Wabash.

Advisor's Handbook

2026-27

INTRODUCTION

This handbook provides basic information useful in the advising process. The handbook is designed primarily to answer questions that may arise in advising new students as they try to decide which courses to take in their first semester or two. For example . . .

- If I want to go to medical school, what kinds of courses should I take my first-year student year?
- Where can I go to get help with Chemistry?
- After Gene Yuss has taken the Modern Languages placement exam, which course, if any, should he take?
- Mario Speedwagon thinks he has a learning disability. What support services does Wabash offer?)

Much of the information in this handbook, however, is also applicable to advising students beyond the first year. It is common for students to change their academic plans, vocational focus, etc. during their time at Wabash. Information in this handbook can be a particularly useful point of reference for advising students as they make these transitions. As students progress through Wabash, their needs – and their needs from their advisors – take on new dimensions. At Wabash, advising is much more than helping students with course registration.

This handbook has four sections and three appendices. The first two appendices were prepared by pre-health advisor Jill Rogers and are written for a student audience but may be helpful for advisors' reference as well. They are available for students to view on the pre-med page of our website. The third appendix of this handbook, written for an audience of advisors, provides a checklist for reference as advisors navigate meetings with advisees in their second, third, and fourth years at Wabash.

Section I – General Information
Section II – Academic, Career, and Wellness Support Services
Section III - First Year Courses, Placements, and Credit by Exam
Section IV - Advising Pre-Engineering, Pre-Health, or Pre-Law Students
Appendix A – Medical School Preparation and Admission Guide
Appendix B – Dental School Preparation and Admission Guide
Appendix C – Advising Checklist for Advising Students in their 2nd, 3rd, and 4th Years at Wabash

To use the handbook most effectively, you may want to skim through to see how it is put together and generally what kind of information it provides. During preliminary conversations with your advisees, if you identify students who are talking about pre-med or engineering, you should read these special program sections if you are not already familiar with them. Beyond this, you may want to review the Academic Bulletin to address questions about departments/majors/programs. Finally, there is also an advising resources webpage on the Wabash site, with advice for advising students at any stage of their Wabash career, which you may find helpful.

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Section I – General Information for Advisors of New Students

The information in this section may be useful to all advisors, but especially those who are advising new students at Wabash in 2026-27.

- New Student Advising at Wabash
- New Student Advisor Budget Information
- Additional Resources for New Student Advising
- Orientation and Required Extended Orientation Sessions for New Students

New Student Advising at Wabash

Advising at Wabash is a teaching and learning process that involves meaningful relationships between advisors and students. The mission of advising is to promote intellectual, personal, and career development so that students can identify, pursue effectively, and achieve realistic academic, personal, and career goals.

The most obvious function of advising at Wabash is to help students select the courses they need to fulfill graduation requirements. In doing so, students must satisfy liberal arts distribution requirements and choose a major and a minor (or two majors). Guiding students through these decisions throughout their time at Wabash represents the prescriptive aspect of academic advising. However, effective advising should extend beyond the prescriptive to include developmental and personal support. Developmental advising assists students in adjusting to college life, setting realistic educational, personal, and career goals, and making the most of available college resources. This personal, developmental approach fosters meaningful relationships between faculty and students—relationships that are often significant and deeply valued—helping students maximize their Wabash experience.

Advising is fundamentally important to student persistence and success. Such success depends upon several factors:

1. the student's perception that his goals and interests align with those of the institution;
2. the extent to which the student connects with and becomes integrated into the academic and social communities of the College;

3. the match between the student's expectations of the College and his actual experiences; and
4. the success the student achieves during the first year.

Faculty advisors play a crucial role in helping students reflect on their goals, objectives, and experiences, and in guiding them through choices that make the transition to college as smooth and rewarding as possible.

For many freshmen, the faculty advisor is the professional most able to help them adjust to college life. Some new students may hesitate to approach professors, support staff, or Deans with questions or concerns about their transition. The unique relationship formed with an advisor—often through informal interactions outside the classroom and during the first days on campus—can make it easier for students to discuss these issues and seek support.

We hope the information in this handbook, along with insights you gain from conversations with experienced advisors, will help you succeed in your important role as a First-Year Student Advisor.

Thank you for your commitment to our students. We wish you a rewarding experience and hope you will help your advisees achieve the same. Good luck!

New Student Advisor Budget Information

With any questions about the using the correct budget number for an expense, please contact Rachel Hassler (hasslerr@wabash.edu; x6292). Rachel will provide advisors with a list of object codes and section numbers via email. Please consult with Rachel in any case when you are unsure of the number to use, as the Business Office will not make corrections to charges applied to incorrect numbers.

If you are teaching a Freshman Tutorial and also advising new students, note that there are separate budget numbers for New Student Advising budget and the Freshman Tutorial budget. All receipts for expenses incurred for both advising activities (e.g., dinners with advisees, social events with advising group, etc.) AND for tutorial activities should be given to Rachel. It is helpful if receipts are sent soon after the charge is made, rather than at the end of the month or when balancing a p-card.

Traditionally, advisors host a dinner for their new advisees during New Student Orientation. The total budget for your advising dinner is $275 per advising group. Please use the section number specific to your advising dinner – *these section numbers will be different*. Provide Rachel with a PDF or a hard copy of the receipt for your dinner. If you pay for the dinner with personal funds and request reimbursement, the original receipt is required.

Each section of students has additional money ($200 for FT and $200 for EQ) allocated to it for social activities (and food) during the academic year, so advisors who want to host/pay for additional activities for advisees during the year should work with FT and EQ instructors to decide on how that additional money can best be used.

Additional Resources for New Student Advising

The First Year Programs/FRA Freshman Advising/2026-2027 folder in Box includes samples of documents you may find useful as you start the advising process. Specifically, you will find samples of Advising Syllabi, letters to advisees from advisors, information that advisors give to advisees during orientation, and documents that help advisors organize and make efficient advising meetings with students. You will also find the orientation schedule (once available) and this handbook.

On our website, there is an Advising page at https://www.wabash.edu/advising/ with more general resources for advising students at any stage of their enrollment at Wabash.

Orientation and Required Extended Orientation Sessions for New Students

In most years, there are Extended Orientation sessions for new students after the beginning of the Fall semester, covering topics such as making the most of our Professional Development office's services, Pre-Professional Programs, Fellowships, and Study Abroad, time management, and mental health dialogues. Associate Dean for Student Engagement and Success, Heather Jones, announces the schedule for both New Student Orientation and Extended Orientation Sessions later in the summer.

* * *

Section II – Academic, Wellness, and Career Support Services

The information in this section is relevant for those who are advising new OR returning students.

- Academic Centers for Excellence
  - The Writing Center
  - The Quantitative Skills Center (QSC)
  - Supplemental Instruction (SI)
  - The Office of Student Enrichment (OSE)
- Support for Students with Disabilities
- Wabash College Counseling Center
- Student Health Services
- Schroeder Center for Career Development

Academic Centers for Excellence

The Academic Centers for Excellence (ACE) at Wabash include the following services for students:

- The Writing Center
- The Quantitative Skills Center (QSC)
- Supplemental Instruction (SI)
- The Office of Student Enrichment (OSE)

Additionally, ACE assists Wabash faculty through:

- Sample syllabus statements
- The Writing Fellows Program
- Peer Consulting and Tutoring

The Academic Centers for Excellence endeavor to provide students with individual and small group instruction and assistance in their coursework, along with facilitating necessary and appropriate learning accommodations. Recognizing that our students' intellectual growth

and personal development occur concomitantly and are often intertwined, the directors of the Writing Center, the Quantitative Skills Center, Supplemental Instruction, and the Office of Student Enrichment work collectively to encourage student success.

The Writing Center

Dr. Zachery Koppelmann
Lilly Library 2nd floor
By Appointment or Drop-in
Phone: 765-361-6024
Email: koppelmz@wabash.edu
https://www.wabash.edu/ace/writing

The Wabash Writing Center is dedicated to helping Wabash Men become the best writers that they can be. Our trained Writing Consultants are eager to answer any writing questions, to explain writing expectations, and to discuss audience expectations.

The Wabash College Writing Center is dedicated to giving writers high-quality feedback and comments on their writing and thinking. We want the writer's thoughts and ideas to be clear and well supported. Located on the second floor of the Lilly Library, the Writing Consultants are trained to push for clarification and explanation, which builds solid, concise, clear papers.

The Wabash Writing Center exists because Wabash Men write. We are here to be the audience students need.

The Quantitative Skills Center (QSC)

QSC locations and hours:
Lilly Library 2nd floor
Sunday, Tuesday, Thursday, 7-11 PM
https://www.wabash.edu/ace/qsc

The Quantitative Skills Center, or QSC, offers one-on-one peer tutoring for biology, chemistry, computer science, economics, mathematics, or physics. The QSC is staffed by faculty-selected tutors who are ready to help Wabash Men refine their skills and answer their biology, chemistry, computer science, economics, mathematics, or physics questions.

The QSC operates every Sunday, Tuesday, and Thursday from 7-11pm on the second floor of the Lilly Library. Upon arrival, students should check in with the monitor on duty, who will direct them to the appropriate tutor for assistance.

For any questions about the QSC, please contact Vic Lindsay.
Office: Lilly Library 1st floor
Phone: 765-361-6062
Email: lindsayv@wabash.edu

Supplemental Instruction (SI)

Supplemental Instruction (SI) is structured, peer-led group study. SI sessions are facilitated by a leader who has previously taken and done well in the course and has been recommended by a professor. The SI Leader attends class (again) with students and conducts regularly scheduled study sessions to review the course material.

The SI Leader does not go over homework; instead, he facilitates activities to promote mastery of the most difficult course material. The SI Leader does not repeat the lecture, so SI sessions are not a substitute for course attendance. This program is designed to give all students in the course additional ways of processing the course material and constructing new knowledge; it is not a remedial or tutoring program.

SI session attendance is strictly voluntary and is anonymous from the professor. Students who want a fuller mastery of the course material can use SI as a space to encounter classmates who are committed to on-task group study sessions.

For any questions about SI, please contact Vic Lindsay.
Office: Lilly Library 1st floor
Phone: 765-361-6062
Email: lindsayv@wabash.edu
https://www.wabash.edu/ace/si

The Office of Student Enrichment (OSE)

Dr. Zachery Koppelmann
Lilly Library 2nd floor
Phone: 765-361-6024
Email: koppelmz@wabash.edu

The Office of Student Enrichment, or OSE, offers Wabash Men one-on-one mentoring regarding time management, note taking, study skills, test preparation skills, test taking skills, use of sources, academic honesty, and general questions on how to succeed at Wabash College. The OSE also offers international students with English language skills and cultural adaptation.

Please visit https://www.wabash.edu/ace/office and follow the "Make an Appointment" link to arrange for a meeting if would like assistance regarding time management, study skills, reading skills, understanding academic honesty, or if would like support for learning American English.

Sample syllabus statements provide teaching faculty and advisors with sample language to use in their syllabi to introduce students to the Writing Center, Office of Student Enrichment, or on the use of generative AI. You can see these sample statements at https://www.wabash.edu/ace/syllabus.

The Writing Fellows Program provides students with highly-focused support for their writing in select courses. Each Writing Fellow is a Writing Consultant who conducts additional training regarding how to make effective in-text comments and end comments. After receiving training, they are assigned to a course, and meet with all of the students taking that course throughout the semester. Writing Fellows read and comment on drafts before meeting with each student. After meeting with the Writing Fellow, the student then revises and submits their assignment to the professor.

Courses are selected based on faculty interest. Each semester the Writing Center Director sends out emails to solicit courses for the following semester. The Director and faculty members then discuss how the program needs to work and coordinate to build a schedule for each Writing Fellow.

If you have any questions, or are interested in having a Writing Fellow in your course, please email Zachery Koppelmann (koppelmz@wabash.edu).

Peer Consulting and Tutoring is available in both the Writing and Quantitative Skills Centers. All Writing Consultants and QSC Tutors are faculty-recommended and receive training in the art of peer consulting and peer tutoring.

Support for Students with Disabilities

Associate Dean Heather Jones
Accessibility Services Coordinator
Phone: 765-361-6347
Email: Jonesh@wabash.edu
Office Location: Armory

For a student with a disclosed disability, the Accessibility Services Coordinator can assist in arranging accommodations as appropriate and supported by documentation.

Students who suspect they have a disability are welcome to meet with the coordinator to determine how to proceed. While the coordinator can assist the student in finding a diagnostician, the student is responsible for arranging and paying for the testing.

