

# **FRESHMAN ADVISING HANDBOOK**

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**2019-2020**

# INTRODUCTION

**The Freshman Advising 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 (e.g., If I want to go to medical school, what kinds of courses should I take my freshman year? Where can I go to get help with Chemistry? After John Doe has taken the Modern Languages placement exam, which course, if any, should he take? Jim Johnson thinks he has a learning disability. What support services does Wabash offer?).

**The Handbook is divided into four sections:**

The **first** section provides foundational information about Freshman advising at Wabash, including information about advisor meetings and budgets and the freshman orientation schedule.

The **second** section describes academic support services available to students—the Counseling Service, The Schroeder Center for Career Development, and the Academic Centers of Excellence.

The **third** section includes information about placement of students into Mathematics, English, and Modern/Classical Languages courses and College policies regarding AP and back-credit.

The **fourth**, and final, section includes information about special programs and areas of special preparation (pre-engineering and pre-med and health professions).

**Using the handbook:** Experienced faculty will notice that the freshman advising handbook includes less information now than it has in the past. Specifically, we tried to include here information that was particularly useful to FRESHMAN advisors and to avoid redundancy with other sources of information (e.g., the Academic Bulletin). As such, we removed sections that dealt with specific departments and course offerings.

To use the handbook most effectively, you may want to skim through the handbook to see how it is put together and generally what kind of information it provides. If in preliminary conversations with your advisees, you identify students who are talking about pre-med or engineering, you should read through these special program sections if you are not already familiar with them. We did not include information in the handbook about teaching licensure, but students interested in that program should talk with Professor Michele Pittard. Beyond this, you may want to peruse the Academic Bulletin to address questions about departments/majors/programs with which you are less familiar.

**Feedback:** We are interested in making this advising handbook as helpful as possible. As you use it and find questions it does not answer, make a note of them and send them to Jon Jump or Miriam Foster. We will use your comments and suggestions to improve the next edition.

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# 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 assist students in selecting classes that they need to meet the requirements for graduation. In the process, the student must meet liberal arts distribution requirements and select a major and a minor. Helping students make these kinds of decisions throughout their time at Wabash is the prescriptive part of academic advising. Advising should, however, go beyond the prescriptive to be developmental and personal. Developmental advising helps students adjust to the college environment, set realistic educational, personal, and career goals, and thus, make the most of college resources. Such personal, developmental advising leads to the creation of relationships between faculty and students that are significant and often treasured, assisting students in making the most of their Wabash experience.

Indeed, advising is fundamentally important to student persistence and success. Such success depends upon 1) the student's perception that his goals and interests match well with 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 the reality of the place as the student experiences it, and 4) the success the student experiences during the first year. The faculty advisor has the opportunity to help a student reflect on goals, objectives, and experiences, and to select among alternatives to make the process of adjusting to college as smooth and as beneficial as possible.

For many freshmen, the faculty advisor is the professional person with the greatest opportunity to assist with the adjustment to college. Some of our freshmen are reluctant to go to their professors, support staff, or Deans with questions and problems related to their adjustment. The special relationship with the advisor, created through informal contacts outside the classroom and during the first days on campus, should make conversations about some of these issues, and interactions with those able to help, more likely.

We are hopeful that the information in this Handbook, on the Advisors Canvas site, and that you gather in conversations with your advisor colleagues will assist you as you engage with this exciting and important role as a Freshman Advisor.

Thank you for your efforts with our students. We hope you will have a rewarding experience and, especially, will enable your advisees to have the same. Good luck.

# **2019-2020 New Student Advisor Information**

## **Important Dates**

Tuesday, August 13<sup>th</sup>: Advisor discussion of new student orientation

Saturday, August 17<sup>th</sup>: Ringing In Saturday

November 4<sup>th</sup>-8<sup>th</sup>: Preregistration for Spring Semester

## **New Student Advisor Budget Information**

The New Student Advising Budget is NOT the same budget as the Freshman Tutorial Budget.

Receipts for expenses incurred for advising activities (e.g., dinners with advisees, social events with advising group, etc.) AND for tutorial activities should be sent via campus mail to Pam Sacco.

Overall Budget for **advising dinner**: \$200 per advising group

\*\*\*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 on the Box drive in the New Student Advising 2019-2020 folder**

The **New Student Advising 2019-20** folder 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 and this freshman advisors' handbook.

**Required Extended Orientation Sessions for Freshmen (all sessions in Salter Hall):**

|                         |                                           |                 |
|-------------------------|-------------------------------------------|-----------------|
| Career Services         | August 27 <sup>th</sup> , Ball Theater    | 11:10AM-12:00PM |
| Time Management         | September 10 <sup>th</sup> , Ball Theater | 11:10AM-2:00PM  |
| Mental Health Dialogues | October 1 <sup>st</sup> , Chapel          | 11:10AM-12:00PM |

\*\*\*\*Orientation mentors will meet tutorial groups at their classrooms at 11 am on each day and guide them to Salter Hall.

**Conversion to Credit/No Credit Option**

Students with fewer than 15 earned credits toward a Wabash degree have the option of converting as many as two courses total, 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 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.

A course grade of CC does not fulfill prerequisite requirements for other courses and does not meet requirements for a major or a minor. Grades of CC may be accepted as fulfillment of co-requisite 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. The following courses are not eligible for the CC/NC grading option: Freshman Tutorial (FRT-xxx); Freshman Colloquium/Enduring Questions (FRC-xxx); and ENG 101.

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.

# NEW STUDENT ORIENTATION 2019

*\*Indicates required activities*

SATURDAY, AUGUST 17

*\*9:00 AM*

**CHECK-IN**

*Allen Athletics and Recreation Center*

*\*9:00 – 11:30 AM*

**REGISTRATION CHECKLIST**

*(items that have been completed are marked with an "X")*

*Allen Athletics and Recreation Center*

- o Complete paperwork with Financial Aid Office*
- o Satisfy responsibilities with Business Office*
- o Finalize health records with Student Health Services*
- o Sit for Student ID with IT Services Team*
- o Complete forms for Wabash Internships and Student Employment (WISE)*
- o Meet with Fraternity Leader or Resident Assistant to begin move-in process*

9:00 – 11:30 AM

Reception for Parents & Guests

*Allen Center, Class of 1998 Student Lounge*

*\*9:15 – 11:30 AM*

**MOVE-IN**

*Residence Halls and Fraternities*

OPEN HOUSES

9:00 AM – 1:00 PM

Fraternities and Residence Halls

Malcolm X Institute of Black Studies

10:00 AM – 4:30 PM

Wabash College Bookstore

*Sparks Center, Lower Level*

12:00 PM – 5:00 PM

Lilly Library

11:15 AM – 12:45 PM

Buffet Luncheon

*Allen Center, Chadwick Court*

(New Students receive a Lanyard with their orientation folder. Others may purchase tickets @ \$5 each in the Allen Center lobby.

