

**KNOX COLLEGE  
ADVISING HANDBOOK**

**2011-2012**

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## PART I INTRODUCTION

### *The Significance of Advising*

Studies on successful undergraduate advising consistently show that the most effective approach is one that regards the work of advising as an aspect of teaching.

Consider this. In part through good advising, college students “learn to see themselves as 1) being able to construct knowledge and have ideas without having to receive this information from others, and 2) understanding that there are multiple ways to view any given situation or idea.” As students begin to develop these skills, “they become capable of seeing possibilities for their future that may be different from the ones envisioned by their parents and others.”<sup>1</sup>

Good advisors get to be known around campus as faculty who make a difference in the lives of their students. The right questions at the right time, or the few extra minutes to talk an issue out, can matter. Certainly this is what students say on their evaluation forms about their faculty advisors.

Here, for that matter, are some of the things students say most often about advisors they admire:

- My advisor takes time to see how things are going this term
- My advisor looks to the future
- My advisor knows about courses in other departments and finds out when he or she does not
- My advisor is around during office hours and gets back to me if I send e-mail messages

Clearly there are limits to what our students should expect of us (here I am thinking of surprise office visits or late evening calls to our homes). But by the same token, we should not forget how much a well-placed word of encouragement (and on occasion moderate reproof) can mean to someone for whom college is the threshold to an entire life. And we should also not forget that we have students who report uneven experiences with their advisors. These are students who may leave Knox. All we can do is give it our best—and this takes effort—but we should always give it our best.

### *Some General Advice to Advisors*

The first session with an advisee sets the tone, so try to make it a good one. The student should help (volunteering information makes a difference) and the advisor should look to the long term, not just the ten weeks to come. It might be good to speak briefly about the degree requirements, and to remind your advisees that you will meet with them not only to select courses for the fall but to begin working with them on a plan for the next two years.

There will be work to do before the individual meetings you have with your advisees. Be sure to check the “*Placement Information*” link on the Registrar’s Website for your students—the site will have

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<sup>1</sup> Jane Elizabeth Pizzolato, “Advisor, Teacher, Partner: Using the Learning Partnerships Model to Reshape Academic Advising,” *About Campus* 13.1 (March-April, 2008), p. 20.

recommendations for Center for Teaching and Learning, Mathematics and Foreign Language Placement. When you meet with your charges, it is generally all right to ask a new advisee about high school grades and reported SAT and ACT test scores. If they're low, try tact or something like it (Example: "Should I take this ACT score seriously?" when the composite is substantially below the average composite of 27). Some students will have elected not to have their scores submitted, in which case you might want to have a more general conversation about the student's abilities in math or writing. Some students will have unwarranted optimism about their potential, but most are far from sure, whatever their record shows. So reassurance is usually more appropriate than deflation.

The hard information about degree requirements, drop-add and withdrawal policy, S-U eligibility, and other arcana is in the *Catalog*. Never assume your advisees know these things (there is reason to believe they do not). When in doubt, call the Dean's office (x7215) or the Registrar's office (x7203) for technical assistance.

Advisees often need our encouragement when it's time to ask for help. It really is all right to suggest as much. For problems in courses, the *Center for Teaching and Learning* is there for every student. Clearly John Haslem can make a difference, as can his staff of student assistants. For students who are encountering rough seas in their personal lives, there's the Counseling office, with Dan Larson and Virginia Kasser. And last but not least, any student looking to life after Knox should talk not only with his or her advisor, but with one of the Career Development staff, whether it's about a summer job, an internship, or long-term plans. (See further advice under "Some Answers to Questions", pg. 3.)

### ***Problems***

Some advisees may not show up. If they miss the pre-registration deadline, they lose priority for getting into classes. You may want to send an e-mail reminder, but the problem isn't really yours.

Some may miss appointments. An e-mail reminder is, for most of us at least, *de rigueur*.

Some may leave schedules but skip their appointment. You aren't obligated to sign off and enter the schedule.

### ***The Real Message***

Advising often seems to be just one more thing to do in addition to all one's other responsibilities. But there are times when it is critical, and it will make a difference for your students—especially our students who have not yet chosen majors—if you watch for those times that matter.

## SOME ANSWERS TO GENERAL QUESTIONS FACULTY ASK

### General Questions

#### **Am I legally responsible for what courses a student takes?**

No, the final choice rests with the student.

#### **Am I legally responsible for what I tell a student about fulfillment of degree requirements?**

No, but obviously you want to be as accurate and helpful as possible. Become very familiar with graduation requirements.

#### **How can I (apart from final grades) find out how an advisee is doing?**

Each term advisors are notified of any midterm grades of *D*, *U*, *F* (as long as the instructor submits them). Advisors are notified of fall midterm grades for all first-year students.

#### **What do I do if I am not sure about a technical question (about, say, transfer work, residence requirements, or late changes of registration)?**

Call the Registrar's or Associate Dean's office. A friendly, informed, and helpful official will answer your inquiry.

#### **What do I do if a parent of an advisee calls?**

Don't take the call (or don't return it) unless you're comfortable doing so. More often than not, a dean can and should handle conversations with parents. Call the Associate Dean and ask her to return the call to the parent.

#### **Do all students have to take a foreign language?**

No, not if they are literate in a language other than English. They should see Dean Haslem if they are (to obtain a waiver).

#### **Do international students ever have difficulty understanding our honor system?**

Sometimes, and when they do it is often because they are taught to regard published sources, including material from web sites, as infallible and as therefore worthy of incorporation in their papers. The best approach is to emphasize that we prefer not to use the language of our sources as a rule—but to document them thoroughly when we do. Don't hesitate to remind all your advisees, domestic and international alike, that documenting sources means all sources, whether they are electronic or in print. You may want to insist that they read the Honor Code pamphlet cover to cover.

#### **Are there other issues that matter in advising international students?**

Yes, often international students are ready to plunge into their intended major forthwith (because that's what university students elsewhere do). As advisors, we need (this is one of the many stones of Sisyphus we roll up the hill annually) to explain that the American system is different. If an international student approaches you with questions about his/her status in the U.S., you may wish to contact Cathy Walters, Director of International Student Advisement.

**What do I do if an advisee discloses to me that he/she has a learning or other disability that may affect academic performance?**

If a student wishes to seek academic accommodations due to a learning or other disability, he/she is responsible for presenting documentation of the disability to the Center for Teaching and Learning. If such documentation is presented to and accepted by the CTL staff, a determination of “reasonable accommodations” for course work will then be made. Such students should therefore be encouraged to meet with CTL staff as early on as possible. Advisors and students alike may call CTL Director John Haslem with questions.

**What do I do if an advisee discloses to me that he/she is undergoing intense emotional and/or psychological struggles?**

Depending on how well you know the student, you may want to engage him/her in a conversation about the nature of the difficulty and gather enough information to share with others who may follow up, perhaps Dan Larson at the Counseling Center (an email to him about a troubled student is always a good idea) and/or the Associate Dean. For students showing particular emotional difficulty, you can also suggest that you call the Counseling Center while the student is in your office so that an appointment can be scheduled immediately (ext. 7492). This can be a good way to get an otherwise hesitant student to get the counseling help he/she needs. If a student approaches you with this sort of problem when the Counseling Center is closed, call Campus Safety (ext. 7979) and report your concern. The Campus Safety Officer will contact Dan Larson if his help is needed after hours.

**What do I do if an advisee approaches me to say that he/she is being brought before the Honor Board?**

Students facing an Honor Board charge (guilty or innocent) are usually very rattled when they first hear about the charge. You will want to reassure them that, no matter the outcome, this hearing will not end all chances of a happy and successful life. You will also want to be sure that they understand the process of the Honor Board hearing. For this reason, it’s a good idea to send them to meet with Associate Dean Haslem as soon as possible. As the student’s advisor, you may be asked to accompany an advisee to the Honor Board hearing. You are not obligated to do so, but this can be an important way to support your advisee. If you feel unsure about the Honor Board and its procedures, you will find the Honor Code here:

<http://www.knox.edu/documents/pdfs/honorbooklet.pdf>

and answers to FAQ from faculty about the Honor Code here:

<http://departments.knox.edu/facdev/guide/>

**Do credits earned by exam apply toward degree requirements?**

Yes and no. Credit for the third term of a language satisfies the *Language Key Competency*, and credit for Mathematics or Statistics applies to the *Quantitative Literacy Key Competency*, but credits by exam do not apply to any other general education requirement. With the permission of the department chair, they can apply to major requirements. The Registrar has a form for that process. Students may find useful information about AP and other exam credit in the Catalog.

**Do transfer credits apply to major requirements?**

They can, but it is not automatic. Like credits by exam, the student must obtain the permission of the department chair. Students are well known for not attending to these matters, so advisors ought to check EDR's carefully and give the student a nudge.

**What do I do if the student needs a substitution for a major requirement?**

The student must justify the substitution to the chair of the major department, who then contacts Dean Breitborde (an e-mail is usually enough) recommending the substitution. The Dean then approves or disapproves and relays the information to the Registrar's Office. As above, transfer credits and credits-by-exam may be approved directly by the department chair. The advisor's role is really just to see that the student follows through.

**What are my responsibilities regarding the Educational Plan and the Experiential Learning requirement?**

For both of these requirements, refer students to the guidelines and examples that appear on the Registrars site under "Guidelines for Graduation".

**Educational Plan**

You as the student's advisor have the authority to approve both. A draft of the Plan must be done by the end of the student's second year in the case of a new first-year student, and after no more than three terms at Knox or before the student reaches senior standing in the case of a transfer student. Students are not allowed to declare a major (and thus a hold will be placed on their pre-enrollment) without having an approved Educational Plan. Paper forms are available at the Registrar's Office or on the Website.

**Experiential Learning**

You may be asked to sponsor your advisee's experiential learning, but the student can ask any faculty or staff member appropriate to the experience to serve as sponsor. If you are the sponsor, you are obligated to sign the Experiential Learning Report Form in both the planning and reflection stages. It is the student's responsibility to get this report form to you for your signature.

PRE-MED

[Most information on pre-med advising can be found at <http://www.knox.edu/x1821.xml>]

**What do I as a first-year pre-med need to take?**

Take General Chemistry I and II, and get started on either the introductory Biology or Physics sequence by winter or spring term (or Math 151 if you know you want to go to a medical school that requires Calculus).

**Whom do I need to see if I'm a pre-med?**

Professor Judy Thorn

**What is the best advice to give pre-med students?**

- Only strong students should be encouraged to enroll in two science courses in the first term.
- Let students know that if there is anything that they should do in their first year, it is Chemistry.
- Ask students—this may be true for all advisees but it is especially true for pre-med students—to get back to you around the end of the month (by e-mail) to let you know how they are doing.

**Do I have to major in a science to go to medical school?**

No. Most medical schools require the following courses:

Biology 110, 120, 130

Chemistry 101, 102, 211, 212

Physics 110, 120, 130

Certain schools may have additional requirements. You can find course requirements for a medical school in the Medical School Admissions Requirements (MSAR) guide. There are copies of the MSAR on reserve in SMC Library and at the Center for Career and Pre-Professional Development.

