

## Mission Statement

“Wabash College educates men to think critically, act responsibly, lead effectively, and live humanely.”

Founded in 1832, Wabash College is an independent, liberal arts college for men with an enrollment of 850 students. Its mission is excellence in teaching and learning within a community built on close and caring relationships among students, faculty, and staff.

Wabash offers qualified young men a superior education, fostering, in particular, independent intellectual inquiry, critical thought, and clear written and oral expression. The College educates its students broadly in the traditional curriculum of the liberal arts, while also requiring them to pursue concentrated study in one or more disciplines. Wabash emphasizes our manifold, but shared cultural heritage. Our students come from diverse economic, social, and cultural backgrounds; the College helps these students engage these differences and live humanely with them. Wabash also challenges its students to appreciate the changing nature of the global society and prepares them for the responsibilities of leadership and service in it.

The College carries out its mission in a residential setting in which students take personal and group responsibility for their actions. Wabash provides for its students an unusually informal, egalitarian, and participatory environment which encourages young men to adopt a life of intellectual and creative growth, self-awareness, and physical activity. The College seeks to cultivate qualities of character and leadership in students by developing not only their analytic skills, but also sensitivity to values, and judgment and compassion required of citizens living in a difficult and uncertain world. We expect a Wabash education to bring joy in the life of the mind, to reveal the pleasures in the details of common experience, and to affirm the necessity for and rewards in helping others.

## Our Core Values

*A rigorous liberal arts education that fosters*

- An appreciation for the intellectual and physical aspects of a good life
- An understanding of and appreciation for other cultures

*A personal context to teaching and learning that encourages*

- Candid, respectful, face-to-face conversations
- Freedom of thought
- A local scholarly community that creates lifelong relationships

*Individual responsibility and trust that are*

- Based on moral and ethical awareness
- Expressed in the Gentleman's Rule
- Required for leadership and teamwork

*A socially, economically, and ethnically diverse student body characterized by*

- A dedication to the serious pursuit of learning
- A culture of competition without malice
- A few years of residence, a lifetime of loyalty

*A tradition and philosophy of independence that*

- Keeps the College from external control
- Allows the Wabash community to shape significantly its own destiny
- Promotes independence and self-reliance in its students and graduates.

## THE ORIGINS OF WABASH COLLEGE

“The poetry in the life of a college like Wabash is to be found in its history. It is to be found in the fact that once on this familiar campus and once in these well-known halls, students and teachers as real as ourselves worked and studied, argued and laughed and worshipped together, but are now gone, one generation vanishing after another, as surely as we shall shortly be gone. But if you listen, you can hear their songs and their cheers. As you look, you can see the torch which they handed down to us.”

— Byron K. Trippet '30  
Ninth President of Wabash College

Wabash College was founded on November 21, 1832. According to early records, the next day a group of the men chosen as trustees of the College knelt in the snow and conducted a dedication service. The College would be located in the frontier town of Crawfordsville, Indiana, with the resolve “that the institution be at first a classical and English high school, rising into a college as soon as the wants of the country demand.”

The first faculty member of Wabash was Caleb Mills, a graduate of Dartmouth College and Andover Seminary, who arrived in 1833 and immediately established the character of the school. As noted by Byron Trippet, who was associated with Wabash College for 40 years as student, teacher, dean, and president, “by his ideals, his vision, and his abundant energy [Caleb Mills] gave to this College a sense of mission, which it has occasionally neglected, but has never completely lost.” Caleb Mills later became the father of the Indiana public school system and worked tirelessly to improve education in the entire Mississippi Valley. Each fall, Caleb Mills’ bell is used to “ring in” the freshman class as students of Wabash College, and each spring the bell “rings out” that year’s class of Wabash men as they move on to new challenges.

Wabash College has always been independent and non-sectarian, although its founders and Caleb Mills were Presbyterian ministers. The school was patterned after the liberal arts colleges of New England, with their high standards. Caleb Mills declared the aims of the College to be learning, virtue, and service.

## PREAMBLE TO THE CURRICULUM

We, the Faculty of Wabash College, believe in a liberal arts education. We believe that it leads people to freedom, helps them choose worthy goals and shows them the way to an enduring life of the mind. With its ideals in view, we have designed our curriculum according to the following principles:

The graduate in the liberal arts has pondered ideas as they come to him out of the ages of human thought.

He has watched their myriad forms in the great works of philosophy, history, theology, mathematics, arts and literature.

He has seen how the natural sciences try to answer the crucial questions of man, and he has himself taken part in their meticulous labor.

He has shared the endeavor of social science to probe the nature of man and the world he builds, and he has practiced its methods of coping with human conflicts and social needs.

In the study of foreign civilizations and people, he has found himself not only the creature of his time and place but also a citizen of the worldwide human community.

He has learned to read, to write, and to speak clearly and creatively, and he has begun to acquire the skills that will qualify him for increasing leadership in his vocation.

We, the faculty, believe that these principles are indispensable to the teaching to which we devote our careers. And we believe that to follow them will enable the graduates of Wabash College to judge thoughtfully, act effectively, and live humanely in a difficult world.

## WABASH WRITING STATEMENT

As a community of writers who are engaged by, grapple with, and find value in the written word, the Wabash faculty affirms that the following beliefs about writing are central to a liberal arts education. This list of beliefs represents our common ground, the ideals we share across the college and strive to communicate to our students. It is drawn from the discipline-specific characteristics of good writing articulated by our faculty.

