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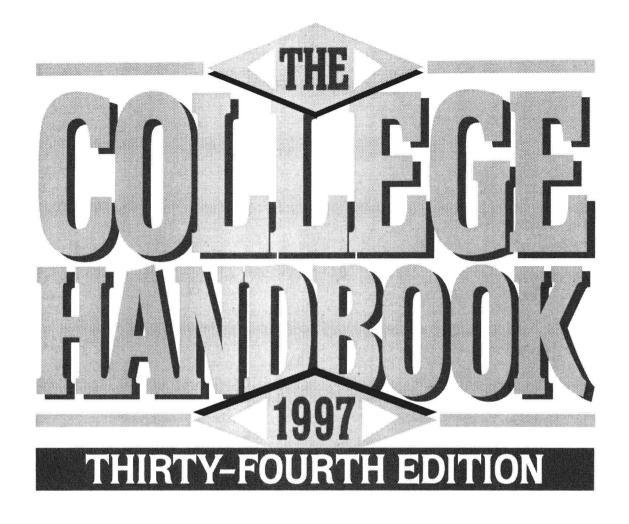
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Mission Statement

The College Board champions educational excellence for all students through the ongoing collaboration of member schools, colleges, universities, educational systems, and organizations. It promotes—by means of responsive forums, research, programs, and policy development—universal access to high standards of learning, equity of opportunity, and sufficient financial support so that every student is prepared for success in college and work.

The College Board

Educational Excellence for All Students

Preface

For over 50 years *The College Handbook* has provided generations of college-bound students and their advisers with the authoritative and up-to-date information needed to make informed college decisions. With the cooperation of the educational community and the advice of students and parents, the *Handbook* is revised yearly to meet the information needs of new groups of college-bound students.

The 1997 edition of *The College Handbook* presents millions of facts about the nation's colleges. Included in the college descriptions for the first time are whether a school is primarily residential or commuter as well as actual early decision plan closing and notification dates. The descriptions are preceded by an extensive guidance section that provides step-by-step advice on choosing a college. This section also includes essays from students who have already gone through the college choice process and who now share their experience with the reader. The guidance section has evolved over the years with the help of students, admission officers, and guidance counselors.

There are nearly 3,300 colleges described in the *Handbook*. The information was supplied in the winter and spring of 1996 by the institutions themselves via the College Board's Annual Survey of Colleges. It was verified with the institutions by a staff of editors to ensure that the descriptions are as complete and accurate as possible. The enormous task of data collection, management, and verification for *The College Handbook* was directed by Renée Gernand, Director Information Services, Owen O'Donnell Associate Director, and Richard Ziehler, Assistant Director. Because college information changes students are urged to confirm facts with the colleges themselves.

To be eligible for inclusion in the *Handbook*, an institution must be accredited by a national accredit-

ing association. In addition, the college must offer some undergraduate degree programs and at least an associate degree. Twenty-three institutions in foreign countries are included in the *Handbook* on the basis of their membership in the College Board.

For the first time this year, the *Handbook* lists college World Wide Web addresses so that students with access to the Internet can get more detailed information about college offerings and campus life. Developments in computer technology are rapidly changing the college-going process for students, parents, and counselors. Increasingly, colleges provide direct electronic links for student inquiries and applications, whether through the Internet or via institutional software programs like the College Board's ExPAN Guidance and Application Network.

The College Board, too, has developed an online website where students and educational professionals can get continuously updated information about the college-going process and fast responses to questions or concerns about College Board programs and services. If you have access to the Internet, we invite you to stop by the College Board Online at http://www.collegeboard.org and let us know what you think about the *Handbook* and about our new electronic college transition services. While you are there, you can also register for the SAT, sample actual SAT questions, search for and apply to colleges, calculate financial need, or order publications.

If you do not have access to the Internet, we would like to hear from you by mail or phone. We welcome any comments and suggestions that will help us make our publications and services useful to you.