If a student discloses a disability, he is encouraged to discuss it with his advisor. However, he is not obligated to do so. For many students, college marks a transition to independence, and the desire to try on new identities; many will want to try academic work without accommodations as a test of this new freedom. Any discussions you have with a student about his disability are to remain confidential unless the student grants you permission to speak with others. You and he must be very specific about who else may know. If a student discloses a disability to you, please remind him that unless his documentation is on file with the Accessibility Services Coordinator, he will not be eligible to receive accommodations, should he wish to receive them. Common sense dictates that a highly visible disability, such as a mobility impairment or blindness, is not subject to these structures.

As you advise students with disabilities, you and the student may wish to take the condition into consideration as you plan a class schedule. A student with a hearing impairment might hear better in small classes, and one with ADHD will probably not do well with two 75-minute classes in a row. Priority registration might be helpful in some cases. Each student's case is different, however, and the disability should not be used to discourage a student from taking a particular course.

Foreign language acquisition is often especially challenging for students with learning disabilities, ADHD, and hearing impairments. The absence of a foreign language on a student's transcript or extremely poor grades may indicate one of these disabilities. Given

Wabash's world language requirement, the advisor is strongly urged to discuss this issue with the first-year student and encourage him to begin his language course as soon as possible. This will allow the student time to retake a course if necessary or to try another language.

Wabash College Counseling Center

Staff:

Keri Francis, LCSWA, LCACA
Licensed Clinical Social Worker
Associate and Licensed Addictions
Counselor francisk@wabash.edu
765-361-5592

Laura Dolph, MA, LMHC
Licensed Therapist
dolphl@wabash.edu
765-361-6252

Joint email: counseling@wabash.edu

Location: Kendall House (503 Milligan St.)
Hours of Operation: Monday through Friday during the academic school year.
After Hours: 765-361-6000 – (Campus Security) for non-life-threatening emergencies
24/ Crisis Hotline – call or text 988
911 – for life-threatening emergencies

Services:
The Wabash College Counseling Center (WCCC) provides brief therapy for current Wabash students and their dependents, if any, and long-term therapy, as needed. There are no fees for service in the WCCC and no session limits. Students are responsible for any costs if a referral or hospitalization is recommended or required.

The WCCC is also available to provide presentations and/or resources for any mental health related issues.

Some reasons a student might seek counseling services:
- Depression, including suicidal ideation
- Any diagnosed (or previously undiagnosed) mental health disorder
- Anxiety
- Substance Use Disorders (Substance use/misuse is a big challenge on any college campus and is included in the Diagnostic and Statistical Manual of Mental Health Disorders)
- Sexual orientation or gender identity questions
- Relationship problems – friends, parents, roommates, intimate relationships
- Grief
- Eating disorders
- Adjustment to college
- Life transitions and life stressors
- Concerns about a friend

Referrals:
Anyone can refer a student to counseling – faculty, staff, friends, advisors, roommates, fraternity brothers…

It is important to remember that our services are confidential and voluntary. We cannot require a student to attend counseling sessions. We can receive information from a referral source but cannot share information with anyone unless a student signs a specific release of information. In cases of life-threatening emergency, the Dean of Students office will be notified and involved in supporting the student. If a professor or staff member feels that a student is really struggling with his mental health, they can file a WIN report through Heather Jones and note that they feel that it is serious enough that Counseling should contact the student.

We always welcome questions from faculty, staff, and coaches who are concerned about a student, and students who are concerned about a friend.

Two ways to make an appointment:

- Email the WCCC at: counseling@wabash.edu
- Call: 765-361-5592

Social Work Intern

Staff: Noey Bowersox, Indiana State University
Location: First Floor, Kendall House (503 Milligan St.)
Hours of Operation: Monday and Wednesday from 8a-4p during the academic school year.

Some reasons a student might connect with the BSW intern:

- Case coordination and management
- Behavioral skills training including stress management, time management, sleep hygiene, coping skills, emotional regulation, mindfulness etc.
- Needs additional help utilizing resources available
- Looking for peer support
- Overall support for student navigating challenges

The Student Development and Wellness Coordinator, Tristen Myers, supervises this position and can be contacted with any questions or concerns.
Email: myerst@wabash.edu
Phone: 765-361-6106

Student Health Services

The Student Health Center, located upstairs in the Allen Athletic Center, is open Monday through Friday when classes are in session, and on a limited basis over the summer. A certified nurse practitioner and a registered nurse are in the office daily for scheduled as well as walk-in visits. Physician appointments are available by appointment. The SHC offers care for illness, injuries, allergy injections, wellness exams, sports physicals, study abroad and immersion programs, sexual health services, and mental health treatment. We collaborate with the athletic trainers to care for student athletes.

The PyraMED electronic health record is how we communicate with students. First-year students are required to complete a health history and other forms in PyraMED by July 15 each year. Students can schedule appointments through their secure health portal at www.wabash.studenthealthportal.com or call 765-361-6265. Appointments allow us to provide enough time for student needs, minimize time away from class, and to keep sick and well people separated in the waiting area. There is no charge for Student Health Center visits, and no limit to the number of visits. However, you may incur additional costs for laboratory testing or specialty referrals.

Students requiring medical services outside of Student Health Center hours should always call 911 if the situation is life-threatening. The local hospital is Franciscan Health-Crawfordsville, located at 1710 Lafayette Road, Crawfordsville, IN 47933. The phone number is 765-362-2800. For after-hours care that does not require an emergency room, Franciscan Express Care is located at 308 West Market Street, and their phone number is 765-362-6374. They are open from 8am-8pm, M-F, and 8am-4:30pm on Saturdays.

Wabash Professional Development

Contact:
Cassie Hagan
Director of Professional Development & Center for Innovation, Business, and Entrepreneurship haganc@wabash.edu
765-361-6096

Office Hours:
Monday – Friday, 8:00 AM – 4:30 PM
Located at Arnold House, 502 W. Wabash Ave.
765-361-6414

Wabash Career Services helps students to identify, develop, and experience civic and career leadership before they graduate. Through professional immersion trips and vibrant internships, students explore opportunities to reach individual career goals of employment, graduate school, or service opportunities. Whatever he can dream, we offer individualized programs and resources to help Wabash men get there.

The Career Services office is open year-round. In addition to professional staff, we employ a staff of Peer Career Advisors (PCAs) who are specially trained to assist with resumes, cover letters, job and internship searches, and digital career resources including Handshake (our campus job and career event portal) and LinkedIn for alumni-student networking.

Career Coaching

We encourage students of all academic majors and career interests to visit Career Services and get to know our staff "early and often." Our institutional data shows that students who begin engaging with us in their first year are more likely to have secured their First Destination Outcome (whether job,
graduate school, service opportunity, or other) by the time they walk across the stage on Commencement Day and into their next chapter of life.

The resume standard we've developed and updated for more than a decade is affectionately referred to as "The Wabash Format" and is the cornerstone of our coaching model. Creating a resume in the official format is the first to-do for all students. We will ask students to begin by filling in the template with their personal experiences and then meet with a staff member to polish it. Resume review sessions accomplish much more than a professional document. The resume format we've developed is a tool for us to get to know that student as an individual and begin to build confidence in their abilities based upon the skills and experiences they've developed to that point. Often, they don't realize they have had experiences or gained skills that translate to professional scenarios until they add them to their resume and see their accomplishments outlined. Some students require multiple meetings to achieve an employer-ready resume, but at the end of each interaction with a Career Services staff member, they have something tangible to look at and know they have skills and experiences that transfer to success in other endeavors. The resume can also act as a tool to highlight what skills and experience a student may want to work toward obtaining in order to achieve goals they've already identified. Some of the key skills we encourage students of all academic disciplines to develop and be able to articulate are those identified as Career Readiness Competencies by the National Association of Colleges and Employers (NACE):

Career & Self-Development, Communication, Critical Thinking, Equity & Inclusion, Leadership, Professionalism, Teamwork, and Technology.

We don't prescribe a specific one-size-fits-all four-year career plan, but we do have certain milestones we aim for all students to achieve in order to gain career clarity and preparedness. Our advantage in size, is that we aspire to get to know each student through ongoing conversations and be able to help offer guidance and empower him to work through a four-year plan that is tailored to his particular career interests, which we expect will change or adjust throughout his Wabash experience if he is achieving these milestones along the way.

We offer the Clifton Strengths© assessment to assist students in better understanding their natural talents, how to develop those into strengths, and provide a vocabulary for articulating their skills and experiences. Strengths© is a personal development tool at its core, with applications to not only career exploration, but also leadership development, personal relationships, and academic and extracurricular work. Students are encouraged to meet with one of our Strengths© certified staff members for a personalized consultation after completing the assessment. We also offer Strengths© sessions for small groups in a classroom or team setting and are happy to customize a session to tie in with themes of interest. Keep us in mind to substitute for days you may need to miss class for professional conferences or for advisees who seem to need some direction and confidence in decision making on majors or career interests!

We offer drop-in coaching for those who may have quick questions or thrive on impulsivity. Students can also schedule coaching appointments with both professional staff members and Peer Career Advisors online via Handshake to find a time that works with their schedule.

Specialty Advising Areas

In addition to Career Services, students with interests in these specific career interests should seek out opportunities to interact with these pre-professional or specialty area advisors.

Pre-Health Careers	Jill Rogers
Pre-Law Careers	Scott Himsel
Pre-Engineering	Qixin Deng
Competitive Fellowships	Susan Albrecht
Business & Entrepreneurship	Cassie Hagan

We also encourage students to leverage the knowledge and network of their faculty members within their respective disciplines. We're always open to collaborating with faculty and staff to mobilize our team to connect students with opportunities within your field of study, research, or adjacent industries.

Events & Programming

Career Services is extremely active, visible, and approachable on campus and we aim to reach students where they are. We also strive to offer access to experts and opportunities that appeal to the widest range of student interests possible. Our signature programs are:

Coffee & Careers: Offered weekly from 9-11 AM at the 1832 Brew Lounge in Lilly Library (while classes are in session only). Our staff is available for resume and cover letter review, on-campus employment questions, job/internship/graduate school search assistance, and

information about upcoming events or opportunities. Most weeks we will also have a featured guest representing opportunities from an employer or graduate program. We always treat students to a beverage of their choice from The Brew, too. (Note: We also welcome faculty and staff guest cameos and have been known to buy their coffee as well!)

Fall & Spring Career Networking Events: Serve the purpose of a career fair without the traditional, stuffy setup and unengaged recruiters sitting behind tables. We nix the tables and get students and recruiters networking and making personal connections – it's the Wabash way. We welcome representatives from a variety of graduate programs, service experiences, and employer industries to join us for a business casual evening of meeting with students, freshmen through seniors, of all academic majors and career interests. We typically see a great number of alumni representing our guest organizations, and we always welcome new partnerships.

Student Employment: The Wabash Internships and Student Employment (WISE) program on campus is within the Professional Development office, because we view this as a very important first step into a professional work environment. WISE positions are available in nearly every academic discipline and administrative area of the College. Our own staff and faculty serving as caring supervisors who can share professional guidance and correct in "educational moments" better prepare our students to be successful in their internships, graduate programs, and first full-time jobs post-Wabash.

Information Sessions: Straight-forward, recruiting-focused opportunities for students to hear directly from the employer or graduate program on program/company overview, opportunities available, application process. Typically, one-hour or less over a pizza lunch.

Expert-in-Residence: Students have opportunities to engage a special guest expert in a variety of formats. These tend to be more intimate - small group conversations over lunch or individual meetings. These interactions tend to be beneficial for students looking for industry-specific resume advice, career planning, or networking. Experts-in-Residence tend to be guests who are at more advanced stages in their careers and have a niche or specialized area of knowledge to share.

Mock Interviews: Offered during Mock Interview Weeks (typically once per semester) or on a one-off basis as requested. We match students with an alumnus, recruiting partner, or other qualified professional who can simulate a real-world interview experience and provide critical feedback in a friendly environment. Mock interviews are great practice for a variety of professional situations and help students to feel comfortable and confident in scenarios where they may need to speak about their liberal arts education, choice to attend an all-male institution, or articulate their strengths and goals.

Wally's Wardrobe: Arnold House is home to the totally free professional clothing closet. Sustained almost entirely by generous donations from alumni, staff, and friends of the College, and a dry-cleaning partner, students can borrow suits and other professional clothing items any time during the year for any reason. It is well utilized, and donations are always welcome. Many students come to Wabash without professional clothing items needed to feel confident and prepared for interviews and many other events that come up on campus.