As writers and writing teachers, we:

Believe that an important part of becoming educated in any academic discipline is learning how to be a writer in that field. This means that the writing practices of those of us in various disciplines will vary, but it also means that every discipline has writing at its core.

Define writing as a way of thinking. Rather than a container for ideas, writing is a way to imagine and to develop ideas. We see writing as a way of deepening our students' engagement with texts, with our fellow human beings, and with the world. Writing therefore helps fulfill the college's mission of educating Wabash men to "think critically, act responsibly, lead effectively, and live humanely."

Understand that becoming a stronger writer is a process that takes time and practice. Thus, the writing assignments we give increase in complexity across the semester and across all four years. Similarly, we understand that complex papers should be written in stages, with multiple drafts and revisions.

Recognize that strong writing is developed and fostered by other complementary activities, including critical reading, speaking, and thinking.

Value writing that is clear in purpose and structure so that intended readers can understand what an author is trying to say.

Engage with primary and secondary sources, and understand why and how to weave the ideas of others into our writing effectively and in accordance with standard disciplinary citation practices. We teach our students to do the same.

Know the importance of standard written English and have a firm grasp of proper grammar and punctuation in English and the other languages we teach at Wabash.

Recognize the variety of genres that constitute college writing across the disciplines. Different genres of writing have different goals, audiences, tones, and structures, and we ask our students to employ appropriate genres as the situation requires.

## Course Numbers

Course Numbering Wabash courses are numbered according to the following scheme:

000 – courses not counting towards the major, minor, or distribution

100 – introductory courses

200 – introductory and intermediate courses

300 – advanced courses

400 – departmental capstone courses

## Schedule of Classes

### Monday-Wednesday-Friday

8:00-8:50 a.m.

9:00-9:50

10:20-11:10

11:20-12:10

1:10-2:00 p.m.

2:10-3:00

3:10-4:00

### Tuesday-Thursday

8:00-9:15 a.m.

9:45-11:00

1:10-2:25 p.m.

2:40-3:55

# THE CURRICULUM

## Requirements

The following requirements must be met for graduation:

### 1. Freshman Requirement:

#### a. Freshman Tutorial.

One course credit. In the fall semester, every freshman must complete a tutorial. Freshman Tutorials cannot be taken after the freshman year. Tutorials are designed to insure the first-year student's participation in small group discussions that will challenge him intellectually and suggest the kind and quality of experience characteristic of the liberal arts. Instructors select topics of critical importance to them, judged to be pertinent to student concerns. The student need not have had previous experience in the particular field in order to participate—and his participation is important. Each tutorial encourages students to practice both written and oral self-expression. Reading, speaking, and writing assignments will, of course, vary with individual topics and instructors, but the goals of every tutorial remain the same: to read texts with sensitivity, to think with clarity, and to express one's thoughts with conviction and persuasion—all in terms of each tutorial's particular object. Freshman Tutorials count as a college requirement, but do not count for distribution credit. The tutorials are listed under **NON-DIVISIONAL COURSES**.

#### b. Enduring Questions

One course credit. *Enduring Questions* is a required freshman colloquium offered during the spring semester. It is devoted to engaging students with fundamental questions of humanity from multiple perspectives and fostering a sense of community. Each section of the course includes a small group (approximately 15) of students who consider together classic and contemporary works from multiple disciplines. In so doing, students confront what it means to be human and how we understand ourselves, our relationships, and our world.

The daily activity of the course most often involves discussion, and students complete multiple writing assignments for the course. As such, assessment of student performance emphasizes written and oral expression of ideas. In addition to regular class sessions, students are expected to attend affiliated speakers and programs both on and off-campus.

Students are assigned randomly to a section of the course. Students may not withdraw from the course. All students must pass the course to graduate from Wabash.

**Students entering prior to the fall of 2010, who were not able to meet the Sophomore Requirement, Culture & Traditions, must petition the Curriculum Appeals Committee to either use the new Enduring Questions requirement or substitute other coursework to satisfy the old requirement.**

### 2. Language Studies:

**a. Proficiency in English:** All students are required to demonstrate proficiency in writing. On the basis of the SAT Writing Test, SAT composite score, and other data, the English Department requires that some students take a course in Composition (English 101). This course is designed to improve a student's writing, particularly his organizational skills, but does not necessarily insure continued proficiency throughout a student's career at the College, nor does it count toward requirement 3a.

Students who are not placed into English 101 but wish to study composition may request support from the English Department. All students will gain writing experience from their Freshman Tutorial classes and from visits to the Writing Center, where they will receive personalized attention from peer tutors. At any time during his Wabash career, a student with writing difficulties may be referred by an instructor to the Writing

Center. In these cases, it is assumed that the student will attain proficiency through regular work at the Center. If the student does not make satisfactory progress, the Writing Center Director will notify the referring instructor(s) and the student's advisor, who will then officially refer the student to the English Department. Students who are concerned about writing problems are urged to discuss them with their instructor, the Writing Center staff, and the English Department.

