

Advising Handbook 2024-2025

Mary Crawford
Associate Dean of the College

with contributions from

Patrick Hathaway (*Registrar*)
Ole Forsberg (*Associate Dean for Faculty Affairs*)
and
Department Chairs and Program Directors



KNOX COLLEGE
ADVISING HANDBOOK

2024-2025

Part I. INTRODUCTION

The Significance of Advising	2
Student Learning Goals for Advising	2
Resources for Advisors	3
Some General Advice to Advisors	3
Problems	4
The Real Message	4
Some Answers to General Questions Faculty Ask	5
Career and Pre-professional Advising (e.g., medicine, law)	8

Part II. BASICS

General	13
Questions Regarding Degree Requirements	18
Questions Regarding Transfer Work	19
Questions Regarding Academic Probation	19

APPENDICES

1. From Advisor to Advisor: Collegial Advice	21
2. Advisee Information [Sample Questionnaire]	24
3. Introduction to Liberal Learning	26
4. Special Academic and Co-Curricular Opportunities/How to Find Them	28
5. Essential Information on Majors	30
6. Directions for Accessing Educational Records via Web	56
7. Sample Degree Audit	60

PART I INTRODUCTION

The Significance of Advising

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

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

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

Student Learning Goals for Advising

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

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

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

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

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

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

Good advisors get to be known as faculty who make a difference in the lives of their students. The right questions at the right time, or the few extra minutes to talk an issue out, can matter greatly, and our students regularly say as much on their evaluation forms about their faculty advisors.

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

- My advisor communicates with me throughout the term;
- My advisor takes a genuine interest in how I'm doing and what I want to do;
- My advisor looks to the future;
- My advisor knows about courses in other departments and finds out when he or she does not;
- My advisor is around during office hours and gets back to me if I send e-mail messages.

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

Resources for Advisors

Links for multiple templates, timelines, checklists, and information sheets are available at the [Faculty Affairs Website](https://www.knox.edu/offices/faculty-affairs/service/advising) (<https://www.knox.edu/offices/faculty-affairs/service/advising>).

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, Music, 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 to be tactful (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 Office of Student Financial Services to address the restriction. Students don't always understand that devising a payment *plan* with Leigh Brinson in the Office of Student Financial Services (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

As an advisor, you can help a student see the proverbial "big picture." It's not just about the graduation requirements. It's about helping them make connections among the different parts of the Knox experience. 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 the degree requirements for each advisee each term prior to your pre-registration meeting. Also encourage your students to do this as well. 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)?

Contact the Registrar's (registrar@knox.edu, (309) 341-7203) or Associate Dean's office (mcrawfor@knox.edu, (309) 335-6540). A friendly, informed, and helpful official will answer your inquiry. Also a list of contacts has been provided on the "Advising Cheat Sheet: Shortcuts to Effective Advising With a New Knox Student"

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 Crawford with your questions, at 309-341-7214. (Or of course talk directly with your son/daughter.)"

Do all students have to take a second language?

No, but all students must satisfy Element #1 in some way. If a student has at least intermediate reading, writing, and speaking skills in a language other than English, a substitution for this element is possible. In general, students who have attended high schools where the language of instruction was something other than English will qualify to have this requirement addressed

through substitution **but still must take a substitute course**. Appropriate replacement courses must address cross-cultural communication and are subject to approval by the Curriculum Committee. Such replacement courses may include, but are not limited to, modern languages courses taught in English and cultural and area studies courses in ANSO, ASIA, CLASSICS, FILM, and HIST. They should see Associate Dean Crawford if they seek a substitution. Encourage them to do this in their first year.

Do international students ever have difficulty understanding our honor system?

Sometimes, and when they do it is often because they are taught to regard published sources, including material from websites, as infallible and as therefore worthy of incorporation in their papers. The best approach is to emphasize that we prefer not to use the language of our sources as a rule—but to document them thoroughly when we do. Don't hesitate to remind all your advisees, domestic and international alike, that documenting sources means all sources, whether they are electronic or in print. You may want to insist that they read the Honor Code pamphlet cover to cover. Remember that academic integrity is also a learning goal for First Year Preceptorial, required of all new students (except those with at least one year's worth of transfer credit).

Are there other issues that matter in advising international students?

Yes, often international students are ready to plunge into their intended major forthwith (because that's what university students elsewhere do). As advisors, we need (this is one of the many stones of Sisyphus we roll up the hill annually) to explain that the American system is different. If an international student approaches you with questions about his/her status in the U.S., contact Alex Pia, Director of International Student Services, contact ext. 7163.

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 the director of **Health and Counseling Services** (an email to that office about a troubled student is always a good idea) and/or Associate Dean Crawford. 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 counseling if 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, whether found responsible or not, 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 Mary Crawford 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:

[Honor Code & Procedures - Academic Affairs - Knox College](#)

Do credits earned by exam apply toward degree requirements?

Credits by exam do not satisfy Elements; however, with the permission of the department chair, they 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 to approach the department chair with the request for a 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.

Robin Ragan is the current SDM liaison; she will be able to provide assistance with this process. She can be contacted via email rragan@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: [Faculty Handbook | Knox College](#)

Career/Pre-Professional Questions

Pre-Med / Pre-Health

Most information on pre-med advising can be found at [Medicine - Majors & Minors - Knox College](#)

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?

If the math placement exam indicates placement into MATH 145 or higher and you are confident in your math skills, begin with the General Chemistry sequence and get started on either the introductory Biology or Physics sequence in the 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 145 the first year. Currently, fewer than 10% of all MD-granting institutions in the U.S. require calculus (n=12). It is a good idea to have students check the medical school requirements of a few schools they might want to apply to early in the first year of attending Knox.

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 (Math 123 or higher) should be encouraged to build a strong foundation for success in future science and math courses. See “Math Proficiency” under “The Academic Program” in the front part of the *Catalog*. Students with weak math skills will benefit from taking a math course (MATH 123) 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?

Lisa Harris - Health Professions Advisor and also Director of the Vovis Center for Research and Advanced Study in Alumni Hall.

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

- Only very strong students (high math placement, ACT and/or SAT, and/or GPA) should be encouraged to enroll in two science courses in the first term.
- Let students who enter with adequate 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 email) 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. 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. You can find those courses here and below:

- 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?

This program has been discontinued and is not an option for incoming students in 2024.

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.

INTEGRATIVE BUSINESS AND MANAGEMENT

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. Also consider taking Calculus and Computer Science. Better business schools require Calculus. Knowledge of Computer Science is advantageous in business.

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 abilities, creativity and innovation skills, and a diverse perspective for engagement in the global community.

Taking core courses in the major or minor 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 Liz Carlin Metz to discuss your specific interests and get answers to your questions.

Should I explore internships? and how?