**\*1:00 – 2:00 PM**

**RINGING IN CEREMONY**

Gregory Hess, President

Gregory Redding '88, Acting Dean of Students

Chip Timmons '96, Dean for Enrollment Management

Marc Nichols '92, President of National Association of Wabash Men

*Pioneer Chapel (overflow livestreaming in Baxter 101)*

**\*2:15 – 2:30 PM**

**Tutorial Groups and Parents Meet with Faculty Advisors and Tutorial Instructors**

See parent sheet for location

**\*2:30 – 3:15 PM**

**Tutorial Groups Meet with Orientation Mentors**

See Orientation Mentor for location

**\*2:30 – 3:15 PM**

**Parents Meet with Faculty Advisors and Tutorial Instructors**

See parent sheet for location

**3:15 – 4:00 PM**

Hugs and Good-byes

**4:00 – 5:00 PM**

Welcome to the Wabash Family

Gathering for Parents and Guests

Meet President and Mrs. Hess, members of the Parent Advisory Committee, and other parents.

Refreshments provided, casual attire.

On-campus program ends for parents and guests.

*Trippet Hall*

**\*4:15 – 5:15 PM**

**Tutorial Groups Meet with Faculty Advisors and Tutorial Instructors**

See Orientation Mentor for location

**5:15 – 6:15 PM**

Dinner

*Allen Center, Chadwick Court*

**\*6:15 – 7:45 PM**

**Introduction to the Gentleman's Rule**

Gregory Redding '88, Acting Dean of Students Marc Welch '99, Associate Dean of Students

Thomas Kearns, Director of Safety and Security

- Gentleman/Responsible Citizen
- Academics
- Housing Process
- Student Panel: Questions and Discussion

*Fine Arts Center, Ball Theater*

**8:00 – 11:30 PM**

Fraternity Rush



SUNDAY, AUGUST 18

6:45 – 8:45 AM

Continental Breakfast

*Baxter Hall, Lobby*

**\*7:45 – 8:45 AM**

Modern Language Placement Make Up Exams

See Orientation Mentor for location

**\*9:00 – 10:00 AM**

Exploring the Gentleman's Rule

Orientation Mentors and Faculty and Staff Alumni

See Orientation Mentor for location

10:00 AM – 12:00 PM (Noon)

Worship Opportunity

**See folder for a list of places to worship**

11:45 AM – 12:45 PM

Lunch

*Sparks Center, Great Hall*

**\*1:00 – 2:15 PM**

Freshman Surveys

*Fine Arts Center, Ball Theater*

**\*2:30 – 5:45 PM**

Individual Appointments with Faculty Advisors

Arranged by Advisors

Recreation Time

**\*6:30 - 9:00 PM**

Meeting and Dinner with Faculty Advisors

and Tutorial Instructors

See Orientation Mentor for location

9:00 – 11:30 PM

Fraternity Rush

MONDAY, AUGUST 19

7:30 – 9:30 AM

Continental Breakfast

*Baxter Hall, Lobby*

**\*8:00 – 11:00 AM**

Computer Orientation and Library Introduction

See Orientation Mentor for location

Computer Orientation

8:00 – 8:45 AM Tutorial Groups 6,8,15

9:00 – 9:45 AM Tutorial Groups 7,14,16

10:00 – 10:45 AM Tutorial Groups 3,5,13

Library Introduction

8:00 – 9:00 AM Tutorial Groups 2,4,9

9:00 – 10:00 AM Tutorial Groups 1,10,11

10:00 – 11:00 AM Tutorial Groups 12,17,18

\*8:00 – 11:00 AM

Individual Appointments with Faculty Advisors

Arranged by Advisors

\*11:15 AM – 11:45 AM

Introduction to Academic Centers for Excellence and the Counseling Center

Dr. Zachery Koppelman, Writing Center Director

Heather Thrush, Associate Dean for Student Engagement  
and Success/Disability Services Coordinator

Jamie Douglas, Counselor

Kevin Swaim '83, Counselor

Chris Amidon, Nurse

*Fine Arts Center, Ball Theater*

\*11:45 AM – 12:15 PM

Introduction to Pre-Health, Pre-Law, Fellowships  
and Study Abroad

Jill Rogers, Pre-Health Advisor and Program Coordinator for the Global Health Initiative

Scott Himsel '85, Pre-Law Advisor,

Associate Professor of Political Science

Susan Albrecht, Fellowship Advisor and

Library Visual Media Liaison

Amy Weir, Director of International Programs

*Fine Arts Center, Ball Theater*

12:15 – 1:15 PM

Lunch

*Sparks Center, Great Hall*

\*1:15 – 5:30 PM

Individual Appointments with Faculty Advisors

\*1:15 – 3:15 PM

Resume Writing Workshops

1:15 – 2:15 PM Tutorial Groups 6,7,8,14,15

2:15 – 3:15 PM Tutorial Groups 3,5,13,16

See Orientation Mentor for location

\*5:45 – 6:45 PM

Deans' Picnic

(Wear nametag)

*On the Mall*

(Rain Location - Allen Athletics Center, Chadwick Court)

\*7:00 – 9:00 PM

**Behaviors of a Gentleman and Responsible Citizen**

Guest Speakers

Robert H. Johnson H'77

Clyde Morgan, Director of Track & Field & Cross Country *Fine Arts Center, Salter Hall*