**b. Proficiency in a Foreign Language:** The Wabash curriculum requires that all students demonstrate proficiency in a foreign language. Students may fulfill this requirement in the following ways:

- Earn a passing grade for the elementary sequence (101 and 102, or Spanish 103) of any language that we offer (Chinese, French, German, Greek, Latin, or Spanish).
- Earn a passing grade for any single course beyond 102 (e.g. German 201 or French 301)

Students may also fulfill this requirement by passing a proficiency exam with written and oral components. Other language sequences may also be used to meet the requirement. Students interested in pursuing these options should contact the appropriate department chair prior to mid-semester break in the fall of their freshman year. Advanced Placement (AP) exams do not fulfill this requirement.

**Placement:** Students who wish to continue at Wabash with a language studied in high school must enroll at the level determined by departmental placement policies. Students who have taken at least two years of French, German, or Spanish in high school will begin at the 201 level or higher. Placement beyond the 201 level in these languages is determined by the Computerized Adaptive Placement Exam with reference to high school transcripts. Student placement in Greek and Latin will generally be determined by departmental examinations.

**3. Distribution Courses** No more than one transfer course credit may be used per distribution area to meet the requirement. With respect to this requirement, credit earned in approved off-campus study or by Wabash examination will be counted as Wabash course credit.

**a. One course in Language Studies**— Each student must complete one course credit in Language Studies from the following list: Rhetoric 101, 143, 145, 201, 220, 387; English 110, 121, 122, 150, 190, 201, 202, 210, 211, 212, 213, 221, 290, 311, 312, 313, 410, 411; Spanish 311 and French 311 (if taught as a linguistics course).

**b. Three courses in Literature and Fine Arts**—This group includes courses in Art, Music, and Theater, as well as courses in literature offered by the Classics, Modern Languages, English, and Rhetoric departments. The work must be done in at least two departments (See the course descriptions of these departments for lists of courses that satisfy this requirement).

**c. Three courses in Behavioral Science**—Economics, Political Science, Psychology. The courses must be taken in at least two departments. Division III 252 and Psychology 104 do NOT count toward this requirement.

**d. Three courses in Natural Science and Mathematics**—Biology, Chemistry, Computer Science, Mathematics, Physics. These courses must be taken in at least two departments. At least two of these course credits must be in a laboratory science, normally any two of the following: Biology 101, 111, 178 (neither 101 nor 178 can be taken as a second course if Biology 111 is taken as the first course), 112; Physics 101, 102, 105, 111, 112; Chemistry 101 or 111, 211, and 221. The two lab courses need not be taken in the same department. Mathematics 010 does not count toward distribution. Computer Science 111 does not count towards the laboratory science requirement. Psychology 104 and Physics 104 may be used toward the three credits, but do not count towards the laboratory science portion of the requirement.

Students planning to take advanced work in the biological sciences should take Biology 111, 112 in the freshman year. Students planning to take advanced work in physics should take Physics 111, 113 in the freshman year. Students planning to take advanced work in chemistry should take Chemistry 111 and 211 in the freshman year.

**e. One course in Quantitative Skills**—Each student must complete one course credit from the following list or another course of similar nature approved before enrollment by the Chair of Division I. A course used to satisfy the Quantitative Skills Requirements will not count toward other distribution requirements.

From Division I: Computer Science 101, 111; Mathematics 106, 103, 104, 108, 110, 111, 112, 178, 253, 254 or a course in the Mathematics Department which has Mathematics 112 as a prerequisite.

From Division II: Philosophy 270

From Division III: Division III 252 (1/2 course credit); Economics 251 (1/2 course credit); Political Science 261; Psychology 201

**f. Two course credits in History, Philosophy, or Religion**—Education 201 may also be used to fulfill this requirement.

#### 4. Major

Eleven course credits in the major are the maximum which may be counted toward the 34 required for graduation, but no department may require more than nine courses in the major (i.e., a student completing 12 credits in the major, will be required to complete a total of 35 course credits for graduation; 13 credits in the major, require completion of 36 course credits, etc.). In departments of foreign languages and literatures, courses numbered 101 and 102 shall not be included in the 11-course limit on the major.

A student will normally declare his departmental major during the sophomore year, but **he may make changes by advising the Registrar's Office as late as mid-semester of the fall semester of his senior year.** Changes after that time may be made only by petition to the Curriculum Appeals Committee.

#### 5. Minor or Area Concentration

The usual program consists of a departmental major and a departmental minor. An area of concentration may be substituted for the departmental minor.

##### a. Minor

A departmental minor shall consist of five courses in any department of the College. Departments may choose to specify particular courses or distributions of courses.

A student will normally declare his departmental minor during his sophomore year, but **he may make changes by advising the Registrar's Office as late as mid-semester of the fall semester of his senior year.** Changes after that time may be made only by petition to the Curriculum Appeals Committee.

##### b. Area of Concentration

The area of concentration consists of five to eight course credits (in at least two departments), all outside the major (and minor if a student has both a minor and an area of concentration). Courses in the major or minor might relate to the concentration but cannot be counted toward the requirement. Unless otherwise specified, these courses may be used for distribution. Areas of concentration may be overseen by either an individualized or a standing committee. For an area of concentration, a student will discuss his plan with his advisor and work in consultation with a committee whose members have expertise in the proposed area. He will write a rationale for his concentration and develop a course plan. Both must be approved by his committee and reported to the Registrar. Working with the committee, he will also create a proposal for assessing his work in the area of concentration. (The proposed assessment might be based on such elements as a relevant capstone

course where available, a portfolio of his work, an independent study project at an advanced level, a reflective essay that brings together the diverse parts of his area of concentration, etc.). The committee will oversee this assessment. A member of his committee may serve as secondary field examiner on his senior oral examination.