Because the MCAT will be changing in 2015, it is recommended students graduating in 2015 or later follow the prerequisite coursework for the University of Illinois College of Medicine, which we believe most closely matches the proposed MCAT changes. The University of Illinois requires:

- One year of general biological sciences with laboratory
- One year of general inorganic chemistry with laboratory
- Two courses of organic chemistry with laboratory (one course of introductory biochemistry may substitute for the second term of organic)
- One year of physics with laboratory
- One course of advanced (at least 200-level) biology (genetics recommended)
- Three courses in the Behavioral/Social Sciences (e.g. psychology, anthropology, sociology; two of the three courses must be in the same field of study)

Based on preliminary recommendations for the content of the new MCAT, it is also recommended students achieve competency in statistics before sitting for the exam beginning in 2015.

**What do I do if I'm interested in the Knox-Rush Early Identification Program or The George Washington University Early Selection Program?**

The program requires certain courses be taken the first year; check the *Catalog* under "Medicine." If you have questions, see Prof. Thorn. A meeting for interested students is held during the Fall Institute (October 19, 2011).

**Can I use AP/IB/transfer credit for the Knox-Rush program?**

No. Eligible courses must be taken at Knox. If you have credit from other sources, talk to Prof. Thorn before signing up for your classes, or have your advisor call her during your session.

PRE-ENGINEERING

**I am interested in engineering. What steps should I take?**

Knox offers a 3-2 Dual-Degree engineering program in cooperation with several engineering schools. See the program description under Engineering in Appendix Five, Essential Information on Majors for advice on what courses to start with. Students interested in engineering are encouraged to contact the program advisor, Professor Tom Moses, for help planning courses since different engineering programs have special requirements.

BUSINESS

**I want to go into business school after I graduate. What do I do?**

Get a B.A. and job experience. Take Calculus since better business schools require Calculus. Consider the minor in Business and Management.

**What do I take at Knox if I want to go into business?**

Whatever you want, but Statistics, Microeconomics and Accounting are strongly recommended. Take courses that emphasize analytic communication (speaking, writing) and computer application skills (*Excel*, *Word*, and *PowerPoint*).

Knox offers a minor in Business and Management which provides a strong preparation for a career in business, while many students have had successful business careers graduating with other majors and minors. Students may want to meet with Prof. John Spittell, Chair of the Business Program.

**Should I explore internships? and how?**

Yes. See the *Director of Center for Career/Pre-Professional Development*, as well as the excellent resources on the Center's website. And read the *Knoxletter*. You might also seek advice from the Chair of the Business Program, Prof. John Spittell.

LAW

**I want to be a lawyer. What do you advise?**

See the pre-law advisor, Prof. Sunderland. Seriously consider coursework in political science and other areas to determine your academic major. Law schools do not require any particular major. Courses that emphasize writing and reading skills are especially valuable. Your grades

and your performance on the Law School Admission test are the most important factors in law school admission. Take LAW 030 (Preparation for the Law School Admission Test) during the spring term of your junior year.

#### OTHER PROFESSIONS

**I want to be an a nurse or an environmental scientist or an architect. Whom do I talk to?**

The cooperative degree program advisor, who is listed in the *Catalog*.

## PART II BASICS

### General

Virtually everything you will need as an advisor (besides your wisdom and your patience) can be found on the Registrar's website. You can get to a student's records, to schedules, to information on closed classes and much more on this website. And of course we enroll students by computer (and when in trouble, we call Karen Benedict at ext. 7204, who excels in helping).

Note that the principal record for all our students is the EDR or *Educational Development Record*.

### **What are the Knox curricular goals?**

The framework is that Foundations and Key Competencies must be accounted for. In addition to this, the advisor (or faculty sponsor) will check that the student has an involvement in experiential learning and will develop a written *Educational Plan*. All of these goals are monitored on the KNOX EDR (a sample EDR is on page 40).

*Foundations* include FP and courses in each of the four areas of the curriculum: arts, humanities, science, social science. Major and minor courses, as well as those addressing key competencies, may double count for Foundation credit.

*Key Competencies* include Writing, Oral Presentation, Second Language, Quantitative Literacy, Understanding Diversity, and Information Literacy/Informed use of Technology (worked out within the major department). At least one Writing Intensive course and the Oral Presentation course must be in one of the student's majors.

*Specialization* includes the major and a second area of concentration (either a second major, or one or two minors).

*Experiential Learning* includes a substantial, hands-on, out-of-class experience enhanced by a proposal and reflective report addressing personal and/or professional growth.

### **How do I read the KNOX EDR?**

This should be rather straightforward (see example at the end of this handbook). The header contains information about majors and minors and credits earned. The rest is split into the *Educational Plan* component, *Preceptorial* component, the *Key Competency* components described above, the four *Foundation* areas, the *Experiential Learning* component, and the major and minor checklists. A short summary sentence describing the nature of the requirements is included.

Once a student declares a major or minor, the EDR will also reflect which requirements that program have been met.

*Questions regarding degree requirements:*

**Can students use their SAT math scores to satisfy math proficiency?**

Yes, if it is 570 or higher. An ACT math score of 24 or higher also satisfies the requirement. Note that the *Quantitative Literacy Requirement* is in two parts, and the SAT or ACT exam can only satisfy the first part.

Since submitting these test scores is optional when students are applying to Knox, you should let your advisees know that submitting adequate SAT or ACT math scores now could be a good idea.

**Can music lessons be used to satisfy the ARTS Foundation requirement?**

No. Students may no longer satisfy the ARTS Foundation requirement by taking two .5 credits of music lessons or group performance; however, those who took .5 credit in these areas prior to the Fall of 2009 may take a second .5 credit experience of either type to complete the requirement.

**Do students have to complete a science course with a lab?**

One approved MNS Foundation course is necessary. The course does not have to have a lab.

**How important is it to follow the placement advice given for each student (available from the Placement Info link on the student's online file)?**

While the decision ultimately rests with the student, you should impress upon your advisees how important it is to follow the advice of the placements found here. Studies repeatedly show that following placement recommendations increases retention, especially true for placement in **writing** and **math** courses. International students may not want to follow the advice to take an ESL course, but again their chances for success are increased dramatically if they follow the advice to do so. Think of insisting that advisees follow placement recommendations as a key role you can play in retention efforts at the College.

*Questions regarding transfer work:*

**Why do transfer courses have fractional credits?**

We convert a semester hour into 0.3 Knox credits and a quarter hours into 0.2 hours. Hence, a student who completes 30 semester hours, the normal load on a semester hour system at another school, earns one year of credit at Knox.

**Does a student with transfer credit need to earn 36 credits for the degree?**

No. Transfer credit commonly contains fractional credits. A three-hour semester course transfers as 0.9 Knox credits. We consider 35.8 credits as fulfilling the 36 Knox credits required for graduation.

**In degree requirements, does a transfer course for 0.8 or 0.9 Knox credits count as a course?**

Yes. If a degree requirement requires 1 course, a student needs to earn at least 0.8 credits. If the requirement requires 2 courses, a student needs to earn at least 1.8 credits.

## APPENDIX ONE

### FROM ADVISOR TO ADVISOR: COLLEGIAL ADVICE

#### TIPS ON STARTING THE CONVERSATION WITH A NEW PRE-MAJOR ADVISEE

- “Think of me as a resource, someone to help you find answers to questions—academic or otherwise.”
- “As your advisor, I’m here to help you do what *you* want to do...”
- Explain what your role is as an advisor (perhaps in a group meeting).
- It’s important to have read your advisees’ folders before meeting with them. Find something (potential major, personal experience described in their essay) that you can use to talk about. You might want to explain to them what is in the folder and who has access to it (you, the Deans, and the student).
- Some advisors use a term-by-term course planning sheet for each student, with notes from the students’ file on ACT scores, potential area of interest, etc. Others prefer to review this information prior to the meeting and use a blank sheet of paper to do tentative course planning for subsequent terms (this method looks less formal and students may feel less bound to, and more comfortable with the plan than if a “form” is used.
- (For the undecided student.) “Many students here are undecided about their major. That’s okay. And many who think they know what their major will be change over time.”
- (For the very decided student.) “Let’s spread out the courses in your major. You’ve got 12 terms to do it.”
- “What are your interests?”
- “What are you not interested in?”
- It’s important to emphasize how quickly 10 weeks pass. Most students are not used to operating in terms of discrete courses within our 10-week segments. You may need to emphasize the importance of “keeping up” from early in the term.

#### SELECTING COURSES FOR THE FIRST TERM

- Students have been asked to express “course preferences,” which have been entered into the system by the Registrar staff. These are not permanent, and can be changed on new student advisement day.
- Some areas of interest require your early awareness, e.g., if a student is interested in studying off-campus, gaining teacher certification, or being a pre-med. You might ask explicitly about these interests early on so that they can be integrated in the student’s planning. (see earlier pages in the handbook)
- It’s important for each student to have a backup course or two in case they are bumped.
- Explain what will happen after your meeting, and after you have entered their courses into the computer:
  1. Students receive confirmation of course enrollments by e-mail and when they do on-line registration check-in.

2. If they've been bumped, Lori Haslem, the Registrar and other faculty serve as advisors on-site at Closeout Enrollment on Wednesday to help select that backup (or other courses).
  3. Tell students to let you know what happened at Registration—it'll get them used to emailing you.
  4. Make sure they know they can come back to you and discuss how their enrollment turned out.
- Tell your students they can check with other students, starting with their Orientation Leaders and Resident Advisors, if they want to get “ratings” on individual courses or sections.
  - Encourage taking “fun” or “interesting” courses in addition to requirements.
  - Encourage students to think about their mix of courses in terms of the kind of work and time commitments involved.
  - Encourage exploration of new areas as a way not simply to meet graduation goals but to test out alternatives to their intended major. One advisor suggested he would challenge his students as they choose their courses: “I’m going to challenge my advisees to come up with 2 courses (in addition to FP) that are “fun.”
  - You can suggest that new students build on success; if they have established strengths in a field through high school work, they may realize the same success in the same field in college.

#### **CO-CURRICULAR & CAMPUS INVOLVEMENT—THE BROADER EXPERIENCE**

- Encourage new students to become involved in co-curricular activities, but suggest that they limit their involvement in the first term to one organization/activity.
- It’s often useful to ask how life is in the residence halls. This may open up the discussion to a wide range of topics, including revealing some issues for which you might need assistance from the Student Development staff.
- Some students return home frequently—perhaps too frequently. This may adversely affect their relationships with others on campus and their sense of connecting with the College.

#### **ENCOURAGING THOUGHTFULNESS, PLANNING, BREADTH AND REFLECTION**

- What do students expect to accomplish in the forthcoming term?
- As the term goes on, how’s it going? What’s working and what isn’t?
- As the term ends, did they accomplish what they had hoped?
- How do we underscore the importance and rewards of breadth beyond the four *Foundations* requirements? One way is to suggest that students consider courses which, while not in their major, reinforce their major (such as art history for a prospective history major). Another is to build on personal background and/or experiences—the student who has traveled abroad might find it interesting to take an appropriate history or ANSO course.  
If they hated high school, they might find “School and Society” interesting (to find out why)! The minor is also a means of acquiring a certain level of depth in a different area than the major. Conveying how interested you yourself are in a particular course can also have an infectious effect on an advisee.

