

Advising

Handbook

2017-2018

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KNOX COLLEGE ADVISING HANDBOOK

2017-2018

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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.”¹

As an aspect of our teaching, then, advising carries its own set of learning goals:

Student Learning Goals for Advising

Students will identify College resources, including their academic advisors, and external resources for expanding the variety of their college experiences and addressing problems that invariably arise.

Students will develop basic familiarity with College graduation requirements so that they can contrast various academic pathways open to them and chart an academic agenda from both short and long term perspectives.

Students will analyze their academic interests and motives, scholastic strengths and weaknesses, and lifelong ambitions with the aim of selecting courses, majors and minors, and other special opportunities to enhance their educations.

Students will engage in intentional planning and reflection to construct an individualized Educational Plan that articulates personal and scholastic goals and analyzes how their academic choices can help them achieve these goals.

Students will formulate strategies for navigating life after graduation with autonomy and purpose.

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

Good advisors get to be known 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 greatly, and our students regularly say as much on their evaluation forms about their faculty advisors.

More specifically, here are some of the comments students make most often about advisors they admire:

- My advisor communicates with me throughout the term;
- My advisor takes a genuine interest in how I'm doing and what I want to do;
- 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 (e.g., 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. 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.

Resources for Advisors

Links for multiple templates, timelines, checklists, and information sheets are available at the [Faculty Development Website](http://departments.knox.edu/facdev/) (<http://departments.knox.edu/facdev/>).

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 Exam Information*” link on the Registrar’s Website for your students—the site will have recommendations for Center for Teaching and Learning, Mathematics and Foreign Language Placement.

Some advisees may be pre-enrolled in CTL classes as a way of stressing to them that such classes will be key to their academic success at Knox. Students are not *required* to remain in these CTL courses, but you should strongly encourage them to do so. When you meet with your students, 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 low.) Although some students will have elected not to have their scores submitted at the time of their application to Knox, we now require that they submit those scores prior to their matriculation. If you discuss these scores with your advisees, you will want to choose your words carefully, given the broad differences in educational backgrounds experienced by our students. In fact, you may instead decide to

have a more general conversation about the student's abilities in math or writing without pointing directly to test scores. 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 Associate Dean's office (x7214) or the Registrar's office (x7204) 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, and the TRIO Achievement Program is available to a certain portion of our students. Students with documented disabilities (learning or otherwise) will want to be in touch with the Office of Disability Support Services. For students who are encountering rough seas in their personal lives, there is the Health and Counseling Services. 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 Bastian Career Center 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. In some cases, advisees may not come to a pre-registration appointment with you because they know they will be restricted from pre-registering due to a financial hold from the Business Office. Please encourage these advisees to meet with Toni Mason in the Business Office to address the restriction. Students don't always understand that devising a payment *plan* with Toni Mason in the Business Office (rather than actually paying the balance in full) is the necessary step to being removed from this pre-registration hold.

Some advisees may miss appointments for reasons that confound you. It's typical to email students who do so, though you need not chase after them.

Some may try to email you schedules but skip their appointment. You aren't obligated to sign off and enter the schedule. In fact, most faculty agree that such a cavalier attitude should be discouraged.

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. Consider taking a look at how the degree requirements for each advisee each term prior to your pre-registration meeting. Doing so will minimize mistakes.

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

Each term advisors are notified of any midterm grades below a C (as long as the instructor submits them). Advisors are notified of 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 entirely comfortable doing so. More often than not, a Dean can and should handle conversations with parents. Call or email the Associate Dean and ask him to return the call to the parent. Here's what you can say when you receive such a call: "I'm sorry, but Knox faculty try very hard to keep the faculty-student relationship as the primary one at the college. As such, I always try to talk first and foremost with your son/daughter about these kinds of questions. You should feel free to call Associate Dean Foster with your questions, however, at 309-341-7214. (Or of course talk directly with your son/daughter.)"

Do all students have to take a foreign language?

No, not if they have at least intermediate reading, writing, and speaking skills in a language other than English. In general, students who have attended schools where the language of instruction was something other than English will qualify to have this requirement waived. They should see Associate Dean Foster if they seek a waiver. Encourage them to do this in their first year.

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 websites, 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. Remember that academic integrity is also a learning goal for First-Year Preceptorial, required of all new students (except those with at least one year's worth of transfer credit).

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 contact Rebecca Eckart (ext. 7163) or Josh Ferchau (ext. 7136) in the Admission Office.

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 Office of Disability Support Services (ODSS). If such documentation is presented to and accepted by the staff, a determination of "reasonable accommodations" for course work will then be made. Such students should therefore be encouraged to meet with the ODSS staff as early on as possible. Advisors and students alike may call Learning Specialist Stephanie Grimes in the ODSS (ext. 7478) 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 Janell McGruder, director of Health and Counseling Services (an email to her about a troubled student is always a good idea) and/or the Associate Dean Foster. For students showing particular emotional difficulty, you can also suggest that you call the Counseling Services 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 Services is closed, call Campus Safety (ext. 7979) and report your concern. The Campus Safety Officer will contact Janell McGruder if her 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 Foster 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/offices/academic-affairs/honor-code-and-procedures.html>

Do credits earned by exam apply toward degree requirements?

Yes and no. AP credit for the third term of a language satisfies the *Language Key Competency*, and AP credit for Mathematics or Statistics applies to the *Mathematics 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 (e.g., International Baccalaureate exam credit) in the Catalog.

Do transfer credits apply to major requirements?

They can, but it is not automatic. As with 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 degree audits carefully and give the student a nudge.

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

In the past, the student made the case for the substitution to the chair of her/his major department, who then made the case to the Dean. Last year, this practice changed so that the department chair can approve such a substitution and inform the Registrar, who would then involve the Dean *only for irregular requests*. As an advisor, your job is simply to instruct the student approach the department chair with the request for substitution.

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 Registrar's site under "Students Tools"/"Student Forms"/

Educational Plan

You as the student's advisor have the authority to approve this. A draft of the Educational Plan must be completed, and approved by you, 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. Sample Ed Plans, templates, and forms are available at the Registrar's and Faculty Development websites. The student should submit a copy of the approved Plan to the Registrar's office so it will be available to the student's major advisor. The completed Ed Plan will be scanned into the student's file in DocuShare.

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.

How do I advise students interested in a self-designed major or minor?

Students with a keen interest in a substantial intellectual issue that is best studied through the integration of courses from different disciplines can propose a self-designed major (SDM). Students interested in proposing an SDM will work with at least two faculty advisors to develop the major, which will need approval of the Curriculum Committee. Students should devote time to this process early in their sophomore year and plan to submit a final proposal by week three of the spring term of the sophomore year, **but it is best practice for these students to meet with the SDM liaison (see below) as early as possible.** SDM proposals will not be considered after the second term of the junior year.

Heather Hoffmann is the current SDM liaison; she will be able to provide assistance with this process. She can be contacted via email hhoffman@knox.edu.

Examples of recently approved SDMs include: Social Justice, Business Anthropology, Dance Science, Kinesiology, Holistic Health and Wellness, International Environmental Management & Policy, and Visual Communication.

Self-designed minors

Self-designed minors do not need Curriculum Committee approval. For guidance consult: <http://www.knox.edu/offices/academic-affairs/faculty-handbook/guidelines-relating-to-the-curriculum/g-self-designed-minors.html>

Career/Pre-Professional Questions

Pre-Med

Most information on pre-med advising can be found at

<https://www.knox.edu/academics/majors-and-minors/medicine/>

Be sure to check the "Pre-Health Educational Plan" in the menu on the left side of the page.

