

Advisor's Handbook

2024-25

ADVISING HANDBOOK

2024 - 2025

INTRODUCTION

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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 First-year student Advisor.

Advising Syllabi, letters to advisees from advisors, information that advisors give to advisees during orientation, and documents that help advisors organize and make efficient advising meetings with students. You will also find the orientation schedule (once available) and this handbook.

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

Orientation and Required Extended Orientation Sessions for New Students

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

* * *

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

Supplemental Instruction (SI)

Supplemental Instruction (SI) is structured, peer-led group study. Students who want a fuller mastery of the course material can use SI as a space to encounter classmates who are committed to on-task group study sessions.

SI sessions are facilitated by a Leader who has previously taken andrstue

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, the student is responsible for arranging the testing and paying for it.

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

Services:

Social Work Intern

Staff:

Wabash Professional Development

Contact:

Cassie Hagan

Director of Professional Development & Center for Innovation, Business, and Entrepreneurship

haganc@wabash.edu

765-361-6096

Office Hours:

Monday – Friday, 8:00 AM – 4:30 PM

Located at Arnold House, 502 W. Wabash Ave.

765-361-6414

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

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

Career Coaching

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

The resume standard we’ve developed and updated for more than a decade is affectionately referred to as “The Wabash Format” and is the cornerstone of our coaching model. Creating a resume in the official format is the first to-do for all students. We will ask students to begin by filling in the template with their personal experiences and then meet with a staff member to polish it. Resume review sessions accomplish much more than a professional document. The resume format we’ve developed is a tool for us to get to know that student as an individual and begin to build confidence in their abilities based upon the skills and experiences they’ve developed to that point. Often, they don’t realize they have had experiences or gained skills that translate to professional scenarios until they add them to their resume and see their accomplishments outlined. Some students require multiple meetings to achieve an employer-ready resume, but at the end of each interaction with a Career Services staff member, they have something tangible to look at and know they have skills and experiences that transfer to success in other endeavors. The resume can also act as a tool to highlight what skills and experience a student may

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

Fall & Spring Career Networking Events: Serve the purpose of a career fair without the traditional, stuffy setup and unengaged recruiters sitting behind tables. We nix the tables and get students and recruiters networking and making personal connections – it's the Wabash way. We welcome representatives from a variety of graduate programs, service experiences, and employer industries to join us for a business c6 (s,)1 catee (x)-5.8 (t)10.8nnee (f)-4 (a c)9.2e we15.25(n)-5 (ta)10.9 (e)0.7 (s,(e)119 (d)2.3 (e)0.

pursuit of Graduate, Professional, and Fellowship opportunities. The Horace Turner Fund is administered by the Dean for Professional Development.

Mother's Fund: Jennifer Evans—

Freshman Tutorial	1 credit
Freshman Colloquium	1 credit
English Composition	1 credit, or waived at discretion of English department
World Languages	2 credits if completing a 101 + 102 sequence; 1 credit if completing a course numbered 103 or higher. May be waived for students whose first language is not English.
Language Studies Literature/Fine Arts	1 credit

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

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

Each of the distribution requirements listed above has its own set of [student learning outcomes](#). A course counts toward a distribution requirement when a course-level student learning outcome document has been submitted to the Academic Policy Committee and has been affirmed by that committee to have sufficient alignments between the student learning outcomes of the course and the student learning outcomes of the distribution requirement where it is proposed to apply.

Freshman Tutorial (FRT-101)

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

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

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

Enduring Questions (FRC-101)

Enduring Questions(EQ) is a required first-year student colloquium offered during the spring semester. It is devoted to engaging students with fundamental questions of humanity from multiple perspectives and to fostering a sense of community. Each section of the course includes a small group (approximately

Why was he placed into ENG-101?

x

Service/Student Planning. They are usually sent to Wabash in late June, assuming that the student has directed the College Board to send them to Wabash. Note: a student may receive an initial placement before we receive his AP score. In some cases, the placement will change after receiving the AP score.

Placement Guidelines

When a student completes his Math Placement Exam we will provide a recommendation for an appropriate starting course in the sequence MAT-

- x MAT- 100 or 111: Not quite as strong on paper as the 111 students. This student should probably not take both MAT

credit rather than dual enrollment credit, subject to the conditions for acceptance of transfer credit at Wabash stated above.

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 P3 (e)0.8 (d)2.3upDe9f-5 (e9f-CID 9 An)-9 (t)-4.1 (s)-.7 (, D)1 (ar)37 (tm)2.6 (e)0.sID 9 A (sh2.5 (r)3.7 (P).9 (i)-- 7 (n)-4 (t)10.9 (i)- (t)10.9 ()11q4 (6 r)3.7 (e)

I26W

English Literature/Composition	4, 5	ENGL-99	1
Environmental Science	4, 5	ENST-	

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

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

APPENDIX A -

Medical School Preparation and Admission Guide

Making the decision to become a physician involves maturity, commitment, and perseverance. Individuals accepted into medical school demonstrate a calling to serve others and an aptitude in the

profession (again, see below). Don't expect to cram activities and internships at the end of your senior year. Not only will this be obvious to the admissions committees of medical schools, but it might keep you from developing your "humanitarian" side.

What co-curricular and extra-curricular activities should I become involved in?

When you're not studying, in lab or class, you should carefully consider how you're spending your time. We want our future doctors to understand the world around them, right? Medical schools like to see candidates who are involved in their communities. Keep in mind--**there is no silver bullet!** You need to decide what energizes and motivates you. Each person has their own preferences and circumstances!