9:00 – 11:30 PM

Fraternity Rush

**TUESDAY, AUGUST 20**

7:30 – 9:00 AM

Breakfast

*Sparks Center, Great Hall*

\*8:00 – 11:00 AM

**Computer Orientation and Library Introduction**

See Orientation Mentor for location

\*8:00 – 11:00 AM

**Computer Orientation**

8:00 – 8:45 AM Tutorial Groups 1,10,12

9:00 – 9:45 AM Tutorial Groups 2,4,9

10:00 – 10:45 AM Tutorial Groups 11,18,17

\*8:00 – 11:00 AM

**Library Introduction**

8:00 – 9:00 AM Tutorial Groups 7,13,16

9:00 – 10:00 AM Tutorial Groups 5,8,15

10:00 – 11:00 AM Tutorial Groups 3,6,14

\*8:00 AM – 11:00 AM

**Individual Appointments with Faculty Advisors**

Arranged by Advisors

\*11:15 AM – 12:15 PM

**Registrar 101 and Introduction to Student Planning**

Julia Perry, Associate Registrar

*Fine Arts Center, Salter Hall*

12:15 – 1:15 PM

Lunch

*Sparks Center, Great Hall*

\*1:30 – 2:15 PM

**Title IX and the Gentleman's Rule**

Heather Thrush, Associate Dean for Student Engagement and Success/Title IX Coordinator

*Allen Center, Chadwick Court*

\*2:15 – 3:00 PM

**Cultural Competency: Exploring Who We Are**

Maria Cristina Monsalve, Visiting Assistant Professor of Spanish

*Allen Center, Chadwick Court*

3:15 – 4:45 PM

Registration Changes For the Fall Semester

*Hays 003*

**\*3:15 – 6:45 PM**

**Individual Appointments with Faculty Advisors**

Arranged by Advisors

Recreation Time

**REGULAR MEAL SERVICE FOR INDEPENDENT AND FRATERNITY MEN BEGINS WITH DINNER TONIGHT**

**\*7:00 – 9:00 PM**

**Dean's Presidents Council Campus Unity Event**

*Allen Center, Knowling Fieldhouse*

9:00 – 11:30 PM

Fraternity Rush

**WEDNESDAY, AUGUST 21**

**\*8:00 AM – 11:30 AM**

**Community Service Projects in Montgomery County**

*(Wear work clothes, many projects will be outside)*

See Orientation Mentor for details and assignments

11:30 AM – 12:30 PM

Lunch (Regular Meal Service for Independent and Fraternity Men)

**\*12:45 – 2:15 PM**

**Wabash College Community Gathering and Walking Tour**

Meet with Crawfordsville Mayor Todd Barton '00

*Downtown Crawfordsville, Pike Place*

(Rain Location – Wabash College Pioneer Chapel)

**\*2:30 – 4:30 PM**

**Resume Writing Workshops**

2:30 – 3:30 PM Tutorial Groups 1,2,4,9,10

3:30 – 4:30 PM Tutorial Groups 11,12,17,18

See Orientation Mentor for location

**\*2:30 – 6:45 PM**

**Individual Appointments with Faculty Advisors**

Arranged by Advisors

Recreation Time

**\*7:00 – 7:45 PM**

**President's Dessert**

*(Wear nametag)*

*Caleb Mills Courtyard* (Rain Location – Detchon Center, International Hall)

THURSDAY, AUGUST 22

**\*CLASSES BEGIN**

4:00 – 5:30 PM

Student Employment Job Fair

*Allen Center Lobby*

FRIDAY, AUGUST 23

Clubs and Activities Fair

Evening (Watch your email for event time)

*On the Mall*

SATURDAY, AUGUST 24

Student Activity

Afternoon (Watch your email for event time)

*On the Mall*

# **SELECTED STUDENT SERVICES**

**ACADEMIC CENTERS FOR EXCELLENCE**

**CAREER SERVICES**

**THE COUNSELING SERVICE**

**HEALTH SERVICE**

## Academic Centers for Excellence

- **The Writing Center**
- **Quantitative Skills Center (QSC)**
- **Office of Student Enrichment (OSE)**

Academic Centers for Excellence endeavors 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, and Office of Student Enrichment work collectively to encourage student success.

**Academic Centers For Excellence- Zachery Koppelman, Lilly Library 2<sup>nd</sup> floor, x6024, [koppelmz@wabash.edu](mailto:koppelmz@wabash.edu)**

**Peer Consulting and Tutoring** in Writing and Quantitative Skills: All writing consultants and QSC tutors are faculty-recommended and receive training in the art of tutoring.

### **Writing Center location and hours:**

Second floor, Lilly Library  
M-Th, 1-4 PM, 7-10 PM

The Wabash Writing Center is dedicated to coaching Wabash Men to become the best writers that they can be. When a Wabash Man comes into the Wabash Writing Center, he will meet one-on-one with a trained writing consultant, or the director. Writing Center sessions are scheduled to last 45 minutes, which is enough time to review 6-7 pages of writing.

Writing consultants can work with writers at any stage of their writing process. A writer can come to the Wabash Writing Center with a couple of notes on a napkin, and our consultants can help him turn it into the best paper the writer can produce. Writers have to do their own work, but our consultants will make suggestions and offer advice to make a paper better. Consultants are also well versed in grammar concerns, MLA, and APA, and they are happy to answer questions or make minor corrections. However, we leave the line editing and final revisions to the writer.

### **Quantitative Skills Center locations and hours:**

Second floor, Lilly Library  
Sunday, Tuesday, Thursday, 7-10 PM

- Especially useful for freshmen in introductory Div. I courses
- Helps students meet the quantitative proficiency requirement
- Drop-in
- Individual and group sessions with no time limit
- Tutoring in buildings ideally suited for each discipline
- Division I faculty work with tutors and provide relevant course materials

**Office of Student Enrichment locations and hours:**

Second floor, Lilly Library

By Appointment, <https://koppelman.youcanbook.me>

The Office of Student Enrichment (OSE) provides Wabash Men with one-on-one counseling regarding time management skills, study skills, reading skills, and Academic Honesty. The OSE also offers one-on-one support for English Language Learners.

Use <https://koppelman.youcanbook.me> 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.



## **Support for Students with Disabilities**

Coordinator - Heather Thrush (x6347; [thrushh@wabash.edu](mailto:thrushh@wabash.edu)).