Maureen Matheson Executive Director Guidance Publishing

The College Handbook, 1997

Contents Colleges that offer sophomore standing for Colleges that accept the Common Application. 119 Application priority and closing dates 120 College decisions Colleges with late or no closing dates 127 Colleges with special admission programs Major fields of study by discipline 40 Colleges that offer NCAA sports 141 College indexes College descriptions General colleges Abbreviations used in college descriptions 190 2-year upper-division colleges 60 Community/junior colleges 60 Specialized colleges Agricultural and technical colleges 65 Business colleges 67 Campus environment—2-year colleges Small colleges (urban, suburban, rural) 70 Medium-sized colleges (urban, suburban, rural) . . . 71 Large colleges (urban, suburban, rural) 73 Very large colleges (urban, suburban, rural) 75 Campus environment—4-year colleges Small colleges (urban, suburban, rural) 77 Medium-sized colleges (urban, suburban, rural) . . . 79 Large colleges (urban, suburban, rural) 82 Very large colleges (urban, suburban, rural) 84 Colleges with services for the learning disabled. 94 Colleges that offer ROTC

New Jersey980			
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma1279			
Oregon			
Pennsylvania			
Puerto Rico			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			
U.S. Territories			
College Board member institutions			
in foreign countries			
Arab Republic of Egypt 1704			
Bermuda			
Bolivia			
Canada			
France			
Mexico			
Switzerland			
United Kingdom			
Index of colleges			

How to use The College Handbook

The choice of a college is one of the most important decisions of your life. *The College Handbook* can help you to make that decision by providing you with guidance and with authoritative and up-to-date information about nearly 3,300 colleges. The *Handbook* has three major sections: "College decisions," College indexes," and "College descriptions."

College decisions

"College decisions" is an extensive guidance tool that provides you with step-by-step advice on choosing a college. To help students learn from other students, a feature called "Student to student" appears periodically throughout this section. Here, students who have gone through the college choice process share their experiences with those who are about to embark on the same journey. The essays come from a variety of students—ones who wanted large schools, small schools, who wanted to get out of state, who wanted to stay in their home towns, who "knew" where they would go (but changed their mind), and who doubted that they really would get to college.

Choosing a college

The steps described in this section, if followed, will probably lead students to the colleges that offer them the best chance of getting the most from their college experience. Before you can choose a college, you should understand your reasons for going to college and have a good idea of your own interests and abilities. Using the worksheets in this section, you will be able to identify these factors and use them to investigate the kinds of higher education available to you. This section also offers advice on the tools available for identifying and narrowing down the schools that meet your important criteria, suggests how to find out more about these schools, and guides you on how to

decide where to apply. Finally, this section walks you through the application procedure and prepares you for the difficult decisions still to be made once you hear from colleges

Paying for college

Costs differ from college to college. Use this section to help determine whether you will need financial assistance to pay for college. It offers guidance on getting a clear idea of how the costs compare at the institutions you are seriously considering, explains how colleges, state scholarship programs, and other organizations that award financial aid calculate demonstrated need, and identifies the types and sources of financial aid. A financial aid checklist organizes the steps for applying for financial aid in the right way and at the right time.

Major fields of study by discipline

If you are not yet sure what you want to study in college, browse through "Major fields of study by discipline," a list of 40 broad areas, organized alphabetically. If you already know the broad area in which you are interested, such as health or biological sciences, you can find in this list the specific majors offered in each broad area. The list of majors is based on the 1990 Classification of Instructional Programs (CIP) used by the National Center for Educational Statistics, and on data collected for the College Board's Annual Survey of Colleges. The CIP describes educational programs at the secondary, postsecondary, and adult-education levels. Students should be aware that some colleges offer minors programs of study that are secondary to the major and require fewer courses—as well as "concentrations" within a major, such as painting within a fine arts major, which require as few as three or four courses.

Glossary

The Glossary is organized alphabetically. It defines commonly used terms that relate to the admission and financial aid processes that you will encounter in the *Handbook*.

The college indexes

Once you have examined your reasons for going to college and have completed the checklist of college

1

characteristics, you should have a fairly good idea of what you want to look for in a college description in the *Handbook*. You can use the College Indexes that appear before the college descriptions to help locate colleges that may interest you.