Some examples include:

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

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

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

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

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

The application has multiple sections where you:

- x List your grades and request transcripts from all colleges you've attended
- x List your undergraduate activities, organizations, awards, services, internship, shadowing •
Compose a personal statement
- x Additionally, the Wabash Pre-Health committee writes a Letter of Recommendation for you. This letter is generated after you solicit a minimum of 5 faculty members who can evaluate your academic performance. Make sure to get to know your faculty! Professors generally appreciate working with students and getting to know you in and out of class. The better they understand your character and strengths, the more meaningful their evaluation letter will be. Once your letter is complete, we will send it directly to the application service(s) you choose to apply to

2. If you decide to take only one science course your freshman year, you will likely be considering either CHE-111 or BIO-111. **Choose first based on your interest.** But if you don't have a strong inclination one way or the other, enrolling in CHE-111 freshman year will allow you to sequence your science coursework in a way that makes the most sense.
3. Consider a **gap year** in between Wabash and medical school. Most college students do not like to think about adding another year to their journey towards physician-hood. However, for many students, taking an extra year to prepare for medical school makes a lot of sense. Here's why--In order to matriculate directly into medical school from Wabash, students nDC sy4-4.9 (g)1.6 ()10.9 (an)-5 (e)1

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

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

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

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

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

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

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

APPENDIX B - DENTAL SCHOOL PREPARATION AND ADMISSION GUIDE

Dental School Preparation and Admission Guide

- ¾ Wabash community (sports, newspaper, clubs of interest, research, etc.)
- ¾ Crawfordsville community (volunteering, working in local schools, Red Cross, health clinics, etc.)
- ¾ Hometown service projects and volunteerism
- ¾ World/global community (service abroad/study abroad)

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

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

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

The short answer

an early interview slot (September), especially for in-state applicants. Late applications have been responsible for qualified applicants not gaining admission their first year. Applicants will be informed of their acceptance no earlier than Dec. 1.

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

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

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

**some combination of these upper-level bio courses is required at IU School of Dentistry and others. It is important to check with the individual dental schools and your pre-health advisor to understand individual school requirements.

See www.wabash.edu/academics/medicine/ for more information about prerequisites and Wabash courses.

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

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

WHERE should you apply?

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

Why do I want to be a dentist?

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

is one of the biggest decisions you will make in your life, so we want you to be thoughtful and mature in the process.

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

- ¾ What have I done to serve people over the past few years and how has it affected me?
- ¾ Who do I admire and why? What kind of work do they do?
- ¾ What have been the most gratifying experiences of my college career, and my life?
- ¾ In my academic and co-curricular achievements, what personal qualities have helped me to be successful?
- ¾ Who do I want to be in 10 years?

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

¾ If you are competitive and have the desire to be a dentist, don't give up. Dental schools like to see perseverance and commitment, and reapplying certainly demonstrates this!

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

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

Sophomore Year

Advising is much more than helping students with registration

Personal Wellness and Extra-Curricular Involvement

‰ How are you doing? How did you spend your summer?

‰ How is your family?

‰ Have there been any changes over the summer/semester that may affect your studies or timeline toward your degree?

‰ What campus clubs or organizations are you a part of this year? Is there one that you've been curious about and might want to join?

‰ Are you involved in athletics? Has anything changed about your athletics participation this year?

‰

- %o Have you explored or applied for summer internships? Do you know that some of the most competitive and sought-after internship applications close in the fall?
- %o Are you aware of the [Dill Fund](#), funding that can support summer research or study, domestically or abroad? Information can be found on the Career Services website.
- %o For Pre-Health students: Have you met recently with the Pre-Health Advisor? What are your next steps on the pre-Health track?
- %o For Pre-Law students: Have you had a recent appointment with the Pre-Law advisor? What are your next steps on the Pre-Law track? Second-semester Sophomores typically have a Pre-Law

Junior Year

Advising is much more than helping students with registration

Travel-based Learning and Study Abroad

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

Senior Year

Advising is much more than helping students with registration

Personal Wellness and Extra-Curricular Involvement

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

Academic Progress

- %o What are your academic goals for the year? What would you like to accomplish?
- %o Are there any obstacles that might affect your academic success this semester/year? How might you overcome them?
- %o Are you on pace in terms of earned credits for a four-year graduation? (Senior goal: 24+)
- %o Does your declared major/minor match what appears in Student Planning? If not, visit the Registrar's office ASAP (before fall break).
- %o Let's look at the "Progress" tab in Student Planning **very carefully**. Are we sure that each distribution requirement and major and minor requirement is met?
- %o Do you need to take an additional elective or two? We need to be **absolutely certain** you have enough credits (34 credits required).
- %o Does your major department hold information and preparation sessions for Senior Comps?
- %o What else do you need to do to feel prepared for Senior Comps?

% If you're behind in credit completion and will not graduate on time, you might consider taking a summer course. It is **ESSENTIAL** that all summer credits are pre-approved by the Registrar's Office. Do you know how to get a course pre-approved to transfer into Wabash?

% Is there a particular class that you want to be sure to take but haven't yet gotten into?

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

% Do you have your books for the semester? ~~Do you have your books for the semester?~~

Travel-based Learning and Study Abroad

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

‰ Will you be spending a Fall semester off campus this year? If so, do you have pre-approval from