For the student with a disclosed disability: Assistance in arranging accommodations as appropriate and supported by documentation

Students who suspect they have a disability are welcome to meet with the director to determine how to proceed. While the coordinator can assist the student in finding a diagnostician and may, in cases of demonstrated financial need, provide a small sum to help defray the cost of the testing, the student is responsible for arranging the testing and paying for it.

All the information listed above is available to students on various sites on the College websites.

Except when a student with a disability asks that the information not be disclosed, information about a student's academic work with the disabilities services coordinator may be shared with the referring instructor/advisor.

### **For advisors of students with disabilities:**

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 Coordinator of Disabilities Support Services, he will not be eligible to receive accommodations should he wish them. Common sense dictates that a highly visible disability, such as a mobility impairment or blindness, is not subject to these strictures.

As you advise students with disabilities, you and the student may wish to take the condition in 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 language requirement, the advisor is strongly urged to discuss this issue with the freshman 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.

For questions or concerns, please contact the Disabilities Support Services Coordinator, Heather Thrush (x6347; [thrushh@wabash.edu](mailto:thrushh@wabash.edu)).

### Support for the Faculty and Advisors:

- **Addressing concerns, the faculty member may have about a student's writing skills, and other aspects of a student's academic performance.** Working individually with particular students on study skills or writing
- Speaking to advising groups about academic support
- Conducting workshops for advising groups
- For the advisor who is a tutorial instructor, offering workshops to the class on writing, reading, and/or study skills

# Schroeder Center for Career Development (Career Services)

Career Services offers a full range of services designed to help students prepare for and compete successfully in their post-Wabash lives. We work with students preparing for and seeking externships, full-time jobs, fellowships, graduate school, and all post graduate opportunities. Students can discover their interests and goals, carve out a career path, network with alumni, employers and graduate school representatives, and create their own personal success plan. We provide the tools, resources and connections.

Office hours:

Monday – Friday, 8:00am to 4:30pm

Sunday – Thursday, 7:00pm to 10:00pm

Location: Arnold House, 502 W. Wabash

Office Phone: 765-361-6414

We are staffed year-round. During the academic year, in addition to our professional staff, we have 20 Peer Career Advisors available to work with you. Access complete information on our full range of services at: [www.wabash.edu/careers](http://www.wabash.edu/careers).

## Choosing a Career Path

Students making career-related decisions will find all the tools and resources they need through our office. Whatever path they are considering, it is important they make informed decisions regarding their future. We suggest beginning the process of self-discovery as a freshman. Those who do will be well-prepared for their future endeavors by graduation. We utilize *StrengthsFinder* to help students discover and act upon their individual strengths and talents.

## Events

Participation in our events is another great way to start exploring career options. We offer a full schedule of on and off-campus networking events, Professional Immersion Experience (PIE) trips, recruiting sessions for both graduate school and job/internship searches, workshops, and speakers throughout the academic year. A Calendar of Events is featured in Handshake. Most events require an RSVP through the system.

## Internships and Career Test Drives

The best way to make informed career decisions is through experience. We provide year round listings of on- and off-campus internship, research and volunteer opportunities, and we also provide students connections to short-term (one day to a week, usually) Career Test Drives. We support such experiences through a number of programs that provide students with supplemental funding for such experiences.

## The Job and Internship Search

We manage all postings and opportunities through our *Handshake* system, accessed through our WabashWorks page on the Career Services website.

## WabashWorks Page

Our WabashWorks page is our portal to all job, graduate school, and internship resources, including:

- Handshake
- Our subscription resources: Vault, OneWire, Current Jobs for Graduates, GoingGlobal
- Our Guide to Jobs, Graduate School, Internships
- BashBunks

**Peer Career Advisors**

Our student peer career advisors have been trained to help with resumes and cover letters, application procedures, Handshake, and other job/internship/grad school search-related issues. All our evening hours are staffed by our Peer Advisors.

**On-Campus Interviews**

Scheduled throughout the academic year, these interviews take place in our facility and require you to apply in advance through Handshake. Professional dress is required.

**Information Sessions**

These events allow you to meet with employers and graduate schools in a less formal setting to find out more about the employer and opportunities with the organization. Dress is usually business casual and all such events require an advance RSVP through Handshake.

**Events, Workshops, Speakers**

We host alumni/student networking events and trips, mock interview programs, alumni and employer panels, guest speakers, and career fairs, in addition to a number of other job search-related programming. Transportation is provided to most off-campus events.

**Professional Immersion Experience (PIE) Trips**

Each year we take groups of students to New York City, San Francisco, and Denver for organization site visits and networking experiences. We also host one-day PIE trips to area cities. These opportunities require an application and participation is competitive. Watch for the application postings on Handshake.

**Suit Yourself Program**

Alumni and faculty/staff have donated suits, dress shirts and pants, ties, and dress shoes, to enable all students to dress properly for networking events, interviews – any occasion. Students simply check out the clothing of their choice from our Suit Yourself room in Career Services. Clothing may be checked out for one week – no charge - and may also be utilized for class presentations and formals.

**Graduate and Professional School**

Career Services offers a number of opportunities to prepare for and identify potential graduate and professional programs, including graduate school trips, assistance with personal statements and resumes, and graduate school and program selection. We post graduate school opportunities throughout the year, and host graduate school information sessions. Each spring we offer an LSAT Bootcamp for students interested in applying for law school.

**Pre-Health Advising**

Jill Rogers, our Pre-Health Advisor, offers a full range of counseling, test preparation, alumni connection and application assistance to students interested in applying to Medical, Dental, Optometry, Physical Therapy, or other healthcare related programs. Jill offers testing prep as well.

**Entrepreneurship**

We offer personal consultations and help making connections, in addition to a wealth of resources and programming for budding entrepreneurs, including IDEA Spark, SEED Grants, and an annual Entrepreneur Summit.

## Your Four Year Plan

This is an overview of how to plan for life after Wabash. As with most things, there are no guarantees of success if you follow this plan, but your opportunities for achievement greatly improve if you do. And as with most plans, it cannot be one-size-fits-all. Visit us at the Schroeder Center for Career Development to help you customize your plan and make the most of your time at Wabash.