In addition to using the indexes to look for *types* of colleges, such as community colleges, business colleges, or predominantly black institutions, you can look for policies that may ease the application process (the Common Application list) or for programs of potential interest (ROTC availability). The list of colleges requiring the SAT II: Subject Tests will help you plan which tests to take and when to take them if you find that you might attend a college that requires SAT II.

In the indexes, colleges are listed alphabetically by state because for many students geographic location is a primary requirement. Institutions that are part of a system are listed alphabetically under the system name.

The following discussion of index terms may help you to decide if a certain type of institution or a special program or policy interests you.

Types of colleges

In the indexes colleges are classified according to the following distinctions.

Four-year colleges. These colleges award the

bachelor's degree at the completion of four years of full-time college study. Some four-year colleges also offer two-year programs from which students can transfer into bachelor's degree programs. Many fouryear colleges also offer graduate study. Frequently, faculty who teach graduate courses also teach undergraduate courses.

Liberal arts colleges. These undergraduate colleges are sometimes known as colleges of arts and sciences. The study of liberal arts is intended to develop general knowledge and reasoning ability as opposed to specific preparation for a career. Students at colleges of arts and sciences usually study letters/literature, philosophy, history, foreign languages, social sciences, and natural sciences. Most liberal arts colleges are privately controlled. They generally do not offer as many majors in the technical or scientific disciplines as comprehensive colleges or universities.

Universities. A university generally offers a broad range of both undergraduate and graduate degree programs. Universities, however, can vary considerably in size and in the diversity of the programs that they offer. There are more than 500 universities, but only about 320 of them offer doctoral degrees. Universities are generally larger than other types of colleges. They typically offer more majors and have more research facilities than do other colleges.

Student to student

Before I visited Bloomsburg University, I wasn't sure how I felt about attending a state university. I had heard that Bloomsburg was in the middle of nowhere. But after I visited Bloom, I fell in love with it. The people were open and friendly and the campus was gorgeous. The trip took about two hours, which puts the college far enough from my home to let me gain independence, yet close enough to let me feel secure.

Choosing Bloomsburg was still a difficult decision. It was the only school I applied to and I was positive that I wanted to go there. However, the majority of my close friends and my boyfriend chose Penn State. Making the decision to be on my own was difficult, but in order to succeed, I know that I must become independent.

There are a lot of different things to think about when choosing a college. Size, location, and course selection are all important things that must be considered. I checked all of these things out and made sure that I felt comfortable.

I chose a state school because of the price, the people, and the population. It seems to be the perfect place for me.

Lisa Braglio Wilson High School West Lawn, Pennsylvania Upper-division colleges. These colleges offer the last two years of undergraduate study, usually in specialized programs leading to the bachelor's degree. Students generally transfer to upper-division colleges after completing an associate degree or after finishing their second year of study at a four-year college. Students usually need at least 60 semester hours of college credit to be eligible for admission.

Community/junior colleges. The majority of these two-year institutions are public, though some are private (nonprofit) or proprietary (profit making). These colleges award associate degrees at the completion of two years of full-time study. They frequently offer technical programs of study that prepare students for immediate entry into the job market and are said to result in "terminal" degrees. In addition, many of these colleges offer general education programs that are the equivalent of the first two years of a bachelor's degree program. These are called "transfer" or "university parallel" programs; on completion, students may enter bachelor's degree programs at the third-year level. The majority of two-year public colleges have open admission policies, although some individual programs, like nursing, may be selective. Private or proprietary junior colleges may have admission requirements.

Single-sex colleges. There are nearly 130 colleges in the United States that enroll either men only or women only. Some of these colleges may enroll a few men or women, but their student bodies are predominantly of one sex. If you are interested in reading about colleges that are for men only or women only, you should use this index.

Specialized colleges. A college that concentrates its offerings in one or two specific areas is classified as a specialized college. This includes colleges offering the following types of study: agricultural/technical, art/music, Bible, business, engineering, health sciences, military, seminary/ rabbinical, and teacher preparation. Some are two-year colleges; others offer four years of study. Of course, universities, liberal arts, upper-division, and community/junior colleges also offer study in these areas. Students who enroll at specialized colleges generally have a specific idea of what they want to study. Few institutions identify themselves as specialized colleges.