Yes. See Scott Crawford, Executive Director of the Bastian Family Center for Career Success, as well as the excellent resources on the Center’s website. You should do this early in your time at Knox. Also, seek advice from the chair of the Integrated Business and Management department, Professor Liz Carlin Metz.

LAW

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

See the pre-law advisor, 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 and Civil Rights and Liberties 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 Greg Gilbert
Business Administration	Professor Liz Carlin Metz
Dentistry	Lisa Harris
Engineering	Professor Tom Moses
Government	Professor Andy Civettini
Journalism	Professor Michael Schneider
Law	Professor Thomas Bell
Medicine	Lisa Harris
Nursing and Allied Health Sciences	Lisa Harris

Occupational Therapy

Optometry

Religious Vocations

Social Work

Translation and Interpreting

Veterinary Medicine

Lisa Harris

Lisa Harris

Professor Robert Geraci

Professor Duane Oldfield

Professor Robin Ragan

Lisa Harris

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 Jamie Wollrab 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, 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- or 300-level language classes, <i>except for those taught in English</i>

Element 2: Analyze social, economic or political aspects of human behavior (SA)

AFST 122, 122B-C, 208, 278, 301 ANSO 102, 103, 201, 212, 223, 229, 247, 249, 275, 276 ART 202, 204 ASIA 141, 142, 143 BUS 280 CLAS 104, 110, 111, 202, 204, 232, 271D ECON 110, 120 EDUC 201, 202, 203 ENVS 110, 115 GERM 332, 332E, 334, 334E GWST 101, 167, 205, 227, 231, 332 HIST 104, 105, 106, 107, 110, 111, 113, 115, 122, 122A-C, 133, 142, 143, 160, 161, 167, 181, 202, 226, 229, 231, 232, 281, 363 JOUR 123, 223 LAST 122, 227, 231 PHIL 215 PJST 205, 211, 223, 229, 249, 276 PS 101, 122, 125, 128, 135, 206, 210, 220, 227, 231, 234, 236, 237, 240, 245, 268 PSYC 205, 234, 268, 278 RELS 101, 113, 221, 230, 231, 232, 247, 249, 399, 399A-C
--

Element 3: Critically examine questions of power and inequity (PI)

AFST 101, 122, 122B-C, 208, 210, 227, 228, 254, 278, 301 AMST 227, 241 ANSO 102, 103, 201, 204, 212, 229, 231, 241, 247, 249, 276 ASIA 113, 221, 320, 321 BUS 214 CHIN 221, 320, 321 CLAS 203, 273K

EDUC 201
ENG 242, 245, 261, 286J, 386E
ENVS 228, 231
FILM 227, 261
FREN 110E
GERM 155, 332, 332E
GWST 101, 167, 205, 222, 227, 231, 261, 322, 332, 333, 334
HIST 113, 122, 122A-C, 133, 143, 160, 161, 167, 181, 226, 227, 228, 229, 281, 363
IDIS 120, 220
IS 155
LAST 122, 227, 230B-E, 231, 326, 334
MUS 104, 130, 210, 216, 254
PHIL 214
PJST 100, 120, 130, 205, 211, 220, 228, 229, 241, 243, 245, 249, 276, 326, 333, 334
PS 122, 125, 128, 227, 231, 236, 237, 241, 243, 268, 326, 333, 334
PSYC 278
RELS 113, 203, 221, 230, 247, 249
SPAN 230A-E

Element 4: Engage in artistic creation (AC)

ART 110, 112, 113, 114, 115, 116, 117, 119, 214, 218, 284
DANC 145, 152, 252
ENG 104, 205, 206, 207, 208, 209
ENVS 284, 384
JOUR 112, 119, 206
MUS 100, 125, 145, 176, 257
MUSL 100*
THTR 121, 131, 209, 222, 224, 233, 271

*Music lessons (.5 credit each) must total 1 credit to satisfy SA.

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

AFST 101, 210, 226, 227, 285
AMST 227
ANSO 223
ART 105, 106, 202, 204
ASIA 114, 221/321, 225
CHIN 221, 225, 321
CLAS 104, 110, 111, 202, 203, 204, 232, 270, 273K
DANC 132, 260
ENG 105, 120, 123, 124, 125, 126, 200, 204, 205, 223, 227, 231, 232, 245, 247, 251, 252,

253, 261, 286J, 351, 352, 353, 386E
ENVS 118, 126
FILM 124, 151, 225, 227, 240, 261, 337
FREN 110E, 215, 240E, 330D
GERM 151, 152, 155, 235, 337/337E
GRK 211/311 through 218/318
GWST 222, 261, 322
HIST 104, 110, 111, 227, 231, 232
IS 155
JOUR 223, 241C
LAST 235
LAT 211/311 through 218/318
MUS 101, 103, 104, 116, 131, 132, 210, 216, 244
PHIL 114, 115, 116, 118, 123, 125, 130, 142, 206, 207, 210, 211, 212, 218, 228, 230, 244,
245, 247, 270, 276, 284, 306, 307
PJST 118, 131, 212, 223, 230, 230A-B, 245
RELS 114, 125, 203, 230, 231, 232, 241, 241B-D, 284, 399, 399C
SPAN 235
THTR 151, 251, 281, 351, 352, 353, 381

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, 201, 202

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, 146, 151, 152, 175, 185, 205, 225
MUS 245
PHIL 202
PHYS 110, 120, 130, 130A, 205
PS 200
PSYC 281
STAT 200, 225

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 Registrar. 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 catalog 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 quintessential features of the Knox education. All students must complete at least one qualifying “experience” to satisfy this requirement. 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: Immersion experiences are built on the belief that knowledge gains value—and power—when it’s applied. Power of Experience funds 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.

6. 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 our 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 is going to be, will 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 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 email and when they do, they shall complete on-line registration check-in.
 2. If they've been closed out, they should email you with one of their alternative courses during Closeout Enrollment because it will be first come first serve just like other terms.
 3. Even if students are not closed out of a course, 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.
- 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 seven Elements ? 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 to 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 Crawford 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

This appendix supplements the information found earlier in this handbook regarding FP as a degree requirement.

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—developing skills of analysis, discussion and written exposition.

1. Each section of FP addresses a **Theme or Topic** from a range of perspectives. However, the aim of the course is NOT to introduce students to academic disciplines.
2. Each section of FP is **Writing Intensive**, teaching students to articulate a coherent thesis and to support it logically with evidence, in a grammatical and stylistically effective paper.
3. Each section of FP is **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 nurtures **Critical Thinking**.
5. Each section of FP addresses **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 15 students, most of which meet MWF, in addition to a meeting time on Tuesdays (periods 5s–6) set aside for films, one-on-one writing conferences, and other activities and workshops as determined by each professor.
- Faculty may also include advanced student co-leaders, who enroll for one credit (S/U) in PREC 248/348.
- Faculty design their individual syllabi to include materials of their own choice, alongside materials developed in common with other FP staff members—for example, those related to a summer common reading.
- Two to three papers are assigned, of increasing length and sophistication. Time is allocated for individual paper conferences and workshops. More frequent short writing assignments of various kinds may be designed by individual faculty.
- FP is managed by the FP Steering Committee. Contact Scott Harris (*ex officio* member).

