

# Advising Handbook 2019-2020

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**KNOX COLLEGE**  
**ADVISING HANDBOOK**

**2019-2020**

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## PART I INTRODUCTION

### *The Significance of Advising*

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

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

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.

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

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 (CTL), Mathematics and Second 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 Family Center for Career Success staff, whether it's about a summer job, an internship, or long-term plans (See further advice under "Some Answers to Questions", pg. 5).

### ***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 email 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 Leigh Brinson in the Financial Aid Office to address the restriction. Students don't always understand that devising a payment *plan* with Leigh Brinson in the Financial Aid 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 or text 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 second 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 Experience, 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 ext. 7163. Admission is in the process of hiring an International Student Advisor.

### **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 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?**

No. AP credit for the third term of a language satisfies the Second Language Element, but credits by exam do not apply to any other general education requirement. With the permission of the department chair, it may 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?**

The department chair can approve such a substitution and inform the Registrar, who might involve the Dean *for irregular requests*. As an advisor, your job is simply to instruct the student approach the department chair with the request for substitution.

### **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](mailto:hhoffman@knox.edu).

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

### **Self-designed minors**

Self-designed minors do not need Curriculum Committee approval. For guidance consult the Faculty Handbook, Guidelines Related to the Curriculum, section G:  
[https://www.knox.edu/documents/Academics/Faculty/Faculty\\_Handbook.pdf](https://www.knox.edu/documents/Academics/Faculty/Faculty_Handbook.pdf)

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### ***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. If you are interested in a major that requires math or you know you want to go to a medical school that requires Calculus, begin MATH 151 the first year. Currently, fewer than 10% of all MD-granting institutions in the U.S. require calculus (n=12).

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. Students with weak math skills will benefit from taking a math course (MATH 123, 131, 143) or CTL 120 prior to beginning the chemistry sequence, even if it means delaying the medical school application timeline.

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

Professor Judy Thorn (Biology/Pre-Health Advising)

#### **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, like English or math. 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 that 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 that students complete BCHM 301 and achieve competency in statistics before sitting for the MCAT exam.

### **Does the B.S. degree look better to medical schools than the B.A. degree?**

Medical schools have no preference for the type of undergraduate degree conferred.

### **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 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 typically held during Fall Institute Day.

Note: Early Selection participants are required to take and submit an MCAT score prior to matriculation.

## **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?**

First, get your B.A. and job experience. Seriously consider an Integrative Business and Management major or minor. Take Calculus since better business schools require Calculus.

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

A broad liberal arts education provides the best preparation for careers in business and management. Students interested in the Integrative Business and Management major should take full advantage of the Knox liberal arts curriculum and develop fundamental business skills including: written, oral, and communication competency, problem solving ability, quantitative competency, mastery of information technology, ethical reasoning and critical thought, leadership, creative innovation, and a diverse perspective for engagement in the global community.

Taking core courses in the major are strongly recommended including Accounting, Statistics, Microeconomics, and Business and Society. Take courses that emphasize analytic communication (speaking and writing) and computer application skills.

Knox offers a major and a minor in Integrative Business and Management. Refer to the catalog for a complete delineation of the requirements. You may want to schedule a meeting with the department chair, Professor John Spittell (x 7309 or jspittel@knox.edu) to discuss your specific interests and get answers to your questions.

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

Yes. See the Scott Crawford, Executive Director of the Bastian Family Center for Career Success, as well as the excellent resources on the Center's website. You might also seek advice from the chair of the Integrated Business and Management department, Professor John Spittell.

## **LAW**

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

See the pre-law advisors, Professor Lane Sunderland and/or Professor Thomas Bell. 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
Business Administration	Professor John Spittell
Dentistry	Professor Judy Thorn
Engineering	Professor Tom Moses
Government	Professor Andy Civettini
Journalism	Professor Jim Dyer
Law	Professor Lane Sunderland, Professor Thomas Bell
Medicine	Professor Judy Thorn
Nursing and Allied Health Sciences	Professor Judy Thorn
Occupational Therapy	Professor Judy Thorn
Optometry	Professor Judy Thorn
Religious Vocations	Professor Jim Thrall
Social Work	Professor Duane Oldfield
Veterinary Medicine	Professor Judy Thorn

## 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).

### *Note: Bachelor of Arts and Bachelor of Science*

*Students who satisfy the degree requirements as outlined in the next section earn the degree of Bachelor of Arts. However, students who choose to complete four additional courses in certain majors in the sciences may elect to receive the degree of Bachelor of Science. The Bachelor of Science is available for students who major in the following specializations: Biochemistry, Biology, Chemistry, Computer Science, Environmental Science, Mathematics, Neuroscience, Physics, and Psychology. The Bachelor of Arts is also available in these majors. Normally, students indicate their intention to complete the Bachelor of Science when they declare their first specialization (major) at the end of the second year. Students must declare their choice of the Bachelor of Science no later than the term prior to their final term at Knox.*

### Degree Requirements

The requirements for a Knox degree include the satisfactory completion of at least 36 credits, including:

- First Year Experience:** First-Year Preceptorial and other curricular and co-curricular opportunities.
- Elements:** seven areas of study that cultivate the skills of liberal learning.
- Specialization:** a major field of study, plus a second field of concentration (a second major, or a minor, or two minors).
- Civic Engagement:** appreciation for the local and global contexts for learning.
- Immersion/Active Inquiry:** out-of-classroom, hands-on learning experiences.

#### 1. First Year Experience:

The goals of the FYE are to support students in becoming authors of their own education, in making the transition from prescribed to active learning, and become engaged members of their community and the larger world. The First-Year Experience will include:

First-Year Preceptorial (FP), a residential curriculum, (FOX) courses that are composed mostly or even entirely of first-year students, options for 0.5 credit co-requisite or skills development courses, and Living-Learning Communities (LLCs - a single suite dedicated to a particular course or theme).