Campus environment

Both the size and location of a college help determine its environment. It is often difficult to imagine what a place is like—and whether you will be comfortable there—until you actually visit it. For example, it is hard to imagine how large New York City is, or how hot Fort Worth can get, or how windy Chicago can be. It is equally hard to know from pictures in catalogs just what a college campus is like. You can't be sure if there are enough trees on campus or too many to suit your taste. Grouping colleges by their campus environment, however, can give you a clue.

These groupings are based on two facts: total undergraduate enrollment and the college's description of its campus setting—urban, suburban, or rural.

Small colleges. These colleges enroll fewer than 1,000 students. They are frequently specialized colleges with highly focused curriculum offerings, or they may offer liberal arts curriculums with some technical and science majors. They generally do not offer graduate study. If you like knowing nearly everyone you go to school with, this size college may interest you.

Medium-sized colleges. These colleges have between 1,000 and 3,000 undergraduates. Most offer both liberal arts and technical degree programs. Many offer some graduate programs. If you like a variety of social groups from which to choose but are concerned about being overwhelmed by too many choices, this size college may be of interest to you.

Large colleges. These colleges enroll between 3,000 and 7,500 undergraduates. They have a larger range of curriculum offerings than smaller colleges, and many offer graduate and doctoral degree programs of study. Some of these colleges actually qualify as universities. If you like a broad range of groups and activities from which to choose, and enjoy developing a small circle of friends within a large community, this size college may be of interest to you.

Very large colleges. These colleges enroll more than 7,500 undergraduates. The majority of these colleges are either two-year community colleges or universities. They offer a large variety of majors and generally have a greater array of facilities than other institutions. If you like to be challenged by a wide range of choices and enjoy developing a small circle of friends within a large community, this size college may interest you.

Urban campuses. Urban campuses are generally located in densely populated urban areas. The campuses themselves can be as different as the cities in which they are located. They include some of the nation's oldest colleges, with historic buildings and

parklike quadrangles, as well as colleges located in a single high-rise building with no traditional campus at all. What most urban campuses share is ready access to the extended cultural life of the city itself—museums, theaters, professional sports, concerts, and so on.

Suburban campuses. Suburban campuses can be quite varied. They can range from converted shopping malls to traditional, ivy-covered buildings. They are usually in less populated areas than urban campuses and generally cover a larger geographic area. Suburban campuses are by definition located near cities; students who have transportation into the city can take advantage of a diversity of cultural events.

Rural campuses. Rural campuses are generally

some distance from metropolitan areas, and students must rely almost entirely on the social and cultural events offered on campus. Rural campuses may provide greater opportunities for outdoor activities, as well as educational opportunities, because of nearby mountains, wilderness areas, etc. Some rural campuses may have farms, arboretums, and nature preserves. The "sense of community" may be increased because the college is more self-contained than in larger communities.

Colleges with religious affiliations

Colleges are asked to list their religious affiliation, if any. Student life at some colleges is greatly influenced by the religious affiliation of the institution.

Student to student

It seemed so much simpler a few years ago. I knew there were thousands of colleges in the U.S., and surely I could find one, just one, that would make me happy. How hard could it be with all the counselors, books, videos, and even computer programs out there to assist me? I was quick to learn that the college decision process is more difficult than I imagined. However, by approaching it with logic and deliberation, I reached my goal: I knew where I was going by Thanksgiving of my senior year.

Coming from a small, all-girls Catholic high school outside of Washington, D.C., most of my friends were heading toward small, private colleges nearby. But after careful research I realized this wasn't the way for me to go. I used what I knew—my high school setting—as a starting point. I looked at facets I wanted to keep and those I wanted to change. I then asked myself what I wanted in a college. I looked at my intended major, size, extracurricular offerings, and location.

I began by researching which colleges were most highly regarded in my chosen field—journalism. I talked to alumni, professionals in the field, and counselors. In a short time I had a list of 10 or 15 schools. Now, I needed to look at the more subjective elements to my decision.