C. FP and Advising

In the late spring/early summer, incoming first-year students submit preferences for their FP topics along with their housing preferences. This year we have seven Living-Learning Communities (LLCs) in which students are housed together in addition to attending the same FP. On the basis of these preferences, incoming students are assigned FP sections and advisers before any other pre-enrollment occurs.

Because of the links among FP, housing, and advising, **please do not make any changes to a student's FP section**, even in the event of, e.g., course schedule conflicts. If you encounter an extreme situation in which you think a section change is warranted, please contact Mary Crawford.

APPENDIX FOUR

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

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

- Language & culture-based programs
- Specialized subject-area programs (overseas and domestic)
(see *College Catalog* and [Study Abroad & Off-Campus Programs - Academics - Knox College](#))

Internship opportunities (see Scott Crawford, Executive Director, Bastian Family Center for Career Success, Alumni Hall 225, x7436 and [Bastian Family Center for Career Success - Offices & Services - Knox College](#))

- 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 Teresa Nelson, Alumni Hall 203, x7085)
- Service-oriented clubs (e.g. Alphi Phi Omega)

Independent Academic Opportunities

- Student research funding opportunities and programs (e.g., ASSET) (Lisa Harris, Director, Vovis Center for Research and Advanced Study, Alumni Hall 233, x7387)
- Peace Corps Preparatory Program (Tim Foster, Director, Stellyes Center for Global Studies, Alumni Hall 229, x7445)
- Honors (see your advisor, another faculty member, or Associate Dean Mary Crawford)
- 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)
- Open Studio Term, (Mark Holmes, Associate Professor of Art, x7327)
- Repertory Theatre Term (Liz Carlin Metz, Professor of Theatre, x7306)
- December Travel Courses/Short-Term Immersion Experiences (Tim Foster, Director, Stellyes Center for Global Studies, Alumni Hall 229, x7445)
- StartUp Term, (Jaime Spacco, Associate Professor of Computer Science, x7956)

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, [Bastian Family Center for Career Success - Offices & Services - Knox College](#)
- for graduate school advice, see your advisor, faculty members in your field, and/or Director of the Vovis Center, Lisa Harris.
- for information on graduate fellowships on the national level (e.g. Fulbright, Rhodes, Marshall, Javits), see Lisa Harris, Director of the Vovis Center.

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.

-Magali Roy-Fequiere, Director, Africana Studies Program

AMERICAN STUDIES

American Studies is an interdisciplinary and multidisciplinary program, drawing its faculty and many of its courses from across the Knox curriculum. Incorporating both traditional and cutting edge academic approaches to the field, the program examines crucial questions of American political, social and cultural identity. American Studies provides students with the flexibility to design an individualized course of study, within the context of a shared intellectual experience. The requirements for the major (and minor) in American Studies are fully detailed in the current Knox catalog, and should be consulted by interested students at their earliest opportunity. PS 245: American Political Thought is the only required course for AMST majors and minors. Ideally, PS 245 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 fulfill the SA and PI elements and are best for any student new to AnSo, first-year or otherwise

200-level: Topical 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: Advanced seminars; not appropriate for first-year students

- William Hope, Chair, Anthropology and Sociology

ARCHAEOLOGY —MINOR

The most important consideration for advisors working with students interested in Archaeology is to help them plan for their practicum experience, which is a requirement of the minor. This ought to be started early in their consideration of the minor. There are three main paths to fulfill the practicum requirement:

- 1) Participate in a field school full-time for a minimum of three weeks. A list of opportunities around the globe can be found [here](#).
- 2) Complete an internship at a museum or research lab consisting of at least 100 hours of work. The National Science Foundation sponsors [opportunities in archaeology](#) (lab and field work) for undergraduates.
- 3) Complete a research project with either Danielle Steen Fatkin or Katie Adelsberger at Knox. This can be done for credit or not and should be at least 100 hours of engagement.

Students with interests in Archaeology are encouraged to contact Professor Adelsberger or Associate Professor Fatkin to discuss their interests in the field and to identify an appropriate specialization track. The introductory Archaeology course will be offered this academic year in Winter 2025. Students who wish to minor in Archaeology ought to take Intro this year if possible.

-Danielle Steen Fatkin, co-Director, Archaeology Program

ART AND ART HISTORY

Art Major and Art Minor (Studio) Advising Recommendations

First-year students interested in Studio Art should be strongly encouraged to 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 considering a major in Studio Art major should be encouraged to speak 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 for majors and should ideally be taken during the fall of the junior year. Minors or others should only enroll in Art 351 after consultation with studio art faculty.

Art History Major and Minor Advising Recommendations

Any student interested in pursuing an Art History major or minor should contact Gregory Gilbert (Director, Art History Program) as early as possible.

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.

Students interested in the Art Museum Studies Minor should meet with Gregory Gilbert to discuss the program and should begin with Art 130: Introduction to Art Museum Studies.

-Andrea Ferrigno, 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 101-103, 201-203 or 211-213; 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.

The language requirement for the Asian Studies major/minor is distinct from the language requirement for Element 1 (*Communicate in a Second Language*). For the Element 1 requirement, students must successfully complete a language class at the 103 level or higher.

For Asian Studies majors and minors, students must complete three credits at the 200-level (or above) of the language class in their area of focus. Whether fulfilling the major/minor language requirement or Element 1 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 (Professor Du for Chinese and Professor Natsumi for Japanese), demonstrating their ability to start at a higher level.

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, Chair, Asian Studies Program

Biochemistry

If a student is interested in Biochemistry, they should take the General Chemistry sequence (CHEM 100A and 102A) the first year, along with BIOL 120 (Winter) and BIOL 130 (Spring). 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 chemistry sequence, either Fall term or Winter term). If the student already has credit for CHEM 102A, they 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) and BCHM 265 followed by BCHM 301 and BCHM 310 in the spring term; if both courses (301 and 310) cannot be taken because of scheduling, then BCHM 301 is recommended.

Note that either the MATH 145 and MATH 146 or MATH 151 and MATH 152 sequence are required for one of the BS degree options because they are prerequisites for CHEM 321. A student pursuing this BS option should take MATH 145 and MATH 146 or MATH 151 and MATH 152 sequence 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.