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

Begin the General Chemistry sequence and get started on either the introductory Biology or Physics sequence by winter or spring term, (or Math 151 if you are interested in a major that requires math or if you know you want to go to a medical school that requires Calculus).

Students with weak math skills will benefit from taking a MATH course or CTL 120 prior to beginning the chemistry sequence, even if it means delaying the medical school application timeline. There are a number of pre-medical courses that require strong math skills (chemistry, statistics, physics) so students who do not enter with math proficiency should be encouraged to build a strong foundation for success in future science and math courses.

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

Mary Jane Shroyer (Pre-Health Advising) or Professor Judy Thorn (Biology)

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 who enter with math proficiency 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.
- Stress to pre-medical students that this is a ride, not a race. The average age of a first-year medical student is 24. Nationally, increasing numbers of students take one or more gap years after completing the undergraduate degree in order to complete all the courses and experiences needed to be a strong applicant.

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 100A, 102A, 211, and 212
Physics 110, 120, 130/130A

Certain schools may have additional requirements. You can find course requirements for a medical school in the Medical School Admissions Requirements (MSAR) guide. The MSAR is available online with an annual subscription fee or through the Pre-Health Advising Office.

It is recommended students follow the prerequisite coursework for the University of Illinois College of Medicine, which we believe most closely matches the content of the MCAT. The University of Illinois requires:

- One year of general biological sciences with laboratory
- One year of general chemistry with laboratory
- Two courses of organic chemistry with laboratory (U of I allows one course of introductory biochemistry to substitute for the second term of organic)
- One year of general physics with laboratory
- One course of advanced (300-level) biology or biochemistry
- Three courses in the Behavioral/Social Sciences (e.g. psychology, anthropology, gender studies, sociology; two of the three courses must be in the same field of study)

Based on the content of the MCAT, it is also recommended students complete BCHM 301 and achieve competency in statistics before sitting for the MCAT exam. Familiarity with statistics will be helpful for the MCAT, although currently a similar number of medical schools require statistics (11) as require calculus (12), which represents fewer than 10% of all MD-granting institutions in the U.S.

Should I minor in Health Studies?

When making admissions decisions, medical schools have no preference for specific majors or minors. Students should major and/or minor in those areas where they have the aptitude and passion to be successful students while at Knox. The new minor in Health Studies was designed to give students a foundation in the biological, psychological, cultural and philosophical bases of human health but the majority of Knox students have earned offers of admission with minors in the sciences, languages, social sciences, or humanities.

What do I do if I'm interested in The George Washington University Early Selection Program?

The GWU program requires certain courses be taken the first year; check the Catalog under "Medicine" or <https://www.knox.edu/academics/majors-and-minors/medicine/early-admission-to-medical-school>. A meeting for interested students is held during the Fall Institute on October 18, 2017.

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. Seriously consider a 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 Professor John Spittell, director of the Business and Management Program.

Should I explore internships? and how?

Yes. See the Director of the Bastian Center for Career/Pre-Professional Development, as well as the excellent resources on the Center's website. You might also seek advice from the Director of the Business and Management Program, Professor John Spittell.

LAW

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

See the pre-law advisor, Professor Lane 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. Students who attend law school have found Constitutional Law I and II particularly helpful. 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. Students should also attend presentations by law school representatives, alumni and others who visit campus to speak with our pre-law students.

OTHER PROFESSIONS

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

The cooperative degree program descriptions and advisors are also listed in the Catalog.

Architecture	Professor Mark Holmes
Engineering	Professor Tom Moses
Forestry/Environmental Management	Professor Stuart Allison
George Washington University Early Selection Program (pre-med)	Professor Judy Thorn, Ms. Mary Jane Shroyer
Law	Professor Lane Sunderland
Nursing	Professor Judy Thorn, Ms. Mary Jane Shroyer
Occupational Therapy	Professor Judy Thorn, Ms. Mary Jane Shroyer
Optometry	Professor Judy Thorn, Ms. Mary Jane Shroyer

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 Degree Audit (formerly called Educational Development Record, or EDR).

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 Degree Audit (a sample Degree Audit is located in the Appendices).

Foundations include FP and courses in each of the five areas of the curriculum: arts, humanities, natural & physical sciences, social sciences, quantitative & symbolic reasoning. 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, Math Competency, 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 major(s).

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, experience that differs from the usual class-structured learning. A student's EL project is enhanced by a proposal and reflective report addressing personal and/or professional growth.

How do I read the Knox Degree Audit?

It is crucial that each student learns to understand the degree audit and that you, as the advisor, take time with each advisee (ideally, at each meeting) to review information recorded there. Too many problems arise in students' final terms that could easily be avoided if the student, the advisor, or both took time to review the degree audit earlier. See the sample degree audit toward the end of this booklet. 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 five *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 degree audit will also reflect which requirements in that program have been met.

Questions regarding degree requirements:

Can students use their SAT math scores to satisfy the Mathematics Competency?

Yes, if it is 570 or higher. An ACT math score of 24 or higher also satisfies the requirement [Note that there is a change in this competency with the Fall of 2014. Prior to this fall, there was a Quantitative Literacy Competency that had two parts: 1) proven proficiency and 2) a QL course. Continuing students who elect to graduate under previous catalogs may follow this requirement.]

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

300-level music lessons do satisfy the ARTS Foundation, but are only available for advanced students by approval of the Music Department.

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

One approved NPS Foundation course is necessary.

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. Think of insisting that advisees follow placement recommendations as a key role you can play in retention efforts at the College. This includes efforts—perhaps especially in the first term—to persuade students to enroll in CTL courses when you see the recommendation pop up.

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 is for two courses, a student needs to earn at least 1 credit between the two courses.

My advisee has transfer credits. Is the student still required to take FP?

Maybe. A student is exempt from FP only if they are a transfer student who has spent an entire year on a college campus. The student's degree audit will show you whether or not they are exempt from FP.

Questions regarding academic probation:

My advisee is doing poorly—what will land the student on academic probation and what are the consequences?

The Academic Standing Committee (ASC) looks at both the cumulative GPA and the number of credits earned per term in considering whether a student is making Satisfactory Academic Progress. The bar to be met is a sliding scale for GPA and credits earned per term, summarized in the following table, also available in the Knox catalog.

Credits Earned	GPA Required	Credits/Term Required
0	1.4	1.5
3	1.5	1.7
6	1.6	1.9
9	1.7	2
12	1.8	2.1
15	1.9	2.2
18	2	2.33
100	2	2.33

A student falling behind the above guidelines (or having a term with 2 or more *F*'s) will be placed on *Academic Probation* and will receive a letter from the Associate Dean (copied to the advisor) specifying what expectations have been placed on the student's performance for the coming Knox term. Falling significantly behind the benchmarks, or failing to live up to expectations placed by ASC, can lead ASC to impose a mandatory academic leave or to expel a student from the college.

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’ information in DocuShare 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.
- Students with a strong placement suggestion in a Center for Teaching and Learning (CTL) course for the first term have been pre-enrolled in that course. As a general rule, students with CTL placement should not sign up for more than 3.0 credits. This will be news to your advisee, and you’ll have to explain.
- 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, they shall complete on-line registration check-in.
 2. If they've been bumped, the Associate Dean, the Registrar, and other faculty serve as advisors on-site at Closeout Enrollment to help select that backup (or other courses).
 3. Tell students to let you know what happened with their final 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 five *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 advisees feel more comfortable with their own challenges.

Remember to alert Associate Dean Foster 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 (a point that 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

ADVISEE INFORMATION [SAMPLE QUESTIONNAIRE]

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.)?