I knew I wanted to meet lots of new people from all areas of the country and beyond. Class selection was also important. I wanted to be exposed to a variety of different areas as well as my own major. I wanted variety in campus life as well—a school that had top sports teams as well as a strong arts culture, not to mention a daily newspaper and active student government. The more I researched bigger schools, the more I began to realize that if I did decide to change my major, there were other highly regarded programs at these colleges as well. I looked at all my demands and realized that a large state university would be the route I would take.

Location was a bit more difficult. I wanted to travel outside Washington and learn to make decisions away from my family. I ended up visiting several schools in the Midwest and was pleasantly surprised by the people, attitudes, towns, and general outlook on life.

The result: I'm off to Indiana University to study journalism. I will be almost halfway across the country and hours from my family, but I have a built-in challenge of taking on a new part of the country, with different issues, people, and cultures. It is all very exciting!

The college decision process was a bit more difficult than I thought as a child, but basically it is a simple process of asking yourself key questions. The answers guided me to my decision.

Stephanie Hintersehr Rockville, Maryland At other colleges, a religious affiliation may be historic only, having no direct or indirect influence on college life. If you are interested in attending a college with a specific religious affiliation, remember that this index lists each institution under the official name of the denomination with which it is affiliated.

Historically black colleges

This list identifies historically or predominantly black colleges that are committed to educating black students. The information was obtained from the National Association for Equal Opportunity in Higher Education and the U.S. Government. Within this list you will find research universities, liberal arts colleges, church-affiliated institutions, and more.

Hispanic-serving institutions

Colleges in this list are members of the Hispanic Association of Colleges and Universities. At least 25 percent of the students at these colleges—which are both public and private, large and small, specialized and general—are Hispanic. If you are interested in attending an institution with a commitment to educating Hispanic students, consult this list.

Colleges with services for the learning disabled

Colleges were asked to indicate whether they offer any services or facilities for students with learning disabilities, such as dyslexia. The type and extent of these offerings will vary from college to college. If you have an interest in such services, first consult this list and then contact the institution directly to learn more about their specific services.

Colleges that offer ROTC

The United States armed forces offer Reserve Officers' Training Corps programs that prepare candidates for commissions in the Air Force, Army, and Navy. These programs are offered either at the colleges listed in the index or at cooperating institutions. ROTC programs may take either two or four years to complete. Use this index, organized by the individual branch of the service, to find those colleges that offer the ROTC program of interest to you.

Open admission colleges

Both two- and four-year colleges may have open admission policies. Open admission institutions admit virtually all applicants regardless of academic qualifications. Many public institutions offer open admission to state residents but have selective admission requirements for out-of-state students. Be sure to check a college's description to determine whether its open admission policy applies to you. Most open admission colleges require that applicants have a high school diploma (or its GED equivalent) or that they are at least 18 years of age. If you are interested in open admission institutions, you should consult these indexes.

Colleges that offer sophomore standing for Advanced Placement Examinations

Consult this list to discover which colleges allow students to enter as sophomores if they present enough Advanced Placement (AP) credits. The individual colleges can provide the details of their policies (which AP courses they accept, what grade is required, how many courses a student needs to have completed to enter as a sophomore). For more information on AP, see the Glossary.

Colleges that require SAT II: Subject Tests

This list shows colleges that require all or some applicants to take one or more SAT II: Subject Tests (formerly called Achievement Tests) for either admission or placement. The college descriptions provide more detailed information, such as whether tests in certain subjects are required.

This list is intended to help you plan: use it to determine which tests you need or want to take, when you should take them, and even (if you are planning early) which high school courses you should take to be well-prepared for the Subject Tests you need.

Colleges that accept the Common Application

Over 160 colleges are members of a consortium that accepts a Common Application distributed by the National Association of Secondary School Principals. Check this index to see whether the institutions that interest you are Common Application members. The

application deadlines and fees vary with each college, but you need to complete the form only once and submit copies to each college.