-Matt Jones-Rhoades, Chair

Biology

Students intending to major in Biology will need to complete the set of introductory biology courses (BIOL 110, 120 and 130), as well the introductory chemistry sequence (CHEM 100A and 102A). Because the introductory biology courses may be taken in any order, and because chemistry is foundational for many biology courses, planning for the chemistry courses is typically the 1st priority for an incoming BIOL major. As described in the Chemistry recommendations, Math placement and QR experience is important in planning when to take chemistry. For BIOL majors, being successful in chemistry is more important than taking it at the very earliest possible time, so there are several plausible scenarios outlined below, depending on an incoming student's math placement.

If possible, fulfilling the 2nd language requirement during the 1st year should also be a priority; it will become harder to schedule the 100 level language classes in later years due to conflicts with lab classes.

Example schedule for a 1st year student with math placement of MATH 145 or higher:

Fall	Winter	Spring
FP CHEM 100A Elective (e.g. a language)	CHEM 102A BIOL 120 or elective Elective (e.g. a language)	BIOL 130 Elective Elective (e.g. a language)

- We don't typically recommend students take both BIOL 110 and CHEM 100A in their 1st term, but this may be a good option for students with a strong background in science.
- A student that struggles in CHEM 100A in the Fall might consider taking CHEM 102A as their sole science class in the Winter. (I.e. BIOL 120 could be delayed until the 2nd year. The BIOL sequence is flexible enough to accommodate this. It's more important to be successful in CHEM.)

Example schedule for a 1st year student with math placement of MATH 123 or lower:

Fall	Winter	Spring
FP MATH 123 or other QR course BIOL 110 or elective (e.g. a language)	CHEM 100A Elective or BIOL 120 Elective (e.g. a language)	CHEM 102A Elective or BIOL 130 Elective (e.g. a language)

- For students with a strong interest/background in science, taking BIOL and CHEM concurrently can work well, but some students seem to do better if they focus on one at a time. It would be reasonable to focus on CHEM in the 1st year and delay some/all of the BIOL courses until the 2nd year. Again, being successful in CHEM/BIOL courses is more important than taking them all as quickly as possible.
- If MATH 123 or another QR course is not possible in the Fall, it may be possible to take MATH/QR in Winter or Spring, and plan to take chemistry in the 2nd year. In this case, the student might focus on taking BIOL courses in year one.

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

-Matt Jones-Rhoades, Chair, Biology

BUSINESS AND MANAGEMENT

The program retains its grounding in the liberal arts. All students interested in any aspect of business should be encouraged to explore widely across the college curriculum, especially during the first two years of study at Knox, to 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 abilities, creativity and innovation skills, and a diverse perspective for engagement in the global economy.

Advisors should take note that there have been considerable changes to the Integrated Business and Management Program. Please review the 2024/25 catalogue for a complete delineation of the offerings.

Students in their first or second years are encouraged to schedule a meeting with program faculty Nancy DeWitt, Jeffrey Gomer, Liz Carlin Metz (interim chair), and Tim Stedman. New faculty Gertrude Hewapathirana and Bryce Palar are also available for consultation.

In brief, the program currently has several foci, but all undeclared majors should plan to take the following:

1. Bus 180 Business and Society is a key gateway course and should be taken in the first year.

2. Additionally, Econ 110 and Econ 120 serve as foundational courses for progress to 200 level courses. One or both should be completed in the first year.

3. Bus 242 Business Computing is a key foundational course for progressing through 200 and 300 level courses. This could be planned for the first term of the second year.

B: For students interested in pursuing Accounting/Finance, it will be possible to take CPA and CMA licensure exams prior to graduating. After completing the gateway courses, those students should continue with the following:

1. Bus 211 Accounting 1

2. Bus 212 Accounting 2

C. Students with an interest in a focus in Sports Management should also be encouraged to take:

1. Bus 109 Sports Administration

2. Psych 100

Transfer students should be encouraged to make an appointment with one of the business faculty to discuss their education plans as soon as possible.

Liz Carlin Metz, Chair, Business and Management Program

CHEMISTRY

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

PLEASE strongly encourage your advisees to take the math placement exam, as the advising recommendations below rely heavily upon this information! The URL for the math placement examination is

<https://math.knox.edu/placement/>

First-year students with expressed interest in Chemistry plus good math experience (placed into *MATH 145 or above* OR with *transfer QR course credit*):

1. 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.
2. Only very strong students (high math placements, ACT and/or SAT, and/or GPA) should take CHEM 100A and BIOL 110 concurrently Fall Term.
3. During the spring term, students with an interest in Chemistry should continue in CHEM 205.
4. First-year students that place into MATH 145 may consider optionally enrolling concurrently in CHEM 100AS General Chemistry I Supplement Fall term and CHEM 102AS General Chemistry II Supplement winter term should they feel that added support in problem-solving and study skills techniques may be beneficial to their success. These participation and attendance-based

S/U, 0.5 credit, co-requisite supplement courses would allow for consideration of 2.5 credits Fall / 3.5 credits Winter to balance out credits for those that may wish to consider this option in transitioning into College.

Students with MATH placement of *MATH 121* or *MATH 123* (or no math placement) are strongly encouraged to:

1. Take either (a) MATH 123 Fall term for those interested in majoring in chemistry/biochemistry or another science area particularly that requires calculus OR (b) any QR elements course for those interested in majoring in an area that does not require calculus.
2. After completing (C- or above) either MATH 123 or a QR course Fall term, then enrolling in CHEM 100A/100AL/100AS Winter Term (1.5 credits) & CHEM 102A/102AL/102AS Spring Term (1.5 credits) is recommended. These 100AS/102AS participation and attendance-based S/U, 0.5 credit, co-requisite supplement courses would allow for consideration of 2.5 credits Winter / 3.5 credits Spring to balance out credits and support continued development of problem-solving and study skills techniques.
3. We would NOT recommend concurrent enrollment in both CHEM 100A and a QR element course (a co-requisite).

Students with MATH placement of *CTL 120* are strongly encouraged to either:

1. Chemistry/biochemistry majors:
 - a. year 1: take CTL 120 & a QR elements course Fall term, CHEM 100A/100AL/100AS Winter Term (1.5 credits) & CHEM 102A/102AL/102AS Spring Term (1.5 credits);
 - b. year 2: take MATH 123 Fall term to prepare for MATH 145 & CHEM 211 (Fall), CHEM 212 (Winter), CHEM 205 (Spring), or
2. Majors that do NOT require calculus:
 - a. year 1: take CTL 120 Fall term and a QR elements course WI or SP;
 - b. year 2: take CHEM 100A/100AL/100AS Fall Term (1.5 credits) & CHEM 102A/102AL/102AS Winter Term (1.5 credits), or
3. Majors that DO require calculus/other science areas:
 - a. year 1: take CTL 120 Fall term;
 - b. year 2: take MATH 123 Fall term, then CHEM 100A/100AL/100AS Winter Term (1.5 credits) & CHEM 102A/102AL/102AS Spring Term (1.5 credits)
4. These 100AS/102AS participation and attendance-based S/U, 0.5 credit, co-requisite supplement courses would allow for consideration of 2.5 credits with CHEM 100A / 3.5 credits with 102A to balance out credits and support continued development of problem-solving and study skills techniques.