*Students who transfer to Knox with a year of on-campus coursework or who do not pass First-Year Preceptorial will meet with the Associate Dean of the College to determine an appropriate substitution. The Curriculum Committee may set guidelines for these substitutions.*

## 2. Elements

### Courses satisfying the Elements requirement

#### Element 1: Communicate in a second language (SL)

CHIN 103 FREN 103, 103A GERM 103 GRK 103 JAPN 103 LAT 103 SPAN 103, 103A, 103Q All 200-level language classes, <i>except for those taught in English</i>
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#### Element 2: Analyze social, economic or political aspects of human behavior (SA)

ANSO 102, 103, 201, 275, 276 ASIA 142 BUS 280 CLAS 110, 111, 271D ECON 110, 120 EDUC 201, 202, 203 ENVS 110, 115 GERM 332, 332E, 334, 334E GWST 227, 231, 267C, 267E, 332 HIST 104, 106, 107, 110, 111, 115, 133, 142, 160, 161, 181, 202, 267C, 267D, 267E, 271D, 281 JOUR 123 LAST 122, 227, 231 PHIL 215 PS 101, 122, 125, 128, 135, 210, 220, 227, 231, 234, 236, 237, 240, 245, 268 PSYC 205, 234 RELS 101, 271D
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#### Element 3: Critically examine questions of power and inequity (PI)

AFST 210, 228, 254 AMST 241 ANSO 102, 103, 201, 241, 271 ASIA 221, 320, 321 CHIN 221, 320, 321 CLAS 103, 273I, 275K EDUC 201 ENG 242, 245, 261 ENVS 228 FILM 261 GERM 332, 332E
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GWST 101, 222, 227, 231, 261, 267C, 267E, 273I, 322, 332, 333, 334  
HIST 160, 161, 181, 228, 267C, 267D, 267E, 271F, 280B, 281  
IDIS 120, 220  
LAST 122, 227, 230B, 230C, 230D, 230E, 231, 326, 334  
MUS 130, 210, 254  
PJST 100  
PS 122, 125, 128, 227, 231, 236, 237, 241, 243, 268, 326, 333, 334  
RELS 103, 271F  
SPAN 230A, 230B, 230C, 230D, 230E

Element 4: Engage in artistic creation (AC)

ART 110, 112, 113, 114, 115, 116, 117, 119, 214  
DANC 145, 152  
ENG 104, 205, 206, 207, 208, 209  
ENVS 284, 384  
JOUR 119  
MUS 100, 145  
MUSL 100\*  
THTR 121, 131, 209, 224, 233, 271

Element 5: Interpret human experience through text, sound, visual image, or performance (IC)

AFST 210  
ART 105, 106, 202  
ASIA 221/321, 225  
CHIN 225, 321/331,  
CLAS 104, 110, 111, 202, 203, 270, 273I, 273K  
DANC 260  
ENG 105, 120, 123, 124, 125, 126, 200, 204, 205, 223, 227, 231, 232, 245, 247, 251, 252,  
253, 261, 351, 352, 353  
ENVS 118, 126  
FILM 124, 225, 261, 337  
FREN 215  
GERM 235, 337  
GRK 211/311 through 218/318  
GWST 261, 273i  
HIST 104, 110, 111  
LAST 235  
LAT 211/311 through 218/318  
MUS 101, 131, 210, 244  
PHIL 115, 118, 125, 130, 142, 210, 211, 212, 218, 228, 230, 244, 247, 270, 284  
RELS 125, 203, 284  
SPAN 235  
THTR 151, 251, 281, 351, 352, 353

Element 6: Conduct scientific inquiry (SI)

ANSO 203 BIOL 110, 120, 130 CHEM 100A, 102A, 205, 211, 273 ENVS 101, 125, 170 PHYS 110, 120, 130, 130A, 161, 163, 165, 167, 205, 242 PSYC 100, 202
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Element 7: Apply quantitative or symbolic reasoning (QR)

BIOL 331 BUS 333 CHEM 205 CS 141, 142, 208 ECON 110, 120, 333 ENVS 188 MATH 121, 123, 131, 145, 151, 152, 175, 185, 205, 225 MUS 245 PHIL 202, 110 PHYS 1110, 120, 130, 130A, 205 PS 200 PSYC 281 STAT 200, 225
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3. Specialization: Major / Minor Requirements

Completion of a major is required for graduation. The completion of a second area of specialization, either a minor or a second major, is also required for graduation. A grade point average of at least 2.0 is necessary in courses required for a major or minor. A student who transfers with 15 or more credits or an Associates degree or equivalent from an accredited higher education institution may seek a waiver to this second field requirement. Waiver requests must be approved by the Curriculum Committee.

The specifications for each major are listed in the College catalog.

Transfer, exam, and off-campus credits can be counted for the major or minor with the approval of the department or program chair. The chair of the program may approve two courses from other departments to be counted toward the elective courses in the major.

See the [Academic Rules and Regulations](#) section of the College catalog for rules regarding permissible combinations of majors and minors.

4. Civic Engagement

In consultation with their academic advisors, students will have numerous opportunities to take courses or engage in other activities in pursuit of this goal. There is not a specified catalogue of courses that support students in pursuit of this requirement. Instead, in conversation with academic advisors, students can identify courses that allow them to reflect on these issues in the context of their specific educational programs while satisfying their interests.

Coursework is not the only way to explore the local and global contexts for a Knox education. Community service, internships, off-campus study, and advanced research can lead students to enhance their understanding of civic engagement. These activities may earn academic credit, subject to the approval of a sponsoring faculty member. Academic credit, however, is not essential to achieve the goals of this requirement.

### 5. Immersion / Active Learning Experiences

Immersive educational experiences are a quintessential feature of the Knox education. Through experiences of operating within immersive environments, students can apply what they learn, address real world problems, and develop the confidence and sense of proportion to which Knox graduates should aspire. An immersive or active learning environment is commonly thought of as one that occurs outside of the classroom and beyond the prescribed activities of conventional academic study. An internship with a community organization, an independent research project in an off-campus location, or a course with an international travel component are good examples of active learning environments. In fact, such experiences can also happen on campus, in a laboratory, in a studio, and even in a classroom. It is the style of the learning environment and the students' openness to pursue unconventional pathways that characterize successful immersion and active learning experiences.