APPENDIX THREE

FIRST-YEAR PRECEPTORIAL: INTRODUCTION TO LIBERAL LEARNING VARIOUS THEMES

A. Fundamental Goals of the First-Year Preceptorial

First-Year Preceptorial courses are developed according to the guidelines outlined below.

Introduction to Liberal Learning: to lay the groundwork for a liberal arts education—inculcating skills of analysis, discussion and written exposition.

1. Each 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. Each 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. Each 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. Each section of FP will nurture **Critical Thinking**.
5. Each 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 18 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 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.
- Time (for most sections, Tuesdays periods 5s-6) is set aside for films, one-on-one writing conferences, and other activities and workshops as determined by each professor.
- FP is managed by the FP Steering Committee. Contact Mary Armon.

C. Registering Students for FP

In the summer, incoming first-year students receive a list of FP courses being offered in fall term. They may indicate three preferred topics. Students are assigned to an FP course and section based on their other course preferences and on section availability. Historically, most students receive one of their three preferred topics. For a number of reasons (including the advisability of introducing international students to the Honor Code) **international students are being pre-enrolled in FP**. If you advise an international student who you think should wait until sophomore year to take FP, please contact Tim Foster.

APPENDIX FOUR

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

Off-Campus Study Opportunities (Brenda Tooley, Director, Stellyes Center for Global Studies, Alumni Hall 229, x7445)

(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 Terrie Saline, Director, Bastian Center for Career and Pre-Professional Development, Alumni Hall 225, x7436 and <https://www.knox.edu/offices/bastian-family-career-center>)

- 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

- Center for Community Service (Kathleen Ridlon, Director, Alumni Hall 203, x7085)
- Service-oriented clubs (e.g. Alphi Phi Omega, Rotaract)

Independent Academic Opportunities

- Student research opportunities,
- Formal programs
- ASSET Program (Sara Kitsch, Director, Vovis Center for Research and Advanced Study, Alumni Hall 233, x7387)
- Funding opportunities (Sara Kitsch, Richter Fellowships; Vovis Center for Research and Advanced Study, Alumni Hall 233, x7387)
- Peace Corps Preparatory Program (Brenda Tooley, Director, Stellyes Center for Global Studies, Alumni Hall 229, x7445)
- Honors (see your advisor, another faculty member, or Associate Dean Tim Foster)
- Teaching assistantships (see individual professors)
- Center for Teaching and Learning (John Haslem, Director, 466 S. West St., x7151)
- Independent study (see individual professors)

Special Knox Curricular Opportunities—Immersion Experiences

- Clinical Psychology Term (Tim Kasser, Professor of Psychology, x7283)
- Green Oaks Term (Stuart Allison, Professor of Biology, x7185)
- Japan Term, (Weihong Du, Associate Professor of Asian Studies-Chinese, x7846)
- Open Studio Term, (Mark Holmes, Associate Professor of Art, x7327)
- Repertory Theatre Term (Neil Blackadder, Professor of Theatre, x7502)
- December Travel Courses/Short-Term Immersion Experiences (Brenda Tooley, Director, Stellyes Center for Global Studies, Alumni Hall 229, x7445)
- StartUp Term, (John Spittell, Professor of Business and Management, x7309)

Assistance with post-Knox planning

- for career aptitude/interest testing and exploration/search strategies, see Terrie Saline, Director of the Bastian Center for Career & Pre-Professional Development, Alumni Hall 225, x7494, <https://www.knox.edu/offices/bastian-family-career-center>
- for graduate school advice, see your advisor, faculty members in your field, Sara Kitsch and/or Terrie Saline.
- for information on graduate fellowships on the national level (e.g. Fulbright, Rhodes, Marshall, Javits), see Sara Kitsch.

APPENDIX FIVE

ESSENTIAL INFORMATION ON MAJORS AND MINORS

AFRICANA STUDIES

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

1. AFST 101 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 Africana Studies courses are cross-listed in cooperating departments and programs;
4. Successful students in Africana 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, Director, Africana Studies Program

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 2017-18 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, Director, American Studies Program

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; ANSO 205, in particular, is always open to first years

300-level: not appropriate for first years

Some particulars for this year (2017-2018): This fall there are three sections of 100-level courses being offered: two sections of ANSO 102 (taught by Visiting Assistant Professor, Jonah Rubin), and one section of ANSO 103 (taught by Visiting Assistant Professor Nick Baxter). One section of 102 is full,

but the other one (102-2) has been reserved for first year students, as has the section of 103. There is also a new special topics course in Environmental Sociology (ANSO/ENVS 295Y) that has been added by one of our visiting faculty, Nick Baxter. (The prerequisite is ANSO 103, ENVS 101, or permission of the instructor.)

For those of you who like to plan ahead, there will be three sections of ANSO 102, and one section of ANSO 103 offered during the winter term, as well as one more section each of ANSO 102 and ANSO 103 in the spring term.

Other changes to note: "Human Origins" is now a 200-level course that also satisfies the NPS requirement. ANSO 102 has been re-titled "Intro to Anthropology" and ANSO 103 is now "Intro to Sociology."

- Nancy Eberhardt, Chair, Anthropology/Sociology

ART AND ART HISTORY

Art Major and Art Minor (Studio) Advising Recommendations

First year students with high school art backgrounds are often surprised that our studio courses involve unfamiliar critical, historical, and theoretical concepts. It's important that students interested in Studio Art sample introductory studio courses as they consider a Studio Art major. We recommend two or three 100-level studio courses during the first year, including 110 (drawing). We also strongly encourage potential majors to take art history 106 as early as possible.

Students interested in pursuing a Design Minor should begin with Art 112.

Second year potential majors should complete two 200-level studio courses in addition to a 200-level art history course. Art 351 is required only for majors. Minors and others should be enrolled in 351 only after consultation with studio art faculty.

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

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.

-Mark Holmes, Chair, Art

ASIAN STUDIES

Chinese and Japanese language courses are appropriate for all first-year students. Because first- and second-year Chinese and Japanese classes follow a three term sequence, students should plan on beginning their language studies as soon as possible and during a Fall Term. Almost all Asian Studies majors and minors study one of these two languages. However, 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 is likely to study 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.

- Weihong Du, Director, Asian Studies Program

BIOCHEMISTRY

If a student is interested in Biochemistry they should take General Chemistry (CHEM 100, 101 and 102 or CHEM 100A and 102A) 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 102 or 102A, he/she may want to start with CHEM 211. Both BIOL 120 and CHEM 212 are required for BCHM 301 and BCHM 310. 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.).

-Andrew Mehl, Chair, Biochemistry

BIOLOGY

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 the introductory chemistry sequence (either CHEM 100A and 102A or the Integrated Chemistry sequence of CHEM 100, 101 and 102) as a requirement for the major and as a prerequisite for some upper level biology courses. CHEM 101A and 102A must be taken in sequence and typically are offered fall and winter terms. The Integrated Chemistry courses are also sequenced and begin in the fall. Therefore, **we advise first year students to start with chemistry**. If students are not strong in chemistry they may benefit from also including the half credit supplemental instruction course CHEM 100S. 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.

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). Taking Chemistry, FP and another requirement (such as a language course) may still be a better option, unless the student is very enthusiastic about beginning in biology.

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 and with

credits for CHEM 100 or 100A, can consider 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. 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.

-Matt Jones-Rhoades, Chair (fall); Jim Mountjoy, Chair (winter/spring), Biology

BUSINESS AND MANAGEMENT—MINOR

-John Spittell, Director, Business and Management Program

CHEMISTRY

The Chemistry major follows a sequential pathway through required courses with a few options along the way. First-year students with expressed interest in Chemistry plus good math aptitude (placed in MATH 151) should begin with CHEM 100A in the fall term followed by CHEM 102A in the winter.

