

## 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 approximately 900 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.

## **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. Cases of academic dishonesty are adjudicated by the Dean of the College, who will meet with students charged with academic dishonesty and make decisions about continuation at the College. Faculty report cases of academic dishonesty to the Associate Dean of the College. The penalty for a first offense is decided by the professor and reported to the Associate Dean of the College. The Associate Dean of the College 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 the College. 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.

## 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.

## **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.

# The Curriculum

The following are rationales for graduation requirements:

## **I. Freshman Requirements:**

### **A. Freshman Tutorial**

Freshman Tutorials ensure the first-year student's participation in small group discussions that challenge him intellectually and suggest an experience characteristic of the liberal arts. Instructors select topics of critical importance to them, judged to be pertinent to student interests and concerns. The student need not have had previous experience in the particular field in order to participate. Tutorial activities develop college-level critical thinking, reading, writing, and oral expression skills. Assignments will 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.

### **B. Enduring Questions**

The Enduring Questions Freshman Colloquium engages the student with important questions and builds community. More specifically, the course cultivates habits of mind and intellectual skills as the student builds relationships with other students and faculty who read the "common" texts and with whom he can trade notes about the class-specific readings. The course privileges questions as the catalyst for and evidence of the liberal arts mind and regards the intellectual curiosity that provokes such questions as an important competency to be nurtured early in the student's career. The course also continues the student's development of close reading, careful thinking, and written and oral expression begun in Freshman Tutorial. This foundational course prepares the student to generate and engage effectively with discipline-specific questions later in his academic career and to consider carefully who he is and how he relates to others, both during and after his time at Wabash.

## **II. Language Studies:**

### **A. Proficiency in English**

The requirement mandates that the student has or develops the ability to communicate effectively in writing either through ENG 101 taken on entry to Wabash or through demonstrated ability (i.e., on the SAT Writing Exam or an in-house diagnostic exercise). The requirement implies that writing is not just a communication tool, but a way of thinking and growing that is essential to a liberal arts education. The student is expected to hone his writing in all-college courses, in the major, and in sessions at the Writing Center.

The course in composition serves four primary goals:

- To help develop an effective process for writing successful papers
- To help develop skills as a writer and enable students to write strong papers that exhibit the following qualities:
  - A clear central thesis, logical organization, and well-substantiated ideas
  - Appropriate language and sentence structure for the intended audience
  - Correct grammar and punctuation
  - Thoughtfulness and imagination: a strong sense of engagement with the paper's topic
- To enable the writing of papers in a variety of rhetorical modes
- To develop skills as a critical reader

### **B. Proficiency in a Foreign Language**

Language is a principal avenue for understanding and interacting with the world, its peoples, and histories. Consequently, the study of foreign languages is fundamental to a liberal arts education and a well-lived life beyond. Serious intellectual work in other languages broadens a student's communicative potential; deepens his understanding of his native tongue; refines his expressive abilities; inculcates analytical and creative habits of mind; helps him see beyond his own place, time, and circumstance; and is foundational for his further study and appreciation of the literatures, histories, and aesthetic sensibilities of global cultures throughout time. The foreign language requirement sets the student on a path to achieve these goals while recognizing that some students bring to campus proficiency in a second language.

### **III. Distribution Courses:**

#### **A. One course credit in Language Studies**

The Wabash College Preamble and Mission Statement identify oral and written expression as learning goals. The language studies requirement insures that the student gains experience in the explicit study of communication and language through direct and sustained instruction in the formal conventions of language use, speaking, and writing. This requirement develops a student's awareness of the power of language to shape our world. It improves his understanding of the interrelation of thinking, speaking, and writing; aids his ability to formulate, organize, and express written and spoken ideas artfully and persuasively; and immerses him in language as a discipline and object of study.

#### **B. Three course credits in Literature and Fine Arts**

Courses in literature and fine arts focus on the study and creation of a variety of forms of expression—literature, visual arts, music, theater, speech—as means of achieving personal and cultural understanding. Some courses develop the student's ability to respond to art and other cultural artifacts using a range of tools that include: close observation, active reading and listening, and correct and effective speech and writing. In these courses the student is introduced to aesthetic and critical theories and to the specialized vocabularies in each field. He learns to recognize and appreciate significant canonical and non-canonical works, and to grasp the importance of history and social context in artistic creation and interpretation. Other courses help the student to acquire skills fundamental to creative practice and to develop an understanding of what he wishes to express, and what might be worth expressing, artistically. These courses study creativity and how meaning—sometimes provocative or contradictory—arises out of the interaction between author or artist, artwork, and audience.

