English Department Advising Guidelines-Fall 2007

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Overview

In keeping with the terms of the AFT contract, each regular faculty member in the English department has been assigned a group of majors for academic advising. Beginning this term, we are phasing in significant curricular changes to all tracks of the major. The important date to bear in mind is July 1, 2007, as that is the date of the shift to new requirements in all three tracks. Any student who entered RIC before that date may continue with the "old" requirements; any student entering after that date must follow the new requirements. Also this term, the College is phasing in a universal advising program (aka, mandatory advising-by the end of academic year 2007-8, no student will be able to register for classes without consulting an advisor). English is one of two departments piloting this program. It is likely we will run into some problems, but we will also have a lot of support from MIS.
Preparation
In addition to reading through the material here, advisors will find it helpful to review the College catalog descriptions of the English major, as well as those of the Elementary Education and Secondary Education programs. This information is available online at www.ric.edu/English; from the main department page, click "Program" and then click "B.A. in English." The point is not to memorize or master it all but to get a sense of how students proceed through the various tracks of the English major. For General Education requirements, consult www.ric.edu/academics/generalEducation.php.

Fall 2007 Duties
Beginning October 1, each English major will have a block—technically called a "negative service indicator"—on his/her registration access. That block can be removed only by a faculty member in English. Registration for spring 2008 opens on October 22. It is important that the "negative service indicator" be removed from each student's record AFTER s/he meets with an advisor in English and BEFORE October 22. Faculty members should contact all their advisees by email during the week of October 1. In that email, specify your office hours (preferably expanded to at least 4 weekly for the weeks of 10/8 and 10/15) and remind advisees that they must meet with you before they will be able to register for spring classes. In PeopleSoft, when you call up your list of advisees, you can send an email to all advisees very easily (just as one can send an email to all students in a class). You may instead wish to schedule specific appointments with advisees. Under the old system, English students were compelled to see an advisor only three times: to declare or change the major, to register for 202, and to register for 460. Under the new system, advisors will meet with advisees at least once a semester.

Once you have removed the "negative service indicator," the student will be able to register online at his/her assigned registration appointment (or thereafter). Students ready to enroll in 202—that is, any student enrolled in 201 in fall 2007 or whose transcript shows s/he previously completed 201—should be sent to Armande with a sign-up form okayed by you (forms in appendix), as 202 is not available for online registration. Similarly, students ready to enroll in 460 (that is, students in their senior year who have completed all or all-but-one of their major requirements) should be sent to Armande with a completed major checklist signed by you (see appendix). Any students with particular problems regarding prerequisites or questions about course substitutions (such as transfer students), or any students who wish to change programs (e.g., from secondary education to liberal arts) may be sent to Steve Brown or Maureen Reddy.
A short list of curricular basics:

1. Writing 100 and English 161 are required before 201, 205, 206, and 207;
   1. English 201 is required before 202;
   2. English 202 is required before 300-level courses, although many students who declared the major before July 2007 will have taken 300-level courses before 202;
   1. cannot be taken concurrently with 460;
   2. Neither 202 nor 460 can be registered for online.

3. **The Advising Session**

For students seeking curricular advice, it's a good idea first to take a look online at the student's transcript. The "academic advising transcript" option on Peoplesoft is especially helpful, as it highlights in red the requirements the student has not yet fulfilled. Ask the student which track of the major she/he is following; make sure that the student's major as officially listed corresponds to what the student understands is declared. It's also a good idea to ask early on, "Are you familiar with the basic structure of the major?" If the student does not have a Checklist of courses required for her/his track of the major, go ahead and start filling one out. Make two copies, in fact, one for the student, one for your files. Most students will have looked at the college's schedule of courses and have some idea of what they want to take; be sure the student also has a copy of the department's course descriptions for spring 2008. If the student seems to want you to pick courses for her/him, you may wish to send the student off to make some selections and come back. Referring to the requirements checklist for the student's track of the major, make sure the student's choices are appropriate. Some students want to overreach--many are in a rush to finish and insist that they can take, say, five 300-level English courses (perhaps while working a full-time job and caring for two children). Advise as you see fit. Obviously, few students can do their best work taking five substantive courses at a time. But an appeal to the idea of spreading things out a bit, of a steady intellectual development over several semesters of upper-level work, can be surprisingly persuasive. Ultimately, it's the student's choice, of course (special permission from the dean's office is required only above 18 credit hours per semester).