In the instance of students with weak math skills and no high school Chemistry, advising care is required: these students may take CHEM 100 in the fall.

One further advising note for CHEM 100A and CHEM 100 (but generally applicable to Chemistry classes): Students must acquire the required textbook before beginning the class; outcomes for students attempting Chemistry classes without the textbook are very poor.

Only very strong students (high ACT and/or SAT, and GPA) should take CHEM 100A and BIOL 110 concurrently fall term.

Should first-year students arrive on campus with AP credit in Chemistry, please don't hesitate to consult Professor Cermak for advice on placement. Those wishing to enroll in CHEM 211 should consult with Professor Cermak before doing so.

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 will need to have permission from Professor Clayton before enrolling in CHEM 215 if they intend to do so after completing CHEM 102A.

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. 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 - the earlier CHEM 212 is completed, the more opportunities will be available to the student. Please contact me if you have any questions.

-Diana Cermak, Chair, Chemistry

CHINESE – MINOR—SEE ASIAN STUDIES

CLASSICS

The Classics Department offers three majors: Latin, Greek, and 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. A student who wishes to begin a major as a sophomore should speak with Brenda Fineberg.

For students who wish to go to graduate school in Classics, proficiency in both Latin and Greek is important. 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 path to earning a living. However, like many traditional areas of study in the liberal arts, a major in Classics has always proven attractive to a wide range of professional schools (law, medicine, secondary education, and others) and, for students planning to seek employment directly after Knox, evidence suggests that applicants who have majored in Classics impress employers, who understand that the study of ancient languages and cultures is evidence of academic rigor.

Classics students—many of them—study in off-campus programs in Athens, Rome, London/Florence, and 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. Brenda Fineberg is the advisor for both the College Year in Athens program and the Intercollegiate Center for Classical Studies in Rome.

We will recommend appropriate placement on an individual basis for students with prior Latin and/or Greek—students should contact Brenda Fineberg to arrange for a placement test.

-Brenda Fineberg, Chair, Classics

COMPUTER SCIENCE

Students interested in computer science should take CS-141 (Intro to CS, Fall or Winter), and then CS-142 (Program Design and Methodology, Winter or Spring).

Ideally, CS-141 and CS-142 should be taken in the same academic year, preferable in consecutive terms. Plan accordingly, as CS-141 is offered Fall and Winter, while CS-142 is offered Winter and Spring.

CS-141 is designed for students with no prior experience in Computer Science, and Algebra II or higher in high school. In the course we emphasize problem-solving techniques. Many of the problems we solve will be from multi-media applications (creating images and sounds), but the programming skills students develop will transfer to any other applications of programming. This is a great course for anybody.

The current language taught in CS-141 and CS-142 is Java. Students with prior coursework in another programming language should talk to the CS faculty directly about placement.

There is no placement exam at Knox for computer science. Students with prior experience (AP exam, prior coursework, other experiences) should talk to one of the CS faculty members directly to figure out placement.

- Jaime Spacco, Chair, Computer Science

DANCE STUDIES—MINOR

Mission Statement:

The Knox College Dance Program promotes the study of contemporary dance as an artistic and intellectual endeavor. The Dance Minor consists of coursework in dance technique, dance theory, dance history and creative practice, ensuring that students engage with dance as a performing art which impacts and reflects historical, social, political, and artistic contexts. The mission of the Dance Program is to encourage the development of an artistic practice, which utilizes dance technique, choreography, and performance to promote the critical exchange of interdisciplinary ideas in a collaborative artistic environment.

Departmental Learning Goals

Students who complete a Dance minor will:

1. Demonstrate technical proficiency based on somatic-based dance principles
2. Demonstrate an understanding of the artistic and technical elements of physical expression that lead to performance artistry
3. Develop a reflective and critical awareness of the historical, social, political, cultural, and artistic contexts in dance
4. Cultivate the ability to structure original ideas and produce original contemporary choreography and dance research

Advising Notes:

Dance 145: Dance Theory & Improvisation is the gateway course to the academic dance program. Students intent on the dance minor or participation in upper division courses should enroll in this class during their first year. Offered winter, '18

DANC 152 (Contemporary Dance I), DANC 252 (Contemporary Dance II), and DANC 352 (Contemporary Dance III) have all been converted to .5 credit courses. Students may repeat each course up to three times for credit. Students wishing to take either DANC 242 or DANC 342 must have faculty permission to enroll.

DANC 221: Somatic Practice for the Performing Artist includes both the study of experiential anatomy and the analysis of both the theory and practice behind various somatic techniques. Techniques covered will include: The Alexander Technique, Body - Mind Centering, Laban Movement Analysis, Bartenieff Fundamentals and Authentic Movement. This class is required for the minor and is open to students with some form of movement and/or theatre background. Offered fall, '17

DANC 262: Cultural Perspectives in Dance

This is an interdisciplinary course that will introduce students to physical characteristics, aesthetics, and functions of dance in a variety of cultures. Course topics will include: dance as cultural identity, dance as expression of the individual, dance as worship, and dance as a representation of political power. Offered fall, '17

IDIS 262A: Afro-Cuban Music and Dance: A Cultural Field Study

In this 11-day performing arts and cultural immersion course, students are introduced to a variety of topics related to Cuban culture, history, politics, philosophy, and daily life. Through studio classes and interaction with families, artists and governmental art institutions, students will perform, analyze, construct, critique and demonstrate their acquired skills in various traditional Cuban artistic mediums. In addition to attending lectures on Cuban culture and history at Centro Estudios Martianos (Center for José Martí Studies) in Havana, students will study with the world-renowned Conjunto Folklórico Nacional (National Folkloric Ensemble of Cuba), receiving hands-on professional instruction from company members in traditional Afro-Cuban drumming, dancing and singing.

Students who enroll in the Cuba Field Study Program must also enroll in one of the following courses: DANC 262: Cultural Perspectives in Dance, MUS 254: Music in the African Diaspora or ANSO 234: Culture and Identity in the Caribbean. Participation in all lessons, workshops, and attendance at all meetings and events is mandatory. *Prerequisite(s): Any 100-level dance, music or ANSO class and sophomore standing; DV*

-Jennifer Smith, Director, Dance Program

EARTH SCIENCE —MINOR

The keystone course and suggested initial course for students interested in Earth Science is ENV5 125, Environmental Geology. This course will be offered during the fall of 2017 and interested students are encouraged to take it now, as the course is not offered every year. Students with interests in ES are also encouraged to take the introductory chemistry sequence, though students with concerns regarding their performance in the sciences should not pair ENV5 125 with a chemistry course.

-Katie Adelsberger, Director, Earth Science Program

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 **NOT** a prerequisite for ECON 120.

Students should be aware that economics makes extensive use of mathematical models so students should be comfortable with algebra and graphing. Though it is not an explicit requirement, we strongly recommend that students satisfy the Math Proficiency requirement before taking either ECON 110 or ECON 120.

Be aware that the **Economics Major requires calculus**. After taking ECON 110 and 120, students who are certain they want to major in economics should take calculus (Math 145 or Math 151) in preparation for Intermediate Micro and Macroeconomics (ECON 301 and 302); MATH 151 is recommended if they are strong in math and if they are interested in potentially pursuing graduate study in Economics.

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 elective courses they may take.