Professional Immersion Experiences (PIE Trips): Have been reimagined many times over the years, with our signature New York PIE Trip being nearly 15 years old. PIE Trips get students off campus to explore many different career tracks in a short amount of time, experience what it's like to live and work in a different city, navigate public transportation, enjoy a cultural event, and hear from alumni and other professionals to gain a great deal of insight. Students have the opportunity to compare and contrast organizational cultures and reflect on potential interests they may wish to further pursue in an internship, externship, or job. These experiences occur over school breaks and include a great deal of networking with alumni. Themes and locations are offered on a rotating basis but may include Chicago, Los Angeles, Denver, Washington D.C., Indianapolis, New York City, finance, marketing, entrepreneurship, politics and public service, and more.

Collaboration

We always welcome the opportunity for an additional touchpoint with your students or to work with you to create programs that are meaningful for students across campus. Please feel welcome to reach out to me to discuss ideas for working together for the benefit of our students.

We are glad to setup resume workshops, mock interview programs, Strengths© sessions, or other customized programs to individual advising cohorts, Tutorial/EQ classes, or other groups you may advise. If you would like to assign a Career Services visit, attendance, or interaction of some kind, please send us a roster and we'll be glad to help you track attendance.

Wabash Student Support Funds

The Financial Aid and Business Office work each year to ensure that Wabash students have realistic financial plans to cover the cost of a Wabash education. Unforeseen expenses can occur, however, and generous alumni and friends of the College have created several funds that can help students meet such expenses.

The first option in all cases should be a **Dean's Loan**. These are interest-free small loans, repayable no later than the current academic year. Dean's Loans are particularly appropriate for students with WISE positions or other employment who need a cash advance to cover books or other expenses. See the Dean of Students to inquire about a Dean's Loan.

In other circumstances, students may apply for Student Support Funds, which may be drawn from one
or more of the following funds.

Dean Norman C. Moore Student Fund: Established in 1998 by the Moore children in honor of Dean Moore's 70th birthday and generously supported by many other Wabash alumni and their families, the Dean Norman C. Moore Student Fund honors the long-time Wabash College Dean of Students (1959-1984). To be administered at the discretion of the Dean of Students, the income from this endowed fund is used to assist students with personal financial situations that might preclude them from continuing or finishing their Wabash education.

Horace Turner Fund: This fund was established through the generosity of alumni and friends of the College in recognition of Horace Turner (H'76), who served for decades as Director of the Malcolm X Institute of Black Studies. The fund supports four (4) primary areas of need that members may face during their time at the College: Academic Support, Book Support, Unexpected Hardship, and pursuit of Graduate, Professional, and Fellowship opportunities. The Horace Turner Fund is administered by the Dean for Professional Development.

Mother's Fund: Jennifer Evans—the first woman elected to the Wabash Board of Trustees—and her husband Jack Tankersley established this fund in 2017. The goal of the fund is to support Wabash students and to honor the women who make it possible for Wabash men to succeed as students and later in life. The fund provides short-term funding so that students can keep working toward their long-term goals. The Mother's Fund is administered at the discretion of the Dean of Students.

Wahl Fund: The Wahl Fund honors the sacrifice of Capt. George C. Wahl, Jr., Wabash '37, who was killed in action while piloting a B-17 over France during WWII. In 1986 his sister, Lucille Wahl established the fund in his memory to help students in need. She was motivated in part by her memories of life during the Great Depression, when so many people had to forego basic needs. She asked only that students who benefit from this fund find a way to pay it forward when they are able to do so. This fund is administered by the Dean of Students.

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Section III – Academics in the First Year

Information in this section is primarily intended for those who are advising new students at Wabash in 2026-27 but some information may also assist those who advise returning students.

- Academic Information
  - Basics of the Wabash Curriculum
  - Freshman Tutorial (FRT-101)
  - Enduring Questions (FRC-101)
  - Conversion to Credit/No Credit Option
  - Distribution Requirements
  - Placements
  - World Languages
- Classical Languages (Greek and Latin)
- Modern Languages (Chinese, French, German, Spanish)
- Background Credit in Language Courses
  - English Composition Requirement & Placement in ENG-101
  - Mathematics Placement
- General Guidelines for Placement Within the Calculus Sequence
- Background Credit in Math Courses
  - Dual Credit
  - Credit by Exam
- Wabash Departmental Exams
- Advanced Placement (AP) Exam Equivalencies
- International Baccalaureate (IB) Exam Equivalencies
- Cambridge International Exam Equivalencies

Academic Information

2026-27 First-year Student Experience Leaders
Anne Bost, 765-361-6255
Crystal Benedicks, 765-361-6156

Basics of the Wabash Curriculum

To graduate from Wabash College, a student must complete 34 course credits. This includes:

- All requirements of a major at Wabash College
- All requirements of either a minor or a second major at Wabash College
- All requirements of the general education curriculum (i.e. distribution requirements).

Majors and Minors

A long-standing tradition at Wabash is that students do not officially declare their majors and/or minors until midway through their second (sophomore) year of studies. This encourages intellectual and social development in the first year while also facilitating opportunities to choose courses in the first three semesters from the full palette of liberal arts offerings across different divisions and departments.

In practice, however, there are some major programs where required courses are completed in a structured sequence – Biology, Chemistry, and Physics are examples – and a student intending to major in one of these programs must pay attention to schedule introductory courses during the early semesters of enrollment in order to maintain a pace that will allow completion of all requirements within eight semesters. Also, while pre-health and 3/2 pre-engineering are not defined as major programs at Wabash, students aspiring to follow one of these sequences must make some deliberate scheduling choices beginning with the very first semester.

A complete list of all the majors and minors at Wabash is available on the Academic Programs A-Z page of the Wabash Academic Bulletin. Click any department or program name, and then click the Requirements tab to see the list of required courses for that major or minor.

Wabash has 27 major programs available to students, built around the academic departments of the College, and including one self-designed major in Humanities & Fine Arts. Most of these majors – **but, importantly, not all of them** – are available as minor programs for students. Programs that are only majors at Wabash and cannot be converted to a minor include *Biochemistry, Financial Economics, Hispanic Studies, Humanities, and the major in Philosophy, Politics, and Economics (PPE).*

Similarly, some programs are constructed only as minors at Wabash and cannot be converted into a major. These include *Asian Studies, Black Studies, Business, Education Studies, Environmental Studies, Film & Digital Media, Gender Studies, Global Health, and Neuroscience.*

Why is this important?

Since not all majors can become minors, and (importantly) not all minors can become majors, it's important to discuss intended majors and minors with new advisees early in their time at Wabash.

If a student wants to pursue a major that later proves to be overly challenging or otherwise unsuitable for him, and he later decides to change his major, he will be in a much better position to do so if he has simultaneously pursued a minor that could become his major. If he has pursued a major for his first 3-4 semesters that he then decides to (or needs to) change, along with a minor that can only be a minor, he is in a much more difficult position to change his major.

Case in point: many students aspire to be Economics majors and Business minors. Economics is a highly quantitative major, especially at its intermediate and advanced levels, and students who struggle with quantitative literacy may not be well suited for it. It is unfortunate when a student discovers in his junior year that his chances of success as an Economics major are diminishing, and even worse when that student has paired his Economics major with a Business minor or one of the other minors that cannot be converted to a major. Students in this situation often find themselves with few options other than extending their time at Wabash beyond four years if they are going to earn a degree.

This is not meant to advise against the pursuit of any of our rich and stimulating interdisciplinary minors, which have become immensely popular over the years. It is simply a word of caution for advisors to be on the lookout for your advisees who appear to struggle early in courses that relate to a major they have stated an intent to pursue. You will be giving them good advice if you steer them toward a minor that could become a "Plan B" major.

Distribution Requirements

The requirements of the general education curriculum (i.e. distribution requirements) are as follows.

Freshman Tutorial	1 credit
Freshman Colloquium	1 credit
English Composition	1 credit, or waived at discretion of English department
World Languages	2 credits if completing a 101 + 102 sequence; 1 credit if completing a course numbered 103 or higher. May be waived for students whose first language is not English.
Language Studies	1 credit
Literature/Fine Arts	3 credits from at least 2 departments
Behavioral Science	3 credits from at least 2 departments
History/Philosophy/Religion	2 credits
Lab Science	2 credits
Quantitative Literacy	2 credits
Global Citizenship, Justice, and Diversity	2 credits, **which can overlap with other distribution areas**

The Global Citizenship, Justice, and Diversity (GCJD) requirement is the **only** distribution area in which credits can overlap with another distribution area. This is not permitted with other distribution requirements. For example, BIO-111 can count for either Lab Science or Quantitative Literacy based on its content, but a student who takes BIO-111 can only count it toward one of those two requirements in his own program. On the other hand, GEN-101 can count for either the History/Philosophy/Religion or the Literature/Fine Arts requirement based on its content (but not both) . . . **BUT** GEN -101 also counts for GCJD, so in addition to either History/Philosophy/Religion or Literature/Fine Arts, it can count toward GCJD.

GEN-101 (applies to HIS/PHI/REL, Lit/Fine Arts, and GCJD requirements)	**If a student applies GEN-101 toward this requirement . . .**	**He can also apply it toward this requirement . . .**	**But can't apply it toward . . .**
	HIS/PHI/REL	GCJD	Lit/Fine Arts
	Lit/Fine Arts	GCJD	HIS/PHI/REL

In addition to distribution requirements, each student must meet the requirements of:

- A major, typically comprised of 9 credits, and which may also require additional credits in allied fields (a.k.a. collateral requirements)
- A minor, comprised of 5 to 8 credits. A student who chooses to complete more than one major does not have to complete a minor but may choose to do so. **If the student receives financial aid, however, he is highly encouraged to consult with the Financial Aid Office before seeking an additional major or minor that may require him to complete more than 34 credits. Credits in excess of 34 may not be eligible for coverage by some forms of financial aid.**
- Some minors also collateral requirements, but this is less common with minors generally.
- Comprehensive examination in the major(s) and minor (if completing a minor)

By rule, students are not permitted to take more than 11 credits in a single academic department without adding to the total number of credits needed for graduation. For example, a student who takes 12 credits in his major department would then need 35 credits to graduate.

A single credit is permitted to count toward both a major and toward one distribution area (or two if the other distribution area is GCJD), or toward a minor and one distribution area (or two if the other distribution area is GCJD). Generally, a single credit is not permitted to count toward both a major and a minor, or toward two majors, or toward two minors. For some interdisciplinary minors requiring more than 5 credits (e.g. Business, which requires 7 credits), this double-counting restriction is relaxed between major and minor programs, as long as there remain at least five distinct credits in the student's 5+ credit minor program that are not also applying to another major or minor.

If a distribution requirement is waived for a student (e.g. English Composition or World Languages as noted above), it does not reduce the total number of credits required for graduation from 34 credits. A student receiving such a waiver would replace those credits with free electives of his choice instead of the prescribed distribution requirement.

Each of the distribution requirements listed above has its own set of student learning outcomes. A course fulfills a distribution requirement once the Academic Policy Committee reviews and approves its course-level student learning outcomes and affirms that they are sufficiently aligned with the distribution requirement's outcomes.

Freshman Tutorial (FRT-101)

During the Fall Semester of his first year, every Wabash student enrolls in a Freshman Tutorial (FRT- 101). This class, limited to no more than sixteen members, introduces freshmen to academic experiences characteristic of the liberal arts at Wabash College and emphasizes academic skills basic to their Wabash education.

Instructors (who may also be the student's academic advisor) select topics of importance to them and ones they judge to be of interest to students. Students need not have previous experience with the topic in order to enroll in a particular tutorial. Although the topics, often interdisciplinary and nontraditional, vary among the tutorials, all freshmen engage in common intellectual experiences and practice both written and oral self-expression. Reading, speaking, research, and writing assignments will vary with individual 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 (orally and in writing) with precision and persuasion— all in terms of each tutorial's particular subject.

All Freshman Tutorials meet on Tuesday & Thursday at 9:45 a.m. The schedule of the student's other classes should be set so as not to conflict with the tutorial. In June, tutorial enrollments are assigned with as much adherence as possible to topic preferences expressed by the students as part of the onboarding process through the Wabash Admissions Office. Students should have selected a tutorial that is interesting to them, regardless of their concerns about possible majors. Students who deposit after the June 1 deadline will be placed in a tutorial based on available seating.

Once assigned to a tutorial, a student will not be able to register for another tutorial. Therefore, students should have selected their tutorial preferences carefully after reading the on-line tutorial descriptions. Students who did not complete the on-line tutorial registrations were randomly assigned to a section with available seats.

Students are not permitted to drop or withdraw from Freshman Tutorial. It is also not eligible for a student to take for a CC grade (see the Conversion to Credit/No Credit section that follows). If a student fails Freshman Tutorial, he does *not* have to repeat the course; the failing grade remains on the transcript and the requirement is simply waived. Advisors should note that failing Freshman Tutorial is a strong indicator that the student is at a high risk of not being retained at Wabash. Transfer students who come to Wabash with the equivalent of three or more credits earned may be exempted from the Freshman Tutorial requirement.