Students, in consultation with academic advisors, should plan, build toward, and pursue immersive possibilities that enrich their academic programs and support post-graduate plans and career goals.

Examples of the Immersion / Active Learning Experiences available to Knox students include:

“Immersion Terms”: Clinical Psychology Term, Green Oaks Term, Japan Term, Repertory Theatre (Rep) Term, StartUp Term, and others.

Courses with an Immersion Component: Art, Culture and Landscape in Southern China; London Arts Alive; Knox in New York; QuickStart Languages; and Museum, Monuments, and Memory are just a few of the courses that have a significant immersion component woven into the fabric of the course.

Off-Campus Study: There are countless off-campus study opportunities in every corner of the world. Each has the potential to be challenging, intensive, and transformative.

Independent Research / Capstone Projects: Organized research programs, such as the Honors Program, Richter Scholarship, ASSET Program, and Ronald McNair Program, provide guidance and resources for students to complete ambitious independent projects.

### Power of Experience Grants

Immersion experiences are built on the belief that knowledge gains value—and power—when it's applied. Power of Experience grants assist every student in participating in these transformative opportunities. A POE grant provides up to \$2,000 to support students during their junior or senior year.

### Mathematics Proficiency: A Definition for Course Prerequisites

Although math proficiency is not a degree requirement as such, it is listed as a prerequisite for many individual courses. “Math Proficiency” is used throughout this Catalog as defined in this section.

Proficiency in elementary mathematics is demonstrated by satisfying one of the following:

Obtaining a score of 24 or above on the ACT math component.

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.

Receiving credit for CTL 120 or a course in the mathematics department at the level of MATH 121 or above, or receiving transfer credit for a course at the level of MATH 121 or above. Individual courses may require higher levels of mathematical proficiency as a prerequisite. Students who have questions about their level of preparation should consult the course prerequisites, their academic advisors, and course instructors.

### **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 FP, Elements, Civic Engagement and Immersive Experience. 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:***

#### **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	2.0	2.33
100	2.0	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 a second language? Assuming you'll be doing some work in a second 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)

Knox College sponsored programs:

-Knox in Barcelona

<https://www.knox.edu/academics/study-abroad-and-off-campus-programs/spain-knox-in-barcelona>

-Knox in Besançon

<https://www.knox.edu/academics/study-abroad-and-off-campus-programs/france-knox-in-besancon>

-Knox in Buenos Aires

<https://www.knox.edu/academics/study-abroad-and-off-campus-programs/argentina-knox-in-buenos-aires>

- Language & culture-based programs
- Specialized subject-area programs (overseas and domestic)  
(see *College Catalog* and

<http://www.knox.edu/Academics/Study-Abroad-and-Off-Campus-Programs.html>

**Internship opportunities** (see Scott Crawford, Executive Director, Bastian Family Center for Career Success, Alumni Hall 225, x7436 and <https://www.knox.edu/offices/bastian-family-career-center>)

- Local, during academic year
- Summer programs

**Student Leadership Opportunities** (Missy Kratz, Campus Life, Seymour Union 137, x7489)

- e.g., organizations, student media, club sports, etc.)

#### **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 (Heather Hoffmann, 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 Scott Crawford, Executive Director of the Bastian Family Center for Career Success, 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 Scott Crawford.
- 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

*(Not updated for 2019-20)*

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: Introduction to Anthropology (ANSO 102) and Introduction to Sociology (ANSO 103): these introductory courses are best for any student new to ANSO, first-year or otherwise

200-level: topic courses, many with no prereqs; generally for sophomores and up, but all students are welcome (with instructor's permission only if there are prereqs) if the student's interest is high

300-level: not appropriate for first-year students

2019-2020 Notes: Our most common intro courses (ANSO 102, 103, and 205) are all full or nearly full Fall term. Please assure first-year students interested in these classes that all will be offered later this year: ANSO 102 and 103 in both Winter 2020 and Spring 2020, ANSO 205 (Race & Ethnic Relations) in Spring 2020.

For students interested in race and ethnicity not able to enroll in ANSO 205: IDIS 120A (T/Th 2s), fall-term's Social Justice Dialogues course on race, is reserved for first-year students this year.

Hip-Hop through a Sociological Lens (ANSO 226, MWF 4th), taught by our new sociologist, Ashon Bradford, has seats available. First-year students interested in this course should email Professor Bradford to ask about an exemption to the sophomore-standing prerequisite.

- *Gabrielle Raley, Chair, Anthropology and Sociology*

#### **ARCHAEOLOGY —MINOR**

The keystone course Introduction to Archaeology (HIST/ENVS 115) will be offered during Spring 2020. Students with interests in Archaeology are encouraged to contact Professor Adelsberger to discuss their interests in the field and to identify an appropriate specialization track.

-*Katie Adelsberger, co-Director, Archaeology Program*

#### **ART AND ART HISTORY**

Art Major and Art Minor (Studio) Advising Recommendations

Because Knox art courses involve ideas and practices not typically familiar to first year students, it's important that students interested in Studio Art sample introductory 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 during their first 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.

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

#### **Second year**

Students anticipating a major should complete two 200-level studio courses in addition to a 200-level art history course. Art 351 is required only for majors and should be taken no earlier than spring of the sophomore year. 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 their sophomore year.

#### Art History Major and Minor Advising Recommendations

For students interested in pursuing a major in Art History, the following sequence is 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 a 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 (CHIN/JAPN 101-103, 201-203), 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 for the major through off-campus study. Whether fulfilling the major language requirement or Element 1 (*Communicate in a Second Language*) of the Knox curriculum, students should *all* begin at the 101 level for Chinese and Japanese, unless they have shown sufficient proficiency to a language's lead teacher, demonstrating their ability to start at a higher level. Element 1 is fulfilled once a student has successfully completed the 103 level of a language class. 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 anticipate the experience with responsible and timely language study planning.

*- Weihong Du, Director, Asian Studies Program*

#### BIOCHEMISTRY

If a student is interested in Biochemistry, they should take General Chemistry (CHEM 100A and 102A) the first year, along with BIOL 120 and BIOL 130. Refer to the Chemistry program recommendations for enrolling in the first year chemistry sequence (a student's math placement will determine when they should start the CHEM 100A-102A sequence). If the students already has credit for CHEM 102A, he/she may want to start with CHEM 211 (see Prof. Cermak about this option).