-Jonathan Powers, Chair, 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 coursework - Many of the Educational Studies 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, 318, and 319. There are course pre-requisites listed in the catalog that should be followed. Generally all 200-level courses must be completed before beginning the 300-level sequence.
2. Planning - 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.
3. 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 a.m. and 3:30 p.m. 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.
4. 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 participate in intercollegiate athletics, work full time, or have any other time intensive responsibilities during that time. Student teaching can be done in distance locations in the **FALL** only. (There is a \$750 extra charge for distant student teaching. This fee covers supervision costs in the distant placement and travel expenses for Knox personnel, and is offset by the fact that most of those choosing the distant option live at home.) Winter term student teaching must be done in the Galesburg area.
5. Logistical responsibilities - Students are responsible for their transportation to and from fieldwork sites for all classes and student teaching. Practicum students must coordinate their schedule with that of their cooperating teacher in order to meet or exceed the required hours.
6. 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. For example, students may not enroll in EDUC 301 (Teaching and Learning in a Diverse World) without successfully completing the Test of Academic Proficiency **or** receive a composite score of 22 on the ACT+writing exam **or** a composite score of 1030 on the reading and mathematics

sections of the SAT+writing. Also, students may not enroll in EDUC 340 (Student Teaching) without successful completion of the student's content area exam. Students must complete the Teacher Performance Assessment (EdTPA) during student teaching. The costs of these tests are the responsibility of the student, although significant assistance is available from the Illinois State Board of Education and from departmental sources.

7. **Grade requirement** - 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.

-Joel Estes, 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 of Science 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)
- One course in chemistry (CHEM 100A)

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 advised to contact the program advisor, Tom Moses (tmoses@knox.edu, ext. 7341), early in their academic careers, since careful planning is required to meet the requirements of certain engineering programs.

-Tom Moses, Chair, Physics

ENGLISH

English Literature and Creative Writing Courses: Depending on the student's background and level of interest, any of the open 100- and 200-level offerings in English (creative writing and literature) may be appropriate for the first-year or transfer student. An AP score of 5 is the equivalent of ENG 120. In some cases, as the *Catalog* indicates, certain prerequisites are not mandatory but are encouraged. Please note that the beginning creative writing classes have a firm prerequisite or permission of instructor. You

can also assure your advisee that beginning writing courses are offered every term. ENG 105 is a half-credit course, with HUM designation, and may be repeated to complete the Foundation (the course will be different every term it is offered). ENG 120 carries HUM and W designations. 200-level Creative Writing classes meet ARTS and W requirements. As well, most 200-level Literature courses fulfill a HUM foundation. Please call or email the department chair 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 and CTL 101, 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. Please contact the English chair if you have questions while making this determination. (ENG 101 and 102 now carry the "W" designation, and are offered WI and SP respectively.)
- b. CTL 100 is offered only in the fall. CTL 101 is offered both fall and winter. In winter term, those who had CTL 100 are to be tracked into CTL 101, and those enrolled in CTL 101 are encourage to take ENG 101.

(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).

-Monica Berlin, 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 (Environmental Geology) or ENVS 150 (Atmosphere and Weather)
ENVS 241 (Soil Science), ENVS 241 (Hydrology), or ENVS 243 (Energy)
STAT 200

For the fall of 2017, incoming students might consider ENVS 101, ENVS 110 (Intro to Envs. Policy), or ENVS 125 (Environmental Geology). 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 will be offered Spring 2018. Taking the Green Oaks Term is not required for ENVS majors or minors though it is recommended for all students

-Katie Adelsberger, Chair, Environmental Studies

FILM STUDIES —MINOR

-Emily Anderson, Director (fall/winter), Rob Smith, Director (spring), Film Studies Program

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. Also, GWST 206 is now an "O" course, fulfilling the Oral Proficiency requirement.

-Magali Roy-Féquièrre, Director, Gender and Women's Studies Program

HEALTH STUDIES—MINOR

Some students, who lack previous experience with introductory biology and/or psychology, may find it useful (and in some cases necessary) to take BIOL 120 or BIOL 130 or PSYC 100 as soon as possible. AP credit is also accepted for those courses.

-Andrew Hertel, Director, Health Studies Program

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.

-Cate Denial, Chair, History

INTERNATIONAL RELATIONS—SEE POLITICAL SCIENCE

INTERNATIONAL STUDIES

Students interested in IS are strongly encouraged to begin foreign language study as soon as possible.

IS 100 is also strongly recommended during the first year (offered in Spring 2018). ANSO 102, ECON 110 or 120, PS 210 or 220, and either HIST 245 or 285 are also required for the major.

A significant overseas study or research experience is required for the IS major. Advisors should encourage first-year students to begin considering off-campus study opportunities, most of which are available during the junior year.

-Emre Sencer, Director, International Studies Program

JAPANESE—MINOR—SEE ASIAN STUDIES

JOURNALISM—MINOR

Students who are looking to minor in journalism at Knox College are encouraged to take the gateway course, JOUR 123: Centrality of Media, their first or second year. First-year students who feel they have strong writing and interpersonal skills for conducting interviews can take JOUR 270: The Mind of the Journalist: Newswriting and Reporting, during the Fall Term, although the course is best suited for sophomores or juniors. All students interested in journalism are encouraged to join any of the various journalism organizations on campus, including *The Knox Student* newspaper, *Catch* literary journal, *WVVC* radio station, or the *Knox College Oral History Club*, for experience in print, internet and/or broadcast journalism.

-James Dyer, Director, Journalism Program

Latin American Studies—Major and Minor

Latin American Studies (LAST) serves students who have a wide variety of academic interests. LAST courses are cross-listed with seven other disciplines, primarily in the Humanities and History/Social Sciences, and all of them except those designated SPAN (or any other non-English language) are taught in English. These courses offer students the opportunity to engage in the political, economic, environmental, social, racial/ethnic, linguistic, and cultural issues in debate in Latin America, all of which are connected to the U.S. and other global communities at large, which thus encourages the student to become a citizen of the world.

Students who choose to major or minor in LAST will also enjoy an array of co-curricular opportunities, which will aid them in acquiring various fundamental skills that can be put into practice through on-campus participation in student organizations such as Spanish Club, Lo Nuestro, Estudiantes sin Fronteras, Casa Latina, and/or M.E.Ch.A.). They will also have the opportunity to acquire transferable skills through off-campus experiences including internships, independent study on special topics, as well as study trips and study abroad programs hosted in Latin American countries. Furthermore, LAST courses meet several graduation requirements, thus allowing students to develop these skills in the context of subjects they enjoy studying. Students interested in pursuing LAST are encouraged to begin with LAST/PS 122.

-Julio Noriega, Director, Latin American Studies Program

MATHEMATICS

The most important information for advising any incoming student into mathematics courses is their mathematics placement recommendation, available under "Placement Exam Information" on the "advisee details" pages.

Mathematics majors generally complete the core courses below plus an elective in their first two years:

- Calculus sequence (MATH 151 [typically offered fall/winter; offered every term this year], 152 [winter/spring], 205 [fall/spring])
- Linear Algebra (MATH 210 [typically offered fall/winter; this year only offered in the winter])
- Mathematical Structures (MATH 300 [spring])

Students who intend to major in mathematics should take mathematics courses regularly and start as soon as possible. Students with credit for both MATH 151 and MATH 152 should start in MATH 205 in the fall term and take MATH 210 in the winter. Students with credit for MATH 151 should take MATH 152 in the winter term, and should be encouraged to take MATH 143 (Elementary Applied Matrix Algebra) in the fall term.

If a student who intends to major in mathematics or who needs MATH 151 has a recommendation for MATH 131, he or she should take this course in the fall term and take MATH 151 in the winter term.

MATH 145 is a brief applied calculus course covering topics in single and multivariable differential and integral calculus from an applied perspective, and is most appropriate for students interested in economics and the life sciences. This course is not meant to prepare students for more advanced courses, such as the mainstream calculus sequence.