**Committees for Areas of Concentration:** Several standing committees of the faculty oversee areas of concentration. These include committees for Areas of Concentration in Gender Studies, International Studies, Multicultural American Studies, and Teacher Education (see Area of Concentration). Where appropriate, these standing committees may seek expertise outside their membership to assist in the evaluation of proposals and to serve as oral examiners. A student seeking to arrange a concentration in an area not represented by a standing committee will assemble an ad hoc committee of at least three faculties from two departments.

A student will normally declare his area of concentration during his sophomore year. The deadline for declaring an area of concentration overseen by a standing committee is set by that committee and may be as early as the fall of the sophomore year (see Area of Concentration). The deadline for declaring an area of concentration overseen by an individualized committee is mid semester of the fall semester of the junior year. With the approval of his committee, changes within a declared area of concentration may be made by filing a change of Area Concentration Form with the Registrars Office as late as mid semester of the fall semester of the senior year. Changes after that time may be made only by petition to the Curriculum Appeals Committee

#### **6. Minimum of 34 Semester Courses and a 2.00 G.P.A.**

For graduation, students must pass a minimum of 34 semester course credits and earn at least a 2.00 cumulative grade point average in all courses taken for grade at Wabash College, other than physical education. At least 24 of these credits must have been successfully completed at Wabash College. Credit earned in approved off-campus study or by Wabash examination will be counted as Wabash course credits. (See Senior Requirements section).

#### **7. Comprehensive Examination**

##### **Senior Written Examination**

Every student must pass a written comprehensive examination in his major field.

##### **Senior Oral Examination**

Every student must pass the senior oral examination. The examination committee will consist of one instructor from his major department, one from his minor department or area of concentration, and one from neither. The examination will be no more than one hour in length and must be passed by the mid-semester of the second semester of the senior year.

A student who fails his comprehensive examination may retake the failed work once in the spring term. Should he fail in that effort, he may retake the comprehensive exam once in each subsequent academic year at the time of the regularly scheduled comprehensive exam. If a student fails the College-wide oral examination but passes the departmental examination, then he is required to retake only the College-wide oral examination, and vice versa. Departments will make and evaluate all departmental examinations. A student retaking an exam can not receive a final grade higher than pass.

# ACADEMIC POLICIES

## Normal Course Loads

The Curriculum is limited to full credit and half-credit courses. The usual student program is four, four and one-half, or five course credits a semester. (Freshmen are advised to take no more than four and one-half courses a semester.) Students who wish to take six or more course credits in a semester must petition the Curriculum Appeals Committee for approval. Full time student status requires a minimum of three course credits. Courses taken for credit/no credit and physical education courses do not count in determining full time status. Freshmen wishing to drop to three course credits need the approval of both their advisors and the Dean of Students.

Note: If a student's academic program drops below the minimum full-time load of three course credits, he is classified as a part-time student, is subject to loss of financial aid (e.g., Wabash, State and Federal assistance), and is no longer eligible to participate in the Student Health Center Reimbursement Plan.

## Credit/No Credit Option

A student may take on a Credit/No Credit basis any course at Wabash College for which he is eligible and which is outside the minimum 34 required for graduation.

“Credit” equals C- or better. Citations may be used to recognize any exceptional work. “No Credit” means any grade less than C-, and the course is not recorded on the transcript.

No courses needed to fulfill the distribution, minimum department major or minor or area of concentration requirements may be taken on a Credit/No Credit basis.

Students may not petition for a grade for courses taken on a Credit/No Credit basis. Change in the status of courses to or from Credit/No Credit must be completed during the first four weeks of a full credit course or the first two weeks of a half-credit course.

## Transfer Credit

Wabash College will accept course credits from other colleges and universities under the following conditions:

- The institution must be accredited;
- Course work should be liberal arts in nature and acceptable to Wabash College;
- The term grade must be at least C-;

An OFFICIAL academic transcript (not a grade report) is required to establish an official academic record of transfer credit.

Wabash College will accept for transfer college courses taken by a high school student only when the student enrolled in a section of a college course that included students from the general college population.

Two semester hour credit courses will count as one-half course credit and individual 3, 4, or 5 semester credit hour courses will count as one course credit. Academic departments will have the final decision on transfer

credit for courses in their fields.

Transfer credit appears in the student's academic record as credit without letter grade and is not used in the determination of academic grade point average. Transfer credits to be counted toward the fulfillment of a department major or minor or toward the foreign language requirement or in mathematics must be approved by the department concerned and the Registrar. All other transfer credits must be approved by the Registrar. Transfer credit request forms are available from the Registrar's Office or on the Registrar's page- <http://www.wabash.edu/academics/registrar.cfm>.

For Continuing Students: Transfer credit will not be accepted unless prior approval has been granted by the Registrar and/or academic departments as needed.

The College grants credit for courses completed for the International Baccalaureate Degree according to the following system: A course with a grade of 5, 6, or 7, provided the course is liberal arts in nature, will be accepted for transfer credit. Total credits will be determined by college policy and may not exceed five course credits per semester. International Baccalaureate credits may not be used for fulfilling science laboratory requirements but may be used for meeting other college distribution requirements.

The College does not award transfer credit for correspondence courses (i.e. internet courses).