In their second year they should enroll in Organic Chemistry (CHEM 211 and 212) followed by BCHM 301 and BCHM 310 in the spring term; if both courses cannot be taken because of scheduling, take BCHM 301.

Note that both MATH 151 and MATH 152 are required for the BS degree because they are prerequisites for CHEM 321 and thus should be taken in the first two years.

Potential Biochemistry majors with interest in a study abroad program should contact the chair or a member of the program committee to begin working on a plan to schedule the necessary coursework.

*-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 (in 2019-20, only CHEM 100A and 102A are offered) as a requirement for the major, and as a prerequisite for some upper level biology courses. CHEM 100A and 102A must be taken in sequence. 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. If there is reason to believe that a student may have problems with chemistry or adjusting to Knox generally, it is possible to take the introductory chemistry sequence in the winter and spring terms, but there will only be a single section offered then. The winter term section of CHEM 100A is intended for those who require additional work on their mathematics skills, and are taking an appropriate math course during their first term. It is possible to start with the introductory biology sequence as a first year and pick up chemistry as a sophomore, but that does not work as well.

**Only the strongest, most 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.

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.

*-Jim Mountjoy, Chair, Biology*

## **INTEGRATIVE BUSINESS AND MANAGEMENT—MAJOR AND MINOR**

A broad liberal arts education provides the best preparation for careers in business and management. Students interested in the Integrative Business and Management major should take full advantage of the Knox liberal arts curriculum and develop fundamental business skills including: written, oral, and communication competency, problem solving ability, quantitative competency, mastery of information technology, ethical reasoning and critical thought, leadership, creative innovation, and a diverse perspective for engagement in the global community.

Integrative Business and Management is a new major at Knox beginning with the 2018-2019 academic year. Students considering declaration of Integrative Business and Management as a major should meet with the department chair to review departmental major course requirements.

First year students considering the Integrative Business and Management major or minor should initially concentrate on foundational courses in the Knox liberal arts curriculum.

It is recommended that students initially focus on core business courses to build foundational competencies. Initial core classes could include: ECON 110, BUS 211, and Bus 280. This can be followed with additional core major/minor courses which build student comprehension and insight. Students should be aware that Stat 200 is required in both the major and the minor so students whose Math Placement recommendation is Math 123 or below should be sure to address that early in their educational plan. Students should consider taking 300 level courses after completion of core requirements.

Questions arising for Integrative Business and Management major should be directed to John Spittell, Chair.

*-John Spittell, Director, Business and Management Program*

## **CHEMISTRY**

The Chemistry major follows a sequential pathway through the major with a few options along the way.

First-year students with expressed interest in Chemistry plus good math experience (placed in MATH 131 or above) should begin with CHEM 100A (along with a CHEM 100AL lab section) in the Fall term followed by CHEM 102A (along with a CHEM 102AL lab section) in the Winter term.

Students with math placements below MATH 131 are **STRONGLY** recommended to take MATH 123 (FOX course) Fall Term (or another appropriate math course, such as CTL 120 or MATH 121), and then CHEM 100A Winter Term & CHEM 102A Spring Term. Students with math placements of MATH 131 or below should also consider enrolling in the supplement courses, CHEM 100AS or CHEM 102AS (FOX courses) as these 0.5 credit S/U courses are designed to support success skills in CHEM 100A/102A. [Alternatively, concurrent enrollment in MATH 123 (or another appropriate math course), CHEM 100A, and CHEM 100AS may also be a reasonable schedule for Fall or Winter terms given our observations of success for these students with concurrent math and chemistry enrollment.]

**NOTE:** there is limited space in this “trailing” section of general chemistry—students who take CHEM 100A during the Fall Term should NOT wait to take CHEM 102A in the Spring Term as they will not be

guaranteed a spot and will likely be closed out. The trailing section is situated to allow those students that need to strengthen their math skills an opportunity to do so—this section is NOT meant for those with strong math skills as they should take General Chemistry in the Fall and Winter Term.

One further advising note for CHEM 100A (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.

During the spring term, students with an interest in Chemistry should continue in CHEM 205.

Should first-year students arrive on campus with AP credit in Chemistry should consult with Professor Cermak before enrolling in CHEM 211.

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.

All students taking CHEM 211 should consider taking CHEM 211S Organic Chemistry I Supplement—the supplement is meant to provide help to ALL students in the course and strengthen their problem-solving skills. It has been observed that students taking the supplement course performed better in the course sequence than those that did not take the supplement.

Please contact me if you have any questions.

*-Diana Cermak, Chair, Chemistry*

## **CHINESE – MINOR—SEE ASIAN STUDIES**

### **CLASSICS**

For advising incoming first-years:

- Students with any interest in Classics should be encouraged to start language study on arrival at Knox, for the most immersive experience in the discipline. For students with prior Latin and/or Ancient Greek, we will recommend appropriate placement on an individual basis: students should contact Judy Thorn to arrange for a placement test.
- Our courses under the CLAS descriptor do not require experience with the languages, and most of these courses—even those at the 200-level, such as Classical Mythology and our frequent special-topic offerings—are open to and suitable for first-year students.

For advising students who are considering a major and/or minor:

- As of 2019–2020, the Classics Department now offers only two majors, which are called Classical Languages and Classics and Ancient Mediterranean Studies (CAMS), in addition to a CAMS minor.
- While both majors require coursework in one or both languages we offer, the CAMS major requires only the introductory sequence of either Latin or Ancient Greek.
- The CAMS minor does not require language work, though language courses may count toward it.
- Students who wish to go to graduate school in Classics should select the Classical Languages major, and 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.

Looking ahead to off-campus study:

- Classics students—many of them—study in off-campus programs. Athens and Rome are obviously valuable for bringing students into contact with the material remains of ancient life, though students can have enriching Classics-related experiences in other programs as well, such as the ACM program at the Newberry Library in Chicago.
- We encourage our majors to study off-campus as an integral part of both the major and their Knox education, and we urge them to begin making their plans early by talking to us. Hilary Lehmann is the advisor for the Intercollegiate Center for Classical Studies in Rome, and Mitchell Parks is the advisor for the College Year in Athens program.

