

THE HISTORICAL DEVELOPMENT OF ADMISSIONS REQUIREMENTS

AT THE

UNIVERSITY OF WISCONSIN-LA CROSSE

A Seminar

Presented to

the Faculty of the Graduate College

University of Wisconsin-La Crosse

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Margery E. Miller

August, 1973

UNIVERSITY OF WISCONSIN-LA CROSSE

GRADUATE COLLEGE

CANDIDATE: Margery E. Miller

I recommend acceptance of this seminar paper to the Graduate College in partial fulfillment of this candidate's requirement for the degree of Master of Science in Education: Student Personnel Services. The candidate has completed her oral seminar report.

July 25, 1973
Date

Andis Samela
Seminar Paper Advisor

This seminar paper is approved for the Graduate College.

7/26/73
Date

James H. Erickson
Dean, Graduate College

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to Dr. Reid F. Horle, for his continued guidance and encouragement throughout this study. Gratitude is also extended to Dr. Andris Ziemelis, seminar paper advisor, for his suggestions.

Much appreciation goes to Mr. William Laux and Miss Lora Greene for their helpful comments and criticisms.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	2
Delimitations	3
Limitations	3
Review of Related Literature	3
II. GENERAL BACKGROUND OF ADMISSIONS OFFICE REQUIREMENTS	6
Colonial Period to 1909	
III. PRE-ADMISSIONS OFFICE YEARS	11
Mrytle Shanks 1909 to 1928	13
Lora Greene 1928 to 1942	18
IV. ADMISSIONS OFFICE YEARS	21
Maurice O. Graff 1941 to 1960	21
Robert W. Culp 1960 to 1963	24
Reid F. Horle 1963 to 1970	26
Gale G. Grimslid 1970 to present	28
V. SUMMARY	30
BIBLIOGRAPHY	32
APPENDIX A	36
APPENDIX B	38
APPENDIX C	41
APPENDIX D	44

APPENDIX E	46
APPENDIX F	48
APPENDIX G	50
APPENDIX H	52
APPENDIX I	56

CHAPTER I

INTRODUCTION

"The college's first service to a student is in the admissions procedures. Minimum services involve the acceptance or rejection of the applicant... The admissions function carries responsibilities for the receipt and processing of all contracts with prospective students even though other offices may be involved."⁽⁷⁾

The admission of a student into a state supported college or university generally depends upon the rules and regulations established by the governing board of that university or college. In the case of the University of Wisconsin System, the Board of Regents regulates the criteria used for admitting a student into a state university.

The establishment of admissions policies for state supported schools is not a simple task. There are two philosophies as to the establishment of admissions policies. One group of people believes in an "open door" admissions policy which allows "all of the children of all of the people" to attempt to acquire a college education. The other group feels that certain restrictions should be placed upon the admission of students into a state supported school.

Many factors have influenced the development of the policies which constitute the present admissions requirements at the University of Wisconsin-La Crosse. The social,

psychological, and political trends of the past have all influenced our present admissions policies. The influence of the depression and of World War II was seen as a slowdown towards the development of higher education. The tremendous increase in enrollment during the 1960's had still other effects upon the present admissions requirements, as did the decrease in college enrollment in the 1970's.

Statement of the Problem

This study is a historical investigation which shows the evolution of the policies and procedures used in the admission of students into the University of Wisconsin-La Crosse.

Purpose of the Study

The purpose of this study is to provide the Student Personnel Services graduate students, who are interning in the Admissions Office at the University of Wisconsin-La Crosse, with an accurate historical account of the evolution of the policies and procedures that are presently being used in the Admissions Office. Through this historical study the interns and other interested individuals are provided with a broader understanding of the admissions policies and procedures.

Secondly, this historical study presents some background for each of the administrative eras of the Admissions Office along with some knowledge of the policy and procedure changes that have occurred during each of the eras.

A final purpose of this study was to investigate and discuss the contributions of student personnel workers who have been involved in the administration of the Admissions Office.

Delimitations

For the purpose of this study no attempt was made to include admission policies and practices relating to junior colleges, technical institutes, or private colleges. Other areas which could have been included but were omitted due to lack of direct applicability included foreign student admissions policies, special non-degree student admissions policies, and transfer policies.

Limitations

This historical investigation is only related to the policies and procedures that are used in admitting students into the University of Wisconsin-La Crosse.

Some of the admissions records are incomplete and inaccurate, and some do not exist.

In some of the interviews, the person interviewed could not remember specific dates and events.

It is possible that biased information may have been given in the personal interviews.

Review of Related Literature

To the best of the writer's knowledge this is the only historical account which traces the development of the policies and procedures that have been used and are being used in the admitting of students to the University of Wisconsin-La Crosse.

Horle⁽¹²⁾, in his unpublished doctoral dissertation, "Legal Implication of Admissions Denial at Public Supported Four Year Institutions of Higher Education," states:

"The legal framework within which admissions policies operate includes an identification and examination of the State Statutes, court interpretations, court precedents and current federal legislation on education."

Horle included in his thesis a historical resume of admissions policies with specific emphasis on the twenty year period from 1946 to 1965. This emphasis was in the general development of admissions policies throughout the country. It did not specify how the historical development applied to the development of admissions policies in the Wisconsin system specifically UW-La Crosse, which this paper attempts to explain.

Gilkey's "La Crosse, A Half Century of Higher Education in Wisconsin's Coulee Region" in History of the Wisconsin State Universities⁽⁴⁾ presents an overview of the development of the University of Wisconsin-La Crosse from 1909 to 1966. Gilkey gives some input into the general historical events which may have influenced the development of the admissions policies at UW-La Crosse. He does not go into detail on these events, whereas this paper does.

"The Development of Student Affairs: La Crosse State Normal School to University of Wisconsin-La Crosse," by Bassuener⁽¹¹⁾ is a historical study which traces the development of the Student Affairs Division of the University of Wisconsin-La Crosse from 1909 to 1972. In her paper, Bassuener makes special note of the admissions policies that were used as guidelines for admitting prospective students into the La Crosse State Normal School. The writer used these guidelines and expanded them to form a base for

the future development of admissions policies at UW-La Crosse.

Johnson⁽¹³⁾, in her thesis entitled "A Study of the Trial Basis Student at Wisconsin State University-La Crosse, 1964-1969" devoted a section to the admissions policies and practices in colleges and universities. Johnson points out admissions requirements differ from state to state. The admissions requirements have included one or more of the following: "minimum age, good moral character, graduation from high school, residence within the state to which application is being made, United States citizenship, high school rank, minimum scores on entrance examinations, and a recommendation from the high school principal." This paper attempts to show how these admissions requirements pertain to the admissions requirements at UW-La Crosse.