For stronger students, it's always nice to ask whether they know of the department's scholarship and honors opportunities. See appendix for specific details, or check the department's website.
Notes on Specific Tracks of the Major

Liberal Arts/Literature
This is currently a relatively loosely structured track of the major. Generally, we have ceased to enforce a "focus." So tell students who ask not to worry about that "requirement"; you might, however, want to discuss the coherence of the student's coursework as a way of spurring some reflection on her/his development and purposes.

Liberal Arts/Creative Writing Focus
Students who want to have the creative writing concentration designated on their transcripts MUST have three 300/400-level CW courses. For questions specific to creative writing, ask (or have the student ask) Cathy Calbert (the Director of Creative Writing).

Secondary Education
The English Advisor will see students planning to teach at the secondary level well before those students begin their coursework in the Educational Studies program. The more rigid structure of this track in some ways makes it easier to advise on course choices. Note that English 116 (which many students take to fulfill a general education requirement) also fulfills the "cognate" in non-print media. The two main challenges for students on this track are 1) integrating coursework in the major with education program requirements (though most students do this pretty well on their own); and 2) finding open sections of some of the requirements within the major. Neither "challenge" is really something the English major advisor needs to solve, but it's worth knowing some of the frustrations the students experience.

You should make sure that each Secondary Ed major among your advisees has a copy of the portfolio requirements (appendix), as too often students do not realize until too late- the semester in which they must submit the portfolio- that they should have retained graded copies of papers from English courses. Students should also be given the Ed Studies pamphlet for English/SED majors (see appendix). The first class in Education for these students will be FNED 346: Schooling in a Democratic Society. If the student has questions specific to Secondary Education (vs. to the English major on the Secondary Ed track) - e.g., when should I take a methods class? - refer them to Charlie McLaughlin in FSEHD. The outline of Secondary Ed retention requirements follows:
-- A minimum overall grade point average (GPA) of 2.50 each semester.
-- A minimum grade of B-in all teacher education courses,
-- A satisfactory GPA in the major area (English=3.0).
-- Positive recommendations from all education instructors based on academic
work, fieldwork, and professional behavior. If a student's overall GPA falls below the minimum 2.50, or if the required GPA in the major falls below the minimum, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall GPA or the required GPA in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the secondary education program.

**Elementary Education**
As most of us are well aware, this track requires the least work in the major itself. The transition with this track is well underway, and elementary education students this semester are likely to ask whether the 460 requirement is being waived for them. The answer is yes, but…The "but": students may not "mix" old ElEd major and new ElEd major. If they want not to take 460, they will have to take 207 AND meet the GPA requirement in order to student teach.

**The Writing Minor**
The checklist is self-explanatory. For majors, the writing minor exists to allow a transcript to reflect a particular emphasis on writing within and beyond the requirements of the English major.

**The English Minor**
Although the department approved changes to the minor in May 2007, those changes will not take effect until they are approved by the College's Curriculum Committee and then by the president, so for the 2007-8 year, our minor will remain as it has been. English majors cannot minor in English as well, of course, but you will occasionally have an advisee who wants to drop English as his/ her major. In such a case, it's worth checking to see how close s/he is to completing an English minor. The minor in English consists of a minimum of 20 credit hours (six courses), as follows: English 201,202, and four 300- or 400-level English courses, at least three of which must be in literature and one of the three in literature before 1800.

**Conclusion**
Faculty members with any questions about these guidelines or about issues that arise in the advising process should feel free to consult with Maureen or Steve.
**English Major—Liberal Arts at Rhode Island College**  
**CHECKLIST**  
*For students first enrolled at RIC on/after July 1, 2007*  
*(see reverse side if enrolled before July 1, 2007)*

Name: ___________________________  EMPLID: ___________________________

Writing 100 and English 161 are **prerequisites** to the major. Freshmen just entering the College should take these courses during their first semester and begin the English major with English 201 in the second semester of freshman year. English 205, 206 and 207 may be taken concurrently with 201 or 202. English 202 must be completed before any 300/400 level courses.