## THE NEED FOR AN ADVISOR TO “UNDERSTAND” THE ENTIRE CURRICULUM

- It’s not a question of knowing every department’s requirements, but of understanding the “gateways” to most majors.
- Most majors make clear statements about prerequisites. Be cautious about interdisciplinary programs which draw on cross-listed departmental courses—that is the one place most likely to involve “hidden prerequisites.”
- When a student has a question about a course in another program that you can’t answer, a quick call to the program chair means a lot to the student.

## WHAT DO YOU DO WHEN YOU GET INFORMATION THAT YOUR ADVISEE IS NOT DOING WELL IN A COURSE?

Some things you might say:

- “What’s going on? What’s the problem from your perspective?”
- “How do you study? Do you take notes? Do you review your notes or re-write them after class?”
- “If you’re reading a text, ask yourself, what is there on this page worth writing one sentence about? If you can’t answer that, then you are not understanding what you are reading.”
- “Don’t hesitate to go the instructor, TA or tutor and say, ‘I don’t understand when I’m reading’. It’s okay to go to the professor and tell her/him that you’re in the dark.”
- Sharing your own experiences (including the rocky ones) dealing with difficulties as a student can help make your advisee feel more comfortable with their own challenge.

Remember to alert Associate Dean Haslem about any unusual circumstances your advisee is facing. You can also ask her or colleagues in your department for advice on how best to counsel your advisee.

## WHAT IF STUDENTS WON’T ACCEPT MY ADVICE?

- Make your best case, but ultimately they have responsibility for their own decisions (this should be reiterated).
- Some students are under a great deal of parental pressure to do things that you would not advise. There are limits to what you can do in such situations. While being respectful, acknowledge the differences in this “advice.” You may be able to help students develop rationales and explanations that they can use with their parents.
- Some students will simply disagree with your advice, cautions, etc. Again, remind them that these decisions are their responsibility.

Remember that you can “move” students incrementally. You can encourage a psychology student to try, e.g., an ANSO course by pointing out the close relationship between the disciplines. This is one step to encourage the breadth of their education.

## APPENDIX TWO

*[Here are the questions that appear on a form which Penny Gold asks her advisees to fill out before the first advising session.]*

### ADVISEE INFORMATION

1. What subjects do you especially look forward to studying?
2. What extracurricular activities might you be interested in pursuing, if any? (E.g., a sport, band, theatre, etc.)
3. Are there any off-campus programs that you might be interested in? (If you're not familiar with these, you can find descriptions in the college catalog.)
4. What are your thoughts now about what you might want to do after graduation from college (e.g., possible career goals)? ("Totally undecided" is fine for an answer!)
5. How do you feel about reading? How would you assess your skills in this area? Are some types of reading easier for you to do than others?
6. How do you feel about writing? How would you assess your skills in this area? Are some types of writing easier for you to do than others?

7. How do you feel about doing mathematics?
  
8. How do you feel about studying foreign language? Assuming you'll be doing some work in foreign language at Knox, is your preference to continue with a language you did in high school or to try something new?
  
9. What are some adjectives or phrases you might use to describe yourself?
  
10. What are some of the things that matter most to you in life right now?
  
11. Is there anything else you think it might be helpful for me to know? (E.g., are you under any particular stress now or recently? homesick? parents getting divorced, an alcohol or drug problem, not getting along with your roommate, etc.)? Are there any learning issues not covered above that it may help me to know about (e.g., ADHD, dyslexia, etc.)?

## FIRST-YEAR PRECEPTORIAL: INTRODUCTION TO LIBERAL LEARNING VARIOUS THEMES

### *A. Fundamental Goals of the First-Year Preceptorial*

The FP for Fall 2011 will be configured somewhat differently from the FP of earlier years.

- *Introduction to Liberal Learning*: to lay the groundwork for a liberal arts education—inculcating skills of analysis, discussion and written exposition.
- 1. Section of FP will address a **Broad Theme or Topic**, i.e., a “big question” explored from a range of perspectives. However, the aim of the course is NOT to introduce students to academic disciplines.
- 2. Section of FP will be **Writing Intensive**, teaching students to articulate a coherent thesis and support it logically with evidence, in a grammatical and stylistically effective and coherent paper.
- 3. Section of FP will be **Discussion-based**, teaching students to articulate and defend a point of view in a classroom discussion, and to listen critically and respectfully to the contributions of other students.
- 4. Section of FP will nurture **Critical Thinking**.
- 5. Section of FP will address **Academic Integrity** through consideration of intellectual honesty and instruction in proper annotation.

### *B. Overview of Structure of First-Year Preceptorial*

- The course is taught by Knox faculty from all areas of the College, in discussion-centered sections of approximately 16 students, most of which meet MWF.
- Faculty may also include advanced student co-leaders, who enroll for one credit (S/U) in PREC 300.
- Faculty design their individual section syllabi to include materials of their own choice.
- Three to four major papers are assigned, of increasing length and weightiness. After papers are submitted, time is allocated for individual and group paper conferences and workshops. More frequent short writing assignments of various kinds are designed by individual faculty.
- Tuesday afternoons (Periods 5s-6) are set aside for films, one-on-one writing conferences, and other activities and workshops as determined by each professor.
- FP is managed by a director (2011: *Jennifer Templeton*).

## APPENDIX FOUR

### SPECIAL ACADEMIC AND CO-CURRICULAR OPPORTUNITIES AND HOW TO FIND OUT ABOUT THEM

#### **Off-Campus Study Opportunities**

(see *College Catalog* and <http://www.knox.edu/Academics/Study-Abroad-and-Off-Campus-Programs.html>)

- Language & culture-based programs
- Specialized subject-area programs (overseas and domestic)

**Internship opportunities** (see Terry Saline, Internship Coordinator, CTRS 202, x7436 and <http://www.knox.edu/x5026.xml>)

- Local, during academic year
- Summer programs

**Co-curricular activities** (e.g., arts, athletics, student media, clubs, resident advisor, orientation leader, admission ambassador)

#### **Community Service Opportunities**

#### **Independent Academic Opportunities**

- Student research opportunities
- Formal programs
  - Ford Fellows see CRAS (Center for Research and Advanced Study) OM 102, x7278
  - Funding opportunities (Richter Fellowships; see CRAS)
  - Peace Corps Preparatory Program (see Prof. Mike Schneider)
  - Honors (see your advisor, another faculty member, or CRAS)
- Teaching assistantships (see individual professors)
- Center for Teaching and Learning (John Haslem, Director, 466 S. West St., x7151)
- Center for Community Service (Kathleen Ridlon, Director, CTRS 203, x7085)
- Independent study (see individual professors)

**Special Knox Curricular Opportunities** (e.g., Clinical Psychology Term, Green Oaks Term, Rep Term, December travel courses)

#### **Assistance with post-Knox planning**

- for career aptitude/interest testing and exploration/search strategies, see the Director of the Center for Career & Pre-Professional Development, CTRS 201 x7494, <http://www.knox.edu/careercenter.xml>
- for graduate school advice, see your advisor, faculty members in your field, Dean Haslem and/or the Director of the Center for Pre-Professional Development.
- for information on graduate fellowships on the national level (e.g. Fulbright, Rhodes, Marshall, Javits), see Dean Haslem.

## APPENDIX FIVE

### ESSENTIAL INFORMATION ON MAJORS

#### AMERICAN STUDIES

American Studies is an interdisciplinary and multidisciplinary program, drawing its faculty and many of its courses from across the Knox curriculum. Incorporating both traditional and cutting edge academic approaches to the field, the program examines crucial questions of American political, social and cultural identity. American Studies provides students with the flexibility to design an individualized course of study, within the context of a shared intellectual experience. The requirements for the major (and minor) in American Studies are fully detailed in the 2011-12 Knox catalog, and should be consulted by interested students at their earliest opportunity. Two specific courses are required of all AMST majors and minors: AMST 285: In Search of America; and PS 245: American Political Thought. Ideally, AMST 285 should be taken during the sophomore year.

*-Konrad Hamilton, Chair, American Studies*

#### ANTHROPOLOGY-SOCIOLOGY

Advising for students interested in ANSO classes is pretty straightforward. Here are the general guidelines, followed by a few details for this year.

100-level: these are the best for any student new to ANSO, first-year or otherwise

200-level: generally for sophomores and up, but OK if there is some background and the student's interest level is high

300-level: not appropriate for first years

Some particulars for this year (2011-2012): This fall there are three sections of 100-level courses being offered: two sections of ANSO 102, "Intro to Culture and Society" (taught by a visiting anthropologist, Elayne Oliphant), and one section of ANSO 103, "Contemporary Social Issues" (taught by sociologist Gabrielle Raley). The 102 sections are nearly full, but the 103 section still has some places left. Instructors of several of this fall's 200-level courses (ANSO 205, 231, and 246) have also expressed a willingness to admit first year students, so that is another option. For those of you who like to plan ahead, there will also be one section of "Human Origins" (ANSO 101) and two more sections of ANSO 102 offered during the Winter Term, as well as two more 100-level offerings in the spring.

*- Nancy Eberhardt, Chair, Anthropology/Sociology*

#### ART AND ART HISTORY

[Art Major and Art Minor (Studio) Advising Recommendations]

For students with clear interest in a Studio Art Major, we recommend two 100-level studio courses during the first year, in addition to drawing. We encourage all potential majors to explore two or more media areas before deciding on an area of concentration. Although not a requirement for the major, we also hope students can take an art history survey 105 or 106.

Second year art majors should complete two 200-level courses, one of which should be either art 258 or an art 295. We strongly recommend continued drawing and art history courses during the second year.

Art 351 is required only for majors. Minors and others should be enrolled in 351 only after consultation with studio art faculty.

Any student showing serious interest in a Studio Art major should be directed to speak with studio faculty as early as possible. Although the above sequence is ideal, we frequently have majors who don't take a studio course until well into their sophomore year.

[Art History Major and Minor Advising Recommendations]

For students interested in pursuing a major in Art History, the following sequence of courses are recommended. In the student's first year, ART 105 offers a strong introductory foundation to a study of art history. As a means of gaining insight into the creative process, students should also consider enrolling in one of the three studio art courses required for the Art History major. By their second year, students should take ART 106, the second course in the Art History survey sequence. During the second year, it is also recommended that students enroll in an advanced period survey course in Art History (200 level), which will expose them to more specialized study of major art historical eras and issues. This selection of courses would provide a strong grounding for students wanting to major or minor in Art History.

*Mark Holmes, Chair, Art  
-Greg Gilbert, Director, Art History Program*

**ASIAN STUDIES**

First-year students interested in Asian Studies should begin language study as soon as possible. Chinese and Japanese language courses are appropriate for first-year students expecting to concentrate on China and Japan, respectively. Students with an interest in another part of Asia can satisfy the language requirement through off-campus study. These students may still want to satisfy the College-wide Second Language Key Competency on campus (Chinese or Japanese is recommended but not required).

Since virtually every Asian Studies major studies off-campus, most of them during the junior year, advisors should make a special effort to help new advisees plan for such study. Once again, language is the most appropriate starting point.

In the Fall, ASIA / HIST 141 - Introduction to Chinese Civilization is an appropriate content course for first-year students. ASIA / HIST 142 - Introduction to Japanese / Korean Civilizations will not be offered this academic year.