Enduring Questions (FRC-101)

Enduring Questions (EQ) is a required first-year student colloquium offered during the spring semester. It is devoted to engaging students with fundamental questions of humanity from multiple perspectives and to fostering a sense of community. Each section of the course includes a small group (approximately 16) of students who consider 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 may attend affiliated speakers and programs both on and off-campus.

Students may not drop or withdraw from Enduring Questions. It is also not eligible for a student to take for a CC grade (see the Conversion to Credit/No Credit section that follows). *Unlike Freshman Tutorial, a student who fails Enduring Questions **does** have to repeat the course for a passing grade.* Transfer students who come to Wabash with the equivalent of six or more credits earned may be exempted from the EQ requirement.

Conversion to Credit/No Credit Option (CC/NC)

Students with fewer than 15 earned credits toward a Wabash degree have the option of converting up to two courses, and no more than one course in any semester, to grading on the basis of Conversion to Credit/No Credit (listed on the transcript as either "CC" or "NC"). *Note: this option applies to courses, not credits. A CC/NC option used in a ½ credit course counts as one of the two available chances to select CC/NC grading.*

A student exercising this option will receive a grade of CC for a course in which a grade of D or higher would normally be received; a grade of NC will be recorded in cases when an F would have been received. A grade of CC will earn credit toward graduation for a student and can be used in a course that meets distribution requirements. Neither the grade of CC nor the grade of NC will carry any value in computing the student's GPA.

A student may exercise the CC/NC grading option for a full credit course after the start of the 7th week of the semester and until the deadline for withdrawing from the course (with a W). A student may exercise the CC/NC grading option for a half-credit course after the start of the 4th week of the course and until the deadline for withdrawing from the course with a W.

CC/NC Restrictions

The following courses are not eligible for the CC/NC grading option for any students: Freshman Tutorial (FRT-101); Freshman Colloquium/Enduring Questions (FRC-101); and ENG-101. Also, students with fewer than eight (8) earned credits can use the CC/NC option for any eligible course; students with at least eight (8) but fewer than 15 earned credits are eligible to use the CC/NC grading option **only in courses at the 200-level or above.**

A course grade of CC does not fulfill prerequisite requirements for other courses and does not meet requirements for a major or a minor. The decision to seek a CC grade in a course typically means that the student is choosing not to major or

minor in that course's department or program. If he later decides that he does intend to major or minor in that department or program, and the course with a CC grade is required in that department or program, he will most likely have to repeat the course previously taken for a CC grade and receive a letter grade in that course. It is possible for this to have financial aid implications since federal aid is not meant to be awarded for courses that the student has already completed for credit.

Grades of CC may be accepted as fulfillment of co-requisite or collateral requirements in a major at the discretion of academic departments or program committees.

Only one course with a grade of CC can be applied to a single distribution area in a student's degree program. (For example, students are required to complete three credits in Behavioral Sciences – only one of those credits can have a CC grade.)

The following courses are not eligible for the CC/NC grading option for any students: First-year student Tutorial (FRT-101); First-year student Colloquium/Enduring Questions (FRC-101); and ENG-101. **Students with fewer than eight (8) earned credits can use the CC/NC option for any eligible course; students with at least eight (8) but fewer than 15 earned credits are eligible to use the CC/NC grading option in courses at the 200-level or above.**

The decision to exercise the CC/NC grading option in a course is final and irreversible. The signature of the student's advisor is required to exercise the CC/NC grading option.

Placements

World Language and Classical Language Placements

What do these results mean?

The results of the world language or classical language placement tests determine the level at which they would begin study in **that language** at Wabash. **However, they are not a directive that the student must take that course**. A student is not permitted to register for a world language course that is lower than his placement in **that language**. But a student who has taken the placement test is free to begin studying in a different language at the 101 level.

Students should take the placement test for **all** languages they studied in high school, **even if they don't think they want to continue studying the same language(s) at Wabash. If a student has no language placement test results, he will not be registered for a language class in the Fall. This is true even if he wants to start in the 101 course in a language other than one he studied in high school. We must have the placement results for the languages studied in high school before he can take a language course at Wabash.** It is common for students to struggle with a new language and end up going back to the more familiar language they studied in high school in order to meet Wabash's requirement. Placement results are then necessary to know which level is appropriate for the student to begin.

World Language Placements (Chinese, French, German, Spanish)

All Wabash students must complete a World Language distribution requirement to graduate. Typically, a student's enrollment in World Language courses is based on the results of a language placement tests he completes prior to enrollment (this should be completed prior to his attendance at Wabash 101 in June). World languages offered at Wabash include Chinese, French, German, Greek, Latin, and Spanish.

The distribution requirement in World Languages can by satisfied by any ***one*** of the following means: • Completing the 101 + 102 sequence in any language offered at Wabash (Chinese, French, German, Greek, Latin, and Spanish).

- Completing the 103 course in either Spanish or French.
- Completing a course at the 201 level or higher in any language offered at Wabash

Classical Language Placements (Greek, Latin)

Students who have had any previous experience with Latin ought to take the online Latin Placement Exam in the spring or over the summer before their First-year student year. Those who have had more than two years of Latin must take the exam. Generally, if the latter student wishes to continue in Latin, he will be placed in LAT-201 or higher, depending on his placement test results. Occasionally a student may place in LAT-102; that student is encouraged to audit LAT-101 in the fall semester. (Alternatively, that student may wish to enroll in GRK-101 in the fall semester, since his knowledge of Latin should give him a head start with Greek, and he will be earning credit for the course.) Students who have studied ancient Greek in high school are encouraged to take the placement exam in Greek through arrangement with the Classics Department; the Greek exam is not offered online.

Using Greek and Latin to satisfy the Language Requirement

Students may use either Greek or Latin to satisfy the College language requirement. Advisors should stress the importance of beginning Greek and Latin language training early, so that students will not miss the opportunity of majoring in the language because of a late start.

Students who place into LAT-201 or higher via the Latin Placement Exam can fulfill the language requirement with that one course. If a student who places into Latin 201 completes the course with a grade of B- or better, he will receive an additional course credit in Latin (equivalent to LAT-102).

Phi Beta Kappa Eligibility

In order for a student to qualify for Phi Beta Kappa, he must complete study of a foreign language through the intermediate level. For students studying Greek and Latin, this means through GRK-201 or LAT-201. If a student begins his study of Greek or Latin at Wabash, this is a three-semester commitment (101, 102, 201).

Advantages of Greek and Latin across the Curriculum

Greek and Latin are recommended for any student, not just the best students. Both are complex languages, but neither course has a significant oral/aural component. Moreover, the study of Greek and Latin can help the student hone his logical skills and improve his vocabulary and understanding of the English language.

Both languages are recommended for students interested in Mathematics or Computer Science, given the highly logical structure of both languages. Both are recommended also for students pursuing a major in Political Science or PPE (Philosophy, Politics, & Economics); these languages and their ancient cultures shape the terminology and theories that underlie modern politics. And both can be useful for students interested in Philosophy, since key philosophical terminology derives from Greek and Latin, and major philosophical schools of thought trace their roots to Greco-Roman antiquity.

Latin is especially recommended for Pre-Law students, given that many legal terms are Latin.

Greek is especially recommended for Pre-Health students, since Greek is the basis for many medical and scientific terms used in English. Greek is also essential for anyone who wants to pursue Religion with a focus on Christianity; generally, students can read the New Testament in Greek easily after a year of basic language instruction.

Modern Language Placement (Chinese, French, German, Spanish)
Students who wish to continue at Wabash with a language studied in high school must enroll at the level determined by our departmental placement policy. Students who have taken at least two years of a language in high school will typically begin at the 201 level or higher. Placement is determined by the Computerized Adaptive Placement Exam and reference to high school transcripts.

REMEMBER: Any student may begin at the 101 level in a language that is <u>new</u> to him, provided that he has completed the placement test in the language(s) he has previously studied. For example, a student who is placed in SPA-301 can choose to enroll in FRE-101 or GER-101 and complete the requirement with the elementary sequence.

Background Credit in Language Courses
A student who starts with the third semester course or higher (201 or 301 level) of a language and completes that course with a B- or higher also receives one elective credit for the course immediately preceding the one he has taken. For example, a student who places into SPA-201, takes this course, and earns a B- or higher also receives an additional credit for SPA-102 upon completion. Background credit does not count toward a major or minor in the language.

A student does not need to earn a grade of B- or better to fulfill the World Language requirement. Any non-failing grade in the appropriate courses will satisfy the World Language distribution requirement for graduation. For example, a student who places into SPA-201, takes this course, and receives a grade of C has still satisfied his World Language distribution requirement – he just doesn't get the additional background credit for SPA-102.

English Composition Requirement and Placement in ENG-101

Procedures for ENG-101 placement changed beginning in Fall 2025.

All students will now receive one of four possible placements related to the ENG-101 Composition requirement.

Placement	Definition
ENG-101 EXEMPT	This student is not required to take ENG-101. Advisors might encourage him to consider ENG-202, ENG-298, ENG-299 or ENG-302 if available if he wants to improve his writing.
ENG-101 FALL	This student has been placed into a section of ENG-101 for Fall 2025. It should already be a registered course on his Fall schedule, just like FRT-101.
ENG-101 SPRING	This student will be placed into a section of ENG-101 in Spring 2026. He will be pre-registered for this section during the Spring 2026 registration period, just like FRC-101.
ENG-101 STANDBY	This student's placement indicates that the department has determined he is on the borderline with respect to ENG-101 placement. If a seat opens up in either the Fall or Spring sections of ENG-101, he may be moved into one of those seats. If he is not enrolled in ENG-101 by the end of 2026-27, he will be exempted from the ENG-101 requirement. Advisors might encourage him to consider ENG-202, ENG-298, ENG-299 or ENG-302 if available if he wants to improve his writing.

What do these results mean?

If your advisee has been placed into ENG-101:

- It does NOT indicate a deficit. We would offer ENG-101 to everyone if we had enough faculty to do so.
- It means he will have at least two classes in his first semester (ENG-101 and Freshman Tutorial) that are small and afford lots of one-on-one interaction with faculty.

Why was he placed into ENG-101?

- We use the Writing Supplement Testing survey on the New Student Roadmap to place students. We think he could benefit from more practice in writing (as could anyone), but we don't think he is behind his peers or in need of remediation.
- What if you think we made an error in placement?
- Contact benedicc@wabash.edu or text at (765) 918-7192. She can talk to your advisee and make a more personalized placement recommendation.
- If you have a student who was not placed into ENG-101 but expresses interest, steer him toward ENG-202 (Writing with Power & Grace), an intermediate writing class offered most semesters.

What if the section of ENG-101 assigned to your advisee is at an inconvenient time for my advisee?

- Students are slotted into ENG-101 sections. You will see this information in the student's schedule.
- If the time assigned to your advisee doesn't work for him, the simplest fix is to switch him with another of your own new advisees who has also been placed into ENG-101 at a different time. Let Crystal Benedicks and the Registrar's Office know that you are requesting a switch.
- Note that ENG-101 sections are capped at 15 so that each student can have individual attention. A student cannot be added to a different section without swapping another student out. **No one can be swapped in or out of sections 01 or 02 of ENG-101, even if seats are available, as these are reserved for First Plus Scholars.**
- If you don't have another advisee who can swap times, contact Crystal and she will arrange a swap with another advisor's student if possible.

If you have any questions, don't hesitate to contact Crystal Benedicks, Director of Writing Across the Curriculum, at benedicc@wabash.edu or (765) 918-7192 (call or text).

Mathematics Placement

What do these results mean?

The results of the mathematics placement tests determine the level at which they would begin study in **math courses** at Wabash. **However, they are not a directive that the student must take that course**. A student should not register for a math course that is lower than his placement. But no matter what his placement is, a student is not required to take a math course at all at Wabash. There are some majors which require a student to complete MAT-111 *Calculus I* or higher, and students pursuing those majors should pay close attention to their math placements and register for courses accordingly. But students without interest in math will have opportunities to meet their Quantitative Literacy distribution requirements for graduation by completing courses in other departments.

All incoming freshmen will take the same algebra-based Mathematics Placement exam during the summer through Canvas. Their Math Placement Recommendation will be based on this exam, Math SAT/ACT score if available, AP scores, grades in high school mathematics courses, and high school rank. Some students will be given immediate course credit based on their AP scores. Once AP scores are received and recorded, you will be able to see them for an advisee on the Test Scores tab of his record in Self Service/Student Planning. They are usually sent to Wabash in late June, *assuming that the student has directed the College Board to send them to Wabash*. Note: a student may receive an initial placement before we receive his AP score. In some cases, the placement will change after receiving the AP score.