Application priority and closing dates

There are two dates that colleges may list that are of concern to prospective applicants: priority date and closing date. Some colleges review applications as they arrive but withhold their final decisions until a specific date. Other colleges process applications on a first-come, first-served basis. If your application is received after all freshman class places have been filled, you will not even be considered for admission. For some very popular colleges, this can happen even before the college's priority date.

When a college indicates that it has a priority date, you should consider that date as your application deadline. Do not give up on a college, however, if you do not file your application before its priority date; get your application in before the final deadline.

Colleges with late or no closing dates.

Some colleges indicate their willingness to accept applications until registration, and in some rare instances, into the beginning of the academic year. These are usually open admission institutions that, if you have a high school diploma or its equivalent, permit you to enter their general degree programs. In some cases, colleges with closing dates will continue to accept applications if they have not yet filled their freshman classes.

You should check with your guidance counselor regarding the significance of the priority and closing dates listed in each college's description.

Colleges with special admission programs

The following indexes are useful in determining which colleges do not require immediate notification of your intention to attend and which can save you the time and energy of multiple applications because they offer an early decision plan

Candidates Reply Date Agreement (CRDA). Colleges on this list will not require any applicant offered admission as a freshman to notify them of a decision to attend (or accept a financial aid offer) before May 1 of the year in which the applicant applies.

Early Decision Plan (EDP). These colleges agree to follow a common schedule for early decision

applicants. They subscribe to either of two plans. A student applying under the first-choice plan (EDP-F) must withdraw applications from all other colleges as soon as he or she is notified of acceptance by the first-choice college. A student applying under the single-choice plan (EDP-S) may not apply to any colleges other than his or her first choice unless rejected by that institution. Some colleges have early decision plans that differ somewhat from the EDP; information about their deadlines and other requirements appear in their *College Handbook* description. Be sure that you understand the exact terms of the plan offered at the college to which you are applying, and your responsibilities and options under the plan.

You can cut down on the number of applications you file without reducing your chances of admission or financial aid at any participating college by applying under the Early Decision Plan. If you are sure of the college you want to attend and think you are likely to be accepted, consider applying for early decision under the single- or first-choice plan. Both plans require that

- you (not the college) initiate the application
- you complete your application for admission (and financial aid, if appropriate) early in the fall of your senior year and no later than November 15
- you take all required tests before the fall of your senior year

The college will notify you of its admission and financial aid decisions by December 15. If you are not accepted under early decision, your application is reconsidered without bias under the college's regular admission plan.

Colleges that offer NCAA sports

Nearly 900 colleges and universities are members of the National Collegiate Athletic Association (NCAA). It is the best-known athletic association because it includes all of the best-known sports. You may want to attend a college where you can watch NCAA sports. Colleges must offer at least four sports and have at least one in each season (fall, winter, and spring), in order to be an NCAA member, so there is a lot of high-level athletic competition to watch throughout the academic year.

Or, you may want to play NCAA-level sports. Whether you want to watch, play, or do both, use the list in *The College Handbook* to find the sport you

want to play, the colleges that offer it, the division level of play available, and whether the sport is offered to men, women, or both.

The rules of eligibility for NCAA play are strict and are designed to encourage high levels of amateur sportsmanship; the association arose out of the need to monitor the once-brutal sport of college football. If you want to play an NCAA sport, discuss your goals with your coach, the school athletic director, or your high school counselor. Find out what the requirements are. The NCAA calls participants "student-athletes," and you must meet certain academic requirements in order to play NCAA sports. A level of academic achievement must be maintained while in college, as well as standards of good conduct on the playing field.

Colleges determine which of the three divisions is most appropriate for their program. Division I and II colleges have different academic and eligibility requirements than Division III institutions. Division I members may award grants based on athletic ability. Division II colleges may award grants as well, but generally not as many as Division I colleges. Division III institutions do not award athletic grants. Division I-A members must meet minimum paid football attendance criteria. These are just a few of the distinctions; if you are an athlete hoping to play NCAA college sports, talk to your coach about the division level that is appropriate for you.

Information in this list was supplied by the NCAA.