We are offering IIS 240 - Japan Term during the Fall 2010. First-year students are encouraged to participate. Students interested in this program should study Japanese language and either HIST 242 - Modern Japan or PHIL 205 - Buddhism and Japanese Buddhism along with FP. Both HIST 242 and PHIL 205 are currently closed, but we will admit Japan Term students to these courses. Please contact Mike Schneider, 7512 or [mschneid@knox.edu](mailto:mschneid@knox.edu).

*- Michael Schneider, Chair, Asian Studies*

## **BIOCHEMISTRY**

If a student is interested in Biochemistry they should take General Chemistry (CHEM 101 and 102) the first year, along with BIOL 120; and in their second year take Organic Chemistry (CHEM 211 and 212) followed by BCHM 301 and BCHM 310. If the student already has credit for CHEM 101 and 102, he/she may want to start with CHEM 211. Please encourage potential Biochemistry majors to make an appointment to see me during the fall term, so I can meet with them, find out what kinds of things they're interested in, discuss research and other educational opportunities, and go over a tentative 4-year schedule that incorporates things they want to do (study abroad, double major, etc.).

*-Janet Kirkley, Chair, Biochemistry*

## **BIOLOGY**

1. Without AP credit: Students intending to major in biology will need to complete the introductory sequence of BIOL 110, 120 and 130. The introductory biology majors courses (110, 120, and 130) may be taken in any order as each course is intended to be independent of the others.

Biology majors must take CHEM 101 and 102 as required for the major and as a prerequisite for some upper level biology courses. CHEM 101 and 102 must be taken in sequence and typically are offered fall and winter terms. Therefore we advise first year students to start with chemistry. Another option for students worried about their chemistry skills will be to start with CHEM 100 and then take 101 and 102, but in either case starting with chemistry is the best option.

It is possible to start with the introductory biology majors sequence as a first year and pick up chemistry as a sophomore, but that does not work as well.

Only the strongest, mostly highly motivated first year, first term students should be enrolled in FP, biology and chemistry to start their Knox careers. What do we mean by strongest students? Such students should have excellent high school preparation in math and the sciences - the more the better. They will probably have had a couple of biology courses, chemistry and calculus or pre-calculus and a composite ACT of at least 28. If students do not have that kind of record, we feel they should only take one science course plus FP in their first term.

2. With AP credit in biology: Many entering students will have AP credit for BIOL 120. These students are usually strong in the sciences. Such students will probably be okay with taking Biology, Chemistry and FP at the same time—but check their high school GPA (especially in math and the sciences) and test scores (if possible). So some students with AP credit are not as strong as we would like them to be.
3. Students with a lot of AP credit or IB credit: AP or IB credit is not always an indication of how well prepared students will be for Knox science courses, especially those Knox courses with extensive laboratory or project work. Therefore students entering with two or more credits in biology or with credits for CHEM 101 and 102, should start by taking BIOL 210, Introduction to Research. BIOL 210 is unique to Knox, required for the major, a prerequisite for almost all upper level biology courses, and offered every term. No one will come to Knox with credit for BIOL 210 and it is an excellent introduction to the biology major at Knox.

## **BIOLOGY (CONTINUED)**

If you have any questions or can't decide how to best advise a particular student, please contact me and I am happy to help.

*-Linda Dybas, Chair, Biology*

## **BLACK STUDIES**

Students who are interested in majoring or minoring in Black Studies should contact the chair of the program. For students who are not necessarily considering a major or minor in Black Studies, it would be useful to share the following information:

1. BKST 101 is probably the most popular with students, in terms of enrollment and course evaluation satisfaction. It is the most general and interdisciplinary course offered by the program;
2. Most courses at the 100 and 200 level have no prerequisites. Writing, reading, and some discussion skills are more important than a knowledge base for taking courses below the 300 level;
3. Most Black Studies courses are cross-listed in cooperating departments and programs;
4. Successful students in Black Studies come from a wide range of disciplines, racial/ethnic groups, gender and social backgrounds, and enter a variety of career fields after graduation.

*-Fred Hord, Chair, Black Studies*

## **BUSINESS AND MANAGEMENT—MINOR**

### **CHEMISTRY**

The Chemistry major follows a sequential pathway through required courses with a few options along the way. First-year students with expressed interest and high school experience in Chemistry plus good math aptitude (placed in MATH 140 or 151) should begin with CHEM 101 in the fall term followed by CHEM 102 in the winter.

Interested students with strong math skills and no high school Chemistry should also begin in CHEM 101. However, students with weak math skills and no high school Chemistry are best advised to acquire necessary math skills before taking CHEM 101.

Only very strong students (high ACT and/or SAT, and GPA) should take CHEM 101 and BIOL 110 concurrently fall term. During the spring term students with an interest in Chemistry should continue in either CHEM 205 or CHEM 215.

While most students are best advised to take CHEM 205, students with a particular interest in Inorganic Chemistry may choose CHEM 215. These students should consult with the professor before enrolling.

Students with strong interest in chemistry should plan to enroll in CHEM 211 and 212 during the fall and winter terms of their sophomore year. Note that while students can complete the requirements for a Chemistry major in three years, there are substantial experiences in Chemistry which may be limited if prerequisite courses aren't completed sequentially. Please contact me if you have any questions.

*-Tom Clayton, Chair, Chemistry*

## **CLASSICS**

The Classics Department offers three majors: Latin, Greek, and Classics: Greek and Roman Culture. A student interested in either a Latin or a Greek major should begin coursework in the language in the fall of the first year, though the major is doable in 3 years on campus. If a student wishes to begin a major as a sophomore, it might be well to speak with Brenda or Steve Fineberg.

For students who go to graduate school in Classics, proficiency in both Latin and Greek is required. If a student is considering graduate school in Classics, study in the second ancient language should begin no later than the sophomore year.

Parents often worry about a son or daughter who wishes to major in classics, because they see no clear application to earning a living. Classics majors have proven attractive to a wide range of professional schools (law, medicine, secondary education, and others) and, for students planning to seek employment directly out of Knox, anecdotal evidence suggests that a background in Latin and Greek impresses employers – study of the ancient languages is evidence of academic rigor.

Classics students—many of them—study in off-campus programs in Athens, Rome, London/Florence, and from time to time the Newberry Library in Chicago (a great place for a student interested in an academic career). We encourage our majors to think about studying abroad, and we urge them to begin making their plans early. Steve Fineberg is the advisor for the College Year in Athens program; Brenda is the advisor for the program in Rome at the Intercollegiate Center for Classical Studies.

We will recommend appropriate placement on an individual basis for students with prior Latin and/or Greek—students should contact Brenda Fineberg (for Latin) or Steve Fineberg (for Greek). For Latin we offer a diagnostic exam to assure proper placement.

*-Stephen Fineberg, Chair, Classics*

## **COMPUTER SCIENCE**

Our introductory courses are described below. Both CS 127 and CS 141 are appropriate for nearly all students. CS 147 is targeted at students interested in science. Students considering a computer science major should take CS 141. We also particularly encourage CS 141 or CS 147 for all students planning science majors, but these courses welcomes all students and plenty of students from other areas have succeeded in them.

CS 127 Computing, Science, and Technology -- This is our course specifically aimed at non-majors. It's a non-threatening introduction to computer science. Students will learn more about networking and the World Wide Web, the insides of computers, databases, how programs execute, etc. They'll also be

exposed to some easy multi-media programming using the Python scripting language (we use programs to create pictures, movies, music, and stories). We read fiction in this course. There are lots of really good short stories with bad (and some good) computers in them. Finally, we spend quite a bit of the course talking about social issues of computing including copyright and intellectual property, computer crime, social networking, re-liability of computers, etc. This is a W course.

CS 141: Introduction to Computer Science I--This course does not assume any programming experience. In the course we emphasize problem-solving techniques; we talk about the fundamentals of object-oriented programming and machine organization. The programming language currently used is Java. Students should have had Algebra II in high school. This is a great course for anybody. CS 141 is offered in the Fall and Winter terms.

CS 147 Introduction to Scientific Computing – despite it's number, this course is equivalent to CS 141, but it's context and the examples we use all come from science. It's an introductory course, and doesn't assume any prior programming experience. It uses the Python programming language and the R statistical package. We do lots of visualization, modeling, simulation, and manipulating data looking for patterns. While using scientific computing as it's theme, the course is also good for Economics, Poli Sci, Psych, etc students. This is a new course and will be offered in Spring term 2012.

CS 142 Programming Design and Methodology -- A continuation of CS I. We emphasize programming techniques and elementary ways of organizing data (lists, stacks, queues, tables of data, etc). This course is also taught in Java. The prerequisite is CS 141 or permission of the instructor. If you've got an advisee who has taken AP CS in high school, please have them come see someone in the CS department. CS 142 is offered in the Winter and Spring terms.

MATH 175 Discrete Mathematics -- Only offered in the Spring Term. This course is required for some higher-level computer science courses. It includes logic, set theory, graph theory, some number theory, some theoretical computer science, probability and counting theory. Students should have had four years of high school math (through trig and functions) or have had Calculus I. Students interested in CS are encouraged to take this course Spring Term of their first year. Students who don't feel comfortable with mathematics can easily take this course in their sophomore year.

If your advisee has had AP CS in high school, please give us a call and we'll help you place them in the correct class; they may be able to place out of CS 141 or CS 142 or both.

In the Spring term, likely CS majors who have already completed CS 142 can enroll in either MATH 175 (Discrete Mathematics) or CS 226 (Networks and Operating Systems), depending on their comfort level and mathematical sophistication; contact one of the CS faculty if there are any questions.

The CS minor is pretty flexible, but interested students should enroll in CS 141 and CS 142. After that, they should contact one of us to help choose a combination of 200- and 300-level courses that fits together well. All CS courses except CS 127 are QL courses.

*-John Dooley, Chair, Computer Science*

## **DANCE—MINOR**

The minor in Dance consists mostly of 200 and 300 level courses, the prerequisites for which are the 100 level half-credit technique classes (Jazz, Ballet, or Modern). Students intent on the dance minor or participation in upper division courses should enroll in Dance 145: Dance Theory & Improvisation during their first year. This course is the gateway class to the dance program.

DANC 260 & DANC 260A is only for students in their sophomore year or up, as it involves off-campus travel.

## **ECONOMICS**

ECON 110 (Principles of Microeconomics) and ECON 120 (Principles of Macroeconomics) are perfectly appropriate for most entering students, and both provide a good introduction to the discipline. Students may take the courses in any order. ECON 110 is a pre-requisite for more of the upper-level elective courses in the department than ECON 120. Among other things, ECON 120 deals with the generally timely issues of economic growth, inflation, unemployment, taxes and government spending.

Economics makes extensive use of mathematical models so students should be comfortable with algebra and graphing. We recommend that students who are 1) “math phobic,” 2) have low ACT/SAT math scores or 3) have poor grades in math classes satisfy the Math Proficiency requirement before taking into either ECON 110 or ECON 120.

A student may demonstrate Math Proficiency by satisfying one of the following:

1. Obtaining a score of 24 or above on the ACT math component
2. Obtaining a score of 570 or above on the SAT Level 1 math component
3. Receiving credit for a course in the Knox mathematics department at the level of MATH 121 or above, or completing CTL 120 or CTL 130
4. Passing a full-credit course with a grade of C or better at or above the level of College Algebra at another college or university

After taking ECON 110 and 120 students who know they want to major in economics should take calculus (MATH 151 ideally, MATH 140 and 141 if they are less confident about their math ability).