**The major requires 38 hours and consists of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>English 201</td>
<td>4</td>
</tr>
<tr>
<td>_____</td>
<td>Introduction to Literary Study I</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>English 202</td>
<td>4</td>
</tr>
<tr>
<td>_____</td>
<td>Introduction to Literary Study II</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>English 205</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Backgrounds in British Literature to 1800</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>English 206</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Backgrounds in British Literature 1800-present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>207 Backgrounds in American Literature</td>
<td></td>
</tr>
</tbody>
</table>

_____ Six 300/400 Level Courses  
(If 207 is not taken, one of the six courses must be in American literature: 301, 302, 303, 326, 327, 328, 329)

_____ One pre-1800 (344, 345, 346, 347, 348, 351, 352, 356, 357, 358)

_____ One 1801-1900 (301, 302, 303, 354, 355, 359)

_____ One 1901-present (321, 322, 323, 329, 340, 342, 343)


FOR A CONCENTRATION IN CREATIVE WRITING, THREE COURSES MUST BE FROM 371, 372, 373, 481

_____ English 460 Seminar in Major Authors and Themes | 4

**Total** 38

______________________________  ___________________________
Advisor  Date
English Major—Liberal Arts at Rhode Island College
CHECKLIST
For students first enrolled at RIC prior to July 1, 2007
(see reverse side if enrolled on/after July 1, 2007)

Name: ___________________________ EMPLID: ___________________________

Writing 100 and English 161 are prerequisites to the major. Freshmen just entering the College should take these courses during their first year and begin the English major with English 201-202 in the sophomore year. (There are additional 100-level and 200-level English courses in literature and writing that can be taken prior to English 201-202; these courses do not, however, count toward the major. See the College Catalog for these courses.)

The major requires 36 hours and consists of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>English 201 Introduction to Literary Study I</td>
<td>4</td>
</tr>
<tr>
<td>_____</td>
<td>English 202 Introduction to Literary Study II</td>
<td>4</td>
</tr>
<tr>
<td>_____</td>
<td>Eight 300/400 Level Courses</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>(At least two of these shall be in literature before 1800: 344, 345, 346, 347, 348, 351, 352, 356, 357, 358; or 205)</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>English 460 Seminar in Major Authors and Themes</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 36

Advisor ___________________________ Date ___________________________
English Major—Elementary Education at Rhode Island College
CHECKLIST
For students first enrolled at RIC on/after July 1, 2007
(see reverse side if enrolled before July 1, 2007)

Name: ___________________________  EMPLID: ___________________________

Writing 100 and English 161 are prerequisites to the major. Freshmen just entering the College should take these courses during their first semester and begin the English major with English 201 in the second semester of freshman year. English 205, 207, and 210 may be taken concurrently with 201 or 202. English 202 must be completed before any 300/400 level courses. A minimum 2.67 GPA in the English major is required for student teaching.

The major requires 31 hours and consists of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English 201</td>
<td>Introduction to Literary Study I</td>
</tr>
<tr>
<td></td>
<td>English 202</td>
<td>Introduction to Literary Study II</td>
</tr>
<tr>
<td></td>
<td>English 205</td>
<td>Backgrounds in British Literature to 1800</td>
</tr>
<tr>
<td></td>
<td>English 207</td>
<td>Backgrounds in American Literature</td>
</tr>
<tr>
<td></td>
<td>English 210</td>
<td>Children's Literature</td>
</tr>
<tr>
<td></td>
<td>Four 300/400 Level Literature Courses</td>
<td>12</td>
</tr>
</tbody>
</table>

__________________________________________

__________________________________________

__________________________________________

Total  31

Advisor

Date
Writing 100 and English 161 are prerequisites to the major. Freshmen just entering the College should take these courses during their first year and begin the English major with English 201-202 in the sophomore year. (There are additional 100-level and 200-level English courses in literature and writing that can be taken prior to English 201-202; these courses do not, however, count toward the major. See the College Catalog for these courses.)