5. We would NOT recommend concurrent enrollment in both CHEM 100A and a QR element course (a co-requisite).

Should first-year students arrive on campus with *AP credit in Chemistry*:

1. They should consult with Prof Cermak before enrolling in CHEM 211.
2. Options for these students may include enrolling in CHEM 211 Fall term, CHEM 205 spring term, or CHEM 100A (Fall term) or CHEM 102A (winter term).

Further Notes:

(1) There is limited space in the one WI/SP section of general chemistry I & II—students that take CHEM 100A during the Fall Term should continue the sequence and take CHEM 102A in the Winter Term and NOT wait to take CHEM 102A in the Spring Term as they will not be guaranteed a spot and may be closed out. The WI/SP sequence is situated to allow those students that need to strengthen their math / quantitative reasoning skills an opportunity to do so in the Fall term prior to taking general chemistry I & II WI/SP—this sequence is NOT meant for those entering with strong math skills as they should take General Chemistry in the Fall and Winter Term where we have significantly larger capacity for enrollment.

(2) One further advising note for CHEM 100A (but generally applicable to Chemistry classes): students must acquire the required textbook / online homework access before beginning the class; outcomes for students attempting Chemistry classes without the textbook / online homework access are much less successful. Please encourage students that may qualify to pursue avenues for financial assistance by contacting the course instructor or the Dean (Mary Crawford) before the term begins to begin the process to apply for possible homework / textbook vouchers, if needed.

(3) Students are encouraged to consult with the CHEM 100A course instructor should they wish to seek instructor permission to enroll in the course without the required math placement or QR element prerequisite. This may be especially helpful for international students where the information isn't as readily available to make a math placement. In the event that a student would like to request instructor permission to enroll in CHEM 100A without one of the stated prerequisites, helpful information for the student to communicate might include: a score of 24 or above on the Math component of the ACT, a score of 590 or above on SAT Level 1 Math, other transfer courses that may have QR components but may not transfer in as equivalent to a designated QR elements course, or other relevant experiences; scheduling conflicts or unavailability of other appropriate prerequisites would also be helpful to communicate.

(4) Students with strong interest in chemistry should plan to enroll in CHEM 211 & CHEM 212 during the Fall and Winter terms of their sophomore year, if possible. While students can complete the requirements for a Chemistry major in three years after taking CHEM 211/212 in the junior year, 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.

-Helen Hoyt, 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 Hilary Lehmann to arrange for a placement test. After your advisee takes the placement exam, we will put the result in their Advising Notes (at the bottom of their Advisee Details page): if you can't find it please don't hesitate to email one of us.
- 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 and Ancient Mediterranean Studies 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 and Ancient Mediterranean Studies 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.

-Hilary Lehmann, Chair, Classics

COMPUTER SCIENCE

CS 141 is designed for students with no prior experience in Computer Science. 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 everybody.

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), and then CS 142 (Program Design and Methodology). 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. Historically, CS 141 has been offered Fall and Winter, while CS 142 is offered Winter and Spring. For 2022-23, CS 141 will be offered every term.

After CS 142, we encourage students interested in a CS major or minor to take CS 220 (Spring) or CS 208 (Fall). CS 214 (Winter) is also possible, though it isn't designed as much with 3rd-course students in mind. CS 205 (Fall) has Math 175 (Discrete Mathematics) as a prerequisite. This is an important prerequisite. In general, we encourage all but the most mathematically mature students to wait on CS 205 until they've had several other 200-level CS courses.

- David Bunde, 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 that 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
- 5.

Advising Notes: The below courses are occurring this fall and are open to all incoming first-year students:

DANC 152 Contemporary Dance I (1/2 credit)

An introduction to the elementary principles, concepts, and practices within contemporary dance forms, with a focus on manipulating the connections between somatic practice and performance preparation. The course immerses students in a kinesthetic dance experience that focuses on experiencing and creating dynamic alignment and embodied movement exploration to define and articulate dance as a means for knowing and/or communicating movement as performance. Prerequisite(s): Some dance experience is recommended for this course; Meets the AC element requirement; May be repeated three times for credit; K. Ridlon

DANC 221 Somatic Practice for the Performing Artist (1 credit)

This class will develop a basic understanding of the roots of the somatic approach; the relationship between the mind and movement; the kinds of results obtained with somatic techniques; and the causes of sensory-motor conflicts. The course will begin with the study of experiential anatomy and move into the analysis of both the theory and practice behind various somatic techniques. These techniques will include the Alexander Technique, Body-Mind Centering, Laban Movement Analysis, Bartenieff Fundamentals, and Authentic Movement. Required for the Dance Minor J. Smith

DANC 262 Cultural Perspectives in Dance (1 credit)

This is an interdisciplinary course that will introduce students to physical characteristics, aesthetics, and functions of dance in a variety of cultures. Course topics will include: dance as cultural identity, dance as an expression of the individual, dance as worship, and dance as a representation of political power. Throughout the term, students will engage in interdisciplinary movement, music, and lecture sessions and will have opportunities to engage and collaborate with students and faculty from MUS 103: Music of the World. Offered every other year (alternates with DANC 260).

-Jennifer Smith, Director, Dance Program

EARTH SCIENCE —MINOR

The keystone course ENV5 125, Environmental Geology, is offered Fall 2024. Students with interests in ES are encouraged to consider beginning with this course, as it will not be offered next academic (2025-26) year. Other relevant courses to consider later in the year would include ENV5 170, Atmosphere and Weather, offered Winter 2023, and ENV5 241, Soil Science, offered in the Spring of

2023. 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 Micro and Macroeconomic Analysis (ECON 301 and 302); MATH 151 is recommended if they are strong in math and 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.

-Judy Thorn, Chair, Economics Department

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:

Sequencing of coursework - The 200-level Ed Studies courses may be taken in any order, although the Department strongly recommends 201 as the introductory course. Many of the 300-level 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 prerequisites listed in the catalog that should be followed. Generally all 200-level courses must be completed before applying to a licensure program and beginning the 300-level sequence.

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 an Educational Studies Major, study abroad, and graduate in 12 terms. Meeting with Educational Studies faculty during the first year—even informally—is recommended.

As a rule, students seeking licensure initially are accepted into the "general" Educational Studies major. Once the 200-level courses have been completed, they may then submit a Major Declaration Form as application to a licensure program.

Time commitment - Many courses require some sort of fieldwork outside of class meeting times.. 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 potential 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, although car pooling or a city bus are often available..

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 may be completed either locally or in a distant location (by application). 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.

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.

Teacher certification responsibilities - Initial licensure is awarded by the State of Illinois—not Knox College. There are additional requirements (state required tests, background and health checks, ect.) 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, in most cases students may not enroll in EDUC 340 (Student Teaching) without successful completion of the student’s content area exam. 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.