*-Judy Thorn, Chair, Classics*

## **COMPUTER SCIENCE**

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

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). CS-141 and CS-142 are currently taught using the programming language Java.

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 multimedia 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.

*- 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, '20

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.

*-Jennifer Smith, Director, Dance Program*

## **EARTH SCIENCE —MINOR**

The keystone course ENV5 125, Environmental Geology, will be offered both Fall 2019 and Fall 2020. Students with interests in ES are encouraged to begin with ENV5 125, but they can also consider beginning the introductory chemistry sequence with CHEM 100A during the fall term. Soil Science, offered in the Spring of 2020, will be available to students with either of these courses as a prerequisite. Students interested in the minor are also encouraged to contact Professor Adelsberger early in their Knox career.

*-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 graphs. Students whose math placement recommendations are Math 123 or below may be best served by taking Math 123 prior to taking Econ 110 or 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 200 and 300 level elective courses they may take. Econ 205 (Business of Health) does not have any prerequisites.

-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 to 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 is usually 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 either a B.A. or B.S. degree 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. Transfer students with significant coursework in English will also be prepared for our 300-level offerings. This fall, all 100- and 200-level English classes meet at least one of the "Elements," (literature classes meet IC; creative writing courses meet AC; Eng 261 meets PI and IC). An AP score of 5 is the equivalent of ENG 120, and may be used as one such guide in placements. Curiosity and interest may also serve as guides.

In some cases, as the Catalog indicates, certain prerequisites are not mandatory but are encouraged. Please note that beginning creative writing classes do list a prerequisite or permission of instructor, and those classes are best suited for students with a strong background in reading and writing, which may not always be indicated by an AP score. You can also assure your advisee, given limited seats in writing classes, that beginning writing courses are offered every term.

A student eager to begin their studies in literature and writing will find many options this fall. Please 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 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 encouraged 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).

*-Chad Simpson, Chair, English*

### **ENVIRONMENTAL SCIENCE**

There are multiple entry points into the Environmental Science major. Students interested in ENVS but unsure whether they would like to major in Science or Studies are encouraged to begin with ENVS 110 (Intro to Environmental Policy) during the fall of 2019. Those with a more scientific interest may also want to consider taking ENVS 125 (Environmental Geology), beginning the introductory chemistry sequence with CHEM 100A, or taking BIOL 110. Students are encouraged to limit themselves to one lab science course during their first term.

*-Katie Adelsberger, Chair, Environmental Studies*

### **ENVIRONMENTAL STUDIES**

The Environmental Studies major is relatively flexible, with limited strict sequencing of courses. Incoming students interested in Environmental Studies should consider ENVS 110 (Intro to Environmental Policy), and/or ENVS 118 (Environmental Ethics) for the fall term, and are particularly encouraged to take ENVS 110 if they have interests in the environmental social sciences. ENVS 110 will be offered again during the Spring of 2020.

*-Katie Adelsberger, Chair, Environmental Studies*

### **FILM STUDIES —MINOR**

Students minoring in Film Studies should take FILM 124: Introduction to Film as early as possible. FILM 124 prepares students with a language for discussing film and with an introduction to major film movements. It is thus extremely useful for students who will be taking any course cross listed with Film Studies.

Students taking courses in Group A should have some background in literary or artistic analysis. Students taking courses in Group B should have some background in cultural or historical analysis. Ideally, a student will map out a coherent minor that brings these courses together into conversation with each other.

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

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

*(Not updated for 2019-20)*

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**

100-level courses are a wonderful way for students to explore their interest in history, as well as learning and polishing their skills as working historians. Students who intend to be majors will need at least one, 100-level course to do so. (Students might enter with several AP history classes, but only one of those can count toward the major.) All 100-level courses are taught with a strong emphasis on using primary sources, rather than relying solely on textbooks.

Students can take almost all of our 200-level courses without needing prerequisites. These courses are narrower than our 100-level surveys in their focus on a particular topic or time period, and are a good place for enthusiastic and/or stronger history students to enroll.

HIST 285: The Historian's Workshop is our methods, ethics, and philosophy of history course, and is a prerequisite for all 300-level seminars in our department. Students who wish to be a history major should complete this course no later than their sophomore year. If you are advising a student who feels strongly that they should be in a 300-level seminar, but haven't yet taken HIST 285, please have them contact the chair of the department.

*-Cate Denial, Chair, History*

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

### **INTERNATIONAL STUDIES**

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

IS 100 is also strongly recommended during the first year (offered in Spring term each year). 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, internship 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.

*-Todd Heidt, 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, *WVWC* 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, 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 his or her mathematics placement recommendation, available under “Placement Exam Information” on the “advisee details” page.

Students planning to major in Mathematics should be advised to complete the core courses below in their first two years:

- Calculus sequence: MATH 151 (typically offered fall/winter), 152 (typically offered winter/spring), 205 (typically offered fall/spring; this year, exceptionally offered only in the spring)
- MATH 185 (and possibly MATH 210)
- At least one of MATH 231 and MATH 241

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 be encouraged to take MATH 185 in the fall term, either MATH 175 or 217 in the winter, and MATH 205 or MATH 241 in the spring. Students with credit for MATH 151 should be encouraged to take MATH 185 in the fall, MATH 152 in the winter, and MATH 205 in the spring.

If a student who intends to major in mathematics or who needs MATH 151 has a placement recommendation for MATH 145, he or she should take this course in the fall term, and take MATH 151 in the winter term. Likewise, those with a placement recommendation for MATH 123 should plan to take that course in the fall term, and MATH 145 in the winter, to be ready to take MATH 151 in their second year.

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 145 or MATH 151. Students interested in taking further mathematics courses should take, instead, the newly developed MATH 123.

MATH 123 (Math for Quantitative Disciplines) is an adaptation of MATH 121, with two major differences: (1) it is targeted at first-year students and incorporates FOX elements; (2) it is not regarded as a terminal course used solely to fulfill distribution requirements. Instead, it provides incoming students with weak high school backgrounds a pathway into the statistics, applied calculus, and discrete mathematics courses which are requirements for some of the most popular majors, e.g., economics, computer science, and most of the social sciences.