The major requires 31 hours and consists of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>English 201 Introduction to Literary Study I</td>
<td>4</td>
</tr>
<tr>
<td>_____</td>
<td>English 202 Introduction to Literary Study II</td>
<td>4</td>
</tr>
<tr>
<td>_____</td>
<td>English 205 Backgrounds in British Literature to 1800</td>
<td>4</td>
</tr>
<tr>
<td>_____</td>
<td>English 210 Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>Four 300/400 Level Literature Courses</td>
<td>12</td>
</tr>
<tr>
<td>_____</td>
<td>English 460 Seminar in Major Authors and Themes</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 31
English Major—Secondary Education at Rhode Island College
CHECKLIST
For students first enrolled at RIC on/after July 1, 2007
(see reverse side if enrolled before July 1, 2007)

Name: ____________________________  EMPLID: ____________________________

Writing 100 and English 161 are prerequisites to the major. Freshmen just entering the College should take these courses during their first semester and begin the English major with English 201 in the second semester of freshman year. English 205, 207, and 212 may be taken concurrently with 201 or 202. English 202 must be completed before any 300/400 level courses. A minimum 3.0 GPA in the English major is required for student teaching.

The major requires 41–44 hours and consists of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>English 201</td>
<td>4</td>
</tr>
<tr>
<td>____</td>
<td>English 202</td>
<td>4</td>
</tr>
<tr>
<td>____</td>
<td>English 205</td>
<td>4</td>
</tr>
<tr>
<td>____</td>
<td>English 207</td>
<td>4</td>
</tr>
<tr>
<td>____</td>
<td>English 212</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>Six 300/400 Level Courses:</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>English 326 or 327</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 432 or 433</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 345 or 346</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 336</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One 300/400 level English elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SED 445 or equivalent English course in writing theory</td>
<td></td>
</tr>
<tr>
<td>____</td>
<td>English 460</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 41

In addition, the following cognate is required:

____ One course in non-print media or English 325 or English 116
(see department for courses that satisfy this requirement) 3

______________________________  ____________________________
Advisor                              Date
English Major—Secondary Education at Rhode Island College
CHECKLIST
For students enrolled at RIC prior to July 1, 2007
(see reverse side if enrolled on/after July 1, 2007)

Name: ____________________________________________ EMPID: _______________________

Writing 100 and English 161 are prerequisites to the major. Freshmen just entering the College should take these
courses during their first year and begin the English major with English 201-202 in the sophomore year. (There are
additional 100-level and 200-level English courses in literature and writing that can be taken prior to English 201-
202; these courses do not, however, count toward the major. See the College Catalog for these courses.) A
minimum 3.0 GPA in the English major is required for student teaching.

The major requires 39-42 hours and consists of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>English 201 Introduction to Literary Study I</td>
<td>4</td>
</tr>
<tr>
<td>_____</td>
<td>English 202 Introduction to Literary Study II</td>
<td>4</td>
</tr>
<tr>
<td>_____</td>
<td>English 212 Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>Eight 300/400 Level Courses:</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>One course from 344, 347, 348, 351,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>352, 356, 357, 358; or 205</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One course from 329, 340, 342, 343</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 301 or 302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 326 or 327</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 432 or 433</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 345 or 346</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 336</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SED 445 or equivalent English course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in writing theory</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>English 460 Seminar in Major Authors and Themes</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

In addition, the following cognate is required:

_____ One course in non-print media or English 325 or English 116
(see department for courses that satisfy this requirement)

Advisor: ____________________________ Date: ____________________________
English Writing Minor at Rhode Island College
CHECKLIST

Name: ___________________________ EMPLID: ___________________________

Writing 100 and English 161 are prerequisites to the courses in the minor. Freshmen just entering the College should take these courses during their first year.