Math Placement Guidelines

When a student completes his Math Placement Exam we will provide a recommendation for an appropriate starting course in the sequence MAT-100/111/112/223. This is primarily relevant for students who are pursuing a major or minor that requires MAT-111 or higher. Many students take MAT-111 "just because it's the next math course" and they wind up in a class that is difficult and not interesting to them. If a student is not interested in an area of study that requires calculus, then there is no need to take the course listed in the Math Placement Recommendation.

The only Wabash majors that require calculus through at least MAT-111 are: Biochemistry, Chemistry, Computer Science, Economics, Financial Economics, Mathematics, PPE, and Physics. If a student is interested in one of these majors, or the 3/2 dual-degree engineering program, then the Calculus Sequence guidelines below will give a recommended place to begin. The need to take the recommended course during the first semester depends on the student's intended major; please refer to the requirements for the relevant department or program.

If a student is not interested in a major or minor that requires calculus, then there are courses in several disciplines that will satisfy the Quantitative Literacy (QL) requirement. Please see the online Course Listings or the Course Catalog in Self-Service for those with the QL designation.

What do the Math Placements Mean?

MAT-223: This student is very strong and has already completed the equivalent of MAT-111 and MAT-112 (typically only a few students a year are placed here). Taking MAT-223 in the fall is highly recommended, and the student should seek out one of the mathematics professors to discuss his interest in mathematics.

MAT-112: The student has had a solid experience with calculus and is strongly encouraged to continue with MAT-112 in the fall. Even if he is interested in a major that only requires MAT-111, encourage him to take MAT-112 as it keeps more options open to him.

MAT-111 or 112: This student is not quite as strong on paper as the MAT-112 students. If he doesn't take MAT-112 right away in the fall, he is probably better off starting in MAT-111. If the student takes MAT-112, please keep one of the MAT-111 time slots open in the student's schedule to allow him to switch to MAT-111 if MAT-112 proves too difficult.

MAT-111: This student should be up for the challenge of MAT-111. Students in the fall who find themselves overwhelmed in MAT-111 are often able to drop back to MAT-100. It is recommended to leave the MAT-100 timeslot open just in case.

MAT-100 or 111: Not quite as strong on paper as the MAT-111 students. This student should probably not take both MAT-111 and an economics course in his first semester. The student may also want to avoid taking MAT-111 and a laboratory science course, though different science departments differ on that recommendation (and for a student intending to pursue a science major, course sequencing patterns may require taking a laboratory course) . If the student takes MAT-111, please keep the MAT-100 time slot open in the student's schedule to allow him to switch to 100 if 111 proves too difficult.

MAT-100: This course is **solely intended for students who intend to major in a discipline that requires calculus,** but who need a review of topics necessary for the study of calculus. **Students who don't intend to go on to MAT-111 should not take MAT-100.** Enrollment in MAT-100 is by instructor permission only and students interested in taking the course should contact the instructor of the course or the Math/CS department chair to discuss his plans.

Background Credit in Math Courses
A student whose placement is MAT-112 or higher and who completes that course with a grade of B- or higher also receives one credit for the course immediately preceding the one he has taken. For example, a student who places into MAT-112, takes this course, and earns a B- or higher also receives an additional credit for MAT-111 upon completion.

Dual Credit

Some new students at Wabash will bring transcripts from other colleges reflecting courses that they completed while they were in high school. More often than not, these courses are dual credits – that is, they received both high school credit and college credit for taking the same course. Typically, these are intro-level courses.

In recent years, dual credit opportunities for students have increased in frequency and popularity, especially in Indiana due to recent legislative mandates. All Indiana high schools are now required to offer at least two dual credit courses. Beginning with students entering high school in Fall 2025, college credit earned as a high school student, either through dual credit enrollment or exam credit such as AP or similar exams, is now a requirement for students who seek the "Enrollment" or "Enrollment Honors Plus" seal on their high school diploma. (Students graduating without either an "Enrollment" or "Enrollment Honors Plus" seal receive either an "Employment" or "Enlistment" seal.)

Wabash's policy on dual credits is more cautious than that of many other institutions. We will accept these courses for credit, but only after completion of a (usually higher-level) course in the same department at Wabash with a grade of B- or higher. The credit received for a dual credit in this scenario is, by default, a general elective credit with no specific Wabash equivalency (but still counts toward the 34 required credits to graduate). At the department or program chair's discretion, a dual credit may be equated with a specific Wabash course and applied to a major or minor. If there is no corresponding department, program, or course at Wabash in which to enroll, no credit will be granted for the dual credit course. The regular rules of transfer credit still apply to dual credit courses as well: the institution where credit was earned must be regionally accredited; the coursework must be liberal arts in nature and acceptable to Wabash College; and the final grade in the course must be at least C-. An official academic transcript from the college that awarded the credit must be received in the Wabash Registrar's Office for credit to be transferred (i.e. a grade report or a high school transcript stating that this was a college course is not enough).

If a student can establish that he earned college credits as a high school student by completing courses on a college campus alongside students from the general college population, he may have those credits evaluated as transfer credit (and receive them immediately) rather than as dual credit, subject to the regular conditions for acceptance of transfer credit at Wabash (accredited institution, minimum grade of C-, etc.)

Credits by Exam

A new student at Wabash may receive credit upon enrollment based on examination scores indicating a high level of achievement in the subject matter. Exams recognized by Wabash, and requirements for receiving credit, are listed below.

Credit by exam will not be granted or will be removed from a student's credits toward graduation, when the student takes a comparable course that covers the same material. College placement examination results will take precedence over credit by exam. 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.

Advanced Placement (AP)
The College grants credit for College Board Advanced Placement (AP) results with an Advanced Placement exam score of 4 or 5 in courses relevant to a Wabash academic program. The credit is recorded as elective credit and designated as XXXX-98 or XXXX-99 (where XXXX represents the Wabash department or program, e.g. ENGL = English).

Additionally, Department or Program Chairs may designate credit equivalencies for specific Wabash courses at their discretion, e.g. to meet prerequisite or distribution requirements, and with the Chair's permission, students may request the Registrar's Office to update to their program on that basis. The Mathematics program and the Modern and Ancient Languages program may grant or deny AP credit based on proficiency exam performance.
AP EXAM EQUIVALENCIES

Exam Title	Score	Equivalency	Credits
Art History	4, 5	ART-101	1
Biology	5	BIOL-98 (without lab)	1
Calculus AB	4, 5	MAT-111	1
Calculus BC	4, 5	MAT-111 & MAT-112	2
Chemistry	4, 5	CHEM-98	1
Computer Science A	4, 5	CSC-111	1
Computer Science Principles	4, 5	CSC-101	1
Economics - Micro & Macro (both exams required)	4, 5	ECO-101	1
English Language/Composition	4, 5	ENGL-98	1
English Literature/Composition	4, 5	ENGL-99	1
Environmental Science	4, 5	ENST-98 (non-lab elective)	1
French Language	4, 5	FRE-101	1
German Language	4, 5	GER-101	1
Government/Political Science -	4, 5	PSCI-AP92 (PSC elective)	1
Government/Political Science - U.S.	4, 5	PSCI-AP91 (PSC elective)	1
History - European	4, 5	HIST-AP93 (HIS elective)	1

History - U.S.	4, 5	HIST-AP94 (HIS elective)	1
History - World	4, 5	HIST-AP92 (HIS elective)	1
Music Theory	4, 5	MUS-130	1
Physics C (Electricity & Magnetism)	4, 5	PHY-178 (non-lab) or PHY-110 if the student completes the labs for PHY-110 at Wabash	1
Physics C (Mechanics)	4, 5	PHY-178 (non-lab) or PHY-109 if the student completes the labs for PHY-109 at Wabash	1
Psychology	4, 5	PSYC-99 or PSY-101 if the student takes a 200-level course and earns a B- or higher	1
Spanish Language	4, 5	SPA-101	1
Statistics	4, 5	MAT-103 & MAT-104	1 (0.5 + 0.5)

Please contact the Registrar's Office at 765-361-6245 for questions about exams not listed. AP credits earned in Biology or Chemistry will ***not*** *fulfill the college's laboratory science distribution requirement.*

International Baccalaureate (IB)

Courses completed for the International Baccalaureate Degree with a higher-level (HL) examination grade of 5, 6, or 7 may receive credit at Wabash, provided the course is liberal arts in nature and applicable to a Wabash academic program. International Baccalaureate credits may not be used for fulfilling science laboratory requirements. Academic departments or programs may place additional limits on the applicability of International Baccalaureate credits within their departments or programs.

IB EXAM EQUIVALENCIES

Exam Title	Score	Equivalency	Credit
Chemistry	5, 6, 7	CHE-111 once CHE-111 labs are completed at Wabash	1
Economics Macro & Micro (both exams required)	5, 6, 7	ECO-101	1
English Literature	5, 6, 7	ENGL-98	1
English Language & Literature	5, 6, 7	ENGL-99	1
History - Americas	5, 6, 7	HIS-200	1
Spanish	5, 6, 7	SPA-101	1
Physics	5, 6, 7	PHY-111 once PHY-111 labs are completed at Wabash	1

Cambridge Assessment International Education (CIE)

Cambridge International Exams, A-Level, may receive credit subject to review by the appropriate department or program chair. While these exams are well-regarded in higher education for their rigor, Wabash does not have a long history of accepting or having students present these exams and has only reviewed a limited number of them. The 6-point

grading scale is A*(a*), A(a), B(b), C(c), D(d), and E(e), where A*(a*) is the highest grade and E(e) is the lowest.

Cambridge A-level exam results are most often presented by international students, or domestic students who completed secondary school abroad.

CAMBRIDGE EXAM EQUIVALENCIES

Exam Title	Score	Equivalency	Credit
9700 - Biology	A*(a), A(a), B(b)	BIOL-98 (no lab)	1
9701 - Chemistry	A*(a), A(a), B(b)	CHE-111	1
9709 – Mathematics	A*(a), A(a), B(b)	MAT-111	1

College Level Examination Program (CLEP)

College Level Examination Program credits may receive credit subject to review by the appropriate department or program chair. CLEP exams are not as common as they once were and have not been presented for consideration at Wabash for many years.

Wabash Departmental Exams

Credit may 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. Not all departments or programs at Wabash offer credit by exam. Students seeking this option should consult with the appropriate chair of the department or program.

Section IV – Advising Pre-Engineering, Pre-Health, or Pre-Law Students

Information in this section is intended for those who are advising any students at Wabash interested in these pre-professional preparation tracks.

Special Programs or Areas of Preparation

- Dual-Degree Engineering
- Pre-Health Professions
- Pre-Law Program

Special Programs or Areas of Preparation

Dual Degree Engineering Programs

For students interested in engineering, Wabash College offers dual degree engineering programs with Columbia University, Washington University in St. Louis, and Purdue University. After its completion (typically, 3 years at Wabash, 2 or 3 years at the engineering school), a student will simultaneously receive a Bachelor of Arts degree from Wabash and a Bachelor of Science degree in Engineering or Applied Science from the engineering school. At Washington University in St. Louis, dual degree students attend for three years and receive an A.B. from Wabash and both B.S. and M.S. degrees from WashU. Detailed requirements and other links can be found at http://www.wabash.edu/academics/physics/engineering.

Each of these programs is different, and not all engineering majors are available with these programs. These programs are ambitious—they require a minimum GPA of between 3.25 and 3.5, and almost certainly a minor in mathematics. Depending on the student's major, he may need to take 5 credits during several of his semesters at Wabash. ***Advisors should be aware that this is a rigorous program that requires careful planning and a strong aptitude in science and mathematics***.

Many of our students who pursue engineering after Wabash do not participate in these dual degree programs. Often, they will complete a normal science major and then go on to receive another bachelor's or higher degree in engineering at another school.

Courses to be Taken During the First-year student Year

Students who plan to participate in a dual degree engineering program should, in their first year at Wabash, take:

- MAT-111 and 112 (or 112 and 223 if initially placed into 112)
- Two physics courses [PHY-111 and 112]
- Engineering students often skip CSC-101 and take CSC-111 with a prerequisite waiver (contact the instructor)

Advising Freshmen with Engineering Interests

Ask the student if he is considering dual-degree engineering. **If yes, he needs to start immediately!** Putting the decision off a semester may preclude the student from participating.

Have the student schedule a meeting with Prof. Tompkins in their first semester.

If the student is placed into MAT-100, he is almost certainly not a candidate for dual degree program timeframe, but he could still consider a pre-engineering track and should talk with pre-engineering advisors ASAP.