College descriptions

College descriptions follow a standard format to make it easy to find a particular item of information in any description and to compare one college with another. Most descriptions begin with the College ABCs—capsule information on freshman admission acceptance rates, basis for selection, and completion rates of enrolled students. The main part of each college statement begins with general information about the college, followed by separate paragraphs on degrees awarded, majors offered, academic programs, academic requirements, freshman admission, freshman class profile, fall-term applications, student life, athletics, student services, annual expenses, financial aid, and where to write or call for more information.

Colleges are listed by their full names, which are not always the ones in popular use. If a college is part of a complex system, it usually appears under the system name. College Board membership is indicated by an oak leaf symbol following the college's name. The city and state appear below the name along with the College Board (CB) code number.

The following guide to reading college descriptions shows you exactly where to find information in each description. Consult the Glossary for complete explanations of terms used in descriptions.

College ABCs

The College ABCs enable you to see at a glance the relationship between admission and completion rates and to note the basis for freshman acceptance.

Admission. The percentage of applicants admitted to the 1995 freshman class is given for colleges with selective admission policies.

Basis for selection. Some of the factors colleges use when making admission decisions are listed here. Colleges were asked to rank five selection criteria as most important (designated by •••), important (••), or considered (•). The factors are: school and community activities, essay, interview, recommendations, high school achievement record, special talents, religious affiliation and/or commitment, and test scores.

Completion. The information here can help you determine what happens to students who enroll at a college. You will see the percentage of freshmen who complete the freshman year in good academic standing; the percentage who graduate with a bachelor's degree within five years or with an associate degree within three years of entrance as a freshman; the percentage of two-year program graduates who enter four-year programs; and the percentage of four-year graduates who enter graduate programs within one year of graduation.

General information

The general information makes it possible to classify colleges quickly according to certain basic facts: number of years of undergraduate education available; type of institution (college of arts and sciences, university, etc.); public, private, or proprietary control; men only, women only, or coed student body; religious affiliation, if any; college's founding date. Other major characteristics presented here are as follows.

Accreditation. All institutions in the *Handbook* are accredited by a national accrediting association. Regional accreditation means the

Student to student

Often a person is tempted to choose a college based solely upon a major. This can end up limiting you too much. Beware of becoming trapped in a college because it offered a particular major; you may discover that you do not want a career in the field that you originally chose.

I'm a possible chemistry major—notice I said *possible*, not *definite*. I will attend the University of Delaware next semester. While Delaware has one of the best reputations in chemistry in the country, it also has many other majors. If I decide that chemistry is not for me, this college provides me with many alternatives.

Changing majors is not sacrilege. Unless you are sure beyond a doubt that you will be pursuing a career in your "predicted" major, I recommend finding a college with many opportunities that will cater to your needs. You might even blend two majors into one and become an "archeological biochemist," or something strange like that. There are limitless opportunities, so be sure not to limit yourself.

Marc Swatt Wilson High School West Lawn, Pennsylvania

institution is accredited by one of six regional associations that cover the entire United States. Institutions may also be accredited by specialized bodies that accredit specific types of schools, such as rabbinical or technical schools. If a college has regional accreditation, only that is noted, even if the institution is accredited by other national accrediting organizations. Accreditation information was taken from the current rosters of the individual accrediting associations. See the Glossary for additional information on accreditation and the accrediting associations.

Undergraduate and graduate enrollment. Use this information to determine the size of the college and the ratio of men to women and undergraduate to graduate students. Full-time and part-time enrollment for men and women enrolled in degree-granting programs are listed as is the professional school enrollment, if any. If you need to gauge whether certain enrollments are big or small, look up the statistics for some colleges in your community to develop a point of comparison.

Faculty. The total number of faculty, the number who are full time, and the number who hold doctoral degrees are given here.

Location. This information gives you a picture of the campus environment and the size of the city in which the college is located. The campus environment may be urban, suburban, or rural. Community sizes are: rural communities, fewer than 2,500 residents; small towns, 2,500 to 9,999; large towns, 10,000 to

49,999; small cities, 50,000 to 249,999; large cities, 250,000 to 499,999; very large cities, more than 500,000. In addition, the college's distance from the nearest large city may be reported and, for the first time this year, whether the campus is primarily residential or commuter. If possible, try to visit the college to get your own impression.