For students who become interested in economics after taking ECON 110 and/or 120 but who aren't convinced they want to major or minor in economics, there are a variety of 300 level classes (ECON 310 and above) they may take. They should feel free to consult with me or their Econ 110 or 120 professors to see which classes will be the most interesting to and appropriate for them.

We do not recommend that first-term, first-year students enroll in Principles of Accounting (BUS 211) as the course does not provide a good introduction to the liberal arts.

Introductory Statistics (STAT 200) is a pre-requisite for Statistical Research Methods (ECON 303) which is required in the economics major. We recommend that students take STAT 200 and ECON 303 in the same academic year.

Potential majors in economics who are interested in studying abroad should consult with me early in their college career to map out the appropriate timing of courses.

### **INTRODUCTORY STATISTICS (STAT 200)**

STAT 200 is not open to first year students. STAT 200 satisfies the QL key competency and is open to students with sophomore standing who have demonstrated Math Proficiency. Calculus is not a pre-requisite of STAT 200.

A student may demonstrate Math Proficiency by satisfying one of the following:

1. Obtaining a score of 24 or above on the ACT math component
2. Obtaining a score of 570 or above on the SAT Level 1 math component
3. Receiving credit for a course in the Knox mathematics department at the level of MATH 121 or above, or completing CTL 120 or CTL 130
4. Passing a full-credit course with a grade of C or better at or above the level of College Algebra at another college or university

Majors in economics, environmental studies, and political science must pass STAT 200.

Minors in economics and in business must pass STAT 200, PS 230, PSYC 281, or MATH 321.

STAT 200 is a pre-requisite for ECON 303 (Statistical Research Methods), required in the economics major. Students should take STAT 200 and ECON 303 in the same academic year. Students who take STAT 200 the term before they take ECON 303 do better work in ECON 303.

Students interested in majoring in psychology should take PSYC 281, not STAT 200.

STAT 200 is an excellent course for students with at least sophomore standing who simply want to fulfill the general education QL key competency.

-Rich Stout, Economics

### **EDUCATIONAL STUDIES**

Faculty advising students who are interested in obtaining initial licensure to teach in a public school would do well to talk to the students about the following:

1. Sequencing of courses: Many of the courses **MUST** be taken in a specific sequence and several courses are offered only once a year, for example EDUC 310 and the methods classes—EDUC 312, 314-316, 317, and 318-9. Planning is essential. Students pursuing an Educational Studies major should talk to a faculty advisor in the Educational Studies department early in their time at Knox. As more students incorporate overseas programs into their four year plans, it becomes a bit trickier to schedule in the required educational studies courses. Early planning makes it possible for a student to complete the Educational Major, study abroad, and graduate in 12 terms. Meeting with Educational Studies faculty during the first year—even informally—is recommended. In addition, secondary certification requirements for those seeking certification in the sciences and social studies have changed. Students must take a breadth of courses across the sciences and social sciences as well as an

area of concentration. For the most part, these courses need to be completed prior student teaching.

2. Time commitment: Almost all courses require some sort of fieldwork outside of coursework. All students enrolled in an Educational Studies course that requires fieldwork must participate in the fieldwork in order to successfully complete the course . With the exception of EDUC 201, all field work hours take place during K-12 school hours between 8:30 and 2:30. Students need to arrange their schedules so that they have time to travel to and from the site and complete their field work hours. Transportation to and from the field work site is the student's responsibility.
3. Student Teaching: Student teaching is the ONLY experience students complete during the student teaching term (typically the 10th term). – Student teaching must take place in either the fall or the winter term. In addition, students are NOT to coach, work full time, or have any other time intensive responsibilities during that time. Student teaching can be done in the Chicago area in the FALL only. (There is a \$750 extra charge for Chicago area student teaching. This fee is offset by the fact that most of those choosing the Chicago option live at home.) Winter term student teaching must be done in the Galesburg area. (The drive to Chicago during the winter can be a tricky business for the supervising faculty.)
4. Logistical responsibilities: Students are responsible for their transportation to and from fieldwork sites for all classes and student teaching.
5. Teacher certification responsibilities: Initial licensure is awarded by the State of Illinois—not Knox College. There are additional requirements (state required tests) that students must successfully complete prior to being entitled for initial licensure. Students need to check with the department early and often regarding these requirements and make sure that they are fulfilled in a timely manner.
6. All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than “C” or equivalent in order to be counted towards fulfillment of the applicable requirements. (Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

Should you or your advisee(s) have additional questions, please contact a member of the Educational Studies department.

*-Jason Helfer, Chair, Educational Studies*

## **ENGINEERING**

Knox offers a 3-2 dual-degree engineering program in which (typically) students complete three years at Knox and two years in an engineering school, obtaining a B.A. from Knox and Bachelors in Engineering from the engineering school. Students must complete a major at Knox, typically chosen as the science or math field most relevant to their intended engineering specialization. Additionally, before transferring to engineering school, students need to complete the following prerequisite coursework at Knox:

- One year of physics (PHYS 110, 120, 130)
- One year of calculus (MATH 151 or equivalent, 152, 205)
- One course in differential equations (MATH 230)
- One course in computer programming (CS 141)
- Two courses in chemistry (CHEM 101, 102)

Most engineering students major in physics. Exceptions are chemical engineering (major in chemistry), computer engineering (major in computer science), biomedical engineering (major in biology or physics), and systems science/operations research (major in math or physics). See the appropriate major listing in this guide for advice about first-year major advising. The most common first-term pre-engineering student schedule is FP, PHYS 110, and MATH 151. (Advisors are cautioned that it is not easy to finish a major and the pre-engineering requirements in three years unless students take calculus and a science series in their major during the first year.)

Students interested in the 3-2 engineering program are encouraged to contact the program advisor, Tom Moses (ext. 7341), early in their academic careers, since careful planning may be required to meet the requirements of certain engineering programs.

## **ENGLISH**

English Literature and Creative Writing Courses: Depending on the student's background and level of interest, any of several of the 100- and 200-level offerings in English creative writing and literature may be appropriate for the first-year student. Please note that the beginning creative writing classes have a firm prerequisite of ENG 120 or permission of instructor. In some cases, as the *Catalog* indicates, certain prerequisites are not mandatory but are nevertheless highly encouraged. Please call the department chair or the instructor if you have questions about a student's readiness to enroll in a literature or creative writing class.

Composition Courses: Faculty advising students about composition classes would do well to talk to students about the following:

- a. Recommendations for students to enter CTL 100, CTL 101, CTL 104 will be available via the "Placement Info" link provided online for each student. No placement recommendation for ENG 101 or ENG 102 will appear at this link, so you will have to use your reading of the student's background to determine whether ENG 101, 102, or (eventually) both would be a wise choice for him or her. You or the student may contact the English chair if you have questions while making this determination. (Remember that ENG 101 or 102 do not carry the "W" designation.)  
(NOTE: Please urge your advisees to follow the CTL recommendations as closely as possible. There is strong evidence to show that following these recommendations increases retention).
- b. CTL 100 and CTL 104 are offered only in the fall. In winter term, those who had CTL 100 and CTL 104 are to be tracked into CTL 101, and those enrolled in CTL 101 into ENG 101.

*-Rob Smith, Chair, English*

## **ENVIRONMENTAL STUDIES**

Environmental Studies majors generally complete the following courses in their first two years:

ENVS 101 Intro to Environmental Studies

ENVS 125 (Env. Geology), ENVS 150 (Atmosphere and Weather), or ENVS 275 (Chemistry &

Env. Policy), ENVS 241 (Soil Science), ENVS 241 (Hydrology), or ENVS 243 (Energy), ECON 110 Principles of Microeconomics (as a prerequisite for ENVS 368, Resource Economics), or a 100-level Environmental Policy/Law course, STAT 200

If students intending to become ENVS majors are short in one area by their junior year, they can catch up very quickly. The Green Oaks Term is taught every other year (in even years during the spring), and it is generally only open to upper class students. Students interested in this program should get in contact with its director well before the next Green Oaks Term offering. Taking the Green Oaks Term is not required for ENVS majors or minors though it is recommended for all students. ENVS majors intending to double major should definitely consult information provided by their second major.

*-Peter Schwartzman, Chair, Environmental Studies*

### **GENDER AND WOMEN'S STUDIES**

Students interested in a major in Gender and Women's Studies should take GWST 101 during their first or second year, along with a couple of other courses listed in the program. GWST 280 should be taken in the second or third year.

*-Magali Roy-Fequiere, Chair, Gender and Women's Studies*

### **HISTORY**

The department recommends that students interested in a major in History complete two major requirements during their first two years: (1) two history courses at the 100-level, and (2) HIST 285 or 245.

Any 100-level course is an excellent entry point into the major. These courses provide potential majors with essential tools of historical analysis. Students with substantial AP history credit will still benefit from a 100-level course or can enroll in 200-level courses. (Note that only two AP history credits can count toward History major requirements, and one only credit can count toward the requirement of two 100-level History courses. In other words, even with substantial AP credit, students must take one 100-level History course at Knox.)

HIST 285 (or 245) is a required course in historical methodology, and serves as a prerequisite for all 300-level departmental courses. We encourage all potential majors to complete this course during the sophomore year. More than any other course, it will help potential majors decide if History is right for them. HIST 285 requires prior enrollment in at least two courses in history, including one 100-level course.

*- Konrad Hamilton, Chair, History*

### **INTEGRATED INTERNATIONAL STUDIES**

Please note that there are significant changes to the IIS major requirements that began with the 2009-2010 Catalog. Students interested in IIS are strongly encouraged to begin foreign language study as soon as possible. IIS 100 is also strongly recommended during the first year (Spring term in 2012). ANSO

102, ECON 110, PS 210, PS 220, and either HIST 245 or 285 are also required for the major, but any introductory History and Social Science course during the first term is a good beginning.

We anticipate offering IIS 240 - Japan Term during the Fall 2012. First-year students interested in this program are encouraged to begin language study.

*-Bob Seibert and Michael Schneider, Co-Chairs, Integrated International Studies*

### **INTERNATIONAL RELATIONS/POLITICAL SCIENCE**

Students who intend to major or minor in PS or IR may choose almost any 100- or 200-level course in their first year at Knox--excluding 230, 234, 245, 265. Several of the 200-level courses, however, do require PS 101 (or equivalent -- see catalog) as a pre-requisite. Half of the 200-level courses have essay exams as their primary testing feature. The other half have written and/or oral assignments. Statistics 200 is required of PS majors.

Our courses are not sequential for the most part, although a few require PS 101 (or equivalent) or PS 210 as a pre-requisite. When in doubt, read the descriptions of the course.

*-Sue Hulett, Chair, IR/Political Science*

### **JAPANESE AND JAPANESE STUDIES—MINOR**

### **JOURNALISM—MINOR**

### **LATIN AMERICAN STUDIES—MINOR**

### **MATHEMATICS**

The most important information for advising any incoming student in mathematics courses is their mathematics placement recommendation, available under "Placement Info" on the Student Advising section of the registrar's website. Mathematics majors generally complete the core courses below, plus an elective, in their first two years:

Calculus sequence (MATH 151, 152, 205)

Linear Algebra (MATH 210)

Mathematical Structures (MATH 300)

If a student who intends to major in mathematics has a recommendation for MATH 131, s/he should take this course the first term at Knox and take MATH 151 during the subsequent winter term. Generally speaking, students who intend to major in mathematics should take mathematics courses consistently and start as soon as possible.