The College does not have an R.O.T.C. program.

### **Credit by Examination and Advanced Placement Credit**

The College grants credit for College Entrance Examination Board Advanced Placement (AP) results according to the following systems:

One to two course credits will be granted for an Advanced Placement exam score of 4 or 5 upon the completion of a second course in the department with a grade of B- or better. The exception being for Mathematics, and Modern and Ancient languages, where the department may grant or deny Advanced Placement credit based on proficiency exam performance and may waive the additional course requirement.

Credit for an Advanced Placement exam will not be granted when the student takes a comparable course that covers the same material. College placement examination results will take precedence over Advanced Placement credit. (For example: Advanced Placement credit will be forfeited, if by College placement examination the student is required to take a beginning course.) In all cases the amount of credit awarded will be determined by the appropriate department.

This policy also applies to the College Level Examination Program (CLEP) credit.

Credit may also be granted for Wabash designed and administered examinations. Faculty members administering Wabash designed examinations have the option to authorize credit with or without a grade.

### **AP Exam Equivalencies**

Exam Title	Score	Equivalency		Requirement
Calculus AB	4	MAT 111	1	B- or better in MAT 112
Calculus AB	5	MAT 111	1	None
Calculus BC	4,5	MAT 111,112	2	None
English Lang/Comp	4,5	ENGL 98	1	B- or better in 200 level ENG Language
English Lit/Comp	4,5	ENGL 99	1	B- or better in 200 level ENG Literature
French Language	4,5	FRE 102	1	B- or better in FRE 201 based on placement
French Language	4,5	FRE 201	1	B- or better in FRE 202/301 based on placement

German Language	4,5	GER 102	1	B- or better in GER 201 based on placement
German Language	4,5	GER 201	1	B- or better in GER 202/301 based on placement
Spanish Language	4,5	SPA 102	1	B- or better in SPA 201 based on placement
Spanish Language	4,5	SPA 201	1	B- or better in SPA 202/301 based on placement
Statistics	5	MAT 103,104	½, ½	None
U. S. History	4,5	HIS 241 or 242	1	B- or better in 200 or 300 level U. S. History
European History	4,5	HIS 231 or 232	1	B- or better in 200 or 300 level European History
World History	4,5	HIS 101 or 102	1	B- or better in 200 or 300 level World History
Gov/Pol Sci U. S.	4,5	PSC 111	1	B- or better in 300 level U. S. PSC
Gov/Pol Sci Comparative	4,5	PSC 122	1	B- or better in 300 level Comparative PSC
Psychology	4,5	PSY 101	1	B- or better in 200 level PSY

Please contact the Registrar's Office at 765-361-6245 for questions about exams not listed.

### **Notes:**

One course credit in language studies will be granted for Advanced Placement English Language/Composition exam with a score of 4 or 5, upon successful completion of an English language studies course with a B- or better. One course credit in literature will be granted for Advanced Placement English Literature/Composition exam with a score of 4 or 5, upon the successful completion of an English literature course with a B- or better. If a student takes both placement exams and receives a 4 or 5 on both, he will receive a maximum of two additional credits, as explained above.

If a student takes a 200 or 300-level U.S. history course, he should receive credit for whichever half of the U.S. history survey he did not take at Wabash. For example, if a student took HIS 241 at Wabash College and completed it successfully, he would receive credit for HIS 242. The same rule would apply to European and World history (students get credit in either 231 or 232; 101 or 102). A student can receive no more than 2 Wabash history credits as a result of their AP credits (even if they received 4s or 5s on all three AP history exams). If a student takes BOTH halves of any history survey at Wabash, they forfeit the right to receive a Wabash history course as AP credit. For example, if they take HIS 241 and HIS 242 they cannot receive an AP credit.

Advanced Placement credits earned in Biology, Chemistry, or Physics will NOT fulfill the college laboratory science distribution requirement.

### **Grades**

Grades are posted online to the students Ask Wally account each semester. An interim advisory report is posted for all new students midway through the fall semester. The quality of a student's work is designated by the following grades: A, A-, B+, B, B-, C+, C, C-, D, F, Incomplete, and Condition. Courses dropped by the student after the official course drop date will receive a W. The deadline for reporting grade changes is four weeks following the issuance of the grade. A grade change beyond this time period will require a request filed with the Dean of the College.

The grades of A through D are passing grades and entitle a student to credit in that course. The grade of Satisfactory is used in an interim fashion, when the course continues into the next term, to indicate satisfactory progress. Grades of Incomplete and Condition are not passing but may be made so by procedures described

below. No credit is given for F work; the student must repeat the course with a passing grade to receive credit.

The grade of Condition indicates that the student has less than a passing grade; it may be removed by any method prescribed by the instructor. D is the highest grade that may be assigned following the removal of a Condition. The grade of CON is computed as an “F” in the GPA until replaced by a “D.”

The grade of Incomplete indicates that the student has not met all course requirements. It may be removed by completing the work, and the grade then assigned may be any grade. The grade of INC is not computed in the GPA except for calculating the Dean’s List where it carries the weight of a C. (See Dean’s List).

Both the grades of Condition and Incomplete, not removed by 4:00 PM the first Monday of classes after Mid-term of the semester following that for which they were assigned, are converted to F on the College records. There will be no modification of the grade of F unless approved by petition through the Curriculum Appeals Committee and Academic Dean of the College. Faculty or the Dean of Students (after consultation with the instructor, if possible) may set a due date earlier, but no later than, 4:00 PM, the first Monday of classes after Midterm of the following semester.