Students who intend to take MATH 121 should be advised to take it as soon as possible. MATH 121 is not meant to prepare students for more advanced courses, such as MATH 131 or the mainstream calculus sequence.

The newly developed Minor in Statistics is a fitting companion to a number of majors for which statistical analysis is an essential part, including Political Science, Economics, Psychology, Educational Studies, Biology, and many other fields of inquiry. Students interested in the minor should be made aware that MATH 222, a required course for the minor, is likely to be offered just once per year, and is dependent not only on STAT 200 but on calculus and linear algebra. Those students should be strongly encouraged to take MATH 145 or 151 and MATH 143 or 210 early in their program of study.

-Pedro Teixeira, Chair, Mathematics

MODERN LANGUAGES AND LITERATURES

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. The test can be taken on any computer on campus. The Website is <http://departments.knox.edu/languageplacement/> and the password is fire1. Contact Jerry Miner if you need help with this process. Information regarding German exams, contact Professor Todd Heidt.

The student must take the placement test(s) **before** enrolling in any language course and only enroll in the language course indicated in the placement recommendation. Should an advisee or an advisor have any questions about this placement, please contact Fernando Gomez. Do not click override unless you have the chair's permission to do so.

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. Waiting to complete the language requirement during an advisee's junior or senior years almost certainly locks them out of any study abroad program where knowledge of the host country's language is necessary. Students increase their opportunities for study abroad by completing the language requirement no later than the second year.

-Fernando Gomez, Chair, Modern Languages

MUSIC

Courses: First-year students interested in music may begin with any of the following courses, which may be taken in any order: MUS 101 (Introduction to Music I), MUS 102 (Introduction to Music II), or MUS 145 (Music Theory I). These are all ARTS Foundations courses, open to all interested students

regardless of experience; they also serve as gateway courses to the major. Please note that MUS 145 is only offered in the Winter term each year.

Lessons—registration: Advisors, please ask your advisees if they plan to take private lessons. Lessons are available for a wide variety of instruments and voice, at the 100-, 200-, and 300-levels. (All students should register for 100-level lessons, and will later be assigned to the appropriate level.) Students have the choice of taking lessons for 0.5 credits (Section 1) or 0 credits (Section 2). Registration for these lessons is done online by advisors, just like any other registration. After registering for lessons, it is the student's responsibility to contact the appropriate Applied Music Head for further direction: Laura Lane (voice); Ashlee Mack (piano); Bruce Polay (strings); Nikki Malley (all other instruments). Please note that students are not guaranteed spots in private lesson studios until the Applied Music Head assigns them a teacher.

Lessons—fees: Lessons cost \$335.00 per term for weekly one-hour sessions, but declared Music majors—as well as first-year students who have submitted an Intent to Major form to the Chair—may have these lesson fees waived (up to two lessons per term). (For Music minors, fees may be waived for a total of three terms of advanced, i.e., 300-level, lessons.)

Music Ensembles: Please ask your advisees if they are interested in joining a music ensemble. In order to receive academic credit for ensembles, students must participate all year. Students can join ensembles later in the year for no credit as well. Many students are reticent to make music interests known, especially if they do not intend to major in music or if they don't own an instrument, but all ensembles are open to students regardless of major or minor and many do not require auditions. Further, many instruments are available for students to borrow or rent. Students interested in information about music ensembles should be directed to Nikki Malley (instrumental ensembles), Laura Lane (vocal ensembles), or Bruce Polay (string ensemble/symphony).

Majors and minors: Students thinking about majoring or minoring in music should plan to register for one of the three gateway courses (above) and should make an appointment with the department chair during their first term at Knox to discuss the waiver of music lesson fees and piano proficiency. Please contact Nikki Malley as soon as possible for this meeting: nmalley@knox.edu.

-Nikki Malley, Chair, Music

NEUROSCIENCE

Knox offers a major and minor in neuroscience. Incoming students with an interest in neuroscience should take CHEM 100A and 102A and BIOL 120 and 130—the prerequisites for the first course in neuroscience (Neuroscience 240). Students should follow the scheduling recommendations for chemistry provided by the chemistry department. Additionally, students without strong backgrounds in science could take the supplemental courses for chemistry and/or biology. 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 or PSYC 281 and PSYC 282 if they are interested in the behavioral end of neuroscience. Feel free to contact Esther Penick for more information.

-Esther Penick, Director, Neuroscience Program

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.

-Dan Wack, 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, Math 145 Applied Calculus, 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.

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 (exceptions are granted 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 (preferred) or PHYS 130A.

Pre-medical students: Most medical schools require a full year of introductory physics courses (110, 120, and 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, and 130 but not 130A). See Engineering for more information.

-Tom Moses Chair, Physics

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

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 229, 230, 234, 245. 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.

-Duane Oldfield, Chair, Political Science/IR

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 four sections of PSYC 100; each section will consist of about 48 students. Two sections will be offered during the fall term and one each will be offered in the winter and the spring. Approximately 63 slots will be available for incoming students in the fall. Remember to sign up students for a lab section (i.e., PSYC 100L) in addition to the lecture section (PSYC 100).

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. However, students can only use PSYC 100 to satisfy the NPS foundation requirement 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).

Students should not worry if they don't get into PSYC 100 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 the major until their junior year, although that creates substantial scheduling difficulties. If students can't get into the introductory PSYC course but are interested in neuroscience, medicine, psychiatry or experimental psychology, we recommend that they take courses in Biology, Chemistry, Math or Computer Science. If students can't get into the introductory PSYC course but are interested in clinical, counseling, social work or developmental or social aspects of psychology, we recommend that they take courses in Anthropology/Sociology, Gender and Women's Studies, Africana Studies, Political Science or Educational Studies.

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

After students have received credit for PSYC 100 (by taking it here at Knox, by transferring in the credit, or by earning AP credit), they will want to think about taking a 200-level PSYC 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; not offered 2017-2018), or Neuroscience (240). Psychology students interested in taking Neuroscience can do so without having the usual prerequisites [CHEM 101/102 and BIOL 120/130] if they sign up for a 0.5 credit tutorial offered concurrently with the course. These three Group A courses are similar in difficulty, and we recommend that students choose based on their interest in the topic.

Group B: Developmental Psychology (203), Social Psychology (205), Adolescent Development (206), and Theories of Personality (207; not offered 2017-2018).

The crucial part of the major is the research methods & statistics sequence, PSYC 281 & 282. This is typically and ideally taken in sequence during a student's sophomore year. PSYC 281 has the pre-requisite of sophomore standing, completion of one 200-level PSYC class, and completion of the Math Proficiency requirement; PSYC 282 has the pre-requisite of PSYC 281. PSYC 281 is offered both fall and winter terms, and PSYC 282 is only offered in the spring term. Taking 281 and 282 during the

junior year is acceptable, but not ideal, especially for students who might go abroad for some part of that year. We no longer encourage 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 acceptable.

–*Tim Kasser, Chair, Psychology*

RELIGIOUS STUDIES—MINOR

Five credits in Religious Studies, including the following:

- RELS 101 (Introduction to Religious Studies)
- At least one credit involving advanced work (may be a regularly scheduled 300-level course, a 200-level course adapted to a 300-level independent study through the addition of advanced work, or a fully independent study/project at the 300-level)

Religious Studies Minors do not have to take RELS 101 first, but taking it sooner rather than later is recommended. RELS 101 is usually offered once each year.