The writing minor requires a minimum of 18 hours and consists of the following six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>English 201 Introduction to Literary Study I</td>
<td>4</td>
</tr>
<tr>
<td>____</td>
<td>English 220 Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>____</td>
<td>One course from the following list:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English 230: Business Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 231: Expository Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 240: News Writing</td>
<td></td>
</tr>
<tr>
<td>____</td>
<td>Two courses from the following list:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>English 341: Advanced News and Feature Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 371: Advanced Creative Writing: Fiction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 372: Advanced Creative Writing: Poetry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 373: Advanced Creative Writing: Nonfiction Prose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 481: Advanced Workshop in Creative Writing</td>
<td></td>
</tr>
<tr>
<td>____</td>
<td>One additional 300- or 400-level literature course</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 19

Advisor ___________________________ Date ___________________________
English Minor at Rhode Island College
CHECKLIST

Name: ________________________________ ID #: __________________

Writing 100 and English 161 are prerequisites to the courses in the minor. Freshmen just entering the College should take these courses during their first year.

The minor in English requires a minimum of 20 credit hours and consists of the following six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 201</td>
<td>4</td>
</tr>
<tr>
<td>English 202</td>
<td>4</td>
</tr>
<tr>
<td>Four 300/400 level courses, at least three of which must be in literature (one of these must be literature before 1800)</td>
<td></td>
</tr>
<tr>
<td>(pre-1800 lit: 344, 345, 346, 347, 348, 351, 352, 356, 357, 358)</td>
<td>3</td>
</tr>
<tr>
<td>(literature course)</td>
<td>3</td>
</tr>
<tr>
<td>(literature course)</td>
<td>3</td>
</tr>
<tr>
<td>(literature course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 20

__________________________  __________________________
Advisor  Date
GENERAL EDUCATION
AT RHODE ISLAND COLLEGE
2007–2008

General Education at Rhode Island College provides a common foundation for all the majors and concentrations at the College. It enhances each student's ability to analyze, synthesize, evaluate, and communicate in various academic discourses. General Education promotes students' understanding and appreciation of cultural, multicultural, social, and political issues and of scientific, technological, aesthetic, and philosophical ideas. It promotes informed citizenship and individual growth by providing all students with common intellectual experiences and a fund of general knowledge. In addition, General Education may contribute both directly and indirectly to students' study in their majors by offering required, recommended, and cognate courses at the introductory level. General Education is collaborative; students and faculty work together so that students graduate with enhanced skills and with a foundation for more specialized learning.

Students who achieve the goals of General Education speak persuasively, listen receptively, write clearly and rhetorically, critically analyze and synthesize information and perspectives, engage in critical reading, and explore and apply technology.

General Education consists of a Core Curriculum and Distribution Requirements. In the Core, students take a set of four related courses that provide an understanding of cultural and historical traditions that have shaped the world in which we live and that provide a critical appreciation of values, ideas, and practices that have emerged from these traditions. Courses in the Core are writing intensive, with emphasis on critical thinking and oral communication; and Distribution courses enlarge students' learning through experience with social and behavioral sciences, visual and performing arts, and natural sciences and mathematical systems.

Program Requirements: There are two components to General Education: (1) Core courses and (2) Distribution courses. Once enrolled, students must complete English 161 and History 161 at Rhode Island College. For special substitutions, see Program Substitutions on the back page of this booklet. This booklet is a limited guide for monitoring completion of General Education. For more information, including prerequisites, see the current Rhode Island College Catalog, consult your advisor, or check Web site at www.ric.edu/gened.

Students who matriculated prior to the fall of 1996 should consult the associate dean of the Faculty of Arts and Sciences for a description as to how previous course work will be credited toward the current General Education program.
2.4 Retention Requirements

The College has set certain minimum requirements for cumulative grade point averages (GPAs), based on the number of credit hours attempted. The averages are as follows:

<table>
<thead>
<tr>
<th>Credit Hours Attempted*</th>
<th>Probation GPA Lower Than</th>
<th>Dismissal GPA Lower Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–29</td>
<td>1.75</td>
<td>—</td>
</tr>
<tr>
<td>30–59</td>
<td>1.90</td>
<td>1.75</td>
</tr>
<tr>
<td>60–89</td>
<td>2.00</td>
<td>1.90</td>
</tr>
<tr>
<td>90 and above</td>
<td>—</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*Includes transfer and proficiency credits. Transfer students should understand that the credits transferred in from another institution will count in their accumulated credits earned at Rhode Island College, but their GPA will be based only on their Rhode Island College course work. As with all students, transfer students will not be subject to academic dismissal at the end of their first semester at Rhode Island College.