Official withdrawal from the College through the Dean of Students results in the grade of WD.

### Grading System

Grading and quality point averages will be based on completed courses using the following graduated four-point scale:

A	A-	B+	B	B-	C+	C	C-	D	F, CON
4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00 0.00

### Repeated Courses and Transcription of Grades

Any course at Wabash may be repeated at any time (with the exception of the Freshman Tutorial) with the understanding that:

The course must be repeated at Wabash.

The course credits toward graduation are to be counted only once.

When a student withdraws from the College, all currently registered courses will receive a mark of WD. This will remain permanently on the student’s record.

The grade and credit of a repeated course will be counted in the grade point average of the semester in which it is repeated.

The previous grade, unless it is a WD, will be replaced by the word “Repeated” when the Registrar records the second final course grade. All WD grades will remain permanently on the student’s record.

If a course is being repeated and is dropped with a W, the grade originally earned is restored to the academic record. If, however, the original grade of the repeated course was W then both the original and any subsequent W will be recorded on the academic record.

It is the responsibility of the student to notify the Registrar’s Office in writing of registration in a repeated course. Repeated notification forms are available from the academic advisor or from the Registrar’s Office.

Course work taken after graduating (such as student teaching in Teacher Education) will appear as a separate entry in the transcript. This course work will in no way be reflected in the student’s undergraduate record.

## Honors

The faculty has provided for the award of Final Honors to accompany the Bachelor of Arts degree, according to the following requirements (in the graduated four-point grading system):

**A.B. *Cum Laude*:** Awarded to students who have attained a cumulative average of 3.40 to 3.59 or a cumulative average of 3.17 to 3.32 and Distinction rating (for double majors, two ratings of Distinction or one rating of Distinction and one of High Pass; for triple major a minimum rating of two Distinctions and one of Pass or one of Distinction and two of High Pass) in Comprehensive Examinations.

**A.B. *Magna Cum Laude*:** Awarded to students who have attained a cumulative average of at least 3.60 or a cumulative average of 3.33 to 3.59 and Distinction rating (for a double major two ratings of Distinction or one rating of Distinction and one of High Pass; for triple major a minimum rating of two Distinctions and one of Pass or one of Distinction and two of High Pass) in Comprehensive Examinations.

**A.B. *Summa Cum Laude*:** Awarded to students who have attained a cumulative average of at least 3.60 and a Distinction rating (for a double major two ratings of Distinction or one rating of Distinction and one of High Pass; for triple major a minimum rating of two Distinctions and one of Pass or one of Distinction and two of High Pass) in Comprehensive Examinations.

A student's final grade point average is used as the basis for conferring Final Honors.

## Dean's List

To honor students for outstanding academic achievement, the Dean of the College each semester names to the Dean's List those students who attain a semester average of at least 3.5. In addition, the students must have completed a minimum of three course credits which count toward the semester average. Courses declared by the instructor as Incomplete are treated, for the purposes of the Dean's List average only, as if they had the grade of C.

## Requirements for Phi Beta Kappa at Wabash College

The requirements for election to Phi Beta Kappa at Wabash College are determined by the by-laws of the Wabash Chapter, which consists of Phi Beta Kappa members of the College faculty and staff. Since 1948 they have permitted the election of not more than 1/8 of the graduating class. The Wabash Chapter, one of the oldest, is not bound by the rule of the United Chapters which permits the election of no more than ten percent.

It is the normal practice of the Chapter (but not a requirement) to elect the 1/8 whose grade averages are the highest. In determining grade point average these provisions apply:

Phi Beta Kappa uses a graduated four-point scale.

Comprehensive Examinations are treated as equivalent to one and one-half courses, and rankings are assigned these values: Distinction, A (i.e., one and one-half course credits at 4 points); High Pass, B (3.00 points); Pass, C (2 points).

To be eligible for election a candidate must have at least 20 credits of graded work at Wabash.

To be eligible for Phi Beta Kappa membership, students should have incompletes removed from their records by mid-semester of the spring semester of their election year.

The by-laws permit the election of no more than three juniors. Those elected as juniors are counted in the quota of their graduating class.

The charter of the Chapter requires "good moral character;" for many years this has been interpreted to mean primarily, but not exclusively, "academic honesty." Since election to Phi Beta Kappa depends primarily on rank in class, the grade average required varies from year to year as do grades in general.

## **Final Examinations**

Final examinations are given at the end of each semester. No deferred examinations are given except by written excuse from the Dean of Students. The faculty has agreed that no exams will be given and no papers will be due the Wednesday to Sunday of the week prior to finals. No papers will be due during finals week unless there is not a final exam in the course, in which case the paper will be due at the end of the regularly scheduled exam time for that course.

## **Senior Requirements:**

- a. to be in residence in the year immediately preceding the granting of the degree, unless specifically excused from this requirement by the Dean of the College;
- b. to successfully complete all academic work necessary for the degree and Senior Comprehensive Exams by Monday noon preceding Commencement, as verified by the Registrar;
- c. to clear all financial obligations to the College by Monday noon preceding Commencement or make satisfactory alternative arrangements with the Director of Student Accounts;
- d. to complete a check-out process by the Friday preceding Commencement; the process includes receiving clearance from various offices of the College, beginning with the Business Office and concluding with the Deans' Office.

