.....	IT
	Mechanized Agriculture.....	AFHE (Ag)
	Medical Technology.....	Div. of Med. Tech.
	Medicine.....	Med. Sch.
	Metallurgical Engineering.....	IT
	Microbiology.....	CBS, CLA
	Mineral Engineering.....	IT
	Mortuary Science.....	Dept. of Mort. Sci.
	Music.....	CLA, UMD, UMM
	Music Education.....	Ed

(List of Majors)

N. Nursing.....	Sch. of Nursing
Nutrition Science.....	AFHE (HE)
O. Occupational Therapy.....	Occ Ther
Ornamental Horticulture.....	GC
P. Pharmacy.....	Sch. of Pharm.
Philosophy.....	CLA, UMD, UMM
Physical Education.....	Ed, UMD, UMM
Physical Therapy.....	Phys. Ther.
Physics.....	Ed, CLA, IT, UMD, UMM
Physiology.....	CLA
Plant and Animal Protection.....	AFHE (Ag)
Plant and Soil Science.....	AFHE (Ag)
Political Science.....	Ed, CLA, UMD, UMM
Portuguese.....	CLA
Preparation for Theological Training.....	CLA
Pre-Professional Programs (See p.73 of Appendix and specific college section such as CLA, UMD, UMM)	
Psychology.....	CLA, UMD, UMM
R. Recreation Activity Leadership.....	GC
Recreation Leadership.....	Ed
Recreation Resource Management.....	AFHE (Ag, For)
Resource and Community Development.....	AFHE (Ag)
Russian.....	Ed, CLA
S. Sanskrit.....	CLA
Scandinavian.....	CLA
Small Business Management.....	UMC
Social Science.....	UMD
Social Welfare.....	CLA
Sociology.....	Ed, CLA, UMD, UMM
Soil and Water Resource Management.....	AFHE (Ag)
Spanish.....	Ed, CLA, UMD, UMM
Speech.....	UMD
Speech and Theatre Arts.....	UMM
Speech, Communication and Theatre Arts.....	Ed, CLA
Speech Correction.....	UMD
Speech Pathology.....	Ed
Statistics.....	CLA
Studio Arts.....	CLA

(List of Majors)

- T. Textiles and Clothing (Several Specializations)..... AFHE (HE)  
Theatre..... CLA
  
- V. Veterinary Medicine..... Coll. of Vet. Med.
  
- W. Wildlife..... AFHE (Ag)
  
- Z. Zoology..... CBS, UMD

## MISCELLANEOUS INFORMATION ABOUT THE UNIVERSITY

### University Attendance

The total collegiate enrollment -- all campuses -- for fall quarter 1967 was 46,088, of which approximately 65 per cent were men.

The College of Liberal Arts has by far the largest enrollment, over 16,000 in the fall of 1967.

Students were distributed among some University colleges in the fall of 1967 as follows:

	<u>New freshmen</u>	<u>Total</u>
General College	1207	3717
College of Liberal Arts	4249	16186
Institute of Technology	774	3423
College of Agriculture, Forestry, and Home Economics	501	2505
College of Education	35	2724
Duluth Campus	1367	4837
Morris Campus	397	1107
Crookston	132	310

Of last year's new freshmen, numbering over 8,600, approximately 250 were non-residents of Minnesota.

Usually nearly 2/3 of the students on the Twin Cities Campus are from the 5-county metropolitan area.

The percentage of students enrolled on the Twin Cities Campus who commute from their own homes or the homes of relatives has been approximately 50 per cent in recent years.

### University Faculty: Student-Faculty Ratios

The number of full-time academic staff (rank of instructor and above) in 1966-67 totaled about 2,800. Of this number about 2/3 held the Ph.D. degree or another doctorate.

Students-faculty ratios are about 20 to 1 for undergraduate programs and 10 to 1 for graduate programs.

### Automobiles and Parking

Most students park their cars in regular open lots near the campus for a cost of 25 to 35 cents per day, or use other off-street parking; there is no free parking (except on streets many blocks from campus). Because so few parking spaces are available, students are encouraged to join car pools or use bus facilities. For those who park on the West Bank of the Minneapolis Campus, there is free bus service between the East and West Banks. Parking is also available on the Fairgrounds near the St. Paul Campus at 20 cents a day or \$8 a quarter, with free bus service to the Minneapolis Campus.

## Class Sizes

The following courses illustrate the range of size of enrollment in typical freshman classes:

Anthropology: lectures for 500 students; recitation sections for 40 or less.

Art, Introduction to: lecture for 500 students.

Biology, General: lectures on closed-circuit television in rooms accommodating up to 500 students (three days a week); NOTE: winter quarter '68 most television classes for general biology were in classes of 40; laboratory sections of about 30 students (two days a week).

Freshman English, Communication, or Rhetoric: classes limited to 28 students.

Chemistry, General: lectures for about 250 students; laboratory and recitation sections of about 25 to 30 students per teaching assistant.

History: lectures for 80 to 515 (two days a week); recitation sections limited to 25 or 35 students (one day a week).

Humanities: lectures for 65 students or less.

Language, Beginning Foreign: French and Spanish -- classes of about 30 students (five days a week, two days of which are on closed-circuit television)  
German -- lecture course for about 60 students (three days a week) on closed-circuit television. Russian classes average 25 to 50 students. All other foreign-language classes usually average 25 or fewer students.

Mathematics: mostly small classes of about 30 students and some large classes of 100 to 120 students.

Personal Orientation (How to Study): limited to 30 students.

Political Science: lecture courses of 150 to 500 students.

Social Science: lecture courses of 50 to 70 students.

Sociology: lecture courses of 200 to 500 students.

Speech: daily lectures limited to 22 students.

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