

**Wabash.**

**FRESHMAN ADVISING  
HANDBOOK**

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**2021-2022**

# 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 academic information about Freshman Tutorial, Enduring Questions, 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 excessive 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. 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. Beyond this, you may want to review the [Academic Bulletin](#) to address questions about departments/majors/programs with which you are less familiar.

## **TABLE OF CONTENTS**

INTRODUCTION.....	2
NEW STUDENT ADVISING AT WABASH .....	5
2021-2022 New Student Advisor Information .....	6
New Student Advisor Budget Information .....	6
Additional Resources for New Student Advising.....	6
Orientation and Required Extended Orientation Sessions for Freshmen.....	7
Conversion to Credit/No Credit Option .....	7
SELECTED STUDENT SERVICES.....	8
Academic Centers for Excellence .....	8
• The Writing Center .....	8
• The Quantitative Skills Center (QSC).....	8
• The Office of Student Enrichment (OSE) .....	8
Schroeder Center for Career Development (Career Services) .....	11
Choosing a Career Path .....	11
Events.....	11
Internships and Career Test Drives .....	12
The Job and Internship Search.....	12
WabashWorks Page .....	12
Peer Career Advisors .....	12
On-Campus Interviews .....	12
Information Sessions.....	12
Events, Workshops, Speakers.....	12
Professional Immersion Experience (PIE) Trips .....	13
Suit Yourself Program .....	13
Graduate and Professional School .....	13
Pre-Health Advising .....	13
Entrepreneurship .....	13
Wabash College Counseling Center .....	15
Student Health Services.....	16
ACADEMIC INFORMATION .....	18

Freshman Tutorial.....	18
Enduring Questions.....	18
World Language Placements.....	19
Classical Language Placement (Greek, Latin).....	19
Using Greek and Latin to satisfy the Language Requirement.....	19
Phi Beta Kappa Eligibility .....	20
Advantages of Greek and Latin across the Curriculum .....	20
Modern Language Placement (Chinese, French, German, Spanish) .....	20
English Composition Requirement and Placement in ENG-101 .....	21
Mathematics Placement.....	21
Chart for students who need calculus and are placed into MAT-010 .....	23
Advanced Placement, International Baccalaureate, and other Credit by Exam .....	25
Special Programs or Areas of Preparation.....	28

# 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 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 hope that the information in this Handbook, 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.

# 2021-2022 New Student Advisor Information

## New Student Advisor Budget Information

With any questions about the using the correct budget number for an expense, please contact Pam Sacco ([saccop@wabash.edu](mailto:saccop@wabash.edu); x6324). Pam will provide advisors with a list of object codes and section numbers via email. Please consult with Pam 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. But 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 Pam. 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 \$200 per advising group. Please use the section number specific to your advising dinner – *these section numbers will be different*. Provide Pam 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/2021-2022** 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 Freshmen**

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, time management, and mental health dialogues. Associate Dean for Student Engagement and Success Heather Thrush will announce the Career Services will announce the schedule for both New Student Orientation and Extended Orientation Sessions once decisions from the College are announced about the start and end dates of the Fall 2021 semester and the nature of academic and residential life at Wabash in Fall 2021.

## **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 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.

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 (FRT101); Freshman Colloquium/Enduring Questions (FRC-101); 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.

# SELECTED STUDENT SERVICES

## Academic Centers for Excellence

The Academic Centers for Excellence (ACE) at Wabash include:

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

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, and Office of Student Enrichment work collectively to encourage student success.

The Academic Centers for Excellence are directed by Dr. Zachery Koppelman.

Office: Lilly Library 2nd floor

Phone: x6024

Email: [koppelmz@wabash.edu](mailto: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.

## The Writing Center

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

Second floor, Lilly Library

M-Th, 1-4 PM, 7-10

PM By Appointment

or Drop-in

<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.



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.

### **The Quantitative Skills Center (QSC)**

#### **QSC locations and hours:**

Second floor, Lilly Library

Sunday, Tuesday, Thursday, 7-10 PM

<https://www.wabash.edu/ace/qsc>

The Quantitative Skills Center (QSC) offers peer tutoring in biology, chemistry, mathematics, physics, and economics. Any Wabash Man enrolled in a biology, chemistry, mathematics, physics, or economics course (especially an introductory course) is welcome to drop by the Lilly Library for assistance from faculty-selected tutors.

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

### **The Office of Student Enrichment (OSE)**

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

Second floor, Lilly Library

By Appointment,

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.

Please visit <https://www.wabash.edu/ace/office> and follow the “Make an Appointment” link to arrange for a meeting if you would like assistance regarding time management, study skills, reading skills, understanding Academic Honesty, or if you 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)).

### **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 wellprepared 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**

### **Staff**

Jamie Sweet Douglas, MA, NCC, LMFTA, LMHC, LCAC  
Counseling Center  
Director Licensed  
Therapist  
[douglasj@wabash.edu](mailto:douglasj@wabash.edu)  
765-361-5592

Laura Dolph, MA, LMHC  
Licensed Therapist  
[dolphl@wabash.edu](mailto:dolphl@wabash.edu)  
765-361-6252

**Joint email:** [counseling@wabash.edu](mailto:counseling@wabash.edu)

**Location:** Lower level of the chapel

**Hours of Operation:** Monday through Friday during the academic school year.

### **After Hours:**

765-361-6000 – (Campus Security) for non-life-threatening emergencies

**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/mis-use is a big challenge on any college campus and is included in the Diagnostic and Statistic 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 force or require a student to attend counseling sessions).** We can receive information from a referral source but cannot share information with you 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.