Candidates for the degree who fail to complete all of these requirements in a timely fashion will not be allowed to participate in Commencement, nor will their transcripts be released.

## **Changes in Schedule**

Each semester, during a scheduled pre-registration period, a student must prepare a complete schedule of his studies for the following semester and have it approved by his advisor. Approved course schedules must be submitted to the Registrar's Office during the pre registration period, noncompliance will result in a \$25 late fee. The late fee will only be waived in case of an emergency. Official registration must be confirmed by class attendance on the first two days of the semester or by reporting to the Registrar's Office on those days.

Full-credit courses may not be added after the seventh class day of the semester. Final date for dropping full courses or declaring Credit/No Credit option is four weeks after the semester begins.

First- and second- half semester courses may not be added beyond the fifth class day after the beginning of the course (A course instructor may stipulate a shorter add period). Final date for dropping first- and second-half semester courses or declaring Credit/No Credit option is two weeks after the beginning of the course.

## **Dropping a full course after the initial drop/add period**

A student may withdraw from a course by the Friday of the second week after mid-semester with a grade of "W" recorded for the course on the permanent academic record. **Classes may not be dropped during the remainder of the semester.**

## **Dropping a half-credit course after the withdrawal date (first and second-half semester courses):**

A withdrawal recorded during weeks three through five will be recorded with a "W" on the permanent academic record. A student may not drop a half semester course during the remainder of the course.

The above procedure requires signatures from both the academic advisor and the course instructor, and submission of a drop/add form through the Registrar's Office. The transcript entry of "W" holds no value in computing the students GPA.

A student with "extreme extenuating circumstances" may petition the Curriculum Appeals Committee to drop

a course without record on the academic transcript. In petitioning for this privilege, the student must obtain the endorsement of his academic advisor and the instructor of the course.

### **Changes in Major, Minor, or Area of Concentration**

Changes in major, minor, or area of concentration are made by notifying the Registrar's Office. All changes must be made no later than mid-semester of the fall semester of the senior year. These changes require the approval of the advisor, the Registrar and in the case of area of concentration the Committee Chair.

### **Petitions**

A student may request special permission to deviate from prescribed academic policy (e.g., to enroll in six or more courses per semester, to add or drop courses beyond the official semester dates for dropping and adding courses, etc.). The student must obtain a petition form in the Registrar's Office, complete the student portion, obtain recommendations from the faculty advisor, and, when appropriate other faculty members, and turn in the completed form to the Registrar's Office. A petition to take a course overload must be presented at the time of registration. The petition will be acted upon by the Curriculum Appeals Committee and the result relayed to the student, advisor and, when appropriate, course instructors.

### **Excused Absences**

Students are excused for College-sponsored activities and for reasons of health and personal obligation. Faculty members honor excuses from the Dean of Students or the College Physician. In discussion with students, faculty members determine appropriate ways to make up the work missed.

### **Continuance in College**

A student must meet the minimum requirements for continuing at Wabash. For students who entered in August, 2000, or thereafter, the requirements are as specified below:

Freshman to Sophomore	6 course credits and a 1.50 average
Sophomore to Junior	14 course credits and a 1.70 average
Junior to Senior	24 course credits and a 1.85 average
Senior to Graduate	34 course credits and a 2.00 average

The Dean of Students is authorized to continue in college a student with a cumulative average lower than that formally required. Such actions are reported to the Registrar.

A student must earn at least three course credits toward the degree each semester; a freshman, however, may be retained for his second semester if he passes two courses. A student failing to meet this requirement may be continued in college on recommendation of the Dean of Students, provided the student has maintained cumulative progress adequate to meet the requirements outlined above for continuation in college.

### **Availability of Student Records and Graduation Rates**

The Registrar's Office will not release academic information (transcripts, grade averages, class rank, etc.) electronically (telephone, fax, or e-mail) to any individual, including the student. Requests for such information must be submitted in writing bearing the student's signature. Faxed requests are acceptable provided they bear the student's signature. E-mail requests are acceptable providing they have a letter bearing the student's **handwritten** signature attached. Please allow two working days for processing of information and transcript requests.

Replacement diplomas will NOT be issued in any name other than that certified (on record) at the time of graduation.

## Student Education Records

The Family Educational Rights and Privacy Act (FERPA) provides certain rights with respect to education records. These rights include:

(1) **The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** A student should submit to the Registrar a written request that identifies the record(s) to be inspected. The registrar will make arrangements for access and notify the student of the time and place during regular business hours where the records may be inspected. A Wabash official will be present during the inspection.

(2) **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the requester wants changed, specify why it should be changed, and send a copy of the letter to the Registrar as well. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) **The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits the College to release education records to the parents of a dependent student without the student's prior written consent. A parent must submit sufficient proof of identity and student dependency before he or she will be permitted to receive an education record under this exception. The College may also disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Upon request, the College also discloses education records without the student's written consent to officials of another school in which a student seeks or intends to enroll. FERPA also permits the College to disclose without a student's prior written consent appropriately designated "directory information," which includes the Wabash student's name; his local college, home, and cell phone numbers; local college and home address; e-mail or other electronic messaging address; age; major field of study; participation in officially recognized activities and sports; class standing; weight and height of members of athletic teams; honors, awards, and scholarships earned; photographs; dates of attendance; degree received; post-graduate plans; and most recent previous educational agency or institution attended. A request that directory information not be released without prior written consent may be filed in writing with the Registrar two weeks prior to enrollment. The foregoing list of FERPA exceptions is illustrative and not exclusive; there are additional FERPA exceptions from the prior written consent requirement. In addition, the Solomon Amendment requires the College to grant military recruiters access to campus and to provide them with student recruitment information, which includes student name, address, telephone listing, age or year of birth, place of birth, level of education or degrees received, most recent educational institution attended, and current major(s).