Courses in literature and fine arts provide opportunity to explore imagined worlds and thus enrich the student's own. This requirement also exposes the student to representations of the diverse lives of others, past and present, and to the ways humans interact practically and imaginatively with their environments. Literature courses in foreign languages offer another potent avenue into the minds of other people through direct engagement with languages other than English. In these ways literature and fine arts can be seen not just as pleasurable, which they are, but as essential components of human life.

#### **C. Three course credits in Behavioral Science**

The behavioral sciences endeavor to provide students with a better understanding of human thought and action. A student of the human sciences learns to subject human behavior to systematic analysis, empirical scrutiny, and reasoned interpretation, providing him with a better understanding of himself and his surroundings. The student learns about the theoretical frameworks that describe how people interact with each other and with social institutions, the methods of empirical testing by which these frameworks are derived, and the relationship between scientific knowledge and social policy.

#### **D. Three course credits in Natural Science and Mathematics**

As an essential component of liberal arts education, coursework in the natural sciences and mathematics engages the student in the theoretical and quantitative understanding of scientific and mathematical knowledge as well as a critical evaluation of the evidence upon which it stands. The student participates regularly in significant learning experiences in the classroom, laboratory, and field to develop skills in the areas of critical observation, sound experimentation, and data analysis. These endeavors provide insight into the behavior of the natural world and engage students in problem-solving.

#### **E. One course credit in Quantitative Skills**

The Quantitative Skills requirement complements other distribution area requirements by ensuring participation in courses that provide a broad exposure to problem-solving through the application of mathematical models, the development of basic quantitative intuition, and the ability to represent and interpret quantitative information. Courses in this category come from a variety of disciplines, but share the common goal of further developing basic quantitative reasoning ability.

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

Courses in History, Philosophy, and Religion engage narratives and questions about human experience and beliefs. The student learns to appreciate a diversity of perspectives and points of view in cultural context, across cultures, through time, or even within a particular position. Through such courses the student engages in philosophical reflection, seeks

meaningful truths, learns to identify universal patterns and connections, and grapples with the complexities of human ideas and experiences as well as change over time. Each of these disciplines introduces the student to various methods of inquiry and analysis along with intentional critical reflection on the scope and limits of these methods.

#### **IV. Major:**

A major consists of a program of study defined by one or more academic departments or a committee of the faculty. The major may require up to 9 course credits and may additionally require co-requisite courses in allied fields. Standing majors are approved by the Academic Policy Committee, the Faculty, and the Board of Trustees, and the requirements are published in the Academic Bulletin. A student may also propose a self-designed Humanities and Fine Arts major in consultation with a supervising faculty committee appointed by the Division II chair. A student will normally declare his major during the second semester of 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.

#### **V. Minor:**

A minor consists of a program of study defined by one or more academic departments or a committee of the faculty. The minor may require 5 to 8 course credits and may additionally require co-requisite courses in allied fields. Standing minors are approved by the Academic Policy Committee, the Faculty, and the Board of Trustees, and the requirements are published in the Academic Bulletin. A student may propose a self-designed minor in consultation with his advisor and a supervising faculty committee. Programs of study for self-designed minors must be approved by the Academic Policy Committee. A student will normally declare his minor during the second semester of 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.

#### **VI. Minimum of 34 course credits and a 2.00 GPA:**

For graduation, students must pass a minimum of 34 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. No more than 11 course credits having the same three letter subject designation on the transcript may be counted toward the 34 required for graduation (i.e., a student completing 12 credits with a single subject designation will be required to complete a total of 35 course credits for graduation; 13 credits in a single subject designation will require completion of 36 course credits, etc.) In foreign languages and literatures, courses numbered 101 and 102 shall not be included in the 11 course limit. 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).

# Academic Policies

## Course Credits

All credits are issued as course credits. Each course credit is equivalent to four (4) semester hours. Each one-half course credit is equivalent to two (2) semester hours.

## 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 Periods

### Monday-Wednesday-Friday

- 8:00-8:50 a.m.
- 9:00-9:50 a.m.
- 10:00-10:50 a.m.
- 11:00-11:50 p.m.
- 1:10-2:00 p.m.
- 2:10-3:00 p.m.
- 3:10-4:00 p.m.

### Tuesday-Thursday

- 8:00-9:15 a.m.
- 9:45-11:00 a.m.
- 1:10-2:25 p.m.
- 2:40-3:55 p.m.