Knutson⁽¹⁴⁾, in his dissertation entitled "Admission Requirements: A Study of Admission Requirements for Selected State Universities and Land Grant Colleges, With Particular Reference to the University of Wyoming," presented an overview of admissions requirements: their trends and patterns of development. The writer adapted these trends and patterns to show how they influenced the evolution of our present admissions requirements.

CHAPTER II

GENERAL BACKGROUND OF ADMISSIONS OFFICE REQUIREMENTS

"The term 'requirements for admissions'...is one which covers the moral, physical, and intellectual qualifications deemed prerequisite for enrollment as a student in a given course or department."⁽⁶⁾

The moral requirements for admission entail nothing more than a statement of "good character" from a responsible adult on the part of the candidate. The physical requirements are "(1) the attainment of a minimum age ranging from 14 to 18 years; and (2) soundness in body and mind. The latter is, as a rule, an unwritten requirement."⁽⁶⁾ The intellectual requirement, which embodies the main problem of admissions work, includes the satisfactory completion of sixteen units (measurement of secondary academic work). A unit represents $\frac{1}{4}$ of a year's work. The exact subjects required by a given college vary. Colleges and universities have recognized that almost any subject which is worthy of being taught in a secondary school is acceptable for admission into college.

Students are usually admitted to college under one of these general classifications: (1) Good standing-candidate meets the specific requirements of the college or university; and (2) Probation-the candidate does not meet one or more of the basic requirements of the university. The candidate is given a specific amount of time to make up his deficiencies.

If the candidate cannot make up these deficiencies, he is not allowed to continue his education at the college or university. (17:41)

The purposes of the entrance requirements may be summarized briefly. They aim (1) to eliminate from college classes students unfit to pursue the work to their advantage; (2) to vitalize and to stimulate secondary schools by well-guarded articulation."⁽⁶⁾

Origin of the Admissions Officer. The origin of the admissions officer can be traced as far back as the University of Nalanda, which originated in about 400 A.D.

"At each of the four gates, a dean of admissions maintained his office. This learned official gave each applicant a searching examination. Tradition has it that no one who failed the test, even though he were the son of a king, was ever admitted as a student."⁽¹²⁾

The earlier duties of the admissions officer were assumed by other administrative personnel, as the universities and colleges were not overwhelmed by students seeking admission. As more students enrolled in the colleges and universities, a special personnel office was formed entitled "Admissions Office."

Historical Development of Entrance Requirements. The historical development of the American college entrance requirements began with the formulation of the first statutes for Harvard College in 1642. The statutes required that a candidate for admission must be able to speak and write Latin fluently before he could be admitted to the college.⁽¹⁰⁾

While the essential requirement in all colonial colleges was the grammatical knowledge of Greek and Latin, the eighteenth century made further progress in the development of college admissions requirements which reflected the social changes of the era. In 1745 Yale added arithmetic to the entrance requirements.⁽⁶⁾

During the period up to 1800 only three basic subjects were required for admission. These subjects were Latin, Greek, and arithmetic. From 1800 to 1847 eight new subjects were added to the list of admissions requirements. These newly added courses were geography, English grammar, algebra, geometry, history, French, and literature.⁽¹²⁾

"During most of the 19th Century, American colleges needed neither a philosophy of admissions nor a procedure of selection."⁽³⁾ By the middle of the Nineteenth Century, secondary schools were beginning to assume an important role in college admissions requirements. The secondary schools and colleges were viewed as part of the same educational system. The secondary schools were now providing a diverse selection of subjects and more students were attempting to acquire a secondary education. "This development forced the colleges to relax their rigid entrance requirements, especially those concerning courses accepted as part of the admissions requirements."⁽¹²⁾

Access to higher educational opportunity for young people from a wide range of economic, cultural, scholastic, racial and religious backgrounds was "a hallmark of the state universities and land-grant movement."⁽⁹⁾

The Northwest Ordinance of 1787 was the first step taken toward the establishment of public supported institutions of higher education. The Northwest Ordinance of 1787 as decreed by Congress stated: "Not more than 2 complete townships to be given perpetually for the purposes of an university...to be applied to the intended object of the legislature of the state."⁽⁸⁾

Tewksbury, in his report on the Ordinance stated:⁽⁸⁾

"The evidence is convincing that the primary reason for the adoption of policy of setting aside public land for the purpose of higher education in the western territories was that of providing additional inducement to settlers to buy land in the west."

One of the most important events between the colonial period and 1909 appeared at the federal level with the passage of the Morrill Acts of 1862 and 1890.⁽¹²⁾ "This was the first legislation passed by Congress, dealing with the college level, giving the federal government some authority over education in the several states."⁽¹²⁾ Grieden and others point out:⁽⁵⁾

"The first Morrill Act, passed in 1862, provided a grant of 30,000 acres of land to each state for each senator and representative. This land was for the establishment of a college in each state to teach agriculture, mechanical arts and military science. The second Morrill Act, passed in 1890, provided an annual appropriation to these colleges. Since then, numerous amendments have increased these annual appropriations. Other acts giving the federal government more authority over education were the Hatch Act for agricultural research in 1887 and the Smith-Lever Act for agricultural extension in 1914."

The second Morrill Act of 1890 authorized support of instruction, "in addition to the broad umbrella of 'agriculture and the mechanic arts,' in the whole range of mathematics and

the natural, physical, and economic sciences."⁽⁹⁾ One section of the second act that held special significance to college admissions requirements stated that the states could not use any of the annual appropriations under the act to support institutes that "practiced discrimination because of race."^(11:12)

Accreditation influenced the admission policies to a large extent. Horle⁽¹²⁾ pointed out that "from 1870 to 1895, the inspection and accreditation of secondary schools was initiated, and brought about the cooperative setting of standards for admission." Then, in 1900 the College Entrance Examination Board (C.E.E.B.) was organized which provided for a uniform definition of high school subjects that were required for college admission.⁽¹⁰⁾

CHAPTER III

PRE-ADMISSIONS OFFICE YEARS

"The Wisconsin State University System rose in response to the need for teachers in a rapidly growing public school system and because the normal school proved to be a proper agency for meeting this need after the private college and academy approach to teacher supply had failed."⁽⁴⁾

LaCrosse State Normal School opened its doors to the public on September 7, 1909. University of Wisconsin President Charles R. Van Hise, in his dedication address to the people of LaCrosse, stated the major educational goal of the school was to meet the need for better rural education "by training of rural school teachers."⁽⁴⁾ Fassett A. Cotton, the first President of LaCrosse State Normal School, extended these educational goals when he stated that education must be for all of the people in a democracy, and it should educate the whole person. President Cotton firmly believed that education should develop a person both physically and mentally in order to give the teacher a total experience.⁽⁴⁾

These educational goals are still being implemented today by the University of Wisconsin-La Crosse. The Admissions Office, in particular, carries out these goals in the form of their "personal approach," in which the student is treated as an individual with dignity and worth in his own right. "The

student has individual differences which make him unique, and should be understood in the light of the age and maturity levels at which he enters college."⁽³⁶⁾

MRYTLE SHANKS 1909-1928

In 1909, the process of admitting a student to LaCrosse State Normal School was performed by President Fassett A. Cotton and Clerk Mrytle Shanks.⁽¹⁵⁾ During the early years, Miss Shanks was in charge of checking to make sure prospective students met the admissions requirements of the college. If the students met admissions requirements, President Cotton then would hold a personal interview with each student to determine if he met the "good moral character" requirement which was part of the general admissions requirements. The President of the college gave the final admission exam to determine whether a student would be admitted to the college.