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, or as a pathway to the mainstream calculus sequence, for those students with weaker background.

MATH 185 is a new introductory linear algebra course, which replaces MATH 143, and is designed to be accessible, useful, and attractive to a broad group of students—not only our majors, but students with an interest in physics, statistics, computer science, biology, chemistry, economics, etc.—and to prepare the students continuing in mathematics for a deeper and broader study of linear algebra. This course provides an alternative to calculus as a point of entry to the program, and illustrates the power of mathematics, while requiring minimal background.

MATH 231 and 241 (Foundations of Analysis and Algebra) are new courses that replace MATH 300 in the role of introducing students to abstract mathematics. These courses have few and flexible prerequisites, and provide a gentle introduction to abstract concepts and proofs, compatible with their 200-level designation, while at the same time introducing the students to the fundamental ideas of analysis and algebra. Moreover, these courses are meant to be accessible and attractive to the mathematically inclined students in other areas, such as computer science, physics, statistics, and chemistry.

*-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**

If your advisee expresses interest in music either as a potential major or minor or as a co-curricular activity, please encourage them to attend the Music Department Open House on Wednesday, September 18 at 4pm in Jay Rehearsal Hall, CFA where they can learn more about all aspects of music performance and study at Knox.

Courses: Please note an important recent change for all students interested in pursuing music coursework. Students must pass the music proficiency exam OR our new MUS 100 (Music Reading and Skills) course in order to begin the music theory sequence which starts winter term. MUS 100 is a 1/2 credit course which meets from week 2 through week 8 and is appropriate for students considering music coursework, potential majors, minors, or students wishing to develop fundamental music skills to

support their performance or ensemble activities. Students who successfully complete MUS 100 will be awarded a full scholarship to cover the cost of one term of private lessons for the following term. Incoming first-year students can take the music proficiency exam on the student portal or any interested student can contact Joan Huguet (jhuguet@knox.edu) to take the exam.

**Majors and minors:** Students thinking about majoring or minoring in music 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 requirements. Please contact Nikki Malley as soon as possible for this meeting: nmalley@knox.edu.

Students considering majoring or minoring in music are strongly encouraged to begin music theory in the winter of their first year. Please note that MUS 145 is only offered in Winter term each year.

**Important information on new courses:** Please note recent changes to the music major and minor requirements including MUS 201 (Research Methods in Music), offered spring term. Students interested in majoring in music are encouraged to take MUS 201 during their first year if possible (in addition to Music Theory II). Students considering majoring in music can now satisfy the first proficiency level by taking our new ½ credit courses MUS 111 and MUS 112 - Class Piano I and II, offered winter and spring terms. Students with little or no piano experience are strongly encouraged to begin Class Piano concurrently with Music Theory I in winter term.

**Lessons—registration:** Advisors, please ask your advisees if they wish 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 (with the appropriate lesson course letter designating the lesson type), after which, the music department will assign the appropriate level. Students have the choice of taking lessons for 0.5 credit (Section 1) or 0 credit (Section 2). Registration for these lessons is done online by advisors, just like any other registration. Once registered, students will be emailed the name and contact info for their instructor. Questions about lessons can be directed to Laura Lane (voice); Ashlee Mack (piano); Nikki Malley (all other instruments and jazz improvisation). Please note that students are not guaranteed spots in private lesson studios until the Applied Music Head assigns them a teacher and studios may close out such that late adds cannot be accommodated.

**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). Students performing in an auditioned ensemble receive a 50% discounted lesson fee. (For Music minors, fees may be waived for a total of three terms of advanced, i.e., 300-level, lessons.) Please note that students will not be charged for

lessons dropped during the add/drop period, but students will be charged the full term fee for lessons from which they withdraw after the add/drop period.

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) or Laura Lane (vocal ensembles).

*-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 in their freshman year—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) and 241 (Neuroscience II) offered in the fall and winter, 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 in their sophomore year. If students are interested in pre-health it is important that students consult with Judy Thorn or Esther Penick before deciding on their sophomore year classes. Feel free to contact Esther Penick for more information.

*-Esther Penick, Director, Neuroscience Program*

### **PEACE AND JUSTICE STUDIES - MINOR**

Five credits and an Active Learning Experience

- PJS 100: Introduction to Peace and Justice Studies
- PJS 320: Working for Peace and Social Change: Methods and Strategies
- Three electives from a list of approved courses addressing the nature and causes of conflict, the nature and causes of social injustice, and strategies for social change and conflict resolution. (Contact co-chairs--Steve Cohn or Jim Thrall--for list of approved courses.)
- An “active learning” experience related to peace and justice issues; e.g., internships, summer work experiences, ACM Chicago program, global studies experiences, etc.

*-Steve Cohn and James Thrall, Co-Chairs, Peace and Justice*

## **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. Symbolic Logic is no longer required for the major, but is strongly encouraged. 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.

-Brandon Polite, 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. 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 56 slots will be available for incoming students in the fall. Remember to sign students up 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 new Element #6 Conducting Scientific Inquiry (or the old NPS) requirement if they take the course at Knox or if the course they took elsewhere is sufficiently similar to the course offered at Knox (e.g., 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/research 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 she 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), 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; not offered during 2018-2019), Social Psychology (205),

Adolescent Development (206; does not count for the minor), and Theories of Personality (207).

The crucial part of the major is the research methods & statistics sequence, PSYC 281 & 282. This is typically and ideally taken in sequence during a student's sophomore year. PSYC 281 has the pre-requisite of sophomore standing, completion of one 200-level PSYC class, and math proficiency satisfied; 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.

*–Heather Hoffmann, 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 working with the Socially Disadvantaged category, EDUC 301 is primarily for Education majors, while PSYCH 277 and 367 are primarily for Psych majors.

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 or the Element 7 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, business, and political science must pass STAT 200.

Minors in economics must pass one of STAT 200, PS 230, or PSYC 281. Minors in business must pass STAT 200.