Failure to attain the minimum cumulative GPA at the end of a given semester results in the student being placed on academic probation or being dismissed from degree candidacy. Students who are dismissed or placed on probation are notified in writing by the Records Office.

2.5 Incomplete Grades

Students who are unable to complete the work of the course within the semester should contact the instructor as soon as possible. The instructor may or may not grant a grade of incomplete. If an incomplete grade is granted, the student and the instructor must complete a contract specifying work to be completed, a time for completion, and a default grade (see Incomplete Grade Report Form in Section 5). Unless the instructor approves an extension, the time limit for completing course requirements for courses in which the grade of incomplete was received is the last day of class of the succeeding semester (summer session not included).

2.6 Repeating Courses

Policy

A student may repeat any course taken for undergraduate credit that is not subject to restrictions within undergraduate programs. Courses may be repeated only once; however, a student who wishes to repeat a course a second time may request permission to do so from the Academic Standing Committee prior to enrolling in the course. Forms
for petitioning the Academic Standing Committee (see Section 5) are available in the Records Office and on the Records Office web site. The latest grade for a repeated course will be calculated in the cumulative grade point average and will appear on the student's transcript. The original course and grade will also appear on the transcript. Only grades for courses repeated at Rhode Island College will be adjusted.

Transcript Notation

When a student repeats a course the first attempt is noted on the transcript as “Original Attempt” and any credits earned are eliminated (the original grade remains but is not included in calculating gpa). The second taking is noted as “Repeated Replaces Original Attempt,” credits earned are posted, and this grade is used in calculating gpa. Should a student take a course for a third time without permission it will be noted on the transcript as “Illegal Repeat;” grade and credits will be posted but are not factored into gpa or counted as earned credits.

2.7 Special Course Status

There are two means by which a student may fully participate in a course without receiving one of the grades normally associated with that course. Students may audit a course by attending, interacting, and completing whatever assignments have been agreed to; no course credit may be received by auditing a course. Students may also elect (upon agreement of their advisor) to take up to six elective courses credit/no credit – sometimes called “pass/fail.” Students taking a course credit/no credit may receive credit without any effect on their gpa if they pass the course; if they do not pass the courses they do not receive credit and there is no effect on their gpa. The credit/no credit option is limited to elective courses; note the stipulations listed below.

Auditing

By auditing, a student participates in a course without receiving credit or having the grade point average affected. Auditing requires the permission of the instructor and the appropriate department chair, who together determine the student’s responsibility to a course. A course may be audited only if registration for it has not been closed. Preference must go to those enrolling for credit.

During the first two weeks of a semester, a course may be added for audit—and no late registration fee charged—or changed from audit to credit through the regular Add/Drop procedures. After that time and up to midterm, a course may be changed from credit to audit. In the latter instance, the course must be dropped for credit and added for audit. Full-time undergraduate students may register as auditors without paying additional fees. Part-time students pay the usual per-credit fee. Any refunds will be made only at the student’s request and according to the standard College refund schedules.

Under no circumstances will audited courses be counted for credit toward a degree.
Section 3 – General Education

3.1 Entering Freshmen/All Students

Requirements

Completion of the ten-course General Education Program is required of almost all first-degree students. The only exception is for students seeking a BGS; they complete the Core and then a form of upper-level Distribution requirements as part of the BGS program. Students in some programs have general education substitution options (see below). Students in the General Education Honors Program take a special set of Core courses (see below).

The General Education Program consists of a four-course Core Requirement and a six-course Distribution Requirement.