(4)

Part of the faculty's responsibility was to help screen students. From its first meeting in September of 1909, the faculty concerned itself with the governing of all facets of the students. The faculty members organized into committees which overviewed all aspects of student life. The faculty was stern and demanding in their expectations of their students. As an example, one faculty member recommended that three young students be expelled because they were more concerned with women and money than in acquiring an education.⁽⁴⁾

The process of admitting students was divided between the President and Miss Shanks because of the small number of students (176) who were enrolled in the college. It was felt that a special position devoted to admitting students into the college was not needed. During this time, Miss Shank's

position was a Classified Civil Service one, which included many other duties besides those of admissions officer. One of these duties consisted of recording and maintenance of student records.⁽⁴⁰⁾ She also took charge of collecting student fees during registration. One student made the following comment about her fee collection. "Miss Shanks was emptying the pocket-books as fast as their owners arrived."⁽²³⁾ In 1921 Miss Shanks was given the additional title of registrar. She retained the title of Clerk-Registrar until her retirement in 1928.⁽¹⁹⁾

Admissions Requirements. In 1909, there were three general admissions requirements at LaCrosse State Normal School. These three requirements were as follows:⁽¹⁵⁾

- (1) "Only persons of approved moral character and of good health, and who were sufficiently mature will be admitted to the Normal School.
- (2) Persons admitted to...the school are expected to comply cheerfully with all rules and regulations of the school; to recognize personal responsibility for the preservation from destruction or damage of the property of the state or others; and in general character and deportment to evidence worthiness to become recognized teachers and exemplars for the use of the state.
- (3) Whenever the President of the School shall determine that any student is not apt and suitable to become a teacher, he may deny the privileges of the school to that student."

Besides meeting the general requirements for admission to LaCrosse State Normal, each student had to meet specific requirements in his specific area of teacher training before he could begin his coursework. (Appendix A) There were four areas of teacher training: (1) Two-Year Courses for

High School Graduates; (2) Elementary and Four-Year Course; (3) One-Year Professional Course; and (4) Two-Year Courses for Teachers of County Schools. (15)

The general standards for admission to the normal schools were established by the Board of Regents of the State Normal School. (Appendix B) The State Normal School Board of Regents was established in 1857, by the Wisconsin State Legislature, the purpose of the Board being to govern and to guide the educational training of teachers. (34)

The admissions requirements for entry to LaCrosse State Normal School in 1909 remained the same until 1913 when a medical examination was required of each student. The purpose of this examination was to insure that the teachers were free from "active goitre, valvular heart trouble, tuberculosis in any form, excessive limping gait, extreme spinal deformity, epilepsy, paralysis, and convulsions." The Board of Regents felt that the above mentioned ailments would deter a teacher from teaching to the best of his or her abilities. (17)

During the early 1920's the Wisconsin public school system was faced with a shortage of teachers. It was due to this shortage that the Board of Regents resolved that "Wisconsin State Normal Schools shall be organized primarily and exclusively for the preparation of teachers for the public schools." (27) The Board of Regents went on to specify that all course work that did not directly relate to the preparation of teachers was to be discontinued. (Appendix B).

The admissions requirements during the early 1920's were directly influenced by the Board of Regents resolution. Before a student was officially admitted to LaCrosse State Normal School, he had to sign a written pledge administered by the President of the school. In the pledge, the student stated that he would become a teacher upon completion of his course work at the Normal School.⁽⁴¹⁾ The Board of Regents relinquished this rule a few years later when it allowed non-teaching students to be admitted to the Normal School. The special students, as they were called, were only allowed to take courses that were not already filled by future teachers.⁽⁴¹⁾ In 1927, when the Normal Schools changed their name to the State Teachers Colleges, the Board of Regents abolished this legislation.⁽⁴¹⁾

In 1923, the Board of Regents resolved (Appendix B) that after September 1, 1924, all students who were to be admitted into the State Normal School had to have graduated from a high school or its equivalent.⁽²⁹⁾ The teacher training agencies were now able to turn out more rural teachers than the state needed.^(41:20) Due to this oversupply, it was now felt that the admissions requirements should become more strict, thus improving the calibre of student who sought to become a teacher.⁽³⁷⁾

The next major change in admissions requirements came about in 1926 when the Board of Regents resolved that the Carnegie Unit System (Appendix C) be used to establish admission requirements in the state Normal system.

The following entrance requirements were established as guidelines for Normal School admissions: (17)

"1. Fifteen units shall be required for admission. Not more than four units shall be accepted in any one subject. Students offering only one foreign language shall have at least two units. They shall have two units in one foreign language may be credited. But in exceptional cases one unit in a single foreign language may be offered as an optional subject.

I. The following units shall be required of all:

- (a) English Three Units
- (b) Mathematics One Unit

II. Two units shall be presented from one of the following:

- (a) Foreign language Two Units
- (b) Science Two Units
- (c) History Two Units

III. In addition to the units required under I and II, a sufficient number of units to make a total of fifteen shall be offered from Group A and B, except that not more than four units may be offered from Group B. (Appendix C)."

Miss Shanks retired from her position of Clerk-Registrar in the spring of 1928. Miss Lora Greene was then hired to fill the position of registrar.

LORA GREENE 1928-1946

Lora Greene assumed the duties and responsibilities of the Registrar in the fall of 1928. She served in a State Civil Service position which was classified as that of Student Records Clerk. The responsibilities of Registrar consisted of the following duties: checking of student requirements for admission to the normal school; sending letters of admittance; certification of students for graduation; recruiting new students; keeping of student records; and sending of transcripts. (39)

One of Miss Greene's most time consuming responsibilities was that of recruiting new students. In the spring of each year she would mail a La Crosse State Normal Catalogue to each high school senior. After the catalogues were disbursed, high school visitation days were planned. The visitation days were special days set aside during the spring of the school year in which faculty members went to the surrounding high schools and talked to seniors regarding the various aspects of La Crosse State Normal School. The faculty were required to go out and recruit. Miss Greene did not visit the schools to recruit, since she had to take care of her other responsibilities; but she did plan the visitation days. When speaking of the early recruiting, Miss Greene stated that they were always interested in recruiting "warm bodies." (39)

Admissions Requirements. When Miss Greene assumed the responsibilities of admissions work in 1928, admissions requirements for entrance to La Crosse State Teachers College were as follows:

"(1) By certification from an accredited high school; (2) By entrance examination; (3) By transferring from other institutions of equivalent rank; and (4) By qualifying as an adult special." (17)

The admissions requirements remained the same throughout the following years until 1935. In 1935, the admissions requirements changed from requiring 15 high school units to the completing of 16 high school units. (Appendix D) The unit was defined as "a norm of five class periods per week in a field of study for a school year of at least 36 weeks."