# Wabash College Counseling Center

Our professional counseling staff are located in offices on the lower level of the Chapel.

Our services are voluntary and confidential. There are no fees required for our services and we see only students and their dependents. We provide brief, solution focused interventions. Our contact with students may range from a brief meeting to many sessions to cope with college life. A few of the issues we deal with regularly are anxiety, communicating with peers or professors, education about substance misuse, depression, and/or support for pre-existing conditions. We can offer new skills and coaching to a student faced with a difficult situation. We also offer opportunities for students to benefit from their peers, through group activities. In cases that are out of scope for our Counseling Center, we will work with you on referrals, but the costs for those services would be the responsibility of the student.

Anyone can recommend a student or dependent seek our services.

We've had referrals from the Student Health Center, faculty, staff, coaches, fraternity officers, RA's, student peers, and parents. Sometimes we've previously spoke with the referral source and even coached them on how to make the referral to our services. Still, except in an emergency situation, the student or dependent ultimately has to make the choice to seek our services and then make contact with us. While we cannot confirm whether a student has contacted us, it is important for anyone recommending our services to follow up with the student for support. Even if you believe the student is in contact with the Counseling Center, your continued feedback to the student can help to motivate and focus them on areas needing attention.

You may see us providing other services on campus.

During the year we provide topical and educational opportunities, usually in a group setting to take advantage of the diversity of experience and perspectives of our students. We accept requests for topical presentations to living units and other campus organizations. We strive to make available, through our Counseling Center webpage, resources that are useful for our students. We also work closely with the Student Health Center and the College Wellness Program, to promote healthy life choices. We are advocates for the health and mental health of our students.

Students contact us in many ways.

The Counseling Center is not staffed 24 hrs/7 days a week, so immediate emergency needs require a call to 911 or a hospital emergency room.

Students can call the Counseling Center phone at 765-361-5262, leaving a confidential voice message that we return when we are next available. They often email us at [counseling@wabash.edu](mailto:counseling@wabash.edu). This results in both counselors being alerted, followed by a consult and offer of a next available appointment. They can also text us, which we will return at our earliest opportunity. The counselors schedule new and returning appointments to meet the unique needs of our students. The appointments will be Monday – Thursday, as the office is not staffed on Fridays. The student or dependent is instructed on steps to take to get to the initial appointment, including downloading the Intake Packet from the Counseling Center webpage. We ask our students to fill it out ahead of time or to leave additional time to do so when they arrive at the appointment. In addition, we staff our offices from 11am-1pm Monday thru Thursday for walk-in consultations with students, faculty, staff or coaches. We may also use this time for arranging appointments when an immediate student contact is needed. During these times, we expect interruptions, even if we are busy. We try to schedule our follow-up appointments outside these hours and coordinate those presenting with acute needs with appropriate support.



Our treatment records and contact with our student s are confidential.

We cannot release any information without the student's explicit permission, except as required by law. Under FERPA, a release of treatment information may have consequences, sometimes related to the student's education record. We seek to educate everyone on the rules governing our work and will err on the side of protecting the student's information. We are able to listen to information provided by a third party, without confirming it with information we possess from a privileged relationship. It is important for us to hear any indication that a student poses a risk of harm to themselves or others or that a significant decline in their functioning could reasonably be expected to get to that level. When a situation has a potential to depreciate to a risk to self or others, every effort should be made to communicate with the Dean of Student's office as soon as possible and before it reaches that point. We are restricted from communicating with the Dean's office just as we are with anyone else, except in cases of an imminent risk of harm.

In an immediate emergency situation, always call 911, first.

Follow their instructions before contacting the Counseling Center staff. While the Counseling Center is not a staffed crisis service, it is a part of the campus-wide response network and is made available for consult with students/dependents and faculty/staff/coaches in difficult situations. To that end, if a student or dependent feels otherwise prevented from seeking services, our staff may speak with you anonymously to assess and make recommendations. Any services beyond that, from the Counseling Center, must be on the record. There are times when federal or state law requires mandatory reporting, as in abuse or neglect cases, and requires a counselor to make a report to the appropriate authorities.

We strive to meet the needs of our students and their dependents. We care...

**Counselors Contact Information:**

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Remember, in an immediate emergency situation, always call 911 before contacting the Counseling Office, and follow their instructions. Let's have a safe and productive 2019-2020.

*WAF to stay healthy!*

## HEALTH SERVICE

The Student Health Center is open Monday through Friday except during scheduled school recesses. A registered nurse is on duty from 8:30 a.m. to 2:00 p.m. Dr. Scott Douglas or Dr. John Roberts will see students from 11:30 a.m. until 12:50 p.m. We ask that you contact the Health Center by phone or e-mail prior to coming in to be seen. This allows us to provide enough time for your needs and to minimize time away from studies. You may incur additional costs for testing or specialty referrals depending on your insurance coverage.

Students requiring medical services outside of normal Health Center hours are asked to call the office of Crawfordsville Family Medicine at 765-362-5789 and identify themselves as Wabash students. If you experience an emergency, call 911 or report to the Franciscan Health - Crawfordsville Emergency Department at 1710 Lafayette Road, north of Crawfordsville on State Road 231, 362-2800. If you require admission to the hospital, the hospital physicians will take care of you.

Care outside of Health Center hours is also available the St. Vincent Ambulatory Care Center, 1684 Bush Lane (south of Crawfordsville on State Road 231 behind O'Reilly Auto Parts), Monday through Friday 8:00 a.m. to 8:00 p.m. and Saturday and Sunday 8:00 a.m. to 5:00 p.m. This clinic is to be used only for semi-emergencies that cannot wait until Student Health Center is open. Problems outside office hours can also be directed to the private office of Drs. Douglas and Roberts at 765-362-5789, Monday through Friday from 2:00 p.m. to 5:00 p.m.



# FRESHMAN TUTORIAL

During the Fall Semester of his freshman year, every Wabash student enrolls in a Freshman Tutorial. This class, limited to fifteen 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 had previous experience with the topic in order to enroll in a particular Tutorial. Although the topics, often interdisciplinary and non-traditional, 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 Tutorials will 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, through on-line registration, Tutorial assignments were determined in the order of electronic selection (first respond-first assigned). Some Tutorials filled on the first day. When a Tutorial reaches its limit of 15 students, the title and description are removed from the on-line list.