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

### **How to make an appointment:**

Email the WCCC at: [counseling@wabash.edu](mailto:counseling@wabash.edu)

Call: 765-361-5592

### **Student Health Services**

The Student Health Center, located upstairs in the Allen Athletic Center, is open Monday through Friday when classes are in session. A registered nurse is on duty daily. Dr. Scott Douglas or Dr. John Roberts will see students by appointment. Students must contact the Health Center by phone or e-mail to make an appointment this year. The phone number is 765-361-6265. Nurse Amidon can also be reached at [amidonc@wabash.edu](mailto:amidonc@wabash.edu). Appointments allow us to provide enough time for your needs, minimize time away from studies, and to keep sick and well people separated in the waiting area. There is no charge for Student Health Center visits; however, you may incur additional costs for laboratory testing or specialty referrals.

Students requiring medical services outside of normal Student Health Center hours are asked to call the office of Southside 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, 765-362-2800. If you require admission to the hospital, the hospital physicians will take care of you.

Care outside of Health Center hours is also available at the Ascension 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 urgent care 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.



# **ACADEMIC INFORMATION**

*2021-21 Freshman Experience Leaders*

*Eric Olofson, x6328*

*Colin McKinney, x6314*

## **Freshman Tutorial**

During the Fall Semester of his freshman year, every Wabash student enrolls in a *Freshman Tutorial*. This class, limited to 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 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, 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.

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.

## **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 16) 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.

## **Placements**

### **World Language Placements**

#### **Classical Language Placement (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 Freshman 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 Latin 201 or higher, depending on his placement test results. Occasionally a student may place in Latin 102; that student is encouraged to audit Latin 101 in the fall semester. (Alternatively, that student may wish to enroll in Greek 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 test into Latin 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. This course credit does not count towards the major or minor, but it can be counted for distribution either in the Language Studies group or in the Fine Arts/Literature category, depending on the student's program.

### **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, that means through Greek or Latin 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 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 Composition Requirement and Placement in ENG-101

ENG-101 (Composition) is a one-semester class designed to help freshmen become stronger and more confident writers of Academic English. While the English Department wishes it could offer a writing class to all freshmen, we don't have the capacity. Therefore, we use high school GPA and other test scores to guide our choices. Students who are placed into ENG-101 should be encouraged to embrace the opportunity to build a strong foundation. Advisors should be aware that any student who is not placed into ENG-101 is welcome to take another writing class, such as ENG-202 (Writing with Power & Grace). Advisors are encouraged to consult with the Chair of the English Department about any placement questions or other issues relating to their advisees' writing.

Students who are placed into ENG-101 will be assigned a section of ENG-101 by the Registrar's Office. In the event of a schedule conflict, advisors may usually swap the assigned ENG-101 sections of two students within their tutorial cohort. Please consult the Chair of the English Department if you are unable to address a scheduling conflict. We can almost always work something out

### 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. Once AP scores are received and recorded, you will be able to see them for a advisee on the Test Scores tab of his record in Self Service/Student Planning. They are usually sent to Wabash in late June.

Advisee	Appropriate 1 <sup>st</sup> Course in the MAT-010-110-111-112-223 Sequence (Calculus through Linear Algebra)	Appropriate Mathematics Distribution Courses for Freshmen (These do not count toward a mathematics major or minor)			
		MAT 106 Topics in Contemporary Math (spring only)	MAT 103 Probability (1/2 credit)	MAT 104 Statistics (1/2 credit)	MAT 108 Discrete Math (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 MAT111 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, DV3-252	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**

<b>Exam Title</b>	<b>Score</b>	<b>Equivalency</b>	<b>Credit</b>
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
French Language	4, 5	FRE-101	1
German Language	4, 5	GER-101	1
Government/Political Science -	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	MUS-201	1
Physics C (Electricity & Magnetism)	4, 5	PHY-178 (non-lab) or PHY-110 if the student completes the labs for PHY-110	1
Physics C (Mechanics)	4, 5	PHY-178 (non-lab) or PHY-109 if the student completes the labs for PHY-109	1
Psychology	4, 5	PSYC-99 or PSY-101 if the student takes a 200level course and earns a B- or higher	1
Spanish Language	4, 5	SPA-101	1
Statistics	4, 5	MAT-103 & MAT-104	1 (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	CHE-111 once CHE-111 labs are complete	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 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. CLEP exams are not as common as they once were, and have not been presented for consideration at Wabash for many years.

**Cambridge International Exams**

Cambridge International Exams, A-Level, may receive credit subject to review by the appropriate department or program chair. Most often, Cambridge A-level exams are presented by international students.

**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 higher 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.

**Background Credit in Math Courses**

A student who places into MAT-112 or higher and completes that course with a B- or higher also receives one credit for the course immediately preceding the one he has taken.

## 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-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)
- Two physics courses [Physics 111 and 112]
- Engineering students often skip CSC-101 and take CSC-111 with a prerequisite waiver

### Advising Freshmen with Engineering Interests

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 Professor McKinney, Tompkins or Westphal 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 ASAP.
4. If there are any questions, please don't hesitate to contact:
  - Colin McKinney, Goodrich 109, x6314, [mckinnec@wabash.edu](mailto:mckinnec@wabash.edu)
  - Nathan Tompkins, Goodrich 312, x6305, [tompkinn@wabash.edu](mailto:tompkinn@wabash.edu)
  - Chad Westphal, Goodrich 208, x6101, [westphac@wabash.edu](mailto:westphac@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 (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 (Physics 109 and 110 OR 111 and 112)\**
- *One semester of Calculus or statistics (Psych 201 and 202 can be helpful)*

\* 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 109 and 110
!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
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](mailto: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](mailto:Rogersji@wabash.edu); x6171) will be glad to help you.

### **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](#). Also, please feel free to direct any questions to the Pre-Law advisor, Professor Scott Himself ([himsels@wabash.edu](mailto:himsels@wabash.edu)).