Students with credit for both MATH 151 and MATH 152 generally start in MATH 205 in the fall term and take MATH 210 in the winter. Students with credit for MATH 151 are STRONGLY recommended to take MATH 152 in the fall term instead of the winter or spring term.

The calculus sequence at Knox is non-traditional in that it begins covering functions of two variables and vector-valued functions in MATH 151. This ordering of topics allows students to use calculus ideas

in more situations at an earlier point in their career but can cause difficulties for students joining the Knox calculus sequence in midstream. The fall MATH 152 course is specifically designed for students whose first calculus course was not MATH 151 at Knox.

*-Andrew Leahy, Chair, Mathematics*

### **MODERN LANGUAGES**

Entering students who have previously studied French, German, and Spanish need to take the on-line placement tests for these languages during the summer. If an advisee fails to take the appropriate test(s) before arriving at Knox, s/he should take it during the orientation period and before enrolling in any language course. The test can be taken at any computer station on campus.

We urge advisors to explain to their advisees the importance of working on the competency requirement in a second language during the first year at Knox. We are seeing far too many students completing their language requirement during their junior or senior years. By waiting until their last 2 years at the College, these students almost certainly lock themselves out of any study abroad program where knowledge of the host country language is necessary. Students increase their opportunities for study abroad by completing the language requirement no later than the second year.

*-Bruce Davis, Chair, Modern Languages*

### **MUSIC**

First-year students interested in music may begin with MUS 101, Introduction to Music I, offered fall term. Students interested in majoring in music should also take MUS 145, Theory I (formerly MUS 240) winter term of their first year. Our gateway courses to the major are MUS 101, MUS 102 (Intro to Music II, winter term) and MUS 145 (Theory I).

Private lessons cost \$335.00 per term for weekly one-hour sessions. Music majors, including first-year students who plan to major in music, may have private lesson fees waived, up to two lessons per term as declared majors. Students thinking about majoring in music should make an appointment with Dr. Polay during their first term at Knox to discuss the waiver of music lesson fees and piano proficiency. Private lesson fees are not waived for minors at the 100 level. After completing 3 terms of 100 level lessons, the music department will waive the fee for 3 terms of lessons at the 300 level on instrument or invoice once the minor is officially declared.

**ADVISERS DO ALL PRIVATE LESSON REGISTRATION ON-LINE.** Advisers: Please ask your students if they are planning to take private lessons. For example, if a first-year student wants piano lessons, register them for MUS 181L. (The letters correspond to the instrument being studied and are listed in the catalog) Use MUS 300 for students who have already taken three terms of lessons for credit. First year students must register for 100-level lessons. For all lessons except voice, section 1 is for .5 credit, and section 2 is for .0 credit. If the student is going to study voice they should see or email Dr. Lane ([llane@knox.edu](mailto:llane@knox.edu)). If a student wants to study piano, they should email Megan Clewell ([mclewell@knox.edu](mailto:mclewell@knox.edu)). For all other instruments, the student will receive an email identifying the instructors name and contact information. Please note that **STUDENTS ARE NOT GUARANTEED SPOTS IN PRIVATE LESSON STUDIOS.** Students must send their course schedule to their instructor as soon as they have the instructor's name.

*-Bruce Polay, Chair, Music*

## **Neuroscience**

Knox offers a major and minor in neuroscience. Incoming students with an interest in neuroscience should take CHEM 101 and 102 and BIOL 120 and 130 – the prerequisites for the first course in neuroscience (Neuroscience 240). If they are interested in the behavioral end of neuroscience they should also take PSYC 100 (although this is not required for the major or the minor). During their sophomore year they will start the neuroscience series that consists of Neuroscience 240 (Neuroscience I), 241 (Neuroscience II) and 340 (Methods of Neuroscience) offered in the fall, winter, and spring, respectively. In addition, students will need to take a course in methodology, either BIOL 210 if they are interested in the cellular/molecular end of neuroscience and/or PSYC 281 and PSYC 282 if they are interested in the behavioral end of neuroscience.

Feel free to contact Esther Penick, Judy Thorn, or Heather Hoffmann for more information.

*-Heather Hoffmann, Chair, Neuroscience*

## **PHILOSOPHY**

First year students can enter the study of philosophy through any 100- and most 200-level courses. In planning the major, each student should organize course selection around the required courses. Senior seminar should be taken in the junior or senior year and symbolic logic should be taken in the sophomore or junior year. Many philosophy majors are double majors. The importance of planning courses is critical when double majors are underway. To minor in philosophy a student must take at least five courses. Only one 100 level course counts among the five. The philosophy department will be as flexible as scheduling permits and some required courses can be taken as independent studies.

*-Lance Factor, Chair, Philosophy*

## **PHYSICS**

Most first-year students interested in physics. Most first-year students planning on a major in physics should take PHYS 110--Mechanics and whatever math course is an appropriate starting point (typical choices are MATH 151--Calculus I or MATH 131--Functions). First-year students should continue with the 100-level physics series and appropriate calculus during the first year. Calculus is not required for PHYS 110 or 120.

If a first-year student looks weak academically or has particularly shaky math skills, it might be best to enroll him or her either in PHYS 110 or math, but not both simultaneously.

Students with AP credit. Students with AP credit in physics should still start on calculus as soon as possible (whatever course is appropriate for their preparation). A student with AP credit for PHYS 110 should take FP, calculus, and an elective during the Fall Term, and start PHYS 120 in the Winter. A student with AP credit for PHYS 110 and 130 (or 130A) and high school calculus (can do simple inte-

grals and derivatives) should start in PHYS 205--Modern Physics (offered during the Fall Term only); if this student has not seen calculus in high school, he or she should take FP, calculus, and an elective during the Fall Term, and start PHYS 120 in the Winter.

More information on the first-year physics courses. First-year physics courses 110, 120, and 130 can be taken in any order, although when possible, PHYS 110--Mechanics is the most natural starting point. PHYS 130--Electricity & Magnetism has MATH 152--Calculus II as a prerequisite (but exceptions are possible for students who have taken some high school calculus).

Physics Majors. From the three-course introductory sequence (110-130), only PHYS 110 and 130 (or 130A) are required for the physics major. However, PHYS 120--Heat, Waves, and Light is also useful for physics majors and strongly recommended for students considering graduate school. Physics majors can take either PHYS 130 or PHYS 130A.

Pre-medical students. Most medical schools require a full year of introductory physics courses (110, 120, 130 or 130A). Typically, pre-meds take these courses during their sophomore year, so they complete the series before their MCAT exams (spring of junior year).

Pre-engineering students. Engineering programs require a full year of introductory physics (110, 120, 130 but not 130A). See Engineering for more information.

*-Chuck Schulz, Chair, Physics*

## **POLITICAL SCIENCE—SEE INTERNATIONAL RELATIONS**

## **PSYCHOLOGY**

PSYC 100 is required for both the major and the minor, and it is the likely starting point for many students. This year we will offer three sections of PSYC 100; two will be offered during the fall term and one in the winter. Approximately 48 slots will be available for incoming students in the fall. Remember to sign students up for a lab section (i.e., PSYC 100L during 2<sup>nd</sup>, 3rd, 5th or 6th period on Thursday) in addition to the lecture section (PSYC 100).

Students can only use PSYC 100 to satisfy the science foundation goal if they take the course at Knox or if the course they took elsewhere is sufficiently similar to the course offered at Knox (i.e., it has a laboratory component). Transfer or AP credit for PSYC 100 can be applied to the major or minor, and that credit does satisfy the prerequisites for other psychology courses.

Students should not worry if they don't get into the introductory course in their first year. The major is only 10 credits and most students have no trouble if they start the major (i.e., take PSYC 100) in the fall of their sophomore year. A very few don't begin it until their junior year, although that creates some substantial scheduling difficulties. If students are interested in neuroscience, medicine, psychiatry or experimental psychology but can't get into the introductory PSYC course, they should take courses in Biology, Chemistry, Math or Computer Science. If they are interested in clinical, counseling, social work or developmental or social aspects of psychology they should take courses in Anthropol-

gy/Sociology, Gender and Women's Studies, Black Studies or Education.

If a student is closed out of 100 twice, talk to the chair and he will try to get the student in.

After students have received credit for PSYC 100 (either by taking it here at Knox or by transferring in credit), they will want to think about a 200-level course. Both the major and the minor require one course each from Group A and Group B.

Group A: Cognitive Psychology (201), Conditioning and Learning (202), or Neuroscience 240 (Psychology students interested in taking Neuroscience 240 can do so without having the usual prerequisites (CHEM 101/102 and BIOL 120/130) by signing up for a 0.5 credit tutorial offered concurrently with the course.)

Group B: Developmental Psychology (203), Social Psychology (205), Adolescent Development (206), and Theories of Personality (207).

The crucial part of the major is the research methods & statistics sequence, PSYC 281 & 282. This is typically and ideally taken in sequence during the winter and spring of a student's sophomore year. Junior year is acceptable, but not ideal, especially for students who might go abroad for some part of that year. We no longer are encouraging students who want to major in Psychology to take STAT 200 for the first part of the sequence, so please tell such students to plan to take PSYC 281. If, however, the student is interested in a minor in Psychology, STAT 200 is accepted along with PSYC 281.

*–Tim Kasser Chair, Psychology*

## **RELIGIOUS STUDIES—MINOR**

## **SOCIAL SERVICE—MINOR**

## **THEATRE**

Students interested in theatre at Knox should be urged to attend the THEATRE OPEN HOUSE ON FRIDAY, SEPTEMBER 9 AT 7:00 p.m. IN HARBACH THEATRE, CFA. They should also be encouraged to join the Theatre dist list, our primary means of announcing audition opportunities, etc. by submitting their Knox email address to Marina Capizzi ([mcapizzi@knox.edu](mailto:mcapizzi@knox.edu)).

### **For students who might wish to major or minor in Theatre:**

Such students should begin coursework with Theatre 151 (Foundations of Theatre and Drama, formerly 123 Introduction to Drama and Theatre). Many of them will be inclined toward acting and will wish to take Theatre 131 Beginning Acting first; the faculty's advice is that taking 151 before 131 will better prepare them for studying acting at the college level, though it is by no means critical that they do so. Both courses will be offered fall and winter, and probably both twice in 2012-13 also; all prospective majors or minors should take both before declaring.

The third fundamental course for the major and most of the minors, also a prerequisite for many upper-level courses, is Theatre 121 (Design and Technology for Stage and Screen). We are only able to offer 121 in the fall, and it invariably closes out so that most students must take it as sophomores or juniors.

**Regarding Repertory Term:**

Rep Term will next take place in Winter 2013. Students entering in 2011 will be eligible to apply to participate in Rep Term in their sophomore year, but must by then have taken the prerequisites Theatre 131 and (whenever enrolment pressure permits) 121. Please encourage these students to consider this in their Ed Plans and especially with regard to possible study abroad. Approximately half of the 36 students who enroll in Rep Term are majoring in other disciplines. It is these students who must plan very effectively if they foresee Rep Term as a desirable Arts immersion experience.