Students should have selected a Tutorial that is interesting to them, regardless of their concerns about possible majors. **Once assigned to a Tutorial, a student will not be able to register for another Tutorial.** Therefore, students should have selected their Tutorial carefully after reading the on-line Tutorial descriptions. Students who did not complete the on-line Tutorial registrations were randomly assigned to a section.

*Eric Olofson, x6328*  
*Colin McKinney, x6314*

# ENDURING QUESTIONS

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

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

Students may not withdraw from the course. All students must pass the course to graduate from Wabash.  
*One course credit.*

***Eric Olofson, x6328***  
***Colin McKinney, x6314***

# Placement

## Classical Language Placement

Students who have had any previous experience with Latin ought to take the placement exam at the beginning of their Freshman year [this exam can be administered on demand if necessary], and those who have had more than two years must take the exam and cannot take Latin 101 for credit. Generally, if such a student wishes to continue in Latin, he will be placed in Latin 201 or higher, depending on his placement test results. Occasionally a student may place in Latin 102, but he is advised to take Latin 101 on a credit/no credit basis before going on to Latin 102.

### 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 the language training early, so that students will not miss the opportunity of majoring in the language because of a late start, or [if language is not of interest per se] to avoid problems.

Students who test into **Latin 201 or higher** only need to take that one course to fulfill their language requirement. 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;** this course credit does not count towards the major or minor. Latin 201 can be counted for distribution either in the Language Studies group or in the Fine Arts/Literature category, depending on the student's program.

**Latin 101-102 is recommended for any student, not just the best students.** Latin is a complex language, but it does not have an oral/aural component. The study of Latin can help the stronger student hone his logical skills and improve his vocabulary and understanding of the English language, and the training in grammar and the vocabulary can also help the weaker student improve his command of his own language.

**Greek 101-102 is not as difficult as some students suppose, and is an important tool for other humanities studies.** Greek provides the student with the same benefits as Latin, but is also important for its vocabulary, which forms the basis of most of the medical and scientific terms used in English. Greek also requires a good deal of memorization. It thus would be a good course for students intending to pursue a career in the sciences or medicine. Greek is also essential for anyone who wants to go in religious studies involving the *New Testament*; the *New Testament* can be read easily after a year of basic language instruction.

## Modern Language Placement

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 begin at the 201 level or higher. Placement beyond the 201 level 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 new to him. For example, a student who is placed in Spanish 301 can choose to enroll in French or German 101 and complete the requirement with the elementary sequence.

## English Proficiency and Placement in ENG 101

Certification of proficiency in composition and writing is of utmost importance to the entering freshman. On the basis of the SAT Writing Test, SAT composite score, and other data, many freshmen are required by the English Department to take a full course in English Composition (English 101). Many students taking this course need to improve their organizational and syntactic skills; on the other hand, students who pass this course are often stronger and more confident writers because they have the advantage of close attention to their organization and editing. Consequently, advisors are strongly encouraged to present English 101 as a positive experience for their advisees. While the Freshman Tutorial program offers writing opportunities to all students, some who are not placed in Composition may feel (or be judged to have) writing problems. Advisors should feel free to contact the Chair of the English Department about any of their advisees' writing. **Most importantly, advisors should inform all students about the peer consulting available at the Writing Center. Please contact Zachery Koppelman [koppelmz@wabash.edu](mailto:koppelmz@wabash.edu) to discuss options.**

Students who are placed into ENG 101 will be assigned a section of ENG 101 by the Registrar's Office, taking into consideration their potential interest in being a science major. Once assignments have been made, the only way a student not in section three can be moved to a different section is through a swap, by their advisor, with another student in their Tutorial section. If this cannot be done, the Tutorial instructor may seek a swap through another Tutorial instructor. Once a swap is made, both students should present the ENG 101 Swap form to the Registrar's Office at the time of preregistration. The Swap forms can be found in each advisors folder. If a swap cannot be negotiated, then contact the department chair of English for further assistance.

## Mathematics Placement

All incoming freshmen will take the same algebra exam during the summer. Recommended mathematics courses will be based on this exam, Math SAT/ACT score, AP scores, grades in high school calculus (if taken), and high school rank (see box). Some students will be given immediate course credit based on their AP scores. The Mathematics Department will provide you with this information.

| Advisee         | Appropriate 1 <sup>st</sup> Course in the MAT<br>010-110-111-112-223<br>Sequence<br>(Calculus through Linear Algebra) | Appropriate Mathematics Distribution Courses for Freshmen<br>(These do not count toward a mathematics major or minor) |                                        |                                       |                                         |
|-----------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------|-----------------------------------------|
|                 |                                                                                                                       | MAT 106<br>Topics in<br>Contemporary<br>Math (spring only)                                                            | MAT 103<br>Probability<br>(1/2 credit) | MAT 104<br>Statistics<br>(1/2 credit) | MAT 108<br>Discrete Math<br>(fall only) |
| Adams, John     | 112                                                                                                                   |                                                                                                                       |                                        |                                       | 108                                     |
| Baker, Fred     | 010                                                                                                                   | 106                                                                                                                   | 103                                    | 104                                   | 108                                     |
| Collins, Milt   | 111                                                                                                                   | 106                                                                                                                   | 103                                    | 104                                   | 108                                     |
| Douglass, Henry | 010 or 111                                                                                                            | 106                                                                                                                   | 103                                    | 104                                   | 108                                     |
| Evenson, Phil   | 223                                                                                                                   |                                                                                                                       |                                        |                                       | 108                                     |
| Franke, George  | 010 (weak)                                                                                                            | 106                                                                                                                   | 103                                    | 104                                   |                                         |
| Graybill, Ray   | 111 or 112                                                                                                            |                                                                                                                       |                                        |                                       | 108                                     |

**Placement Guidelines:** 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 does not particularly like mathematics and has no interest in an area of study that requires it, there is no need to take calculus. The department offers other courses that fulfill the science/mathematics and quantitative studies distribution requirements (see below).