Students interested in majoring in psychology must take PSYC 281, not STAT 200. STAT 200, not PSYC 281, is a prerequisite for MATH/STAT 225.

STAT 200 is a prerequisite for ECON 303, 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.

The 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/STAT 225, a required course for the minor, is offered only once per year, and is dependent not only on STAT 200 but also on calculus and linear algebra. Those students should be strongly encouraged to take MATH 145 or 151 and MATH 185 early in their program of study.

-Pedro Teixeira, Chair, Mathematics

## **THEATRE**

Students interested in Theatre at Knox should be urged to attend the **THEATRE OPEN HOUSE on TUESDAY (first day of classes), SEPTEMBER 17 at 6:30 p.m. in HARBACH THEATRE, CFA**. They also should be encouraged to join the Theatre email distribution list, our primary means of announcing audition, production, and career opportunities, etc. by submitting their Knox email address to JAMIE HELLER [jlheller@knox.edu](mailto:jlheller@knox.edu)

### **Auditions:**

The fall faculty-directed production, *A Doll's House, Part 2* directed by Professor Jeff Grace, will audition on **Wednesday, September 18 at 6:30 p.m.** in HARBACH THEATRE (and will go until approximately 9:00 p.m.). There is no audition preparation necessary for new students—just come.

On **Thursday and Friday, September 19<sup>th</sup> and 20<sup>th</sup> at 7:00 p.m.** auditions will be held in Studio Theatre for the fall student-directed productions, which include *Sorry Wrong Number*, *The Violent Outburst that Drew Me to You*, and the New Plays Workshop (stage readings of student written plays

offered every term). Further information on each production will be provided at the Open House, on flyers, the First Year Website, via email, and is available on the departmental website <[www.knoxtheatre.org](http://www.knoxtheatre.org)>.

**Regarding Repertory Term: Winter Term, 2022 (current first years will be juniors)**

The prerequisite for Rep Term is sophomore standing and THTR 131 *or* THTR 121 (though we encourage interested students to take both). Students will enroll all three of their winter term credits in Theatre for this immersive experience. **Interested students should contact Professor Liz Carlin Metz [emetz@knox.edu](mailto:emetz@knox.edu) for crucial information on how to plan for and eventually apply to participate.** Please urge students to consider Rep Term in the context of overall curriculum planning and especially with regard to possible study abroad. This especially applies to transfer students and double majors, as alternate year required course offerings throughout the college catch interested students by surprise. Please apprise students that 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 who might wish to major or minor in Theatre:**

Such students are urged to begin coursework with THTR 151 Introduction to Theatre and Drama. Many students will be inclined toward acting and will wish to take THTR 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. Please refer to the annual course schedule for when 131 and 151 will be offered in 19/20. Please note that 131 is usually oversubscribed in the fall, though we hold a few seats for transfer and new students (2 of the 3 sections are already closed). New students are advised to consider taking 151 before 131, which will be offered again in the spring.

The third fundamental course for the major and most of the minors, also a prerequisite for many upper-level courses, is THTR 121 Design and Technology for Stage and Screen. The Fall '19 section of 121 will have several seats reserved for First Year/Transfer students, and is offered annually.

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

THTR 131 Beginning Acting is an appealing (though demanding!) course for the general interested student, and especially appropriate for students seeking to improve oral communication or presentation confidence (fulfills Element #4, Artistic Creation).

THTR 151 Introduction to Theatre and Drama is also 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 (fulfills Element #5, Interpretation of Cultural Products).

**For students wishing to participate in productions without majoring or minoring:**

Many students come to Knox eager to continue participating in theatre without necessarily viewing 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. Moreover, First Years often are cast in major leads and take on significant production responsibilities.

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: July, 2019)

The new web portal is found by navigating in your browser to [my.knox.edu](http://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.

To access Degree Audit, click *Degree Audit*, click *Expand All*, scroll to the bottom of the page and click *Degree Audit PDF*.

### ***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  
2018 AND 2019**

**Fall 2019**

Includes all first year students – 136 out of 330 (41%) reported class rank as of September 3.

Decile	Women	Men	Total
1ST	39%	23%	33%
2ND	24%	27%	25%
3RD	18%	13%	16%
4TH	13%	25%	18%
5TH	2%	6%	12%
6TH	3%	2%	2%
7TH	0%	4%	1%
8TH	1%	0%	1%
9TH	0%	0%	0%
10TH	0%	0%	0%

**Fall 2018**

Includes all first year students – 176 out of 363 (48%) reported class rank as of July 11.

Decile	Women	Men	Total
1ST	44%	17%	32%
2ND	21%	22%	22%
3RD	14%	21%	17%
4TH	6%	12%	9%
5TH	8%	17%	12%
6TH	4%	5%	5%
7TH	2%	4%	3%
8TH	0%	4%	2%
9TH	0%	0%	0%
10TH	0%	0%	0%

**ACT COMPOSITE SCORES**

**Fall 2019**

Includes all first year students—132 out of reported ACT scores as of September 3.

Score	Percent
29-36	39%
26-28	24%
23-25	20%
20-22	11%
Below 20	6%
Mid 50% Range	24-31
Average	25.8

**Fall 2018**

Includes all first year students—154 out of 330 (40%) 363 (43%) reported ACT scores as of July 11.

Score	Percent
29-36	39%
26-28	24%
23-25	19%
20-22	16%
Below 20	2%
Mid 50% Range	23-31
Average	26.9

## SAT SCORES

### **Fall 2019**

Includes all first year students—176 out of 330 (53%) reported SAT scores as of September 3.

Score	Evidence-Based Reading and Writing	Math
700-800	18%	27%
600-699	43%	35%
500-599	33%	32%
400-499	6%	6%
Below 400	0%	0%
Mid 50% Range	560-680	560-700
Average	619	632

### **Fall 2018**

Includes all first year students—205 out of 363 (57%) reported SAT scores as of July 11.