(4) **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW,  
Washington, DC 20202-5901

## **Rule of Conduct**

Perhaps the most striking aspect of student life at Wabash is personal freedom. Believing that students ought to develop self-reliance and personal responsibility, the College has long prescribed only one rule of conduct:

*The Student is expected to conduct himself, at all times,  
both on and off the campus, as a gentleman and a responsible citizen.  
Adherence to this code of conduct is primarily a student's responsibility.  
Enforcement of the rule lies with the Dean of Students.*

## **The Rule of Conduct and Academic Honesty**

As an intellectual community, Wabash requires the highest standards of academic honesty. Faculty report cases of academic dishonesty to the Dean of Students. The penalty for a first offense is decided by the professor and reported to the Dean of Students. The Dean of Students will inform the student that should he feel wrongly accused he can appeal the determination to an Appeal Panel comprised of elected Faculty and advised by the Dean of Students. The penalty for the second offense is expulsion from the College, pending an automatic review by the Faculty Appeal Panel. The student may appeal the decision of the Appeal Panel directly to the President of the College.

Acts of academic dishonesty may be divided into two broad categories: cheating and plagiarism. Cheating may extend to homework and lab assignments as well as to exams. Cheating is defined in three principal ways: copying from other students or from written or electronic materials; providing or receiving unauthorized assistance to or from another student; and collaborating on take-home assignments without faculty authorization.

Plagiarism is the unacknowledged use of someone else's material. There are three common kinds of plagiarism. One is to use the exact language of a text without putting the quoted material in quotation marks and citing its source. A second kind of plagiarism occurs when a student presents as his own without proper citation, the sequence of ideas or the arrangement of material of someone else, even though he expresses it in his own words. The language may be his, but he is presenting and taking credit for another person's original work. Finally, and most blatantly, plagiarism occurs when a student submits a paper written by another, in whole or in part, as his own.

## **Faculty Statement of Principle Concerning Diversity**

We, the Faculty of Wabash College, affirm that our community should embrace both diversity and freedom of speech. While in no way wishing to abridge the free exchange of ideas, we believe that comments, written or spoken, and actions that threaten or embarrass people because of their race, gender, religion, occupation, sexual orientation, national origin, physical disability, or ethnic group hurt all of us. Such insensitivity to any individual or group betrays the spirit of the liberal arts. We invite students, staff, and administrators to join us in fostering an environment of mutual respect.

## **Wabash College Athletic Philosophy**

The mission of Wabash College is to achieve "excellence in teaching and learning within a community built on close and caring relationships among students, faculty, and staff." A Wabash education "encourages young men to adopt a life of intellectual and creative growth, self-awareness, and physical activity." We believe that physical activity and athletic competition provide balance in the lives of young men engaged in rigorous academic pursuits.

With academic excellence at the core of what we do, Wabash also strives for excellence and broad participation in its intercollegiate athletic programs, intramural competitions, and recreational activities. Our program is designed for the benefit of all our students and for the enjoyment of the entire College community. It is sup-

ported by our outstanding athletic facilities and a diversified program of intramural athletics which regularly involve as much as 80 percent of the student body.

While providing opportunities to pursue athletic excellence, our program is also intended to make participation in intercollegiate athletics possible for all who want to experience it. The athletic staff takes special pride in working with goal-oriented young men attracted to the College by the rigor and reputation of its academic program. They are committed to achieving outstanding results while maintaining the quality of the student's academic experience.

Wabash College is a member of the NCAA's Division III and of the North Coast Athletic Conference. We embrace the Division III philosophy of strict amateurism, fair play, and equal opportunity, and we adhere to the letter and spirit of NCAA rules and regulations, including the requirement that financial aid shall be based solely on family financial need and academic merit. The College makes no distinction between athletes and non-athletes in its financial aid programs, and it provides no special treatment, academic or otherwise, for its student athletes. A student's achievement of his academic goals comes first. No classes are missed for athletic practices, and as few classes as possible are missed for scheduled contests. Our primary emphasis is on in-season competition, but exceptional teams and individuals may qualify for post-season play.

Wabash coaches are most interested in the individual student's personal success, both on and off the field. They adhere to a strict code of ethics and emphasize sportsmanship, fairness, openness, and human dignity in their teaching and coaching, as well as in their relationships with the entire student body.

We take pride in Wabash athletic records: 56 undefeated teams since 1866, 41 teams with NCAA top-20 finishes, 115 state championships, 92 All Americans (160 awards in all, with an additional 30 athletes receiving honorable mention), 48 Academic All-Americans (60 citations in all), 16 winners of NCAA post-graduate scholarships. But we value even more the accomplishments of our alumni. We feel most fortunate to have produced doctors, lawyers, and business, professional and community leaders who are strongly committed to the mix of academics and athletics Wabash has always offered.