If there are any questions, please don't hesitate to contact:

- **Prof. Qixin Deng** – Goodrich 108, x6457, **dengq@wabash.edu**
- **Prof. Nathan Tompkins** – Goodrich 312, x6305, **tompkinn@wabash.edu**
- **Prof. Colin McKinney** – Goodrich 109, x6314, **mckinnec@wabash.edu**

Pre-Health Professions

http://www.wabash.edu/academics/medicine

Medical school admission has transitioned to a holistic admissions process. The intent is to assess competitive students through competencies, rather than metrics alone. More information about the MCAT can be found at https://www.aamc.org/students/applying/mcat/mcat2015/.

In general, students will need to exhibit competencies in academic and interpersonal areas. Specific prerequisite coursework is as follows:

- *At least one year of Biology (BIO-111 + 112); Genetics (BIO-211) and Cell Biology (BIO-212) recommended **
- *One year of general chemistry (CHE-111 + 241) **
- *One year of organic chemistry (CHE-221 + 321) **
- *One semester of Biochemistry (CHE-361) **
- *One semester of Sociology (SOC-201) **
- *One semester of Psychology (PSY-101)-preferably taken freshmen year **
- *Additional psychology coursework if possible (e.g. PSY- 222 Social Psychology) **
- *One year of physics (PHY-109 + 110 **OR** PHY-111 + 112)*

* *One semester of Calculus or statistics (PSY-201 + 202 can be helpful)*

These courses will help prepare students for the MCAT, and therefore should be taken before a student sits for the MCAT2015 exam. Because pre-med students need to take multiple science courses, advisors should place them in BIO-111 or CHE-111 in their freshman year to begin the science sequences.

If a student plans to apply to **dental school**, the following prerequisite courses are required for the Indiana University School of Dentistry:

*Biology	1 year	our BIO-111 + 112
*Inorganic Chemistry	1 year	our CHE-111 + 241
*Organic Chemistry	1 year	our CHE-221 + 321
Physics	1 year	our PHY-111 + 112 **OR** PHY-109 + 110
! Anatomy	1 semester	our BIO-221
! Physiology	1 semester	our BIO-315
Biochemistry	1 semester	our CHE-361
Introductory Psychology	1 semester	our PSY-101
Microbiology	1 semester	our BIO-225

* = These courses are necessary for the DATs and should therefore be completed by the end of a student's junior year.
! = These courses may not necessarily be offered every year, so students need to plan ahead in order to fit them into their four-year plan.

The science and mathematics requirements for other health professional schools [Veterinary Medicine, Optometry, etc.] may differ slightly from those for medical schools. Some health professional schools may require more courses in certain areas and fewer courses in other areas. Students should contact Jill Rogers (Rogersji@wabash.edu) to determine admissions prerequisites and requirements.

Inform your advisees to watch for the announcements of the Pre-Health Professions Information Meetings, which are held in both the fall and spring semesters each year. If you have any questions about advising students who are interested in health professional school admission, Jill Rogers (Rogersji@wabash.edu; x6171) will be glad to help you.

More details on medical school (Appendix A) and dental school admission (Appendix B) can be found at the end of this document.

Advice for Freshmen Interested in Law School

You have come to the right place! Wabash has a long tradition of producing excellent lawyers.

No particular courses are required in the first year. There are no particular courses a first-year student must take if he wants to attend law school. After your first year, we will have a few specific course recommendations if you remain interested in the law. At this point, just focus on
making good grades!

Any major works—find one you love (and that loves you back). Because the law regulates virtually everything, and because Wabash requires a well-rounded education, ***any*** Wabash major will prepare you for law school. Seriously.

Come to the call-out meeting. There are many prelaw activities students can participate in beginning their first-year student year. Watch your email and come to our call-out meeting.

In the meantime, you can read the summary in the Academic Bulletin or contact the Pre-Law advisor, Professor Scott Himsel (himsels@wabash.edu).

APPENDIX A - MEDICAL SCHOOL PREPARATION AND ADMISSION GUIDE

Medical School Preparation and Admission Guide

Making the decision to become a physician involves maturity, commitment, and perseverance. Individuals accepted into medical school demonstrate a calling to serve others and an aptitude in the medical sciences. Nationally, about 40% of applicants are accepted into medical school each year (Wabash's acceptance rate is significantly higher). The application process itself is quite involved and begins nearly two years before matriculation. SO…what are some issues you should be focusing on now, as an undergraduate, if you are considering medical school?

- Do I have what it takes to gain admission and succeed in medical school?
- What co-curricular and extra-curricular activities should I become involved in?
- What does the application process consist of, and when should I start?
- Why do I want to be a doctor?
- What if I don't get in?

Do I have what it takes to gain admission and succeed in medical school?

Indeed, admission into medical school is competitive, and medical schools have become very good at selecting students who will succeed. Students may apply to allopathic medical school (MD) or osteopathic medical school (DO).

A competitive candidate for medical schools needs to demonstrate excellence in many areas.

- Academic performance (a minimum GPA of 3.6 for MD schools, 3.4 for DO schools)
- Medical College Admission Test score (MCAT) well above the average
- Community involvement with a commitment to service
- Professional exposure

In short, medical schools want their students to be academically successful, well-rounded with a strong desire to serve. With this in mind, it is important that undergraduates begin thinking about their college career early on in the process. This doesn't mean you have to decide every class you'll need to take over your four years of study in your first semester. In fact, you don't even need to declare a major until the end of your sophomore year. But you need to commit to learning and performing your academic best when you arrive at college. Certainly, medical schools have accepted students who have started out slow in college (and they acknowledge those students who underachieve early on, but later demonstrate academic excellence), but it is challenging to bring your cumulative GPA up above a 3.5 if your first few semesters hover around a 3.0.

In the same way, use your undergraduate years, including your summers, to become involved in your school and greater community (see below), along with increasing your knowledge of medicine as a profession (again, see below). Don't expect to cram activities and internships at the end of your senior year. Not only will this be obvious to the admissions committees of medical schools, but it might keep you from developing your "humanitarian" side.

What co-curricular and extra-curricular activities should I become involved in?
When you're not studying, in lab or class, you should carefully consider how you're spending your time. We want our future doctors to understand the world around them, right? Medical

schools like to see candidates who are involved in their communities. Keep in mind--*there is no silver bullet!* You need to decide what energizes and motivates you. Each person has their own preferences and circumstances!

Some examples include:

- Wabash community (sports, newspaper, clubs of interest, research, etc.)
- Crawfordsville community (volunteering, working with local schools, public health department, health clinics, etc.)
- Hometown (service projects and volunteerism)
- World/global community (service abroad, mission trips, study abroad, immersion learning)

Finding meaning and developing a personal stake in your activities demonstrates maturity and commitment. It will probably also make you a more appealing person!

If you're lucky, your volunteerism and service will somehow involve medicine and healthcare, or research. If not, that's all right, too, but BE SURE that you obtain some professional exposure along the way. At the very least, you must have some shadowing opportunities with physicians or other healthcare providers. Internships or service projects in a medical setting are even better, as they allow you to develop a deeper understanding of what it means to be a doctor and help those in need of medical care. Having exposure to the practice of medicine is a prerequisite to getting in to medical schools. If you need assistance finding professionals to work with, your pre-health advisor can get you started.

What does the application process consist of and when should I start?

The ***short*** answer is this: applying to allopathic and osteopathic medical schools begins at the end of your junior year (for those hoping to matriculate the summer after graduation). To learn more about these two professions visit www.aamc.org (MD) and www.aacom.org (DO). In both cases, a centralized application service exists so that you apply only one time, regardless of how many medical schools you choose to apply to (although if you plan to apply to both MD and DO programs, you must apply to each application service). For MD's the application is called AMCAS; for DO's it is called AACOMAS.

The application has multiple sections where you:

- List your grades and request transcripts from all colleges you've attended
- List your undergraduate activities, organizations, awards, services, internship, shadowing
- Compose a personal statement
- Additionally, the Wabash Pre-Health committee writes a Letter of Recommendation for you. This letter is generated after you solicit a minimum of 5 faculty members who can evaluate your academic performance. Make sure to get to know your faculty! Professors generally appreciate working with students and getting to know you in and out of class. The better they understand your character and strengths, the more meaningful their evaluation letter will be. Once your letter is complete, we will send it directly to the application service(s) you choose to apply to (you will never see the letter). The process of soliciting faculty begins in the spring of your junior year.

Finally, you must take the Medical College Admissions Test (MCAT) before your application to medical school is considered complete. The MCAT contains 4 sections:

- Biological and Biochemical Foundations of Living Systems
- Chemical and Physical Foundations of Living Systems
- Psychological, Social, and Biological Foundations of Behavior
- Critical Analysis and Reasoning Skills

(read below to understand prerequisite coursework and timing for MCAT2015)

Once your AMCAS/ AACOMAS application is complete, your letter of recommendation submitted, and your MCAT taken, you will be asked to submit "secondary" applications to many of the medical schools you've applied to. Qualified applicants will be invited for an interview in the fall of your senior year. Many medical schools have rolling admissions, meaning you will be informed of your acceptance anytime following your interview up until August after your senior year.

Now for the ***long*** answer…in order to (1) complete the coursework that will allow you to demonstrate academic preparation for medical school, (2) study for the MCAT exam, and (3) have the extracurricular activities to be competitive for medical school, you really need to start working on your candidacy early on. **Over the next few years, medical schools will be reevaluating their prerequisite requirements (and in some cases eliminating them). Instead, medical schools will begin assessing "competencies," both in academics and character.**

Stay informed through your pre-health advisor and at aamc.org as medical schools begin to clarify and define a core set of entry-level competencies. At this time, we recommend Wabash students take the following courses to demonstrate academic preparedness:

- *At least one year of Biology (111, 112); Genetics (211) and Cell Biology (212) recommended **
- *One year of general chemistry (111, 241) **
- *One year of organic chemistry (221 and 321) **
- *One semester of Biochemistry (361) **
- *One semester of Psychology (101) **
- *One semester of statistics (PSY-201)*
- *One semester of sociology (PSC-201/SOC-201 or REL-208/SOC-208)**
- *One year of physics (109 and 110, or 111 and 112)**

* These courses will help prepare students for the MCAT and therefore should be taken before a student sits for the MCAT exam.

As you can see, pre-meds need to take quite a few courses in order to feel confident about the MCAT. With this in mind, consider several approaches:

1. If you come to Wabash with very strong math and science preparation and test into at least Calculus 1 (MAT-111), you might consider doubling up on your sciences from the beginning (first semester). Speak with your freshman advisor about this, because starting out your first semester with two labs is challenging and not for everyone!
2. If you decide to take only one science course your freshman year, you will likely be considering either CHE-111 or BIO-111. **Choose first based on your interest**. But if you don't have a strong inclination one way or the other, enrolling in CHE-111 freshman year will allow you to sequence your science coursework in a way that makes the most sense.

3. Consider a ***gap year*** in between Wabash and medical school. Most college students do not like to think about adding another year to their journey towards physician-hood. However, for many students, taking an extra year to prepare for medical school makes a lot of sense. Here's why--In order to matriculate directly into medical school from Wabash, students need to take the MCAT at the end of their junior year. This gives students only three years to prepare for the science and social science content listed above. For some, this is challenging but workable; for others it is unrealistic. For example, students who come to Wabash lacking strong math/science preparation will likely struggle in their science courses if they overload their schedules. Much better to do well in your coursework and develop your skill sets (and earn a respectable GPA) by taking a little longer. Medical schools will respect this decision, and it will give you another year to learn about your future calling. All of this demonstrates maturity and perseverance, two very important qualities for our future doctors. Work with your pre-health advisor and your academic advisor to navigate the path that is right for you, and to look over options for your gap year between Wabash and medical school.

Why do I want to be a doctor?
This is really the most difficult question of all, and it's one that you need to be prepared to answer. For one, you will undoubtedly be asked it when you interview. And you will certainly need to speak to your motivation in your personal statement on the application. Even more, who wants to put their health in the hands of somebody who is ambivalent about their professional calling? Becoming a physician is one of the biggest decisions you will make in your life, so we want you to be thoughtful and mature in the process.

Here are some questions to ponder to help you answer this question:

- What have I done to serve people over the past few years and how has it affected me?
- Who do I admire and why? What kind of work do they do?
- What have been the most gratifying experiences of my college career, and my life?
- In my academic and co-curricular achievements, what personal qualities have helped me to be successful?
- Who do I want to be in 10 years?

It's clear after reflecting on these questions why medical schools want you to be well-rounded. The experiences, activities, achievements and professional exposure you should possess when you apply will help grow and define your character and clarify your vocational calling.