(19) It is thought that this change in unit requirements came about due to the fact that the high schools were now requiring 16 units to be completed before a student could graduate. (37)

In 1940, the Board of Regents resolved that the State Teachers Colleges determine the eligibility of high school students for entrance by their high school rank and score on the Henmon-Nelson Tests. (Appendix E) The Henmon-Nelson Test measured scholastic ability and was given annually by all public high schools in the state. Some possible reasons for the Board of Regents requiring the Henmon-Nelson Test were that it appeared to be a valid measure of scholastic ability and required only thirty minutes to administer. Another factor that may have influenced the Board's decision was that Nelson and Henmon were both members of the faculty at Oshkosh State Teachers College and had sold their test to the Wisconsin Department of Education. (37) The Henmon-Nelson

Test used in conjunction with high school class rank represented the entrance requirements until 1952.

Miss Greene took a leave of absence from La Crosse State Teachers College during World War II. During her absence, Dr. Cowley assumed her responsibilities. Upon returning from her leave of absence, Miss Greene continued to assume full responsibility for the admissions process until 1946 when Dr. Maurice O. Graff was appointed as Personnel Officer. Miss Greene continued to assume the responsibilities as registrar until 1962, when she retired. (37)

CHAPTER IV

ADMISSION OFFICE YEARS

Maurice O. Graff 1941-1960

Maurice O. Graff came to La Crosse State Teachers College in 1941 when he was appointed to fill the position of social science teacher and personnel officer. In his role as personnel officer, he aided Miss Greene in admitting students and through visits to area schools in "anticipation of recruiting prospective students."⁽¹¹⁾ As he became more involved in the area of student personnel, he relinquished his duties as a science teacher and became a full time personnel officer.⁽¹¹⁾

The advent of returning World War II veterans caused colleges and universities throughout the country to become flooded with inquiries concerning admissions policies and procedures. La Crosse State Teachers College was no exception. The upsurge in college enrollment coupled with a backlog of over 1,200 inquiries established the need for President Mitchell to create a new department, the purpose of which was handling the admission of students. The Admissions Office was then established for this purpose and Mr. Graff was appointed to head the department. He retained all responsibilities for the operation of the office but he did not

receive the title of Director of Admissions.⁽²⁰⁾ Along with his responsibilities in the Admissions Office, he assumed the additional roles of director of students, counselor of all male students residing on campus, and director of extension programming.⁽³⁷⁾

At the time of Mr. Graff's appointment to the Admissions Office the admissions requirements for students consisted of sixteen high school units, rank in the upper three quarters of their high school graduating class, and acceptable performance on the Wisconsin Cooperative Aptitude Test. With the influx of returning veterans enrolling, the Board of Regents passed the resolution stating:⁽³³⁾

"If students are twenty-one years of age or if they have had service in the U. S. armed services, they may be admitted as candidates for a diploma or a degree on their giving satisfactory evidence of being able to do college work."

This resolution allowed the admission of returning veterans who did not meet the general admissions requirements. These men were placed on probation until they demonstrated their ability to perform acceptably in college.

In 1951, the Board of Regents granted the State Teachers Colleges the right to issue liberal arts degrees; with this the colleges became known as Wisconsin State Colleges. Along with the change of title and degree granting ability, the entrance requirements changed. In November of 1951, the Board of Regents resolved that the entrance requirements to Wisconsin State Colleges should be as follows:⁽³³⁾

- "1. Graduation from a legally established public or private high school with 16 units of work.
2. Recommendation that the student be admitted by the Principal of the High School.

3. Rank in the upper three-fourths of the graduating class.
4. A minimum of nine units of credit from the following fields:

English and Speech	Mathematics
History and Social	Foreign Language
Science	Natural Science
5. Students who do not meet the requirements outlined in items 3 and 4 above may be admitted on probation provided there is evidence of their ability to do satisfactory college work.

During the early 1950's Mr. Graff adopted the College Qualification Test for use with students who came to the Admissions Office on registration day or during the semester and asked to be admitted to college, but had not filed any forms or records with the Office. Graff would administer the achievement test to the student in his office, correct the test, and then advise him of his admission status. This test was used with all walk-in students until 1964 when it was discontinued.

(40)

In 1959 the North Central Accrediting Agency evaluated Wisconsin State College at La Crosse. As a direct result of the evaluation the evaluating committee recommended that more administrative positions be created. The agency believed that the present administrators had too many diverse responsibilities and not enough time to devote to them. As a result of this recommendation, Dr. Graff was promoted to the position of Dean of the College, and Robert Culp was hired to be his assistant.

(37)

Robert W. Culp 1960-1963

Robert W. Culp came to Wisconsin State College at La Crosse in the fall of 1960 to fill the newly created position of Assistant Dean of the College. As Assistant Dean, Mr. Culp was directly responsible to the Dean of the College for the admission of students and for the coordination of the extension program.⁽³²⁾ The extension program provided instruction or related activities for those persons who devote only a small portion of their time in the pursuit of an education and who, for some reason, could not participate in the regular instructional program.⁽³⁵⁾

The general requirements for admission to Wisconsin State College at La Crosse remained the same from 1951 to 1962.

(Appendix F) In 1962 all prospective students were required to take the American College Test before they could be considered for admittance.⁽²¹⁾ The American College Test is primarily concerned with "generalized intellectual skills and abilities rather than with specific detailed content."⁽²⁾ A student had to obtain a minimum score of 17 on this test in order to be admitted in good standing. If the student failed to obtain this score but was in the upper three quarters of his high school graduating class he was also admitted, but on probation. The student had one semester to establish a minimum grade point of a "C" average in order for him to remain in school. If a prospective student was in the lower quarter of his graduating class but achieved the minimum score on the A.C.T. he was required to attend summer session and receive a

grade point average of a "C" in 6-8 semester hours of course work before he was allowed to enter college. (21)

Robert Culp resigned from his position as Assistant Dean of the College in the summer of 1963. Mr. Reid Horle was then hired to fill this vacancy.