Calendar. Most colleges use the semester, quarter, trimester, or 4-1-4 systems described in the Glossary. Unusual calendar systems are also listed here, as well as the date that fall 1996 classes begin and availability of summer sessions, Saturday classes, and early morning/evening classes. The calendar system used can affect jobs you may take when not in college, vacation periods, and the length of time it takes to complete a degree.

Library facilities. This entry describes the college's library facilities, including special capabilities, such as Internet access, on-line catalogs, and CD-ROM.

Microcomputers. This information indicates whether microcomputers are generally available for student use, the number, where they are located, and whether there is a campus-wide network.

Special facilities. Some colleges have unique facilities on campus that can be accessible to students, faculty, and sometimes the surrounding community. Examples are a nature preserve, nuclear reactor, or planetarium.

Additional facts. Some colleges have unique characteristics that are of interest to applicants.

These features can include special programs or unusual campus locations.

Degrees offered in 1995

This shows what degrees a college awards, the number of degrees awarded in academic year 1994-95, and the percentage of degrees awarded by general category.

Use this information to determine whether a college offers the undergraduate degree level you seek, and to determine the scope of a college's graduate programs. Although many colleges offer even more degrees than are represented in their description in this book, the level of study offered is more significant to your choice of a college than knowing the exact degree you are going to pursue.

The breakdown of degrees awarded in general categories may indicate something about the nature of the college—whether it is oriented toward study of the liberal arts or sciences, or toward technical fields for example—as well as how many students major in areas of interest to you. Only those categories that represent at least 5 percent of the degrees awarded in 1995 are listed.

You can discover what graduate and professional degrees a college may offer. Professional programs require at least two academic years of previous college work for entrance and a total of at least six years of college work for completion.

Undergraduate and graduate degrees listed and their abbreviations are

AA	Associate of Arts
AS	Associate of Science
AAS	Associate of Applied Science
В	Bachelor's
BA	Bachelor of Arts
BS	Bachelor of Sciences
BFA	Bachelor of Fine Arts
BArch	Bachelor of Architecture
M	Master's
MA	Master of Arts
MS	Master of Science
MBA	Master of Business Administration
MFA	Master of Fine Arts
MEd	Master of Education
MSW	Master of Social Work
D	Doctoral
EdD	Doctor of Education
PhD	Doctor of Philosophy
PsyD	Doctor of Psychology

The professional degrees and their abbreviations are

DC	Chiropractic
DDS or DMD	Dentistry
JD	Law
MD	Medicine
OD	Optometry
DO	Osteopathic medicine
BPharm, PharmD	Pharmacy
DPM	Podiatry
BDiv, MDiv,	Theological
Rab, Talm	professions
DVM	Veterinary medicine

Majors

Undergraduate majors offered by the college are listed alphabetically in this section. Colleges filled out a checklist to indicate which majors recognized by the U.S. Department of Education they offer. The government's 1990 taxonomy was used in the College Board survey. Colleges with majors that do not closely match a major as defined by the government may write in those fields of study; these are included in their *Handbook* description.

Majors are listed in the broad categories into which the government groups them in "Major fields of study by discipline," starting on page 40. If you know the area in which you are interested but seek information about what specific majors are offered within that area, look at this list.

Academic programs

Many colleges offer special programs that provide enhanced opportunities for advanced study, offer education through travel or other unusual experiences, or offer special programs that can lead to a degree in less than the traditional number of years.

A college may indicate that it offers special academic programs, such as accelerated program, cooperative education, double major, honors program, independent study, internships, external degree, exchange student program, study abroad, teacher preparation, liberal arts/career combination, cross-registration, weekend college, New York semester, Washington semester, United Nations semester, urban semester, semester at sea, combined bachelor's/graduate degree programs, as well as other special programs. Some colleges that award associate degrees offer transfer programs for students who plan to continue their studies at a four-year institu-