If a student is interested in calculus or an area of study that requires it (mathematics, physics, chemistry, biology<sup>1</sup>, economics<sup>2</sup>, pre-health, business sequence), the course listed in the “Calculus through Linear Algebra” column is the recommended place to begin. *The need to take the recommended course immediately depends on the student’s potential area of study.* If placement in this sequence is:

223: This student is a powerhouse (one or two students a year are placed here). The student should talk to one of the mathematics professors.

112: The student is strongly encouraged to continue on in math and take MAT 112 in the fall.

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

111: This student should be up for the challenge of MAT 111. Students in the fall who find themselves overwhelmed in MAT 111 are given departmental permission to drop back to MAT 010.

010 or 111: Not quite as strong on paper as the 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 Math 111 and a laboratory science course, though different science departments differ on that recommendation (e.g., Chemistry DOES recommend that students take both the calculus course and Che 111). If the student takes MAT 111, keep the MAT 010 time slot open in the student’s schedule to allow him to switch to 010 if 111 proves too difficult. See the sections “Students whose calculus placement is MAT 010” below.

010: See the section “Student whose calculus placement is MAT 010” below.

010 (weak): The student’s score on the algebra exam was consistent with random guessing. Some students do this deliberately – if his Math SAT is 600 or more, this may be the case. If his Math SAT is under 500, anything quantitative at Wabash will be a struggle.

**Students whose calculus placement is MAT 010:** These students are not ready for MAT 111. Their choice of a mathematics class depends on their possible areas of study as follows.

- A student who is not interested in science or social science may take MAT 103/104 or MAT 106.
- A student, who is not interested in an area of study that requires calculus, but who is interested in the social sciences, is encouraged to take MAT 103/104. This pair of ½ credit introductory courses in probability and statistics is useful for freshmen who take PSY 201 or DIV III-252 later.
- Students who need calculus and are placed into MAT 010.
  - *MAT 010 does not count toward distribution credit.*
  - MAT 010 and 110 are *solely* intended for students who need a review of high school topics necessary for the study of calculus. *Students not intending to go on to MAT 110 should not take MAT 010.*
  - Experience indicates that freshmen who are placed into MAT 010 have a harder time than other students do if they take Math 010 along with an economics or a laboratory science course. As a consequence of this and the need to restrict the limited number of seats in MAT 010 to those students who really need them, the department chairs of mathematics, physics, chemistry, biology, and economics have devised the following plan for these students. **Enrollment in MAT 010 is by permission of the mathematics department based on this plan.**

### Chart for students who need calculus and are placed into MAT 010

| Physics Major/Pre-Eng. | Fall             | Spring           |
|------------------------|------------------|------------------|
| <i>Freshman</i>        | MAT 010          | MAT 110          |
| Sophomore              | PHY 111, MAT 112 | More PHY and MAT |

| Mathematics Major | Fall    | Spring  |
|-------------------|---------|---------|
| Freshman          | MAT 010 | MAT 110 |
| Sophomore         | MAT 112 | MAT 223 |

| Biology Major <sup>1</sup> | Fall                     | Spring                   |
|----------------------------|--------------------------|--------------------------|
| Freshman                   | BIO 111                  | BIO 112                  |
| Sophomore                  | MAT 010, BIO, (CHE 111?) | MAT 110, BIO, (CHE 211?) |

| Economics Major | Fall              | Spring           |
|-----------------|-------------------|------------------|
| Freshman        |                   | ECO 101          |
| Sophomore       | MAT 010, DIV3 252 | MAT 110, ECO 253 |
| Junior          | ECO 251, ECO 291  | ECO 292          |

#### Footnotes

<sup>1</sup>Calculus is not required for a biology major or minor, however it is a prerequisite for Physics 111, which is required for a biology major. Some students fulfill the physics requirement off campus with a physics course that does not require calculus. Thus, it is possible to be a biology major without taking calculus.

<sup>2</sup>Calculus is not required for an economics minor.

# Advanced Placement, International Baccalaureate, and other Credit 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 and Modern and Ancient Languages programs may grant or deny AP credit based on proficiency exam performance.

### AP EXAM EQUIVALENCIES

| Exam Title                   | Score | Equivalency                                                       | Credit |
|------------------------------|-------|-------------------------------------------------------------------|--------|
| Art History                  | 4, 5  | <a href="#"><u>ART-101</u></a>                                    | 1      |
| Biology                      | 5     | BIOL-98 (without lab)                                             | 1      |
| Calculus AB                  | 4, 5  | <a href="#"><u>MAT-111</u></a>                                    | 1      |
| Calculus BC                  | 4, 5  | <a href="#"><u>MAT-111</u></a> and <a href="#"><u>MAT-112</u></a> | 1      |
| Chemistry                    | 4, 5  | CHEM-98                                                           | 1      |
| Computer Science A           | 4, 5  | <a href="#"><u>CSC-111</u></a>                                    | 1      |
| Computer Science Principles  | 4, 5  | <a href="#"><u>CSC-101</u></a>                                    | 1      |
| Economics - Micro & Macro    | 4, 5  | <a href="#"><u>ECO-101</u></a>                                    | 1      |
| English Language/Composition | 4, 5  | ENGL-98                                                           | 1      |

| Exam Title                                 | Score | Equivalency                                                                                                                | Credit   |
|--------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------|----------|
| English Literature/Composition             | 4, 5  | ENGL-99                                                                                                                    | 1        |
| French Language                            | 4, 5  | <a href="#">FRE-101</a>                                                                                                    | 1        |
| German Language                            | 4, 5  | <a href="#">GER-101</a>                                                                                                    | 1        |
| Government/Political Science - Comparative | 4, 5  | PSCI-AP92                                                                                                                  | 1        |
| Government/Political Science - U.S.        | 4, 5  | PSCI-AP91                                                                                                                  | 1        |
| History - European                         | 4, 5  | HIST-AP93                                                                                                                  | 1        |
| History - U.S.                             | 4, 5  | HIST-AP94                                                                                                                  | 1        |
| History - World                            | 4, 5  | HIST-AP92                                                                                                                  | 1        |
| Music Theory                               | 4, 5  | <a href="#">MUS-201</a>                                                                                                    | 1        |
| Physics C (Electricity & Magnetism)        | 4, 5  | <a href="#">PHY-178</a> (non-lab) or <a href="#">PHY-110</a> if the student completes the labs for <a href="#">PHY-110</a> | 1        |
| Physics C (Mechanics)                      | 4, 5  | <a href="#">PHY-178</a> (non-lab) or <a href="#">PHY-109</a> if the student completes the labs for <a href="#">PHY-109</a> | 1        |
| Psychology                                 | 4, 5  | PSYC-99 or <a href="#">PSY-101</a> if the student takes a 200 level course and earns a B- or higher                        | 1        |
| Spanish Language                           | 4, 5  | <a href="#">SPA-101</a>                                                                                                    | 1        |
| Statistics                                 | 4, 5  | <a href="#">MAT-103</a> , <a href="#">MAT-104</a>                                                                          | 1/2, 1/2 |