Grade requirement - Students must have a GPA of 2.5 or better to be admitted to the licensure program. And, their GPA must be at 2.5 or better at the end of the term prior to student teaching. Also, all professional education and content-area coursework that forms part of an application for certification, endorsement, or approval must have been passed with a grade no lower than “C-” or equivalent in order to be counted towards fulfillment of the applicable requirements.

Advisors please also note: There is also an Educational Studies major available for students who have an interest in education, but do not want to pursue licensure to teach in U.S. K-12 schools, e.g., educational policy, non-profit education, or international students. Many of the foundation courses for this major overlap with the licensure courses, but major requirements differ. Again, please encourage advisees to contact an Educational Studies faculty member as early in their program as possible.

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

-Scott DeWitt, 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 145+146 or 151+152, and MATH 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 145 or 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 and Astronomy

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). 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).

-Cyn Kitchen, Chair, English

ENVIRONMENTAL SCIENCE

There are multiple entry points into the Environmental Science major. Students can begin with ENVS 101 (Introduction to Environmental Studies) or ENVS 110 (Introduction to Environmental Policy) during the Fall of 2024. Students are also encouraged to start their science courses with one from CHEM 100A (the start of the introductory chemistry sequence), ENVS 125 (Environmental Geology), or BIOL 110. ENVS 170 (Atmosphere and Weather) will be offered Winter 2025. Students should 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 101 (Introduction to Environmental Studies), ENVS 110 (Introduction to Environmental Policy) or ENVS 125 (Environmental Geology) for the fall term. ENVS 110 (Introduction to Environmental Policy) and ENVS 170 (Atmosphere and Weather) will be offered Winter 2025.

-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 and technical advances. 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, Film Studies Program

GENDER AND WOMEN'S STUDIES

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

-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.

Judy Thorn-, 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 300: 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.

-Emre Sencer, 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, and international internship or service opportunities, most often completed the summer after junior year.

-Todd Heidt, Director, International Studies Program

JAPANESE—MINOR—SEE ASIAN STUDIES

JOURNALISM—MAJOR AND MINOR

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

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 Latin American political, economic, environmental, social, racial/ethnic, linguistic, and cultural issues in debate, 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 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

Before advising an incoming student on any quantitative course, it's important to check the student's

mathematics placement advice, found under “Placement Exam Information” on the “Advisee Details” page.

MATH 123 (Math for Quantitative Disciplines, offered Fall 2024) also satisfies Element 7 and math proficiency, and is the best choice for students with 121/123 placement who intend to take more courses in mathematics, statistics, natural science, or social science. In particular, it aims to prepare students for MATH 145, MATH 175, and/or STAT 200.

Students have a choice of two calculus sequences, depending on their placement level; each sequence is offered fall-winter and winter-spring:

MATH 145 - 146 is an applied calculus sequence covering topics in single and multivariable differential and integral calculus with applications to the natural and social sciences;

MATH 151 - 152 is a more traditional single-variable calculus sequence; it has higher algebraic expectations, somewhat more theory, and somewhat fewer applications than 145 - 146.

(NB: Students have successfully completed 151 - 146 as a sequence, but 145 - 152 is not recommended.)

Students with credit for calculus can continue as follows:

Students with credit for MATH 151 could take MATH 185 in the fall or winter, followed by MATH 152 in the winter or spring, and MATH 205 in the spring or the following fall.

Students with credit for both MATH 151 and MATH 152 could, depending on interests, take MATH 216 or 227 in the fall; MATH 185 in the fall or winter, MATH 205 in the fall or spring, and/or MATH 175 in the spring. Students who take both 185 and 205 would be ready to take 230 or 235 in the spring.

Students planning to major in Mathematics should complete the courses below in their first two years:
Calculus sequence: MATH 145 or 151 (fall or winter), 146 or 152 (winter or spring), 205 (spring or fall)
MATH 185 (fall or winter)

At least one other mathematics course numbered 175 or above—ideally including at least one of MATH 231 or MATH 241

MATH 185 is an introductory linear algebra course, and is designed to be accessible, useful, and attractive to a broad group of students---not only mathematics majors, but students with an interest in physics, statistics, computer science, biology, chemistry, economics, etc. This course provides an alternative to calculus as a point of entry to the math major, and illustrates the power of mathematics while requiring minimal background.

MATH 231 and 241 (Foundations of Analysis and Algebra) provide an introduction to abstract concepts and proofs while at the same time introducing the students to the fundamental ideas of analysis and algebra.

-Stuart Allison, Chair, Mathematics

MODERN LANGUAGES AND LITERATURES

Entering students who have previously studied French, German, or Spanish must take the on-line placement test for the languages they want to study at Knox 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. For French and Spanish, students should visit [knox.edu](#) and create an account. Their score and recommended course will appear on the screen once the student has finished the test. The student should not enroll in any other course except the one recommended by the placement exam. Please do not click the override button to enroll your advisee in another course without having the professor's permission to do so. Contact Fernando Gomez (fgomez@knox.edu) if you need help with this process. For information regarding the German placement test, contact Professor Todd Heidt (theidt@knox.edu).

If a student has never taken a class in the language they wish to study at Knox, s/he can enroll in the 101 section of the language without taking the placement exam. 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 Tuesday 9/10 at 4:15 in Jay Rehearsal Hall.

Departmental contacts:

- Joan Huguet (jchuguet@knox.edu) for questions about music courses, majors and minors, and the music placement test.
- Andy Crawford (acrawfor@knox.edu) for questions about music lessons, ensembles, events, and music equipment and spaces

Majors and minors: Students thinking about majoring or minoring in music should meet with Joan during their first term at Knox to discuss the waiver of music lesson fees, music theory placement, and piano proficiency requirements.

Music theory placement:

- Students considering majoring or minoring in music are encouraged to start the music theory sequence in the winter of their first year if they are able to (though it is certainly possible to complete a major or minor if a student starts theory their sophomore year).
- If your advisee plans to start theory in the winter, please watch out for a future conflict when choosing a foreign language sequence in the fall.
- Students who wish to do the following should start the music theory sequence in their first year in order to graduate in 4 years:
 - Potential music education students

- Most double majors
- Students who plan to study abroad in their sophomore or junior year
- Students who plan to take part in an immersion term (Rep Term, Green Oaks, etc.) in their sophomore or junior years.
- Students must pass the music proficiency exam OR MUS 100 (offered every term) in order to begin the music theory sequence which starts winter term. This is a strictly enforced prerequisite.
- Incoming first-year students can take the music proficiency exam on the student portal or can contact Joan Huguet (jchuguet@knox.edu) for access.
- Placement results are available on the registrar portal. Please make sure that you scroll to the bottom of the placement window; we're at the bottom and it's easy to miss!