## Normal Course Loads

The curriculum is limited to full credit and half-credit courses. The usual student course load is four, four and one-half, or five course credits a semester. (Freshmen are advised to take no more than four and one-half course credits 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.

## 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 extenuating circumstances. Official registration must be confirmed by class attendance during the designated census dates each 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. The final date for dropping full courses or declaring the 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. The final date for dropping first and second-half semester courses or declaring the Credit/No Credit option is two weeks after the beginning of the course.

### **Course Waitlists**

As many as 10 students may place themselves on the waitlist for a class once it has closed, using the online registration system. Students will be individually notified, via email, by the Registrar's Office if the waitlist has been opened to them. Once contacted, students must add the course within a designated time frame (usually 48 hours) to be enrolled in waitlisted classes. After the pre-registration period has ended, courses can only be added during the add period and through the student's advisor. Waitlists will not be opened past the posted last day to add a course.

### **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.

### **Dropping Courses**

#### **Dropping a course without record**

During the first two weeks of a first or second half-semester course, or the first four weeks of a full semester course, a student may drop a course without record on the transcript. After these dates, a student may withdraw from the course, with the withdrawal recorded on the transcript.

#### **Dropping a full semester course with record**

A student may drop a full semester 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. A full semester course may not be dropped after this date.

#### **Dropping a first or second half-semester course with record**

A student may drop a first or second half-semester course by the Friday of the fifth week of the course with a grade of "W" recorded for the course on the permanent academic record. A student may not drop a first or second half-semester course after the last class day of the fifth week of the course.

Dropping a course either with or without record is processed online by the student's advisor. The transcript entry of "W" holds no value in computing the student's GPA.

A student with "extreme extenuating circumstances" may petition the Curriculum Appeals Committee to drop a course after the final withdrawal date. In petitioning for this privilege, the student must obtain the endorsement of his academic advisor and the instructor of the course.

### **Changes in Major or Minor**

All changes to a major or minor must be made no later than mid-semester of the fall semester of the senior year. Changes to a major or minor are made via the information verification process in the online registration system, or by notifying the Registrar's Office in writing.

### **Petitions**

A student may request special permission to deviate from prescribed academic policies (e.g. to enroll in six or more course credits per semester, to add or drop courses beyond the official semester dates, for dropping and adding courses due to extenuating circumstances, etc.). The student must obtain a petition form in the Registrar's Office, complete the student portion, obtain recommendations from the academic advisor and other faculty members as appropriate, 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.

## Grading System

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

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>CON</b>
4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00	0.00

## Grades

Grades are posted online to the student's 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 last 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 written request to be 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 (CON) indicates that the student has less than a passing grade; it may be removed by any method prescribed by the instructor. The highest grade that may be assigned following the removal of a Condition is "D." The grade of CON is computed as an "F" in the GPA until replaced by a "D."

The grade of Incomplete (INC) 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).

The grades of Condition and Incomplete, if not removed by 4:00 PM on the first Monday of classes after Midsemester following the semester for which they were assigned, will be converted to "F" on the student's transcript. There will be no modification of the grade of "F" unless approved by petition through the Curriculum Appeals Committee and Dean of the College. Faculty or the Dean of Students (after consultation with the instructor, if possible) may set any due date that does not extend beyond 4:00 PM on the first Monday of classes after Mid-semester of the following semester.

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

## Credit/No Credit Option

A student may take any course on a Credit/No Credit basis for which he is eligible and which is outside the minimum 34 course credits required for graduation, except for internship courses taken for academic credit (see Off-Campus Study, Internships section). Credit will be awarded if the earned letter grade is a "C-" or better, and recorded with a "CR" on the student's transcript. No credit will be awarded if the earned letter grade is less than C-, and the course will not be recorded on the student's transcript. Citations may be used to recognize any exceptional work.

Courses needed to fulfill distribution requirements, or the minimum requirements of a major or minor, may not be 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 semester course or the first two weeks of a first or second half-semester course. Students may not petition for a grade for courses being taken on a Credit/No Credit basis after these deadlines.

## Repeated Courses and Transcription of Grades

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

- The course must be repeated at Wabash.
- 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 a W, then both the original and any subsequent W will be recorded on the academic record.

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

#### Withdrawal from the College

A student who wants to completely withdraw from the College prior to the end of a semester must begin the withdrawal process in the Dean of Students Office. The official withdrawal date is the date the student begins the withdrawal process (i.e. picks up a Student Withdrawal Form). A student must complete and return the Student Withdrawal Form to the Dean of Students Office in order to officially withdraw from the College.