AND NOW FOR THE QUESTION WE KNOW YOU'RE ALL THINKING ABOUT:

What if I don't get in???
Of course, there will be those of you disappointed. And there are **many** opinions out there, some better than others. But before getting to those, this is probably a good time for some honest self-examination:

- Do you feel you have the academic ability, curiosity and work-ethic to be a competitive candidate?

    - If you performed in the mediocre range on your MCATs, struggled to get B's and C's in your science classes and feel lucky to graduate with a 3.2, you may want to think about other career options.
    - On the other hand, if you were a slow starter and didn't invest your mind or your time fully on medical school admission, but your MCATs were competitive and you're ready to give it your all, consider reapplying after strengthening your application (see below).
- What is your "plan B?" Everyone should have one, and now is the time to look at your other career choice(s). If you still feel that medical school is where you want to be, consider reapplying after a year (see below). If not, look at this experience as a time for reflection and move ahead in other directions. Career Services is a great place to start if you need suggestions and guidance.

How do you go about re-applying the next year? Generally speaking, medical schools don't like to see the same application twice, so if you don't get in the first time around, you'll need to do something after graduation that enhances your candidacy. Consider meeting with your pre-health advisor as well as a member of a medical school admissions committee. You'll want to have a frank conversation about the weak points of your application.

The most standard route to take is entering a "**Post Bac Program**." These are one- or two-year curricula designed to enhance your GPA. You will take rigorous science courses, allowing you to demonstrate to medical schools your ability to handle challenging coursework. There are many programs out there, and some options are better for students than others, so check with your pre-health advisor before applying to these programs.

If your MCAT is the weak link, you should consider additional preparation and a re-take.

Students who lack experience and volunteerism may choose to spend a year doing research, working in a medical setting, or performing service work.

If you are committed and have the desire to be a doctor, don't give up. Medical schools like to see perseverance and dedication. Reapplying certainly demonstrates this!

If you have questions about pursuing medical school or other health professions, please contact **Jill Rogers**, the Wabash Pre-Health Professions advisor, at rogersji@wabash.edu.

APPENDIX B - DENTAL SCHOOL PREPARATION AND ADMISSION GUIDE

Dental School Preparation and Admission Guide

Making the decision to become a dentist involves maturity, commitment, and perseverance. Individuals accepted to dental school demonstrate a calling to serve others, an aptitude in the health sciences, and an ability to work well with his/her hands. Dental school is becoming more and more competitive because of lifestyle and career satisfaction associated with the profession. At Wabash, typically 4-6 students will apply to dental school each year. The application process itself is quite involved and begins nearly two years before matriculation. SO…what are some issues you should be focusing on now, as an undergraduate, if you are considering dental school?

- Do I have what it takes to gain admission and succeed in dental school?
- What co-curricular and extra-curricular activities should I become involved in?
- What does the application process consist of, and when should I start?
- Why do I want to be a dentist?
- What if I don't get in?

Do I have what it takes to gain admission and succeed in dental school?
More than ever, admission to dental school is competitive. And dental schools have become quite good at selecting students who have the desire and ability to be a dentist. A competitive candidate for dental school needs to demonstrate excellence in 4 areas:

- Academic Performance (minimum undergraduate GPA of 3.4, with a strong science background)
- DAT performance (academic average of 430, or above the 70th%). Special attention is paid to the PAT section, perceptual ability testing)
- Community involvement with a commitment to serve
- Professional exposure (this is REALLY important)

In short, dental schools want their students to be well-rounded and possess self-understanding. With this in mind, undergraduates should be thinking early on about their college careers. This doesn't mean that you'll have to decide every course you will enroll in over your 4 years of study in your first semester*. In fact, you don't even need to declare a major until the end of your sophomore year. But you need to commit to learning and performing your academic best when you arrive at college. Certainly, dental schools have accepted students who start out slow in college (and they acknowledge those students who underachieve early on but later demonstrate academic excellence) but it is challenging to bring your cumulative GPA up to a 3.5 when your first several semesters hover around a 3.0.

(*The IU school of dentistry requires one semester of anatomy and one semester of physiology. Because Wabash offers anatomy and physiology every other year, and these are upper-level biology course, these are classes you WILL need to plan early for. See your pre-health advisor to make sure you are on track to get in your prerequisites.)

In the same way, use your undergraduate years, including summers, to become involved in your school and greater community (see below), along with growing your understanding of the dental profession (again, see below). Don't expect to cram activities and internships at the end of your senior year. Not only will this be obvious to the admissions' committees of dental schools, but it might keep you from developing your "humanitarian" side.

What co-curricular and extra-curricular activities should I become involved in?
When you're not studying, in lab or class, you should carefully consider how you're spending your time. We want our future dentists to understand the world around them, right? Dental schools like to see candidates who are involved in their communities.

- Wabash community (sports, newspaper, clubs of interest, research, etc.)
- Crawfordsville community (volunteering, working in local schools, Red Cross, health clinics, etc.)
- Hometown service projects and volunteerism
- World/global community (service abroad/study abroad)

Consider your interests when choosing how you want to spend your "free" time. Doing something you're personally invested in will demonstrate maturity and commitment, and it will make you a more appealing person.

If you're lucky, your volunteerism and service will somehow involve dentistry and healthcare, or research. If not, that's all right too, but BE SURE that you obtain some professional exposure along the way. At the very least, you must have some shadowing opportunities with dentists or other healthcare providers. Internships or service projects in a dental setting are even better, as they allow you to develop a deeper understanding of what it means to be a dentist and help those in need of healthcare. Having exposure to the practice of dentistry is a prerequisite to getting into most dental schools, and if you need assistance in finding professionals to work with, your pre-health advisor can get you started.

What does the application process consist of and when should I start?
The **short answer** is this: applying to dental school begins at the end of your junior year (if you wish to matriculate the summer after your senior year). See aadsasinfo@aadsasweb.org for specific information on the timeline for applying to dental school. Almost all dental schools use a centralized application (AADSAS) so that you apply only one time, regardless of how many dental schools you are applying to.

The application has sections where you:

- List your grades and request transcripts from all colleges you've attended
- List your undergraduate activities, organizations, awards, services, internships, shadowing
- Discuss your manual dexterity skills
- Compose a personal statement

Additionally, the Wabash Pre-Health Professions Committee writes a letter of recommendation for you. This letter is generated after you solicit 5 faculty members who can evaluate your academic performance. Make sure to get to know your faculty. Professors generally appreciate working with students and getting to know you in and out of class. The better they understand your character and strengths, the more meaningful their evaluation letter will be. Once your letter is complete, we will send it to AADSAS, who will distribute it to the dental schools you have applied to (you will never see the letter). The process of soliciting faculty begins in the spring of your junior year.

Finally, you must take the DAT before your application is complete. We recommend you take the DAT at the end of your junior year. Your pre-health advisor will discuss different options for preparation with you.

Once your AADSAS is complete, your letter of recommendation submitted, and your DAT taken, qualified applicants will be invited for an interview. IT IS VERY IMPORTANT TO HAVE ALL YOUR APPLICATION MATERIALS IN TO THE IU DENTAL SCHOOL BY JULY in order to be reviewed for an early interview slot. Late applications have been responsible for qualified applicants not gaining admission their first year. Applicants will be informed of their acceptance no earlier than Dec. 15.

Now for the **long answer…**in order to (1) fulfill the prerequisites for dental school, (2) be prepared to take the DAT, and (3) have the extracurricular activities to be competitive for dental school, you need to start working early to become a competitive candidate. Most dental schools require the following coursework:

- 1-year general biology (BIO-111,112)
- 1-year general chemistry (CHE-111,241)
- 1-year organic chemistry (CHE-221, 321)
- 1 year physics (PHY-111,112)
- **1 semester anatomy (BIO-221)
- **1 semester physiology (BIO-315)
- **1 semester microbiology (BIO-225)
- 1 semester Biochemistry (CHE-361)
- 1 semester psychology (PSY-101)

(A 3-D art course or a ceramics course – ART-121, ART-223 - is recommended to demonstrate manual dexterity)

**some combination of these upper-level bio courses is required at IU School of Dentistry and others. It is important to check with the individual dental schools and your pre-health advisor to understand individual school requirements. See www.wabash.edu/academics/medicine/ for more information about prerequisites and Wabash courses.

When should you take these courses? This is where the careful planning comes into the picture. In order to sit for the DAT by late spring following your junior year, you will need to have at least one year of general biology completed along with one year of general chemistry and one year of organic chemistry. Therefore, you need all of these courses in your first three years at Wabash, so plan accordingly.

Finally, you will be filling out your application to dental school early in the summer between your junior and senior years. Therefore, you will need to have enough service and professional exposure experiences to demonstrate your commitment to dentistry. Internships, research experiences, service projects, and the like will all be part of your application, so you will need to invest your time into community and professional activities early on.

WHERE should you apply?

Most pre-dental students will apply to 4 or 5 schools. Where you apply depends on many factors and your pre-health advisor can discuss these with you when the time comes. There is one hard and fast rule, though: **you should absolutely apply to your state school!** And if your state of residence is not Indiana, you should also consider applying to the IU dental school, because of your state ties as a Wabash student.

Why do I want to be a dentist?
This is really the most difficult question of all, and it's one that you need to be prepared to answer. For one, you will undoubtedly be asked this when you interview. And you will certainly need to speak to your motivation in your personal statement on the application. Even more, who wants to put their oral health in the hands of somebody who is ambivalent about their professional calling? Becoming a dentist is one of the biggest decisions you will make in your life, so we want you to be thoughtful and mature in the process.

Here are some questions to ponder to help you answer this question:

- What have I done to serve people over the past few years and how has it affected me?
- Who do I admire and why? What kind of work do they do?
- What have been the most gratifying experiences of my college career, and my life?
- In my academic and co-curricular achievements, what personal qualities have helped me to be successful?
- Who do I want to be in 10 years?

It's clear, after reflecting on these questions, why dental schools ask you to be well-rounded. The experiences, activities, achievements and professional exposure you should have when you apply will help grow and define your character and clarify your vocational calling.

AND NOW FOR THE QUESTION WE KNOW YOU'RE ALL THINKING ABOUT: What if I don't get in???
Of course, there will be those of you disappointed. And there are many opinions and options out there (some better than others). Before getting to those, this is a good time for some honest self-examination:

- Do you feel you have the academic ability and curiosity to be a competitive candidate?
    - If you performed in the mediocre range on your DAT, struggled to get B's and C's in your science classes and feel lucky to graduate above a 3.0, you may want to think about other career options, because the academic pressure only gets harder in dental school.
    - On the other hand, if you were a slow starter and didn't invest your mind or your time fully on dental school, but your DAT was competitive and you're ready to give it your all, consider reapplying after strengthening your application (see below).
- What is your "plan B?" Everyone should have one, and now is the time to look at your other career choice(s). If you still feel that dental school is where you want to be, consider re-applying after a year (see below). If not, look at this experience as a time for reflection and move ahead in other directions. Career Services is a great place to start if you need suggestions.

How do you go about reapplying the next year?
Generally speaking, dental schools don't like to see the same application twice, so if you don't get in the first time around, you'll need to do something after graduation that enhances your candidacy. Consider meeting with your pre-health advisor as well as a member of a dental school admissions committee.

You'll want to have a frank conversation about the weak points of your application.

- The most standard route to take is to enter a "post bac program." These are one- or two-year curricula designed to enhance your GPA (or help you meet the prerequisites of dental schools). You will take rigorous science courses, allowing you to demonstrate to dental school admission's committees your ability to handle challenging coursework. There are many post-bac programs out there, so be wary! It is important to consult with your pre-health advisor and do your homework before applying to these programs.
- If your DAT was the weak link, you should consider additional preparation and a re-take.
- Students who lack experience and volunteerism may choose to spend a year doing research, working in a dental setting, or performing service work.
- If you are competitive and have the desire to be a dentist, don't give up. Dental schools like to see perseverance and commitment, and reapplying certainly demonstrates this!

If you have questions about pursuing dental school or other health professions, please contact Jill Rogers, the Wabash Pre-Health Professions Advisor, at rogersji@wabash.edu.

APPENDIX C – ADVISING CHECKLIST FOR ADVISING STUDENTS IN THEIR 2ND, 3RD, AND 4TH YEARS

Sophomore Year

Advising is much more than helping students with registration

Personal Wellness and Extra-Curricular Involvement

- ❑ How are you doing? How did you spend your summer?
- ❑ How is your family?
- ❑ Have there been any changes over the summer/semester that may affect your studies or timeline toward your degree?
- ❑ What campus clubs or organizations are you a part of this year? Is there one that you've been curious about and might want to join?
- ❑ Are you involved in athletics? Has anything changed about your athletics participation this year?
- ❑ Do you have any personal goals in terms of wellness or extra-curricular involvement during the coming school year or semester that you would like to share with me?
- ❑ What grade would you give yourself when it comes to getting adequate sleep (7-10 hours/night)?