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 | <a href="#"><u>CHE-111</u></a> once <a href="#"><u>CHE-111</u></a> labs are complete | 1      |
| Economics Macro & Micro (Both Required) | 5, 6, 7 | <a href="#"><u>ECO-101</u></a>                                                       | 1      |
| English Literature                      | 5, 6, 7 | ENGL-98                                                                              | 1      |
| English Language & Literature           | 5, 6, 7 | ENGL-99                                                                              | 1      |
| History - Americas                      | 5, 6, 7 | <a href="#"><u>HIS-200</u></a>                                                       | 1      |
| Mathematics                             |         | None                                                                                 |        |
| Spanish                                 | 5, 6, 7 | <a href="#"><u>SPA-101</u></a>                                                       | 1      |
| Physics                                 | 5, 6, 7 | <a href="#"><u>PHY-111</u></a> once <a href="#"><u>PHY-111</u></a> labs are complete | 1      |

## College Level Examination Program (CLEP)

College Level Examination Program credits may receive credit subject to review by the appropriate department or program chair.

## Cambridge International Exams

Cambridge International Exams, A-Level, may receive credit subject to review by the appropriate department or program chair.

## 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.

## 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 better also receives one elective credit for the course immediately preceding the one he has taken. **SUCH CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN THE LANGUAGE.**

REMEMBER: A student need not earn a grade of B- or better to fulfill the language requirement. Any non-failing grade in the appropriate courses will satisfy the language proficiency requirement.

## **Special Programs or Areas of Preparation:**

**Pre-Engineering**

**Pre-Health Professions**

**Pre-Law**

## Advising Freshmen on Dual Degree Engineering Programs

For students interested in engineering, Wabash College offers dual degree engineering programs with Columbia University, Washington University-St. Louis, and Purdue University. After its completion (typically 3 years at Wabash, 2 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. 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.*

Note: 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 Freshman Year

Students who plan to participate in the 3-2 program should, in their Freshman year, take:

- Math 111 and 112 (or 112 and 223 if initially placed into 112)
- At least two physics or chemistry courses [Physics 111, 112; Chemistry 111, 211]
- Engineering students often skip CSC 101 and take CSC 111 with a prerequisite waiver

## Advising Freshmen

1. Ask student if he is considering dual degree engineering. **If a student wants to do the 3-2 option, he needs to start immediately!** Putting the decision off a semester may preclude the student from participating.
2. Have the student schedule a meeting with James Brown or Colin McKinney in their first semester.
3. If student is placed into MAT 010, he is almost certainly not a candidate for a 3-2 timeframe, but he could still consider a pre-engineering track and should come talk to us as soon as possible.
4. If there are any questions, please don't hesitate to contact:

|                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Dennis Krause, Goodrich 313, x6181, <a href="mailto:kraused@wabash.edu">kraused@wabash.edu</a></b><br/><b>Chad Westphal, Goodrich 208, x6101, <a href="mailto:westphac@wabash.edu">westphac@wabash.edu</a></b></p> |
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# Pre-Health Professions

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

Medical school admissions is currently undergoing a transition, which includes a new MCAT (MCAT15), revised prerequisite coursework and a more holistic review process. The intent is to assess competitive students holistically through competencies, rather than metrics alone. More information about the new 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 (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 Sociology (PSC 201, cross-listed as SOC) \**
- *One semester of Psychology (101)-preferably taken freshmen year \**
- *Additional psychology coursework if possible (e.g. Social Psychology 222) \**
- *One year of physics\**
- *One semester of Calculus*

\* These courses will help prepare student 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 CHEM 111 their freshmen 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 Biology 111 and 112          |
| *Inorganic Chemistry    | 1 year     | our Chemistry 111 and 241        |
| *Organic Chemistry      | 1 year     | our Chemistry 221 and 321        |
| Physics                 | 1 year     | our Physics 111 and 112 (or 113) |
| !Anatomy                | 1 semester | our Biology 221                  |
| !Physiology             | 1 semester | our Biology 315                  |
| Biochemistry            | 1 semester | our Chemistry 361                |
| Introductory Psychology | 1 semester | our Psych 101                    |

\*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](mailto:Rogersji@wabash.edu)), check the reference books located in the Hearson reading room of Hays Hall or the websites of individual health professional schools of interest 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](mailto:Rogersji@wabash.edu); x6171) will be glad to help you.

**Jill Rogers, x6171**

## **Advising Freshmen Interested in the Pre-Law Program**

Wabash has a long tradition of producing excellent lawyers. Wabash also has a vigorous prelaw program, including courses students can take. However, unlike health sciences, engineering and economics/business, there are no particular courses a freshman must take or is highly advised to take if he wants to attend law school. Instead, freshmen interested in the law should focus on taking courses that interest them most because (a) getting good grades is important to law school admission and (b) any Wabash major coupled with our distribution requirements will provide excellent preparation for law school. In other words, you do not have to major in any particular subject to go to law school. We will have specific course recommendations after freshman year for students interested in law. Aside from courses, there are many other prelaw activities you can participate in beginning your freshman year. To learn more about them, please read the summary in the Academic Bulletin (<http://bulletin.wabash.edu/pre-professional-advising-program/pre-law-preparation/>). Also, please feel free to direct any questions to the Pre-Law advisor, Professor Scott Himsel ([himsels@wabash.edu](mailto:himsels@wabash.edu)).

Professor Scott Himsel