**For students with a general interest in theatre:**

Theatre 131 Beginning Acting is an appealing (though demanding!) course for the general interest student, and especially appropriate for students seeking to improve oral communication or presentation confidence (designated ARTS).

Theatre 151 Foundations of Theatre and Drama (formerly 123 Introduction to Drama and Theatre) is also well suited to students with a general interest in theatre. That course focuses on the role of theatre in society, and includes a survey of the history of drama, play-reading, critical analysis, and a practical component investigating how theatre works (designated ARTS and W).

**For students wishing to participate in productions:**

Many students come to Knox eager to continue participating in theatre without necessarily seeing it as a potential major or minor, let alone as a career option. It should be strongly emphasized to such students that not majoring or minoring won't preclude them from participating; indeed, as we often stress to prospective students, neither faculty nor student directors give priority to majors/minors in casting or in providing other production opportunities, and at least half the students involved in our seasons are not majors.

It is strongly suggested that students become involved in the co-curricular production program as soon as possible. Participation as actors is based on audition and no preference is given to upper-class students or majors. The best way to get involved in any capacity--technical crew, stage management, etc., as well as acting--is to come to the department's open house detailed above. Auditions for the fall faculty-directed mainstage production of Schiller's Mary Stuart will take place in Harbach on Monday and Tuesday Sep. 12-13 at 7:00 p.m. Further information will be provided at the open house, on flyers, and via email.

*-Neil Blackadder, Chair, Theatre*

## APPENDIX SIX

# DIRECTIONS FOR ACCESSING EDUCATIONAL RECORDS VIA WEB

--Office of the Registrar

(last updated: August, 2010)

### ***Overview***

The web site provides advisors access to their advisees' academic information. Specifically, an advisor has access to the EDR, unofficial transcript, student schedule, and student biographical information. We also use the web to pre-enroll students for classes, and to submit midterm and final grades. The web also provides access to class lists. All of your advisees already have access to their own information over the web. They will not, however be able to access the pre-enrollment (Advisee Registration) option.

### ***Access***

The site consists of a public side and an internal side which is "behind the firewall." This means that any user can go to the URL [www.knox.edu/registrar](http://www.knox.edu/registrar) from anywhere and access the general information links, but password-controlled access to the internal side can only be done from a machine on the campus network, or a machine that has logged into Knox via VPN.

Select the Academic Information for Faculty link and the system will ask for your username and password. Your user name matches your email login. We initially set your password to the last 4 digits of your social security number. Please change your password using the link inside the site. Changes in passwords do not become effective until the next day. If you forget your password, please contact the Office of the Registrar at extension 7205.

Once the system has validated you as a user, you can follow any of the links at the left side of the window. Some of the links are navigational links to other pages, and others call up CARS programs dynamically to do tasks.

First set the Term Options to the term appropriate for the job you are doing, by clicking on the Set Options button at the bottom of the right window. Remember that if you are pre-enrolling a student for the next term, the Term Options should be set to the next term. To access student information, open the "Student Advising" drop-down list and click the "Select Student" link. You should only have access to your advisees or to students with majors in programs for which you are listed as a faculty member in the catalog. If you have access to another student or do not have access to a student for whom you think you should, please notify the Registrar's Office. If a student does not appear on the list presented to you when you hit the "Select from Advisee List" button, you may still have access to records by typing the student's ID into the box directly.

### ***Pre-enrolling students on the web***

Make sure you set the current Term Options option to the desired term and session. The Office of the Registrar will clear all degree-seeking students currently enrolled and not expected to graduate for pre-enrollment. For other degree students (those returning from leave), you will first need to clear the student for pre-enrollment using the "Registration Clearance" link.

The "Advisee Registration" link should appear under "Student Advising". Click on it to get to the course entry screen. Enter the correct departmental abbreviation (e.g. CHEM, EDUC, or PS), course number and section in the spaces indicated, and then click on the "Add" button. In a few seconds, the course should appear on a list below, or a message as to why the system refused the entry will be displayed. In some cases an "Override" button will appear to enable you to pre-enroll the student despite the system objections, but this should be used very judiciously. You should check with the instructor if there are any doubts.

Web place holds on students who need to declare a major, although they will still appear on your list of advisees. The system will prevent you from pre-enrolling these students. They need to come to the Office of the Registrar and declare a major.

Web Pre-Enrollment is literal. While it doesn't care if you use lower or upper case, it expects you to enter a course exactly as it appears on the printed schedule. If you cannot find a course, enter part of the course (e.g. ECON) and hit the question mark. The system will respond with all of the offerings meeting the criterion. You must also enter section numbers. If you cannot find a section number, hit the question mark. The system will respond with the available sections and a course description.

### ***Pre-enrolling students for courses with labs or drill sections***

Be aware of whether a course has a required laboratory, and do not forget to pre-enroll the student for this as well as the lecture section. This includes the PREC 100 common meeting on Tuesdays. Some courses may have system checks that force you to enter the lab section first.

### ***Pre-enrolling students for courses not on the Course Schedule (Honors, Independent Study, Music Lessons, Music Group Performance)***

If a student wants to sign up for an independent study or honors course, after consulting with the supervising faculty member, they must do so themselves by following the "Register Independent Study" link on the student side of the Registrar web site, and filling in the simple form. (Independent study instructors will be notified after they do this.) For independent studies, students must also obtain a paper consent form from the Registrar's Office and get the signature of the project supervisor. Enrollment for MUS 180 group performance courses is done by the student in the same way, using the "Register Independent Study" link. Consult the College Catalog for course numbers (MUS 180A = Knox College Choir, for example). Enrollment in private music lessons MUS 181 or MUS 300 is now done by the advisor using the standard on-line procedures. Consult the College Catalog for course numbers (MUS 181A = Bassoon, for example). The Registrar's Office will instruct students to contact their private instructors.

### ***System Checks to Expect***

Web Pre-Enrollment performs certain checks when you attempt to add a course for a student. Specifically,

- Web Pre-Enrollment will not let you register a student for a course not offered in the term specified in Term Options.
- Web Pre-Enrollment will check specific course pre-requisites and time conflicts. You have the ability to override the conflicts using the Override button. You will get a pre-requisite warning even if the student is currently taking the pre-requisite course.
- Web Pre-Enrollment checks if a student has previously taken the course. The system will provide a warning and add the course. You will get a repeat warning even if the student did not previously earn credit for the course.
- Web Pre-Enrollment enforces the maximum number of hours a student can enroll in. A student on Academic Probation can only enroll in 3.0 credits without filling out an Overload Form. A student in Good Standing can only enroll in 3.5 credits without completing an Overload Form.

### ***Close-out Enrollment and Change of Courses***

We also use the web to handle close-out enrollment. We do this on a first-come first-served basis beginning one week after pre-enrollment. During close-out enrollment, the system will enforce class limits. You are not able to add a student to a section where the class size equals the class limit. You can see the number of students enrolled in a course by clicking the question mark on the section. The “Course Catalog” link is also an efficient way to check enrollments by department for the current session. The only students who will be able to change their schedules are students who were closed out of a course or who did not pre-enroll. Following current practice, holds are placed on all other students.

After the beginning of the term, students will need to use *Change of Course* forms to change their schedules, which requires the instructor’s and advisor’s signatures. You will no longer have access to the “Advisee Registration” menu option. If an instructor agrees to let a student into a closed course, the student will need to bring the form back to the Office of the Registrar.

### ***Questions and Problems***

If you have any problems using the web products, please call the Office of the Registrar at 7203, 7204, or 7205 before you call the help desk. We will help you decide whether you have a problem with your browser or with the Web products.

APPENDIX SEVEN

COMPARATIVE PROFILES OF FIRST-YEAR CLASSES  
2010 AND 2011

High School Class Rank Distribution

**Fall 2010**

[Includes all first year students — 216 out of 359 students (60%) reported class rank]

Decile	Women	Men	Total
1 <sup>st</sup>	45%	38%	42%
2 <sup>nd</sup>	18%	21%	19%
3 <sup>rd</sup>	20%	20%	20%
4 <sup>th</sup>	10%	7%	9%
5 <sup>th</sup>	4%	7%	5%
6 <sup>th</sup>	0%	6%	3%
7 <sup>th</sup>	1%	1%	1%
8 <sup>th</sup>	2%	0%	1%
9 <sup>th</sup>	0%	0%	0%
10 <sup>th</sup>	0%	0%	0%

**Fall 2011**

[Includes all first year students — 201 out of 355 students (57%) reported class rank]

Decile	Women	Men	Total
1 <sup>st</sup>	40%	25%	33%
2 <sup>nd</sup>	30%	23%	27%
3 <sup>rd</sup>	12%	20%	16%
4 <sup>th</sup>	12%	17%	14%
5 <sup>th</sup>	4%	7%	6%
6 <sup>th</sup>	1%	4%	2%
7 <sup>th</sup>	0%	3%	1%
8 <sup>th</sup>	1%	1%	1%
9 <sup>th</sup>	0%	0%	0%
10 <sup>th</sup>	0%	0%	0%

ACT Composite Scores

**Fall 2010**

[Includes all first year students — 211 out of 359 (59%) reported ACT scores]

Score	Percent
29-36	55%
26-28	23%
23-25	17%
20-22	5%
Below 20	0%
Mid-50% Range	26-31
Average	28

**Fall 2011**

[Includes all first year students — 214 out of 355 (60%) reported ACT scores]

Score	Percent
29-36	42%
26-28	29%
23-25	20%
20-22	8%
Below 20	1%
Mid-50% Range	25-30
Average	28

## SAT Scores

### Fall 2010

[Includes all first year students —  
84 out of 359 (24%) reported SAT scores]

<b>Score</b>	<b>Critical Reading</b>	<b>Math</b>
700-800	31%	20%
600-699	43%	42%
500-599	20%	31%
400-499	6%	7%
Below 400	0%	0%
Mid-50% Range	590-720	560-690
Average	645	622

### Fall 2011

[Includes all first year students —  
92 out of 355 (26%) reported SAT scores]

<b>Score</b>	<b>Critical Reading</b>	<b>Math</b>
700-800	25%	25%
600-699	42%	42%
500-599	23%	24%
400-499	9%	9%
Below 400	1%	0%
Mid-50% Range	580-700	560-690
Average	629	630

## Degree Audit

□&l1S

KNOX COLLEGE  
 EDUCATIONAL DEVELOPMENT RECORD  
 Fri Aug 28 2009

Fakel Student

STUDENT: Student, Fakel ID: 211  
 ADVISOR(S): Hastings, Kevin J. Faculty, Fakel  
 MAJOR(S): Economics  
 MINOR: Studio Art-Painting  
 ACADEMIC STATUS: Good Standing

NOTES

- (1) NOTIFY REGISTRAR IF YOU PLAN TO GRADUATE BEFORE SPRING TERM 2002
- (2) KNOX COLLEGE RESIDENCE REQUIREMENTS ARE NOT SUMMARIZED ON THE EDUCATIONAL DEVELOPMENT RECORD.