Reid F. Horle 1963-1970

In 1963 Reid F. Horle became the first person to receive the official title of Director of Admissions and Extended Services at La Crosse State Teachers College. Horle came to La Crosse from Winona State College, Winona, Minnesota where he gained valuable experience in the area of admissions from working in their admissions office. (37)

During the 1960's many of the state supported colleges had more students than they could adequately accommodate. In order to insure that residents of the state of Wisconsin could attend these state supported schools, the Board of Regents adopted a policy by which non-resident students had to fulfill more strict admissions requirements than the resident students. (37)

Non-resident students now had to meet the general admissions requirements plus special requirements. (Appendix G) These special requirements stated that an applicant who met the general requirements had to be above the fortieth percentile of his graduating class in order to be admitted to college in good standing, whereas a resident student had to be above the twenty-fifth percentile of his graduating class. If the non-resident ranked below the fortieth percentile of his graduating class but above the twenty-fifth percentile, he had to obtain a score of eighteen on the American College Test. If a non-resident student ranked below the twenty-fifth percentile in his high school graduating class he had to obtain a score of eighteen on the American

College Test whereas a resident student with the same ranking had to obtain a score of seventeen on the same test. (22)

Horle retained the position of Director of Admissions and Extended Services until 1970 when he was promoted to the position of Associate Dean of Students. (40)

Gale Grimslid 1970-Present

In June of 1970, Gale Grimslid was promoted to the position of Director of Admissions. Before he was given the promotion, he was Assistant Director of Admissions under Horle.

The decline in student enrollment in the Wisconsin State University System during the late 1960's and early 1970's caused the Board of Regents to reevaluate their present admissions requirements.⁽³⁷⁾ As a result of this evaluation the Board of Regents repealed their 1965 decision on non-resident requirements. Non-residents now had to meet the same requirements as the resident students. (Appendix H) To be admitted in good standing, non-resident students now had to be in the upper three-quarters of their graduating class. If they were in the bottom fourth of their graduating class, they had to achieve a score of seventeen on the American College Test.⁽³⁸⁾

In 1972 the Wisconsin State University System merged with the University of Wisconsin System and La Crosse State University now became known as the University of Wisconsin-La Crosse. It was during this time that Mr. Grimslid and the directors of admissions from the other former state universities met to establish guidelines for uniform admissions policies throughout the former state universities.⁽³⁸⁾ The various admissions offices could adopt more strict admissions requirements than the guidelines stated, but they could not adopt more lenient ones. (Appendix I) The most significant change in general admissions requirements was that of not

requiring students, who rank in the upper fourth of their graduating class, to take the American College Test.

Another change that came about in the admissions policies dealt with students whose admission status was probationary. Students on probation now had the choice of attending either the summer session or second semester to establish their ability to do college course work, whereas before this change, probationary students had to attend summer session and were not given the option of attending second semester.⁽⁴²⁾ These guidelines for establishing admissions requirements allowed for greater flexibility.⁽³⁸⁾

Mr. Grimslid stated that admissions requirements are moving in the direction of an open door policy. He also said that there will always be some types of requirements for admission so that a true open door policy will not exist. The requirements may become as minimal as requiring each prospective student to have graduated from high school or its equivalent.⁽³⁸⁾

CHAPTER V

SUMMARY

Many factors have influenced the development of the policies which make up the present admissions requirements at the University of Wisconsin-La Crosse. The social, psychological, and political trends of the past have all had their influence on our present admissions requirements.

The University of Wisconsin-La Crosse began as a normal school with the sole purpose of providing teachers for rural schools. Admissions requirements emphasized admitting only healthy persons of good moral character who were dedicated to teaching rural youth.

During the early 1920's the admissions requirements became more strict as the normal schools were now producing more rural teachers than were needed. More stringent admissions requirements were adopted so as to improve the calibre of students who sought to become teachers.

In the mid-1930's, public high schools increased the number of courses required for graduation. The state colleges followed their precedent and required the same amount of course work to be completed before a student could be accepted for admission.

The 1940's brought a great influx of returning war

veterans applying for admission, provisions were made in the admissions requirements to allow for those that did not meet the general admission requirements to be allowed to enter on probation.

In the 1950's and 1960's enrollment at La Crosse increased substantially. It was during this time that the American College Test was adopted as a method of selecting qualified students for admission to college. This test was used as a screening device; also, during the mid-1960's, separate non-resident admissions requirements were established.

With the merger of the two university systems more uniform admissions policies were sought throughout the former state universities. These efforts resulted in a move toward an open door policy through which more students could seek a college education.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

1. Brubacher, J. S. and Rudy, Willis. Higher Education in Transition. New York: Harper and Row, 1955, p. 159.
2. Deighton, Lee C., ed. The Encyclopedia of Education. New York: Macmillan Company and Free Press, 1911, pp. 211-212.
3. Fishman, Joshua A. "Some Social-Psychological Theory for Selecting and Guiding College Students," The American College. Edited by Nevitt Sanford. New York: John Wiley and Sons, Inc., 1962, pp. 666.
4. Gilkey, George R. "La Crosse a Half-Century of Higher Education in Wisconsin Coulee Region (1900-1966)," History of the Wisconsin State University. Edited by Walter D. Wyman. River Falls: River Falls State University Press; River Falls, Wisconsin, 1968, pp. 273-293.
5. Grieder, Calvin, and others. Public School Administration. New York: Ronald Press Company, 1961, p. 66.
6. Monroe, Paul., ed. A Cyclopedia of Education. New York: Macmillan Company, 1971, pp. 97-100.
7. Mueller, Kate. "Admissions," Student Personnel Worker in Higher Education. Boston: Houghton Mifflin Company, 1961, p. 149-151.
8. Tewksbury, Donald. "The Founding of State Universities Before the Civil War," The Founding of American Colleges and Universities Before the Civil War. New York: Teachers College Columbia University, 1932, pp. 184-185.
9. Thackrey, Russell E. The Future of the State Universities. Illinois: University of Illinois Press, 1971, pp. 12-13.
10. Ticknor, George, "Remarks on Changes Lately Proposed or adopted in Harvard University (1825)," The Colleges and the Public 1787-1862. Edited by Theodore R. Crone. New York: Bureau of Publications, 1963, p. 79.

THESIS AND UNPUBLISHED MATERIALS

11. Bassuener, Carol H. "The Development of Student Affairs: La Crosse State Normal School to University of Wisconsin-La Crosse." Unpublished seminar paper, University of Wisconsin-La Crosse, La Crosse, 1972.

12. Horle, Reid F. "Legal Implications of Admissions Denial at Public Supported Four Year Institutions of Higher Education." Unpublished Doctoral dissertation, University of Wyoming, Laramine, Wyoming, 1967.
13. Johnson, Charlene K. "A Study of the Trial Basis Students at Wisconsin State University-La Crosse." Unpublished Master's thesis, Wisconsin State University-La Crosse, 1970.
14. Knutson, Howar. "Admission Requirements: A Study of Admission Requirements for Selected State Universities and Land Grant Colleges with Particular Reference to the University of Wyoming." Unpublished Doctoral dissertation, University of Wyoming-Laramine, Wyoming, 1963.