Information on new courses:

- We are very excited to introduce MUS 225 (Digital Audio Production 2) this winter term! This course will have a prerequisite of MUS 125 (Digital Audio Production 1), which will be offered in both the fall and winter terms.
- This year, the Music Department will continue our series of skills workshops, which will allow students hands-on experience in improvisation, rhythm, sight singing, music notation, transcription, and more. Skills workshops can be taken for 0.5 credit or 0 credit (similar to music lessons). Questions? Please reach out to Joan.

Private Music 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, 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. **Please register students for the specific instrument or voice, not the generic Music Lessons section (which is a relic of our outdated software).**
- Once registered, students will be emailed the name and contact information for their instructor. Please note that students are not guaranteed spots in private lesson studios until the Applied Music Head assigns them a teacher.
- There is an additional fee for private music lessons, which is published each year in the catalog. There are scholarship opportunities for music majors, minors, and ensemble members. Interested students should reach out to Joan or Andy for more details.
- Please note that students will not be charged for lessons dropped during the add/drop period, but will be charged the full term fee for lessons if they withdraw after this.

Music Ensembles:

- Please make sure your advisees are aware that:
 - Music ensembles are open to anyone, not just music majors and minors.
 - We have lots of opportunities for beginners.
 - Athletes can participate too! They often think it is impossible to do both, but we will work with student-athletes and coaches to figure out schedules.

- Starting this year, students participating in music ensembles will be enrolled in a 0-credit ensemble course (S/U graded) for each term of participation. This requires no action on the part of advisors – Andy Crawford and the registrar’s office will take care of everything.

-Joan Huguet, 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

5 credits and an Active Learning Experience

- PJST 100: Introduction to Peace and Justice Studies
- PJST 320: Working for Peace & Social Change: Methods & Strategies
- Three credits in Peace and Justice Studies or from the list of approved electives below.
- An "active learning" experience related to peace and justice issues, e.g., internships, summer work experiences, etc.

-Leanne Trapedo Sims, 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. PHIL 399 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 145 Applied Calculus or MATH 151 Calculus I). 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 146 Applied Calculus II or 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.

-Mark Shroyer Chair, Physics and Astronomy

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 PS 230, 234, & 245. Students interested in International Relations can begin with PS 210 in their first year, and this course is only offered in the Fall term. One or more 100-level courses are offered every term in the Department. Our courses are not strictly sequential. If in doubt about the suitability of a 200-level course for a first-year student, feel free to contact the instructor. Students are not advised to enroll in methods courses (PS 230A, PS 230B, PS 230C, PS 230D, STAT 200) in their first year without first consulting program faculty.

-Andy Civettini, Chair, Political Science/IR

PUBLIC POLICY

Students who intend to major or minor in Public Policy typically begin their study of Public Policy by taking PS 135 in Winter term in their first or second year. Students may also find it beneficial in their first or early in their second year to take either ECON 110, or any course at the 100- or 200- level from the list of substantive courses in Public Policy. Students should not plan to begin taking courses on

public policy analysis (PS 230, PS 230B, or STAT 200) in their first year without consulting program faculty. Students should direct questions about the suitability of any course to the instructor of that course, or to the Chair of the Public Policy program.

-Andy Civettini, Chair, Public Policy

PSYCHOLOGY

PSYC 100 is a required course for the major (for the BA and the BS) and for the minor, and it is the likely starting point for many students. We typically offer four sections of PSYC 100 a year; each section enrolls about 48 students. Two sections of 100 will be offered in the fall term (and we should have 70ish slots for incoming students) and one section will be offered in the winter and in the spring. 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 does satisfy the requirement for the major or minor as well as does act as a prerequisite for other psychology courses*.

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 BA major and the minor require one course each from Group A and Group B. The BS requires two from Group A and one from 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.

Group B: Developmental Psychology (203), Social Psychology (205), Adolescent Development (206; does not count for the minor), or Theories of Personality (207)).

For this fall, if incoming students have AP or transfer credit for PSYC 100, we should have some space in PSYC 205 Social Psychology (Group B). We have plenty of space in NEUR/PSYC 240 Neuroscience (Group A). This course can be more rigorous than 205 but there is plenty of support from instructors, a TA, and Red Room tutors as well as the tutorial (NEUR/PSYC 240T), which they should take if they don't have a biology background (i.e., know something about cells and cell function). Particularly strong first year students (with credit for PSYC 100) could consider PSYC 271 Human Sexuality or 277 Psychopathology, which count as applied and diversity courses in the PSYC major and minor. Transfer students (with some PSYC background, at least credit for PSYC 100) can take PSYC 271 Human Sexuality or PSYC 277 Psychopathology.

A key part of the major is the research methods & statistics sequence, PSYC 281 & PSYC 282. This is taken in sequence during a student's sophomore or junior year. PSYC 281 has the pre-requisite of sophomore standing, completion of one 200-level PSYC class, CTL 120 or MATH 123 or placement in MATH 145; PSYC 282 has the pre-requisite of PSYC 281. This year one section of PSYC 281 will be offered in the fall and one will be offered in the winter. PSYC 282 will be offered in the spring. Students taking PSYC 281 should also sign up for the supplemental course PSYC 281S. Questions about this can be addressed to me or Patricia Xi. We no longer

want students who desire 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.

*Note about PSYC 100 and the general education requirement: Students can only use PSYC 100 to satisfy Element #6 Conducting Scientific Inquiry requirement if they take the course at Knox or the class they took elsewhere is sufficiently similar to the course offered at Knox (e.g., it has a laboratory component).

–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.

Robert Geraci, 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, Director, Social Service Program

STATISTICS, INTRODUCTORY STATISTICS 200

Introductory Statistics, STAT 200, is an excellent class that shows us how to decipher patterns in the data we experience in our fields of interest. For instance, those interested in business will appreciate the ability of statistics to help with planning and decision-making; economists, with understanding how variables interrelate; political scientists, with understanding power relationships; etc. In essence, this course helps us to think about large-scale patterns and how to detect them.

The following majors require or suggest STAT 200: Biochemistry; Biology; Business and Management; Data Science; Economics; Environmental Science; Environmental Studies; Mathematics; and Political Science.

The following minors require or suggest STAT 200: Biology; Business and Management; Economics; Political Science; Psychology; and Statistics.

The primary strength of the introductory statistics course at Knox College is that professors from very different disciplines teach it from their very different positions. Thus, while all statistics faculty teach the same learning objectives, a student has the flexibility of selecting the faculty member that is closest to their area of interest.

The Minor in Statistics is a fitting companion to a number of majors for which numerical analysis (large-n studies) is an essential part. This includes ANSO, Biology, Economics, Educational Studies, Political Science, Psychology, 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 (Winter), 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 and MATH 185 early in their program of study.