If a student cannot complete the official withdrawal process for reasons outside of his control (accident, hospitalization, etc.), the Dean of Students may use the date related to that or the last documented date of academic activity as the official withdrawal date.

Wabash College does not have a “leave of absence” policy. A student is either enrolled or he is not. A return to the College after a withdrawal is negotiated via the Dean of Students Office.

#### 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.

Individual two semester hour courses will count as one-half course credit. Individual 3, 4, or 5 semester hour courses will count as one course credit. Academic departments will have the final decision on transfer credit for courses in their fields and in determining if a transfer course can meet requirements for their major or minor.

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, the foreign language requirement, or in mathematics and science must be approved by the appropriate department or committee. All other transfer credits must be approved by the Registrar.

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.

Transfer credit requests are filed using the Transfer Course Request Form available on the Registrar's webpage at <http://www.wabash.edu/registrar/>. Transfer credit will not be accepted unless prior approval has been granted by the Registrar and/or academic departments as needed.

### International Baccalaureate

The College grants credit for courses completed for the International Baccalaureate Degree with a higher-level (HL) examination grade of 5, 6, or 7, provided the course is liberal arts in nature. Total credits 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. Academic departments may place additional limits on the applicability of International Baccalaureate credits in their departments.

### Internet and Correspondence Courses

The College does not award transfer credit for Internet (online) courses or correspondence courses.

### Credit by Examination and Advanced Placement Credit

The College grants credit for College Board Advanced Placement (AP) results.

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 exceptions are in Mathematics and Modern and Ancient languages where the department may grant or deny AP credit based on proficiency exam performance and may waive the additional course requirement.

Credit for an AP 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 AP credit. (For example: AP 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	Credit	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 course
English Lit/Comp	4, 5	ENGL 99	1	B- or better in 200 level ENG Literature course
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	4, 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 course
European History	4, 5	HIS 231 or 232	1	B- or better in 200 or 300 level European History course
World History	4, 5	HIS 101 or 102	1	B- or better in 200 or 300 level World History course
Gov/Pol Sci U. S.	4, 5	PSC 111	1	B- or better in 300 level U. S. PSC course
Gov/Pol Sci Comparative	4, 5	PSC 122	1	B- or better in 300 level Comparative PSC course
Psychology	4, 5	PSY 101	1	B- or better in 200 level PSY course

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

**Notes:**

A student can receive no more than two Wabash history credits as a result of his AP credits (even if he received 4s or 5s on all three AP history exams). If a student takes BOTH halves of any history survey at Wabash, he forfeits the right to receive a Wabash history course as AP credit. For example, if he takes HIS 241 and HIS 242 he cannot receive an AP credit in U.S. History.

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

**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.

**Dean's List**

To honor students for outstanding academic achievement each semester, the Dean of the College names to the Dean's List those students who attain a semester grade point average of at least 3.50. In addition, the students must have completed a minimum of three course credits which count toward the semester grade point average. Courses marked 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."

**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 the College 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 course credits. A student failing to meet this requirement may be continued in college on the recommendation of the Dean of the College, provided the student has maintained cumulative progress adequate to meet the requirements outlined above for continuation in the College.

**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 Wednesday preceding Commencement; the process includes receiving clearance from various offices of the College, beginning with the Business Office and concluding with the Dean of the College's 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.

## 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 majors 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 double majors two ratings of Distinction or one rating of Distinction and one of High Pass; for triple majors 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 double majors two ratings of Distinction or one rating of Distinction and one of High Pass; for triple majors 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.

## Requirements for Phi Beta Kappa at Wabash College

Our chapter at Wabash College was chartered in 1898, the 42nd chapter of the society and the 2nd in the state of Indiana. Over the past century, some 1,300 men have been inducted to Phi Beta Kappa at Wabash. As an early founding chapter, we have the honor of electing up to 1/8 of the graduating seniors. 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. It is the normal practice of the Chapter (but not a requirement) to elect the 1/8 whose grade point averages are the highest.

In evaluating grade point averages of candidates, the college's graduated four point scale shall be used. Comprehensive Examinations are treated as equivalent to one and one-half course credits, and rankings are assigned these values: Distinction, A (i.e., one and one-half course credits at 4 points); High Pass, B (3 points); Pass, C (2 points). In the case of multiple comprehensive examination results, the grades shall be averaged.