PERIODICALS

15. Bulletin. La Crosse State Normal School, 1910.
16. Catalog. La Crosse State Teachers College, 1926.
17. Catalog. La Crosse State Teachers College, 1927-1928.
18. Catalog. La Crosse State Teachers College, 1929.
19. Catalog. La Crosse State Teachers College, 1935-1936.
20. Catalog. Wisconsin State College-La Crosse, 1941-1942.
21. Catalog. Wisconsin State College-La Crosse, 1962-1964.
22. Catalog. Wisconsin State University-La Crosse, 1966-1968.
23. Catalog. La Crosse State University, 1970-1972.
24. Catalog. University of Wisconsin-La Crosse, 1973-1974
25. The Racquet. La Crosse State Normal School, 1912.

REPORTS

26. Report of the Proceedings of the Board of Regents of the Normal Schools, Normal School Board of Regents, May, 1914. State Historical Society, Murphy Library Archives.
27. Report of the Proceedings of the Board of Regents of the Normal Schools, Normal School Board of Regents, May, 1922. State Historical Society, Murphy Library Archives.

28. Report of the Proceedings of the Board of Regents of the Normal Schools, Normal School Board of Regents, March, 1923. State Historical Society, Murphy Archives Library.
29. Report of the Proceedings of the Board of Regents of the Normal Schools, Normal School Board of Regents, October, 1923. State Historical Society, Murphy Archives Library.
30. Report of the Proceedings of the Board of Regents of the Normal Schools, Normal School Board of Regents, September, 1925. State Historical Society, Murphy Archives Library.
31. Report of the Proceedings of the Board of Regents of the Normal Schools, Normal School Board of Regents, September, 1926. State Historical Society, Murphy Archives Library.

MISCELLANEOUS SOURCES

32. "Articles of Faculty Organization and Administration Organization," Wisconsin State College-La Crosse, State Historical Society, Murphy Archives Library.
33. Graff, Maurice O., "Admission Requirements 1900-1951." La Crosse State University, 1972.
34. Kittle, William. "A Brief History of the Board of Regents of the Normal Schools of Wisconsin 1857-1925," State Historical Society, Murphy Archives Library.
35. Manual of the North Central Association of Colleges and Secondary Schools-1934.
36. "Syllabus for Internship in the Admissions Office: Student Personnel Services," Admissions Office-La Crosse State University, 1972.

INTERVIEWS

37. Graff, Maurice O., Vice-Chancellor, July 24, 1972.
38. Grimslid, Gale G., Director of Admissions, August 8, 1972.
39. Greene, Lora, Registrar, July 14, 1972.
40. Horle, Reid F., Associate Dean of Students, July 12, 1972.
41. Laux, William, Professor of History, July 19, 1972.
42. Stannard, Dennis, Assistant Director of Admissions, June 28, 1973.

APPENDIX A

CONDITIONS OF ADMISSION TO NORMAL SCHOOLS.

General.

1. Only persons of approved moral character and of good health, and who are sufficiently mature, will be admitted to the Normal School.
2. Persons admitted to the privileges of the school are expected to comply cheerfully with all the rules and regulations of the school; to recognize personal responsibility for the preservation from destruction or damage of the property of the state or others; and in general character and deportment to evince worthiness to become recognized teachers and exemplars for the use of the state.
3. Whenever the President of the school shall determine that any student is not apt and suitable to become a teacher, he may deny the privileges of the school to that student.

Two-Year Courses for High School Graduates.

1. Graduates from regular four-year courses in high schools will be admitted to the Two-Year Courses on presentation of their diplomas together with certified standings in all subjects studied in the high school.

Two years of German or four years of Latin are required for admission to the German and Latin Courses respectively.

2. Graduates of County Training Schools who have completed a four-year high school course before entering the training school may receive credit in the Two-Year Courses equivalent to eighty weeks of work.

3. Experienced persons, not graduates of a four-year high school course, may be admitted to the Two-year Courses, if they successfully pass an examination at the Normal School in the following subjects: Arithmetic, Geography, Composition, Algebra, English Grammar, Civil Government, English or General History, Physiology, U. S. History, Reading, Physics, Geometry, Botany or Zoology, Literature, Physical Geography.

Elementary and Four-Year Courses.

1. Persons holding Second Grade Certificate will be admitted to these courses without examination.
2. Persons holding First Grade Certificate, in force, will be admitted to these courses and given tentative credits in certain subjects to the amount of one-half year.
3. Graduates from any "Graded School of the First Class" which has been certified by the State Graded School Inspectors as teaching nine grades of work in a satisfactory and efficient manner will be admitted to these courses without examination.
4. Graduates of County Training Schools who have spent two years in the training school will be admitted to these courses

APPENDIX B

APPENDIX B

Board of Regents resolutions.

Resolved in 1909.

"But whenever any normal school shall offer a course for the expressed purpose of training country school teachers, the completion of which shall entitle one to a certificate..."

"The said Board may also on such conditions as they may determine, grant a certificate of attendance certifying the holder has completed the course of Country School teachers in a Normal School."

"That students who have fully completed one year of high school work be admitted to the elementary course of the normal schools, without examination upon the presentation of standings certified by the principal."

Resolved in 1911.

"...medical inspection as a condition of entrance and at least once a year thereafter, until completion of the course, appears."

Resolved in 1914.

"Teachers who have had not less than four years of successful experience, and who have been holders of first grade county certification for two years may be admitted into the Wisconsin Normal Schools, and permitted to enter upon the work of the two-year course for high school graduation."

APPENDIX B

Board of Regents Resolutions.

Resolved in 1922.

"...that on and after July 1, 1923 all courses offered in Wisconsin State Normal Schools shall be organized primarily and exclusively for the preparation of teachers for the public schools of the state; that the entire resources and energy of the Normal Schools shall be devoted to this end; that all subjects not primarily, definitely, and exclusively a part of a course for the preparation of teachers shall be discontinued..."

"...the several State Normal Schools are hereby authorized to offer four-year courses for the preparation of teachers of general academic subjects in high schools...admission requirements to which shall be graduation from an approved secondary school or its equivalent."

Resolved in 1923.

"...after July 1, 1923 students be admitted to courses for rural school teachers in the nine normal schools only upon the basis of graduation from a four year high school course."

APPENDIX C

ADMISSION

Entrance Requirements

The following entrance requirements are in force after September 1, 1926:

1. Fifteen units shall be required for admission. Not more than four units shall be accepted in any one subject. Students offering only one foreign language shall have at least two units. They shall have two units in one foreign language before one unit in another language may be credited. But in exceptional cases one unit in a single foreign language may be offered as an optional subject.