Score	Evidence-Based Reading and Writing	Math
700-800	18%	21.5%
600-699	44%	32%
500-599	31%	39%
400-499	7%	7%
Below 400	0%	.5%
Mid 50% Range	550-680	550-690
Average	618	618

## KNOX COLLEGE EDUCATIONAL DEVELOPMENT RECORD

Wed Jul 31 2019

STUDENT: Student, Fake1 ID: 211  
 ADVISOR(S): Faculty, Fake1 Miner, Jerome Arthur  
 MAJOR(S): Environmental Science BA  
 MINOR(S): Economics  
 ACADEMIC STATUS: Good Standing  
 GRAD SESS/YR: SP 2020

-----  
 Sample comment

=====  
 Overall Credit Check  
 =====

	GPA	Res GPA	Hours	Res Hrs	
Required	2.000	2.000	35.8	13.5	NOT COMPLETED
Student	2.610	2.610	21.2	18.0	
Required	6.0	of last	12.0	in residency.	
Completed	12.0	of last	12.0	in residency.	

=====  
 First-Year Preceptorial  
 =====

PREC 1\*\*

&gt;

PREC 1\*\*\*\* CREATIVITY PREC 108 FA16 1.0 B

=====  
 Elements requirements  
 =====

Element 1 - SL

Communicate in a second language

&gt;

\*\*\*\*\* ELEMENTARY SPANISH III SPAN 103 WI17 1.0 C

Element 2 - SA

Social Analysis:

&gt;

\*\*\*\*\* PRINCIPLES OF MICROECONOMI ECON 110 SP17 1.0 B

Element 3 - PI

Power and Inequity:

&gt;

Element 4 - AC

Artistic Creation:

&gt;

\*\*\*\*\* CERAMICS I ART 116 SP18 1.0 B

Element 5 - IC

Interpretation of Cultural Products:

-----  
 Wed Jul 31 2019 Page 2  
 ID: 211 Student, Fake1

>  
 \*\*\*\*\* INTRODUCTION TO FILM ENG 124 WI18 1.0 B+

Element 6 - SI  
 Scientific Inquiry:

>  
 \*\*\*\*\* EVOLUTION, ECOLGY & BIODIV BIOL 110 WI17 1.0 C+

Element 7 - QR  
 Quantitative Reasoning:

>  
 \*\*\*\*\* INTRO TO COMPUTER SCIENCE CS 141 SP18 1.0 B

=====  
 Civic Engagement Knox18  
 =====

KNOX18 Civic Engagement Goal

=====  
 Immersive Exper KNOX18  
 =====

KNOX18 Immersive Experience Goal

=====  
 ENVS O and W courses  
 =====

O and W courses for the Environmental Studies Major

ORAL

O courses for the Environmental Studies major: ENVS 391, 399

ORAL

ENVS 391	SENIOR RESEARCH II	_____
ENVS 399	SENIOR PROJECT	_____

WRIT

W courses for the Environmental Studies major: ENVS 241, 242, 243, 391, 399

WRIT

ENVS 391	SENIOR RESEARCH II	_____
ENVS 241	SOIL SCIENCE	_____
ENVS 242	HYDROLOGY	_____
ENVS 399	SENIOR PROJECT	_____

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

=====

Environ St Major BA UG19

=====

10 credits as follows:

Introduction

Two introductory courses: ENVS 101 and a course with a strong ethical component (ENVS/PHIL 118, ENVS 228, ENVS 265, ENVS 270, ENVS 295H, or ENVS 295L)

>  
ENVS 101 INTRO TO ENVIRONMENTAL STU ENVS 101 SP17 1.0 C  
ENVS 118 ENVIRONMENTAL ETHICS PHIL 118 FA16 1.0 B

Policy

One course in Environmental Policy: ENVS 110

>

Envir Science

An introductory class in a basic area of Environmental Science:  
ENVS 125, 170, or 273

>

Statistics

A course in statistics: STAT 200

>

Methods

A course on environmental methods: ENVS 241, 242, 243, 245 or 246

>

Advanced ecosystems

An advanced course in Environmental Science: ENVS 317, 319, 325, 330, or 335

>

ENVS 317 PRINCIPLES OF ECOLOGY ENVS 317 WI18 1.0 A

Social Science

An advanced course in the social sciences: ENVS 360 or 368 or other relevant coursework as approved by the department chair

>

Elective

One course from: ENVS 231, 241, 242, 243, 245, 246, 256, 268, 270, 350, 368, or ECON 303

>

Other elective

One additional credit in Environmental Studies

>

ENVS\*\*\*\*\* FOOD JUSTICE ENVS 265 FA17 1.0 B

Project

Senior project: ENVS 390 and 391, or ENVS 400

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ENVS 390 SENIOR RESEARCH I  
 ENVS 391 SENIOR RESEARCH II

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 ID: 211 Student, Fake1  
 ENVS 40\*

	GPA	Res GPA	Hours	Res Hrs	
Required	2.000	0.000	0.0	0.0	NOT COMPLETED
Student	3.000	3.000	4.0	4.0	

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ENVS courses taken

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ENVS courses taken

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ENVS*****	INTRO TO ENVIRONMENTAL STU	ENVS 101	SP17	1.0	C
ENVS*****	FOOD JUSTICE	ENVS 265	FA17	1.0	B
ENVS*****	PRINCIPLES OF ECOLOGY	ENVS 317	WI18	1.0	A

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Economics minor UG19

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Minor in Economics - 5 credits as follows:

Introductory

Two introductory courses: ECON 110 and ECON 120

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ECON 110	PRINCIPLES OF MICROECONOMI	ECON 110	SP17	1.0	B
ECON 120	PRINCIPLES OF MACROECONOMI	ECON 120	SP17	1.0	B

Statistics

One credit in statistics: STAT 200 or PS 230 or PSYC 281

Economics Statistics

PS 230	RESEARCH METHODS IN POL SC	PS 230	FA17	1.0	C+
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Intermediate

One intermediate Economics course: ECON 301 or ECON 302 or ECON 303

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Elective

Another Economics course excluding Independent Study and ECON 399

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	GPA	Res GPA	Hours	Res Hrs	
Required	2.000	0.000	0.0	0.0	NOT COMPLETED
Student	2.770	2.770	3.0	3.0	

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LEGEND:

\*S Substitute course

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

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