–*James Thrall, Director, Religious Studies Program*

SOCIAL SERVICE—MINOR

Social Service minors should be encouraged to look carefully at the courses they will use to fulfill their requirements as some have prerequisites that need to be met first. In the Working with the Socially Disadvantaged category, EDUC 301 is primarily for Education majors, while PSYCH 277 and 367 are primarily for Psych majors. Students with other majors can take ANSO 243 to fill this requirement. (PS 243 is not offered this year, as Professor Gonzales is on leave. I will shortly be asking the curriculum committee to approve PS 243 as another course to meet this requirement. PS 243 will be taught Spring Term 2018.)

ANSO 280-281, which fulfills the practicum requirement, is a two course (Winter-Spring) sequence. This minor relies on courses from a number of departments, some of which are offered on irregular schedules. We work with students to provide reasonable substitutions when necessary. Students with questions are encouraged to contact the program chair, Duane Oldfield.

–*Duane Oldfield, Director, Social Service Program*

STATISTICS, INTRODUCTORY STAT 200

STAT 200 is an excellent course for students who have satisfied *Math Proficiency* and have *at least sophomore standing*, and want to fulfill the QSR (Quantitative and Symbolic Reasoning) Foundation requirement. Calculus is not a prerequisite.

STAT 200 is not open to first year students. Students must demonstrate *Math Proficiency* before enrolling in STAT 200, by satisfying one of the following:

1. Obtaining a score of 24 or above on the ACT math component.
2. Obtaining a score of 590 or above on the SAT Level 1 math component. For students taking the SAT prior to 2016, a score of 570 is required.

3. Receiving credit for a course in the mathematics department at the level of MATH 121 or above, or completing CTL 120 or CTL 130.

4. Receiving transfer credit for a course at the level of MATH 121 or above.

Majors in economics must pass STAT 200 or MATH 321. Majors in environmental studies and political science must pass STAT 200.

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

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

STAT 200 is a prerequisite for ECON 303 (Statistical Research Methods), required in the economics major. Students who take STAT 200 the term immediately before they take ECON 303 generally do better work in ECON 303.

-Pedro Teixeira, Chair, Mathematics

THEATRE

Students interested in theatre at Knox should be urged to attend the **THEATRE OPEN HOUSE ON MONDAY (first day of classes), SEPTEMBER 11 at 7:00 p.m. IN HARBACH THEATRE, CFA**. They also should be encouraged to join the Theatre email dist list, our primary means of announcing audition and production opportunities, etc. by submitting their Knox email address to [Nabiha Mansoor <nmansoor@knox.edu>](mailto:nmansoor@knox.edu)

Auditions for the fall faculty-directed production—*The Drowning Girls* by Beth Graham, Charlie Tomlinson, & Daniela Vlaskalic and directed by Professor Liz Carlin Metz—will take place on **Tuesday, September 12 from 7:00 – 10:30 p.m.** in Harbach Theatre. Beginning on **Wednesday, September 13** auditions will be held for the fall student-directed productions, which include *Faust*, *Top Girls*, *Minnesota Moon*, and *Playground*, the stage readings of student written plays series offered every term. Further information will be provided at the Open House, on flyers, the First Year Web site, via email, and is available on the departmental website <www.knoxtheatre.org>.

The other two mainstage productions for the year are *The Good Person of Szechwan* by Bertolt Brecht and directed by Professor Neil Blackadder (winter) and *The Glass Menagerie* by Tennessee Williams and directed by Professor Jeff Grace (spring).

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

Such students should begin coursework with Theatre 151 Foundations of Theatre and Drama. Many students will be inclined toward acting and will wish to take Theatre 131 Beginning Acting first; the faculty's advice is that taking 151 (required for the minors) before 131 will better prepare them for studying acting at the college level, though it is not required that they do so. THTR 151 will be offered in Winter and Spring '18. THTR 131 is being offered each term.

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. The Fall '17 section of THTR 121 will have several seats reserved for First Year students, and is offered annually. *Students hoping to participate in Repertory Term should plan to enroll in THTR 121 by their sophomore year.*

Regarding Repertory Term:

Rep Term will take place in Winter 2019. The prerequisite for Rep Term is THTR 131 *or* THTR 121 (though we encourage interested students to take both). Please encourage first years to consider this in their Ed Plans and especially with regard to possible study abroad. Approximately half of the 40 students who enroll in Rep Term major 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 also is well suited to students with a general interest in theatre. The 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 HUM 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 Annual Fall Open House detailed above.

-Liz Carlin Metz, Chair, Theatre

APPENDIX SIX

DIRECTIONS FOR ACCESSING EDUCATIONAL RECORDS VIA WEB

--Office of the Registrar
(last review: August, 2017)

The new web portal is found by navigating in your browser to my.knox.edu. Log in as you do to e-mail; login and logout functions are at the upper right of the screen. You have defined "roles" in the portal according to your status as faculty, staff, student, applicant, alumnus, etc. The tabs you have access to at the top of the introductory page depend on your role.

When you click on the Registrar tab you will be taken to a Home page. On the left sidebar of the screen you will see the top level of available groups of operations. The nature of the group is summarized:

Home - general documents such as academic calendar, final exam schedules, forms, catalog

Faculty Tools - functions related to teaching and advising; course schedules, grade entry, facilities usage, advisee lists and information, pre-enrollment

Each group is broken into functioning parts called *portlets*. To open up detail of each of these groups of functions, click on the boldfaced name of the group and the portlet names will appear. In the main window, summaries of the portlets appear. Click on a portlet name, either on the left sidebar or in the main window to go to a window in which you can use that operation.

To access student information click on the Faculty Tools menu and follow the Advisee Roster link (which should already be your initial screen by default on clicking Faculty Tools). 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. You gain access to a particular student's records by typing the student's ID into the appropriate box directly, and then hitting the *Search* button. You can search by last name and first name, but that tends to be a much slower process. Note that the Advisee Status box can be set either to *Currently Registered* or to *All*. The system will only recognize a student if that student is already enrolled in courses for the term that is currently selected, so if you get an error message on accessing a student, try resetting the Status to *All*.

When the student appears at the bottom of the screen, click on the student's name, which is a link to a variety of academic information. The most important resources there are the Unofficial Transcript, the Placement Exam Information link (which shows placement recommendations, if any, in language, CTL courses, and mathematics), Degree Audit (the checklist of graduation requirements), and Add/Drop courses, which allows pre-enrollment as described below.

Pre-enrolling students on the web

Follow the instructions above for viewing a student's records. In the Advisee Detail screen that follows after you click the student's name, near the bottom of the screen in the Tools and Information area, locate the Add/Drop Courses link and click it to proceed to the course Add/Drop screen. Make sure your term is properly set at the top (select from the drop-down list), and then click the "Add by Course Code" tab and enter course numbers into the boxes below. Enter both course and section, for example, MATH 151-1. More than one course may be entered at once. As you type, the system suggests matching course numbers for you to select from. Click the "Add Courses" button when you are done. The system gives warning messages when students are trying to repeat a course previously or concurrently taken, when a time conflict would result, and when students are trying to take a course for which they do not have the prerequisites. An override button is provided, but use it judiciously. You should check with the instructor if there are any doubts. If you and the student change your minds about a course previously added, simply check it in the student's course list and click the "Drop Selected Courses" button.

We place holds on students who need to declare a major or minor, or who have issues to be resolved in the Business Office. The system will prevent you from pre-enrolling these students. They need to come to the Office of the Registrar and declare a major or minor, or to visit the Business Office to make arrangements to resolve their payment issues.

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 their Student Tools menu at my.knox.edu, 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 (in the Spring after a year of participation) 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 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 find out the number of students enrolled in a course by clicking the Course Schedules link under the Faculty Tools menu. Click the Course Search tab, and then the “More Search Options” link. Select the appropriate term and department from the drop-down lists for these search parameters. The results for all courses in the department will come up, with a column indicating the number of seats that are open and the maximum possible class size; the difference is the current enrollment. 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 on line registration tools. 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.