I. The following units shall be required of all:

- (a) EnglishThree Units
- (b) MathematicsOne Unit

II. Two units shall be presented from one of the following:

- (a) Foreign languageTwo Units
- (b) ScienceTwo Units
- (c) HistoryTwo Units

III. In addition to the units required under I and II, a sufficient number of units to make a total of fifteen shall be offered from Group A and B, except that not more than four units may be offered from Group B.

Group A: Academic Subjects

English, one unit.

Foreign language:

- French, one, two, three, or four units.
- German, one, two, three or four units.
- Greek, one, two, or three units.
- Hebrew, one or two units.
- Italian, one or two units.
- Latin, one, two, three, or four units.
- Norse, one or two units.
- Spanish, one two, three, or four units.

History and Civics:

- History, one, two, three, or four units.
- Civics, one unit.
- Economics, one-half unit.

Mathematics:

- Advanced Algebra, one-half or one unit.
- Solid Geometry, one-half unit.
- Trigonometry, one-half unit.

Science:

Botany, one-half or one unit.
 Biology, one unit.
 Chemistry, one unit.
 General Science, one-half or one unit.
 Geography, one-half or one unit.
 Physics, one unit.
 Physiology, one-half unit.
 Zoology, one-half or one unit.

Group B: Vocational and Technical Subjects

Agriculture, one, two, three, or four units.
 Bookkeeping, one unit.
 Commercial Law, one-half unit.
 Commercial Arithmetic, one-half unit.
 Stenography, one or one and one-half units.
 Typewriting, one-half unit.
 Household Arts, one, two, three, or four units.
 Drawing and Arts, four units.
 Mechanical Drawing, one or two units.
 Manual Arts, one or two units.
 Music, one unit.
 Optional, one unit.

Graduates of approved high schools who meet the requirements set forth above shall be admitted to any curriculum without examination. Graduates of approved high schools presenting at least thirteen acceptable units for entrance, including the required subjects, may be admitted conditionally, with the understanding that prior to the beginning of the junior year, six extra credits shall be earned for each conditional unit.

2. Adult students, over twenty-one years of age, who are not high school graduates may be admitted to the Normal School, but all such students, before receiving diplomas, shall complete fifteen secondary school units or equivalent in addition to the full requirements of one of the regular curricula of the school.

3. Students who do not intend to teach are allowed to enter the Normal School as special students on payment of the fees prescribed on page 12.

4. Candidates for admission to the Normal School must be examined by the school physician. Such examinations exclude from the Normal School courses candidates suffering from active goitre, valvular heart trouble, tuberculosis in any form, excessive limping gait, extreme spinal deformity, epilepsy, paralysis, convulsions.

5. Only persons of approved moral character and of good health, who are sufficiently mature, will be permitted to remain as students in the Normal School.

Students are admitted at the beginning of either semester but they are strongly advised against entering the Physical Education course at any other time than September. It is almost impossible to arrange the studies of students who enter this course at the beginning of the second semester.

APPENDIX D

ADMISSION REQUIREMENTS

Students may be admitted to the college by any of the following methods:

1. By presenting a certificate of graduation from any free high school in Wisconsin or equivalent, with required distribution of work.
2. By transfer from another institution of higher learning.
3. By qualifying as an adult special student.

Definitions. A unit of high school work represents a norm of five class-periods per week in one field of study for a school year of at least 36 weeks. Two laboratory periods in a science or other subject are considered equivalent to one class period. In subjects not usually taught throughout an entire school year, a unit may be constructed by adding the respective time values of two related subjects.

Except in foreign language, a Major consists of three or more units in one field of study and a Minor consists of two units in one field of study.

FIELDS OF STUDY

Group A

- | | |
|-------------------------------------|-----------------------------------|
| (1) English and Speech | (4) Mathematics |
| (2) Foreign Language | (5) Natural Sciences |
| (3) History and the Social Sciences | (6) Advanced Applied Music or Art |

Group B

- | | |
|-------------------------|------------------------|
| (1) Agriculture | (4) Industrial Arts |
| (2) Commercial Subjects | (5) Mechanical Drawing |
| (3) Home Economics | (6) Optional (2 units) |

Required Distribution of High School Credits

1. Sixteen units are required of a graduate of a regular four-year high school for admission as a regular student to any course open to freshmen. Graduates of high schools which maintain a senior high school division shall present twelve units from this division to include (a) one major and two minors selected from three of the fields in Group A, or four minors selected from four of the fields in Group A; one major or minor shall be in English and Speech. The remaining units shall be selected from Group A and/or Group B.

APPENDIX E

ADMISSION AND ADVANCED STANDING

ADMISSION REQUIREMENTS—By resolution of the Board of Regents of the State Teachers Colleges the regulations governing entrance requirements have been revised. The new requirements were effective with the beginning of the college year 1940-1941.

Under the new regulations, the criteria used in determining the eligibility of high school graduates for entrance are the student's percentile rank in his high-school class and his percentile rank in the cooperative test (Henmon Nelson) given in all high schools of Wisconsin annually. The specific formula used is as follows: multiply the applicant's percentile rank in his high school class by two, add to this product his percentile rank in the Henmon Nelson Test, and divide this sum by three. For admission to the college, this score must be thirty or above. *Non-resident students write to the Registrar for further information.*

Citizens of Wisconsin who are twenty-one years of age or over and who do not meet the entrance requirements may be admitted to the college upon offering evidence that they can pursue to advantage courses open to them. They may not, however, become candidates for a diploma or a degree until all entrance requirements have been met.

ADVANCED STANDING—Students who transfer from other colleges of recognized standing may be admitted to advanced standing by submitting a letter of honorable dismissal from the school last attended and an official transcript of credit. Such credit, if the grades average "C" or above, is recognized to the extent that it satisfies the requirements of the several curricula. Credit will be granted only for work taken by actual classroom attendance in residence unless it was earned in a regular way through correspondence or extension courses with a university or college of recognized standing.

Graduates of a four-year high school course who have completed the one-year course for Rural Teachers in a Teachers College, a County Rural Normal School, or a High School Teachers Training Course if taken during a fifth year in high school, and who have had a year of successful experience in teaching, are given thirty-two hours credit on any rural or elementary teaching course.

Students who wish to apply credit transferred from a County Rural Normal School or a fifth year High School Teachers Training course toward a degree will be granted the degree of Bachelor of Education.

Transfer students in the two-year Rural course are permitted to meet the residence requirement for a two-year diploma by earning a minimum of sixteen credits in residence or by attending a minimum of three summer sessions at La Crosse State Teachers College.

APPENDIX F

ADMISSION TO THE COLLEGE

Information concerning the college is available through the Office of Admissions. This office also cooperates with high school and college personnel who counsel with students planning to attend college. A high school visitation program is carried on for schools in the La Crosse area and representation at "college day" programs in other parts of the state can be arranged. Deans, registrars, principals and counselors who are not on the regular college mailing list are invited to request such service.