STAT 200 is not open to first-year, first-term students. It also requires that students demonstrate “Mathematics Proficiency” by satisfying one of the following conditions:

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.

- Ole J. Forsberg, Chair, Statistics Program

THEATRE

Students interested in Theatre at Knox should be urged to stay tuned to their Knox email for information regarding the annual Theatre Open House held in Harbach Theatre at 6:30 p.m. on the first day of classes every fall. 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 request via their Knox email address to theatresecretary@knox.edu

Acting Auditions, Creative Team, and Backstage Opportunities:

We mount one faculty directed play in Harbach Theatre and multiple student directed productions in Studio Theatre *every term*. There are lots of opportunities to participate as Actors, designers, managers, and technicians. Playwrights should submit to the New Plays Workshop to have their work directed and read by actors in stage readings. Information on productions and auditions

will be provided at the Open House, on flyers, the First Year Website, via email, and will be available on the departmental website www.knoxtheatre.org

Students should be advised that we have a completely **open audition and casting policy**—there are no class standing or prior experience requirements and no need to memorize a monologue. The same open policy applies to students interested in working backstage on productions. First years routinely get involved in productions!

Regarding Repertory Term: Winter Term, 2025 (not open to first years)

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 first years may contact Professor Liz Carlin Metz emetz@knox.edu for crucial information on how to plan for and apply to participate in the next rep term. Please urge students to consider Rep Term in the context of overall curriculum planning and especially with regard to possible study abroad. This particularly 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 36 students who enroll in Rep Term major in other disciplines.

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

If you are advising students expressing an interest in majoring in theatre, please send their names to Liz Carlin Metz emetz@knox.edu for advice on planning their schedules and getting involved in the culture of the theatre department. We urge that pre-majors begin Theatre 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 (also 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 22/23. Please note that 131 is usually oversubscribed in the fall. The other two fundamental courses for the major and most of the minors (and prerequisites for many upper-level courses) are THTR 121 Design and Technology for Stage and Screen and THTR 261 Introduction to Directing.

-Liz Carlin Metz, Chair, Theatre

APPENDIX SIX

DIRECTIONS FOR ACCESSING EDUCATIONAL RECORDS VIA WEB

--Office of the Registrar

(last review: July, 2023)

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

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

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

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

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

To access student information click on the Faculty Tools menu and follow the Advisee Roster link (which should already be your initial screen by default on clicking Faculty Tools). You should only have access to your advisees or to students with majors in programs for which you are listed as a faculty member in the catalog. If you have access to another student or do not have access to a student for whom you think you should, please notify the Registrar's Office. You gain access to a particular student's records by typing the student's ID into the appropriate box directly, and then hitting the *Search* button. You can search by last name and first name, but that tends to be a much slower process. Note that the Advisee Status box can be set either to *Currently Registered* or to *All*. The system will only recognize a student if that student is already enrolled in courses for the term that is currently selected, so if you get an error message on accessing a student, try resetting the Status to *All*.

When the student appears at the bottom of the screen, click on the student's name, which is a link to a variety of academic information. The most important resources there are the Unofficial Transcript, the Placement Exam Information link (which shows placement recommendations, if any, in language, CTL courses, MUSIC, 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. Music*

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

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.

KNOX COLLEGE EDUCATIONAL DEVELOPMENT RECORD Mon Jun 17 2024

STUDENT: Student, Fake1 ID: 211
ADVISOR(S): Miner, Jerome Arthur
MAJOR(S): Environmental Science BA
MINOR(S): Economics
ACADEMIC STATUS: Good Standing
GRAD SESS/YR: SP 2022

This is where you might see a comment regarding substitutions that are
in progress or anomalies in the degree audit for this student.

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

GPA Res GPA Hours Res Hrs
Required 2.00 2.00 35.8 17.0 NOT COMPLETED
Student 2.61 2.61 22.1 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**

>

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

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

Element 1 - SL

Communicate in a second language. A student who reads, writes and
speaks a language other than English may request a proficiency
waiver and determine an appropriate course substitution for this
requirement by contacting the Associate Dean of the College.

>

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

Element 2 - SA

Social Analysis:

>

***** PRINCIPLES OF MICROECONO ECON 110 SP17 1.0 B

Element 3 - PI

Power and Inequity:

>

Element 4 - AC

Artistic Creation:

>

Mon Jun 17 2024 Page 2

ID: 211 Student, Fake1

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

Element 5 - IC

Interpretation of Cultural Products:

>
*A ***** INTRODUCTION TO FILM ENG 124 WI18 1.0 B+
Element 6 - SI
Scientific Inquiry:

>
***** HUMAN ORIGINS ANSO 203 SP18 1.0 C
Element 7 - QR
Quantitative Reasoning:

>
***** INTRO TO COMPUTER SCIENC CS 141 SP18 1.0 B

=====
Civic Engagement
=====

=====
KNOX18 Civic Engagement Goal
=====

=====
Immersive Requirement
=====

Immersive Experience / Active Learning Requirement
Immersive Requirement
Complete one of the approved Immersive Experience courses.

>
>

If CTL 121 is taken for Immersion/Active Learning, one full credit
is needed. The requirement is NOT satisfied with .5 credit.

>
=====
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)

>
*A ENVS 101 INTRO TO ENVIRONMENTAL S ENVS 101 SP17 1.0 C
ENVS 265 FOOD JUSTICE ENVS 265 FA17 1.0 B

Mon Jun 17 2024 Page 3
ID: 211 Student, Fake1
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, 360, 368, or ECON 303
>

Other elective

One additional credit in Environmental Studies
>

Project

Senior project: ENVS 390 and 391, or ENVS 400
>

ENVS 390 SENIOR RESEARCH I _____

ENVS 391 SENIOR RESEARCH II _____

ENVS 40* _____

GPA Res GPA Hours Res Hrs

Required 2.00 0.00 0.0 0.0 NOT COMPLETED

Student 3.00 3.00 3.0 3.0

=====

ENVS courses taken

=====

ENVS courses taken

>

ENVS***** INTRO TO ENVIRONMENTAL S 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

Mon Jun 17 2024 Page 4

ID: 211 Student, Fake1

=====

Economics minor UG19

=====

Minor in Economics - 5 credits as follows:

Introductory

Two introductory courses: ECON 110 and ECON 120
>

ECON 110 PRINCIPLES OF MICROECONO ECON 110 SP17 1.0 B

ECON 120 PRINCIPLES OF MACROECONO 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 PS 230 FA17 1.0 C+
 Intermediate
 One intermediate Economics course: ECON 301 or ECON 302 or ECON 303
 >
 Elective
 Another Economics course excluding Independent Study and ECON 399
 >
 GPA Res GPA Hours Res Hrs
 Required 2.00 0.00 0.0 0.0 NOT COMPLETED
 Student 2.77 2.77 3.0 3.0

=====

LEGEND:

*S Substitute course

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

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