GPA Goal Calculator Tool

If you have an advisee on academic probation, they will need at least to attain a cumulative GPA of 2.0 to get back to Good Standing. The GPA calculator located under *Faculty Tools* on the Registrar’s site (also available to students under the *Student Tools*) is designed to help you determine what grades a student must achieve in new courses in order to achieve a cumulative GPA goal. This is basically a spreadsheet set up to do the calculation for your advisees.

Instructions for using the Calculator are embedded on the spreadsheet. The top half of the spreadsheet is set up to calculate what average grade point is needed in new courses to reach a cumulative GPA goal, while the bottom half lets you find the GPA for a set of new courses given specific course credits and letter grades in those courses.

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 are having a problem with your browser or with the Web products.

APPENDIX SEVEN

**COMPARATIVE PROFILES OF FIRST-YEAR CLASSES
2016 AND 2017**

Fall 2017

Includes all first year students – 186 out of 379 (50%) reported class rank as of August 10.

Decile	Women	Men	Total
1ST	41%	31%	36%
2ND	25%	26%	26%
3RD	8%	7%	7%
4TH	17%	17%	17%
5TH	6%	9%	7%
6TH	3%	5%	4%
7TH	0%	3%	2%
8TH	0%	0%	0%
9TH	0%	1%	1%
10TH	0%	1%	0%

Fall 2016

Includes all first year students – 175 out of 360 (49%) reported class rank.

Decile	Women	Men	Total
1ST	54%	27%	43%
2ND	20%	19%	19%
3RD	15%	21%	17%
4TH	5%	12%	8%
5TH	3%	13%	7%
6TH	1%	5%	3%
7TH	2%	2%	2%
8TH	0%	1%	1%
9TH	0%	0%	0%
10TH	0%	0%	0%

ACT COMPOSITE SCORES

Fall 2017

Includes all first year students—254 out of 375 (68%) reported ACT scores as of August 10.

Score	Percent
29-36	33%
26-28	20%
23-25	31%
20-22	12%
Below 20	4%
Mid 50% Range	23-30
Average	26.3

Fall 2016

Includes all first year students—256 out of 360 (71%) reported ACT scores.

Score	Percent
29-36	36%
26-28	26%
23-25	22%
20-22	14%
Below 20	2%
Mid 50% Range	24-30
Average	26.9

SAT SCORES

Redesigned SAT Scores

Fall 2017

Includes all first year students—86 out of 375 (23%) reported SAT scores as of August 10.

Score	Evidence-Based Reading and Writing	Math
700-800	15%	25%
600-699	51%	37%
500-599	32%	36%
400-499	2%	1%
Below 400	1%	1%
Mid 50% Range	560-670	550-700
Average	620	629

Fall 2016

Includes all first year student—87 out of 360 (24%) reported SAT scores.

Score	Critical Reading	Math
700-800	9%	20%
600-699	32%	46%
500-599	38%	21%
400-499	21%	13%
Below 400	0%	0%
Mid 50% Range	510-660	570-680
Average	585	621

STUDENT: Student, Fasel ID: 211
 ADVISOR(S): Faculty, Fasel Choma, Stephen C.
 MAJOR(S): Economics
 MINOR(S): Studio Art-Painting
 ACADEMIC STATUS: Good Standing
 GRAD SESS/YR: SP 2002

 Sample comment
 =====

Overall Credit Check
 =====

	GPA	Res GPA	Hours	Res Hrs	
Required	2.000	2.000	35.8	13.5	NOT COMPLETED
Student	2.540	2.540	16.8	14.0	
Required	6.0	of last	12.0	in residency.	
Completed	11.0	of last	12.9	in residency.	

 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 declaration of their major.

*A KCPL ED PLAN KCPL 10/30/09 .0 1

 First-Year Preceptorial
 =====

(There will be an exemption noted here for those transfer students who are exempt.)

PREC 100 CONVERSATNS IN WRLD OF STR PREC 100 FA97 1.0 B

 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.)

PREC 1***** EXPLORING HUMAN IDENTITY PREC 100 FA97 1.0 B

- (b) At least one writing intensive course in the student's major; and
- (c) At least one additional writing course

ID: 211 Student, Fake1

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Oral presentation
=====

At least one designated speaking intensive course (in the major)
(Note: ENG 306, 307, 308, 311 must be accompanied by Writer's Forum
Also, for Music, two of MUS 345, 361, or 363 fulfill the requirement)

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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

=====
Mathematics Proficiency
=====

Proficiency in elementary mathematics demonstrated by 24 or above
on ACT Math, 570 or above on SAT I Math, completion of a mathematics
course numbered 121 or above, or completion of CTL 120 or 130

MATH***** CALCULUS I MATH 151 FA98 1.0 C
MATH***** ADVANCED FINANCIAL MATHEMA MATH 327 SP09 1.0 C
*T MATH***** CALCULUS I MATH 151 SU98 1.2 -

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Understanding Diversity
=====

Each student shall address diversity in their program of study

=====
HSS Foundations
=====

=====
HUM Foundations
=====

ID: 211 Student, Fake1

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NPS Foundations

***** INTRO TO ENVIRONMENTAL STU ENVS 101 FA11 1.0 B

QSR Foundations

MATH***** CALCULUS I MATH 151 FA98 1.0 C

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

Environ St Major UG12

10 credits as follows:

ENVS 101 and a course with a strong ethical component (PHIL 118 or ENVS 228)

*A ENVS 101 INTRO TO ENVIRONMENTAL STU ENVS 101 FA11 1.0 B

An introductory class in a basic area of Environmental Science: ENVS 125, 150, or 275

A course in statistics: STAT 200

A course on resources: ENVS 241, 242, or 243

An advanced course in Environmental Science: ENVS 317, 319, 325, or 335

An advanced course in the social sciences: ENVS 368 or other relevant course work as approved by the department chair

Two electives in Environmental Studies

Senior project: ENVS 399, or ENVS 400

ENVS 399 SENIOR PROJECT _____
ENVS 40* _____

	GPA	Res GPA	Hours	Res Hrs	
Required	2.000	0.000	0.0	0.0	NOT COMPLETED
Student	3.000	3.000	1.0	1.0	

Fri Mar 30 2012

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ID: 211 Student, Fake1

=====

ENVS courses taken

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ENVS***** INTRO TO ENVIRONMENTAL STU ENVS 101 Fall 1.0 B

	GPA	Res GPA	Hours	Res Hrs	
Required	0.000	0.000	0.0	0.0	NOT COMPLETED
Student	3.000	3.000	1.0	1.0	

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Economics minor UG12

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5 Credits as follows: ECON 110 and ECON 120

*A ECON 110	PRINCIPLES OF MICROECONOMI	ECON 101	SP98	1.0	B-
*T ECON 120	PRINCIPLES OF MACROECONOMI	ECON 102	FA98	.9	-

STAT 200 or PS 230 or PSYC 281

ECON 301 or ECON 302 or ECON 303

ECON 301	INTERMEDIATE MICROECONOMIC	_____
ECON 302	INTERMEDIATE MACROECONOMIC	_____
ECON 303	STATISTICAL RESEARCH METHO	_____

One 300-level economics course excluding ECON 350 and ECON 399

ECON 3***** _____

	GPA	Res GPA	Hours	Res Hrs	
Required	2.000	0.000	0.0	0.0	NOT COMPLETED
Student	2.700	2.700	1.9	1.0	

=====

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.