Academic Progress

- ❑ What are your academic goals for the year? What would you like to accomplish?
- ❑ Are there any obstacles that might affect your academic success this semester/year? How might you overcome them?
- ❑ What were your favorite classes in the past semester?
- ❑ Are you aware that you cannot convert a class to CC/NC after your sophomore year? It may be helpful to go over all the rules pertaining to CC/NC credit conversion.
- ❑ Are you on pace in terms of earned credits for a four-year graduation? (Sophomore goal: 8-9)
- ❑ If you're behind in credit completion, you might consider taking a summer course. **It is ESSENTIAL that all summer credits are pre-approved by the Registrar's Office.** Do you know how to get a course pre-approved to transfer into Wabash?
- ❑ Is your major or minor clear yet? What might you declare? You will need to decide this in order to complete your Sophomore Interview with the Dean of Students' office in early Spring.
- ❑ Do you plan to change advisors once you've declared your major? Many students change advisors and move to a professor in their declared major. **This is a choice but not a requirement.**

❑ Check the special topics course descriptions on the Registrar's web page for the coming semester. This will alert you to some courses and their descriptions that students may not see in Campus Planner.
❑ Is there a particular class that you want to be sure to take but haven't yet gotten into?

❑ Sketch out a rough course plan for the next six semesters. This can be saved in Student Planning. Because not every course is offered each semester or on fixed rotation, the course plan will be only a guide, and should be revised each semester.

❑ If you would like to qualify for Phi Beta Kappa candidacy, please be aware that there are additional non-native language proficiency requirements. See the **PBK website** for more detailed information.

❑ Do you have your books for the semester? What is your plan for getting them?

Travel-based Learning and Study Abroad

❑ Would like to take an immersion course before you graduate? Are there immersion courses coming up that might interest you? Reach out to the professor to ask about pre-requisites, application process and timeline, and to express your interest.

❑ Are you curious about Study Abroad (a semester abroad, usually in the Junior year)? **Attend the annual Study Abroad fair in late September.** The sophomore year is the ideal time to plan for Study Abroad.

❑ Are you aware that Off-campus Study (whether abroad or somewhere else in the U.S.), while a fantastic opportunity, requires careful planning and course pre-approval with the Wabash Registrar so that all credits you take abroad apply toward graduation? Do you know where to apply for course pre-approval for Off-campus Study?

❑ If you are a winter athlete or otherwise cannot go abroad during the school year, are you aware that it is possible to do Study Abroad during the summer?

❑ Are you aware of the **Dill Fund**, funding that can support summer research or study, domestically or abroad? Information can be found on the Career Services website.

Career Planning and Professional Development

❑ Have you reviewed the Professional Development Four-Year Plan recently? What steps do you need to take to be on-track with their guidelines? (See Career Services website for more detailed information.)

❑ Have you met with Career Services for a one-on-one appointment?

❑ Is your resume up-to-date and on file in Handshake?

❑ Have you signed up for a Mock Interview?

❑ What Info Sessions or Networking Events have you attended this year? What upcoming events
have you signed up for in Handshake?
❑ Have you explored or applied for summer internships? Do you know that some of the most competitive and sought-after internship applications close in the fall?

❑ Are you aware of the **Dill Fund**, funding that can support summer research or study, domestically or abroad? Information can be found on the Career Services website.

❑ For Pre-Health students: Have you met recently with the Pre-Health Advisor? What are your next steps on the pre-Health track?

❑ For Pre-Law students: Have you had a recent appointment with the Pre-Law advisor? What are your next steps on the Pre-Law track? Second-semester Sophomores typically have a Pre-Law Interview on-campus and take a practice LSAT in the summer after the Sophomore year.

❑ For Pre-Engineering students: Have you met recently with a Pre-Engineering Advisor? What are your next steps on this track?

Junior Year

Advising is much more than helping students with registration

Personal Wellness and Extra-Curricular Involvement

- ❑ How are you doing? How did you spend your summer?
- ❑ How is your family?
- ❑ Have there been any changes over the summer/semester that may affect your studies or timeline toward your degree?
- ❑ What campus clubs or organizations are you a part of this year? Have you considered seeking leadership roles in any of these organizations?
- ❑ Are you involved in athletics? Has anything changed about your participation in athletics this year?
- ❑ Do you have any personal goals in terms of wellness or extra-curricular involvement during the coming school year or semester that you would like to share with me?
- ❑ What grade would you give yourself when it comes to getting adequate sleep (7-10 hours/night)?

Academic Progress

- ❑ What are your academic goals for the year? What would you like to accomplish?
- ❑ Are there any obstacles that might affect your academic success this semester/year? How might you overcome them?
- ❑ What were your favorite classes in the past semester?
- ❑ Are you on pace in terms of earned credits for a four-year graduation? (Junior goal: 16-19)
- ❑ Check the Progress tab in Student Planning to track your progress toward your degree. If you've fallen behind in distribution requirements or progress toward your major (or minor), what might be some of the reasons? Are you starting to rethink your choice of a major (or minor) for any reason?
- ❑ If you're behind in credit completion, you might consider taking a summer course. **It is ESSENTIAL that all summer credits are pre-approved by the Registrar's Office.** Do you know how to get a course pre-approved to transfer into Wabash?
- ❑ Check the special topics course descriptions for the coming semester. What courses and descriptions are intriguing that you were not able to see in the Campus Planner?
- ❑ Is there a particular class that you want to be sure to take but haven't yet gotten into?
- ❑ Review the course plan for the next four semesters. What changes, if any, should be made? Because not every course is offered each semester or on fixed rotation, the course plan will be a guide more than a plan.

❑ Do you know for certain when your senior seminar(s) will be offered next year? We should schedule other requirements around that course.

❑ Do you have your books for the semester? What is your plan for getting them?

Career Planning and Professional Development

❑ Have you reviewed the Professional Development Four-Year Plan recently? What steps do you need to take to be on-track with their guidelines?

❑ Is your resume up-to-date and on file in Handshake?

❑ Have you signed up for a Mock Interview?

❑ What Info Sessions or Networking Events have you attended this year? What upcoming events have you signed up for in Handshake?

❑ Are you actively building your professional network? Are you keeping your mentors updated on your plans/goals?

❑ Have you explored or applied for summer internships? Do you know that some of the most competitive and sought-after internship applications close in the fall?

❑ Are you aware of the **Dill Fund**, funding that can support summer research or study, domestically or abroad? Information can be found on the Career Services website.

❑ Have you looked at the Wabash Fellowships website or met with our Fellowships Coordinator to learn about fellowships that might interest you?

❑ For Pre-Health students: Have you met recently with the Pre-Health Advisor? What are your next steps on the pre-Health track? Typically, pre-Med students take the MCAT in the summer after the Junior Year.

❑ For Pre-Law students: Have you had a recent appointment with the Pre-Law advisor? Did you take a practice LSAT last summer? Will you take the LSAT Bootcamp in the second semester of this year? What are your next steps on the Pre-Law track?

❑ For Pre-Engineering students: Have you met recently with the Pre-Engineering Advisor? What are your next steps on this track?

Travel-based Learning and Study Abroad

❑ Have you taken an immersion course yet? If not, are there immersion courses coming up that might interest you? Reach out to the professor to ask about pre-requisites, application process and timeline, and to express your interest.

❑ Will you be studying off campus this year? If so, do you have pre-approval from the Wabash Registrar so that all credits you take abroad apply toward graduation? Do you know how to get off-campus study courses preapproved through the Registrar's Office?

❑ **Once your Off-campus Study courses are approved, do not make changes without getting a new approval from the Registrar because this could affect your**

graduation date. If you arrive at your destination and courses you planned to take are not offered, contact the Registrar immediately.

❑ If you are studying off campus, remember that it is your own responsibility to obtain a transcript from that program and provide it to the Registrar's Office.

❑ Did you know that Juniors who will *not* spend a full semester abroad are eligible to apply for the **Rudolph Scholarship** to help fund a summer study abroad experience in Europe?

❑ Are you aware of the **Dill Fund**, funding that can support summer research or study, domestically or abroad? Information can be found on the Career Services website.

❑ Are you interested in exploring international fellowships (such as the Fulbright Teaching Assistant or the Peace Corps) with the Fellowships Office or Career Services? Reach out to Fellowship & Career Services Advisors for more information.

Senior Year

Advising is much more than helping students with registration

Personal Wellness and Extra-Curricular Involvement

- ❑ How are you doing? How did you spend your summer?
- ❑ How is your family?
- ❑ Have there been any changes over the summer/semester that may affect your studies or timeline toward your degree?
- ❑ What campus clubs or organizations are you a part of this year? Have you considered seeking leadership roles in any of these organizations?
- ❑ Are you involved in athletics? Has anything changed about your participation in athletics this year?
- ❑ Do you have any personal goals in terms of wellness or extra-curricular involvement during the coming school year or semester that you would like to share with me?
- ❑ What grade would you give yourself when it comes to getting adequate sleep (7-10 hours/night)?

Academic Progress

- ❑ What are your academic goals for the year? What would you like to accomplish?
- ❑ Are there any obstacles that might affect your academic success this semester/year? How might you overcome them?
- ❑ Are you on pace in terms of earned credits for a four-year graduation? (Senior goal: 24+)
- ❑ Does your declared major/minor match what appears in Student Planning? If not, visit the Registrar's office ASAP (before fall break).
- ❑ Let's look at the "Progress" tab in Student Planning **very carefully**. Are we sure that each distribution requirement and major and minor requirement is met?
- ❑ Do you need to take an additional elective or two? We need to be **absolutely certain** you have enough credits (34 credits required).
- ❑ Does your major department hold information and preparation sessions for Senior Comps?
- ❑ What else do you need to do to feel prepared for Senior Comps?
- ❑ If you're behind in credit completion and will not graduate on time, you might consider taking a summer course. **It is ESSENTIAL that all summer credits are pre-approved by the Registrar's Office.** Do you know how to get a course pre-approved to transfer into Wabash?
- ❑ Is there a particular class that you want to be sure to take but haven't yet gotten into?

❑ Are you registered for your senior seminar(s)? We should schedule other requirements around that course.

❑ Do you have your books for the semester?

Career Planning and Professional Development

❑ Have you reviewed the Professional Development Four-Year Plan recently? What steps do you need to take to be on-track with their guidelines?

❑ Is your resume up-to-date and on file with Career Services?

❑ Have you scheduled a 1-on-1 meeting with Career Services to discuss your job search strategy?

❑ Have you applied for post-Wabash positions?

❑ Have you signed up for a Mock Interview?

❑ Are you attending graduate school info sessions and career fairs? What upcoming events have you signed up for in Handshake?

❑ Are you actively networking, and keeping professional mentors updated on your goals?

❑ Have you looked at the Wabash Fellowships website or met with our Fellowships Coordinator to learn about fellowships that might interest you?

❑ Do you know you should report any graduate school, fellowship, or job acceptances to Career Services?

❑ For Pre-Health students: Have you met recently with the Pre-Health Advisor? How is the application process going? What are your next steps on the pre-Health track?

❑ For Pre-Law students: Have you had a recent appointment with the Pre-Law advisor? How is the application process going? What are your next steps on the Pre-Law track?

❑ For Pre-Engineering students: Have you met recently with the Pre-Engineering Advisor? How is the application process going? What are your next steps on this track?

Travel-based Learning and Study Abroad

❑ Have you taken an immersion course yet? If not, are there immersion courses coming up that might interest you? Reach out to the professor to ask about pre-requisites, application process and timeline, and to express your interest.

❑ Will you be spending a Fall semester off campus this year? If so, do you have pre-approval from the Wabash Registrar so that all credits you take abroad apply toward graduation? Do you know how to get your Off-campus Study courses pre-approved through the Registrar's Office?

❑ **Once your Study Abroad courses are approved, do not make changes without getting a new approval from the Registrar because this could affect your graduation date. If you arrive at your destination, and courses you planned to take are not offered, contact the Registrar immediately.**

❑ If you are studying off-campus, remember that it is your own responsibility to obtain a transcript from that program and provide it to the Registrar's Office.

❑ Are you interested in exploring international fellowships (such as the Fulbright Teaching Assistant or the Peace Corps) with the Fellowships Office or Career Services? Even though you're completing your Wabash education, you still have opportunities to participate in travel-based work and learning.