Students seeking admission to the college must file applications on the standard forms. Those who have attended other colleges or universities must submit official transcripts of their records at all such institutions.

Admission as a Freshman

Requirements

1. Graduation from a legally established public or private high school with at least 16 units of work. (A unit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.)
2. Recommendation by the principal of the high school that the student be admitted.
3. Rank in the upper three fourths of the graduating class.
4. A minimum of nine units from the following fields:

English and Speech	Mathematics
Foreign Language	Natural Sciences
History and Social Science	

Students in the lower quarter of their high school graduating classes will be counseled and may be admitted on probation to the college if:

1. they satisfactorily pass the battery of exams on the American College Test (ACT). This test is used by all of the Wisconsin State Colleges for this purpose.

OR

2. they receive a satisfactory grade point average ("C" or better) in 6-8 semester hours of work completed during a summer session at La Crosse or one of the other Wisconsin State Colleges.

Additional information and advice on this matter may be obtained from the Office of Admissions.

APPENDIX G

ADMISSION AS FRESHMEN

General Requirements

1. Graduation from a legally established public or private high school with at least 16 units of work. (A unit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.)
2. Recommendation for admission by the principal or counselor of the high school.
3. Completion of a minimum of nine units from the following fields: (A minimum of three years of English is recommended.)

English and Speech	Mathematics
Foreign Language	Natural Sciences
History and Social Science	
4. Submission of scores on the American College Test (ACT) to the Admissions Office.
5. Submission of completed report of physical examination, on the standard form provided by the Health Service. (This is mailed to the student after the application for admission has been approved by the Admissions Office.)

Specific Requirements

Wisconsin Resident Students

Freshman applicants who meet the general requirements above and who rank

1. in the upper 75% of their high school classes are admitted in good standing.
2. below the 25th percentile (lower one-fourth) of their high school graduating classes may be admitted on probation if their ACT composite standard scores are 17 or above.
3. below the 25th percentile of their high school graduating classes and whose ACT composite scores are below 17 will be required to attend a summer session at a Wisconsin state university for the purpose of demonstrating their scholastic ability.

Non-Resident Students

Non-resident freshman applicants who meet the general requirements above and who rank

1. in the upper 40% of their high school classes are admitted in good standing.
2. below the upper 40% of their high school graduating classes may be admitted
 - a. in good standing if they rank on or above the 25th percentile of their high school graduating classes and their ACT composite standard scores are 18 or above.
 - b. on probation if they rank below the 25th percentile and their ACT composite scores are 18 or above.

Non-resident students who do not qualify for admission based on the above requirements will be required to attend a summer session to attempt to establish eligibility for admission, as for Wisconsin resident students.

APPENDIX H

Freshman applicants must satisfy the following minimum requirements to be considered for admission:

- I. Graduation from a recognized high school or its equivalent. A recognized high school is one which either is accredited by a regional accrediting association *(or state university) or is recognized or accredited by a state department of public instruction or its equivalent. An applicant who has not graduated from a recognized high school must provide evidence of satisfactory completion of the requirements for a high school equivalency certificate or a diploma from a recognized high school, school system or state department of public instruction based on the GED examination or the Wisconsin High School Equivalency Examination or other established criteria.
- II. A minimum of nine high school credits from the following fields: English, Speech, Foreign Language, Natural Science, Social Science, Mathematics. (A high school credit represents a norm of five class periods a week in one field of study for a school year of 36 weeks). Students admitted on the basis of an equivalency certificate or diploma or GED examination shall be considered to have fulfilled these minimum requirements.

*MSP unanimously, to seek clarification of the statement regarding accreditation by a state university which seems ambiguous and should be clarified or delete the phrase "state university."

III. Evidence that the applicant is prepared to do satisfactory work.

- a. A student ranking at or above the 25th percentile (upper three-fourths) of his high school graduating class will be admitted in good standing if requirements I and II are satisfied.
- b. A student ranking below the 25th percentile (lower one-fourth) of his high school graduating class will be admitted on probation if requirements I and II are satisfied and if he completes an ACT examination with a composite standard score of 17 or above or its equivalent on the SAT examination.
- c. A student who has satisfied requirements I and II but does not qualify on the basis of a or b above, may establish eligibility by:
 1. Enrolling in a summer session at the University of Wisconsin-La Crosse or at any accredited college or university where, if he carries 6 credits or more and earns an overall GPA of 1.5 (C=2.0 on a 4.0 scale) or better; or
 2. Enrolling in the second semester of the academic year at the University of Wisconsin-La Crosse where he must carry 12 or more credits and maintain a GPA of 1.5 or better.

IV. Applicants who do not qualify according to the above requirements may appeal for special consideration to the Director of Admissions by submitting a handwritten letter of self-appraisal and an explanation of educational plans.

Students lacking rank-in-class or test score qualifications may be considered if, on the basis of other factors, they appear to have a reasonable probability of success. Particular consideration in admission will be given to applicants who have

been out of school for two or more years, service veterans with at least 180 days of active duty, and to students who have been disadvantaged as a result of substandard education, family income level, or ethnic background.

- V. A completed physical examination must be on file before the first day of classes.
- VI. Requirements for out-of-state students are the same as those for resident students.

APPENDIX I

FRESHMEN

Freshman applicants must satisfy the following minimum requirements to be considered for admission:

- I. Graduation from a recognized high school or equivalent.
 - A. A recognized high school is one which either (1) is accredited by a regional accrediting association or state university or (2) is recognized or accredited by a state department of public instruction or its equivalent.
 - B. An applicant who has not graduated from a recognized high school must provide evidence of satisfactory completion of the requirements for high school equivalency certificate or a diploma from a recognized high school, school system or state department of public instruction based on the GED examination, the Wisconsin High School equivalency examination or other established criteria.
- II. A minimum of nine high school credits from the following fields: English, speech, foreign language, natural science, social science, mathematics. (A high school credit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.)

Students admitted on the basis of an equivalency certificate or diploma or GED examination shall be considered to have fulfilled these minimum requirements.
- III. Evidence that the applicant is prepared to do satisfactory work at the campus to which he or she is applying.
 - A. Normally, this evidence will consist of the student's rank in class.
 - B. Test scores of all or some applicants may be required as additional evidence, but admission will not be denied on test scores alone.
 - C. Students lacking rank-in-class or test score qualifications may be considered if, on the basis of other factors, they appear to have a reasonable probability of success. Particular consideration in admission will be given to applicants who have been out of school for two or more years, service veterans with at least 180 days of active duty, and to students who have been disadvantaged as a result of substandard education, family income level or ethnic background.
- IV. Applicants who do not qualify according to the above requirements may appeal for special consideration through the Director of Admissions.