OVERALL CREDITS AND GRADE POINT AVERAGE REQUIREMENTS

36 CREDITS REQUIRED FOR GRADUATION. CREDITS EARNED: 15.8  
 CUMULATIVE GRADE POINT AVERAGE: 2.50  
 UPPER CLASS GRADE POINT AVERAGE: 0.00  
 GRADE POINTS ABOVE (+) OR BELOW (-) C AVERAGE: 0.00

COM	Courses Needed	Courses Completed	Sess/Yr	Cr	Grd
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EDUCATIONAL PLAN

Each student must develop a personalized Educational Plan that addresses the goals of Foundations, Key Competencies, Specialization, and Experiential Learning prior to the end of their sophomore year.

X FIRST-YEAR PRECEPTORIAL

EXPLORING IDENTITY	PREC 100	FA97	1.0	B
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X KEY COMPETENCY - WRITING

A grade of C or better in 3 designated writing intensive courses:

- (a) PREC 100 (Transfer students not required to take PREC 100 may substitute a transfer course equivalent to ENG 101 or ENG 102, or any other Writing Intensive course.)

EXPLORING HUMAN IDENTITY	PREC 100	FA97	1.0	B
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- (b) At least one writing intensive course in the student's major; and
- (c) At least one additional writing course

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KEY COMPETENCY - SPEAKING  
-----

At least one designated speaking intensive course (in the major)  
Note: ENG 307, 308, 311 must be accompanied by Writer's Forum

X KEY COMPETENCY - SECOND LANGUAGE  
-----

Demonstrated understanding of a second language by credit in  
a language course numbered 103 or above.

ELEMENTARY SPANISH III	SPAN 103	SP98	1.0 B
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KEY COMPETENCY - QUANTITATIVE LITERACY  
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(a) Proficiency in elementary mathematics demonstrated by  
24 or above on ACT Math, 570 or above on SAT I Math, or  
completion of a mathematics course numbered 121 or above;  
or completion of CTL 120 or CTL 130 and

(b) Passing at least one designated quantitative literacy course  
(Math courses above 121 can be used for both (a) and (b))

ADVANCED FINANCIAL MATHEMATICS	MATH 327	SP09	1.0 C
CALCULUS I	MATH 151	FA98	1.0 C

KEY COMPETENCY - DIVERSITY  
-----

Each student shall address diversity in their program of study  
-----

-----  
FOUNDATIONS

Students must earn one credit or equivalent in each of the areas  
of Arts, History and Social Sciences, Humanities, and Math and Natural  
Sciences

-----  
ARTS COURSES COMPLETED (at most 4 listed)

-----  
HISTORY/SOCIAL SCIENCE COURSES COMPLETED (at most 4 listed)

-----  
HUMANITIES COURSES COMPLETED (at most 4 listed)  
-----

MATHEMATICS/NATURAL SCIENCE COURSES COMPLETED (at most 4 listed)

Note: PSYC 100 transfer courses only satisfy MNS Foundations if the course contains a lab component

*T	EVOLUTIONARY BIOLOGY	BIOL	SU97	.9	-
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EXPERIENTIAL LEARNING

Each student's program of study must include at least one experiential learning project that involves the application of knowledge completed after the first year of study

MAJOR CHECKLIST -- ECONOMICS (2005-2006 Catalog)

11 Credits as follows:

Core courses: ECON 110, ECON 120, BUS 211, ECON 301, and ECON 302

PRINCIPLES OF MICROECONOMICS	ECON 101	SP98	1.0	B-
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MATH 141, 151 or above:

CALCULUS I	MATH 151	FA98	1.0	C
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A statistics sequence: ECON 257, MATH 160, or PSYC 281 and ECON 258, or MATH 321 and MATH 322

Two courses from: BUS/ECON 333, ECON 340, 347, 361, 363, 365, 368, 371, or ECON 373

A Senior Capstone Experience

ECON 399	SENIOR SEMINAR
----------	----------------

Major or Minor Grade Point Average: 2.35

COURSES COMPLETED IN THE MAJOR FIELD -- ECONOMICS

PRINCIPLES OF MICROECONOMICS	ECON 101	SP98	1.0	B-
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Major or Minor Grade Point Average: 2.70

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MINOR CHECKLIST -- STUDIO ART - PAINTING (2005-2006 Catalog)

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Six credits as follows:

1 credit in Art History:

ART 105	ART HISTORY I	_____	_____	_____
ART 106	ART HISTORY II	_____	_____	_____

ART 110, ART 210, or ART 310

ART 110	DRAWING I	_____	_____	_____
ART 210	DRAWING I	_____	_____	_____
ART 310	DRAWING III	_____	_____	_____

One 200 level course in painting

ART 213	PAINTING	_____	_____	_____
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Two 300-level courses in painting

ART 313	CONTINUING PAINTING	_____	_____	_____
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Studio seminar: ART 258

ART 258	STUDIO SEMINAR	_____	_____	_____
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Major or Minor Grade Point Average: 0.00

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LEGEND:

\*S Substitute course

\*T Transfer course. To count towards major requirements, transfer courses require a waiver from the department chair.

THIS IS NOT AN OFFICIAL DOCUMENT AND ERRORS IN IT MAY NOT BE USED AS A BASIS FOR SATISFYING REQUIREMENTS. REPORT ANY ERRORS OR DISCREPANCIES TO THE REGISTRAR.

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Knox College

Page 1

10:04

STUDENT COURSE REPORT

Courses taken by 211 Student, Fake1

Advisor(s): Hastings, Kevin J. Faculty, Fake1

□(s1S For advising purposes only. This document is not a transcript.□(s0S

ACT Test Scores:

ENGLISH: 20 MATH SCORE: 20 READING: 20 SCI REASON: 20 COMPOSITE: 20

SAT Test Scores:

VERBAL: 480 MATH: 480

Education History:

HS Galesburg High School Rank:80/350 Grad:05/31/1997
Galesburg, IL USA 1/10: 3 1/4: 1

Session Course Course title Credits Grade

Summer 1997

Transfer work from Rockford College
Rockford IL

BIOL EVOLUTIONARY BIOLOGY 0.9 -

Attempt Earned Passed Points GPA
Session: 0.0 0.0 0.0 0.0 0.00
Cum: 0.0 0.9 0.9 0.0 0.00

Fall Term 1997

CHEM 101 GENERAL CHEMISTRY I 1.0 C+
PHIL 115 INTRODUCTION TO PHILOSOPHY 1.0 WX
PREC 100 EXPLORING HUMAN IDENTITY 1.0 B

Attempt Earned Passed Points GPA
Session: 2.0 2.0 0.0 5.3 2.65
Cum: 2.0 2.9 0.9 5.3 2.65

Winter Term 1998

BIOL 142 GENETICS, ECOLOGY, AND EVOLUTION 1.0 B+
CHEM 102 GENERAL CHEMISTRY II 1.0 B-
SPAN 102 ELEMENTARY SPANISH II 1.0 A+

Attempt Earned Passed Points GPA
Session: 3.0 3.0 0.0 10.0 3.33
Cum: 5.0 5.9 0.9 15.3 3.06

Spring Term 1998

ECON 101 PRINCIPLES OF MICROECONOMICS 1.0 B-
MUS 130 WORLD MUSIC 1.0 B
SPAN 103 ELEMENTARY SPANISH III 1.0 B

Attempt Earned Passed Points GPA

Session: 3.0 3.0 0.0 8.7 2.90  
 Cum: 8.0 8.9 0.9 24.0 3.00

Summer 1998

Transfer work from Rockford College  
 Rockford IL  
 MATH 151 CALCULUS I 1.2 - Repeated

Attempt Earned Passed Points GPA  
 Session: 0.0 0.0 0.0 0.0 0.00  
 Cum: 8.0 10.1 2.1 24.0 3.00

Fall Term 1998

BIOL 120 ORGANISMS 1.0 F  
 BKST 145 INTRODUCTION TO AFRICAN STUDIES 1.0 WX  
 Transfer work from Carl Sandburg College  
 Galesburg IL  
 ECON 102 PRINCIPLES OF MACROECONOMICS 0.9 -  
 MATH 151 CALCULUS I 1.0 C

Fri Aug 28 2009  
 10:04

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 STUDENT COURSE REPORT  
 Courses taken by 211 Student, Fake1  
 Advisor(s): Hastings, Kevin J. Faculty, Fake1

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 □(s1S For advising purposes only. This document is not a transcript.□(s0S  
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Session Course Course title Credits Grade  
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Fall Term 1998

Attempt Earned Passed Points GPA  
 Session: 2.0 1.0 0.0 2.0 1.00  
 Cum: 10.0 10.8 1.8 26.0 2.60

Winter Term 1999

LANG WAIV speaker of junk 1.0 -  
 Transfer work from Carl Sandburg College  
 Galesburg IL  
 PSYC 100 INTRODUCTION TO PSYCHOLOGY 1.0 -

Attempt Earned Passed Points GPA  
 Session: 0.0 0.0 0.0 0.0 0.00  
 Cum: 10.0 11.8 2.8 26.0 2.60

Spring Term 1999

PS 101 AMERICAN NATIONAL GOVERNMENT 1.0 S  
 Attempt Earned Passed Points GPA  
 Session: 1.0 1.0 1.0 0.0 0.00  
 Cum: 11.0 12.8 3.8 26.0 2.60

Summer 1999

PREC 324 CULTURAL PRACTICE OF SCIENCE 1.0 A  
 Attempt Earned Passed Points GPA  
 Session: 1.0 1.0 1.0 0.0 0.00  
 Cum: 12.0 13.8 4.8 26.0 2.60

Fall Term 1999

	Attempt	Earned	Passed	Points	GPA
Session:	0.0	0.0	0.0	0.0	0.00
Cum:	0.0	0.0	0.0	0.0	0.00

Summer 2000

BIOL 381 RESEARCH: POPULATIONS 1.0 C

	Attempt	Earned	Passed	Points	GPA
Session:	1.0	1.0	0.0	2.0	2.00
Cum:	13.0	14.8	4.8	28.0	2.55

Fall Term 2000

	Attempt	Earned	Passed	Points	GPA
Session:	0.0	0.0	0.0	0.0	0.00
Cum:	0.0	0.0	0.0	0.0	0.00

Winter Term 2001

	Attempt	Earned	Passed	Points	GPA
Session:	0.0	0.0	0.0	0.0	0.00
Cum:	0.0	0.0	0.0	0.0	0.00

Spring Term 2001

	Attempt	Earned	Passed	Points	GPA
Session:	0.0	0.0	0.0	0.0	0.00
Cum:	0.0	0.0	0.0	0.0	0.00

Fall Term 2001

	Attempt	Earned	Passed	Points	GPA
Session:	0.0	0.0	0.0	0.0	0.00
Cum:	0.0	0.0	0.0	0.0	0.00

Spring Term 2003

	Attempt	Earned	Passed	Points	GPA
Session:	0.0	0.0	0.0	0.0	0.00
Cum:	0.0	0.0	0.0	0.0	0.00

Fall Term 2005

	Attempt	Earned	Passed	Points	GPA
Session:	0.0	0.0	0.0	0.0	0.00
Cum:	0.0	0.0	0.0	0.0	0.00

Spring Term 2009

MATH 327 ADVANCED FINANCIAL MATHEMATICS 1.0 C

	Attempt	Earned	Passed	Points	GPA
Session:	1.0	1.0	0.0	2.0	2.00
Cum:	14.0	15.8	4.8	30.0	2.50