To be eligible for election, candidates from the senior class must have at least 20 course credits of graded work at Wabash. Juniors must have 16 graded course credits at Wabash. 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.

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 Constitution of the Chapter states: "In addition to scholarship, good moral character will be a qualification of membership." We have usually interpreted issues of moral character to concern specific accusations of plagiarism or other impropriety.

## Stipulations Concerning Eligibility for Membership (Applicable starting with the Class of 2016)

Eligibility for election to membership shall be contingent upon fulfillment of the following minimum requirements. These stipulations concerning eligibility for membership were adopted by vote of the United Chapters and certified by the Executive Committee on behalf of the Senate of Phi Beta Kappa on June 1, 2011. [The Wabash Chapter will apply these stipulations starting with the class of 2016.]

**Stipulation 1:** Eligible students shall be candidates for a bachelor's degree in the liberal arts. The liberal arts encompass the traditional disciplines of the natural sciences, mathematics, social sciences, and humanities. Select courses in other programs of study may be included only if they unambiguously embody the liberal arts. Because Phi Beta Kappa honors

excellence in the liberal arts, applied or pre-professional coursework shall not be considered in determining eligibility. This stipulation excludes professionally focused courses and courses devoted to the acquisition of practical skills. [Accounting courses will not be considered in determining eligibility.]

**Stipulation 2:** Weight shall be given to the breadth and depth of study in liberal arts, taking into account the number, variety, and level of courses taken outside the requirements of the major, and the proportion of the candidate's overall program those courses constitute. Consideration shall also be given to the number of elective courses taken above the introductory or general education, level.

**Stipulation 3:** Candidates shall have demonstrated, by successful work in high school or college, or in the two together, a knowledge of a second or non-native language at least minimally appropriate for a liberal education. In no case shall this mean less than the completion of the intermediate college level in a second, or non-native, language, or its equivalent. [Completion of Chinese 202, French 202, German 202, Greek 201, Latin 201 or Spanish 202 satisfies this stipulation.]

**Stipulation 4:** The candidate's undergraduate record shall include at least one course in college-level mathematics, logic, or statistics, with content appropriate to a liberal arts curriculum. The course should introduce the student to mathematical ideas, abstract thinking, proofs, and the axiomatic method.

**Stipulation 5:** In keeping with the Founders' interest in fostering not only academic excellence but also friendship and morality, invitation to Phi Beta Kappa should be extended only to persons of good moral character.

#### **Availability of Student Records**

The Registrar's Office will not release academic information (transcripts, grade averages, class rank, etc.) via telephone, fax, or email to any individual, including the student. Release of such information must be granted by the student, in letter form, with a hand written signature; except in the case of transcripts, see below for more information regarding transcripts. The Registrar's Office will accept the release as an attachment to an email, provided it has the hand written signature of the student and it comes from the student's College email account. The release should specify what information is to be released and to whom. Please allow two working days for processing of informational requests.

Transcript ordering is processed through the National Student Clearinghouse. Current students should log in to Student Self Services at [www.wabash.edu/registrar](http://www.wabash.edu/registrar) to place their order. Alumni and former students can access the Clearinghouse at [www.studentclearinghouse.org](http://www.studentclearinghouse.org). The Registrar's Office will process these requests during normal business hours. All requests will be processed within 2-4 business days of receipt. Current and non-current students have the ability to attach up to two documents (such as those associated with graduate school admissions) and request that they be sent with the transcript. Current and non-current students also have the option to pick up their transcript in the Registrar's Office. An email will be sent when the transcript is ready for pickup.

Parents who need an Enrollment Verification should ask their student to log in to Student Self Services at [www.wabash.edu/registrar](http://www.wabash.edu/registrar) and print or email the Enrollment Verification themselves. Employer or background screening firms requesting information regarding Degree Verification should visit the National Student Clearinghouse at [www.degreeverify.org](http://www.degreeverify.org).

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 and minor fields of study; full-time or part-time status; 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

**Solomon Amendment**

In accordance with the Solomon Amendment, Wabash College is required to allow military recruiters access to the campus and to provide them with student recruitment information. This includes the following: name, local address and phone number, age, or date of birth, level of education and major.

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

## **Wabash College Athletics 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 supported 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: 59 undefeated teams since 1866, 50 teams with NCAA top-20 finishes, 116 state championships, 198 All Americans (235 awards in all), 133 scholar-athlete award recipients (111 citations in all), one Academic All-American Hall of Fame inductee, 24 Academic All-Americans (64 citations in all), 20 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.