Core:
Core 1 (C1) – ENGL 161: Western Literature
Core 2 (C2) – HIST 161: Western History
Core 3 (C3) – various courses on Non-Western Worlds (select one)
Core 1 (C4) – various courses on Critical Inquiry into Cultural Issues (select one)

1. C1, C2, and C3 may be completed in any order but all three must be completed before C4.
2. Courses in the Core may only be used to fulfill general education requirements
3. All courses in the Core are 4 cr. hrs. and are writing intensive with an emphasis on critical thinking

Distribution:

Social and Behavioral Sciences (SB)
a. Requirement of two courses from different disciplines
b. A modern language course numbered 110 or 113 may substitute for one SB requirement
c. See program substitutions section for students in elementary education

Fine and Performing Arts (A)
a. Select one
b. Students taking band, chorus, or ensemble courses (MUS 161-166) must complete a total of three credit hours in order to fulfill this requirement.
Laboratory Science (LS) – select one

Mathematics (M)
   a. Select one
   b. See program substitutions section for students in elementary education.

Science/Mathematics (SM)
   a. Select one from:
      - an additional LS course, or
      - an additional M course, or
      - a course labeled SM
   b. See program substitutions section for students in the School of Management or computer science (BA).
   c. See program substitutions section for students in physical education

Double Counting – While courses in the Core may only be used to fulfill general education requirements, Distribution courses may be used to fulfill general education and curriculum/major/concentration/minor requirements.

Course Listings

Courses fulfilling general education requirements are indicated in at least three ways:

1. In the General Education Section and in the course descriptions in the College Catalog
2. Next to the Call No. in the Course Bulletin
3. In the annual new student General Education brochure

Program Substitutions

Students in certain curricula or majors may fulfill general education requirements by successfully completing courses approved by COGE as substitutions. These courses are listed in the General Education section (at the end of the category description) and in some of the course descriptions of the College Catalog. They are not labeled in the Course Bulletin. They are listed on page four of the annual new student General Education brochure. Generally, if a student later changes programs the substitutions are still counted. The approved course substitutions are as follows:
1. MATH 144 (prerequisite is MATH 143) for category M for students in the elementary education curriculum.
2. POL 201 for one of the SB requirements (second SB may not be in political science) for students in the elementary education curriculum.
3. MATH 248 for SM for students in the School of Management and in computer science (BA).
4. BIOL 231 for SM for students in physical education.

**General Education Honors**

Students in the General Education Honors Program take a minimum of six general education honors/writing courses in special honors sections. These students normally take HONR 161, 162, 163, 264 and at least two more courses with an honors designation (e.g., BIOL 101H). While honors sections are usually limited to students in the General Education Honors Program, there are times when other students may enroll in honors sections. For more information, contact the Director of Honors (Dr. Spencer Hall at 368 Craig-Lee – 456-8671).

Should a student who begins the General Education Honors Program not continue, the courses in the honors core are counted as follows:

1. HONR 161 for Core Two  
2. HONR 162 for Core One  
3. HONR 163 for Core Three  
4. HONR 264 for Core Four

**3.2 Transfer Students**

Transfer students are expected to fulfill all general education requirements. Courses taken at another institution that are equivalent to RIC general education courses will be listed with the RIC discipline and number and title on the transcript (e.g., SOCS 2040: Cultural Diversity at CCRI will be listed as SOC 208 Minority Group Relations on the RIC transcript).

Equivalent credit is initially listed by the transfer admissions officer according to articulation agreements or in obvious cases (e.g., General Psychology at Case Western will be listed as PSYC 110: Introduction to Psychology on the RIC transcript). If a student has taken a course elsewhere that seems like it could fulfill a general education requirement have them see the appropriate department chair or the Associate Dean of Arts and Sciences (Earl Simson, 150 Gaige Hall, 456-8106).

Students who transferred to RIC from CCRI or URI may receive elective (but not equivalent) credit for courses in which they obtained a D-, D, D+, or C-. The general education core or distribution RIC equivalent (or category – see below) must be listed on the RIC transcript in order to fulfill a general education requirement.
Category Courses

Occasionally a course taken at another institution is not directly equivalent to a RIC general education course but it "meets the spirit" of the category. These courses are listed on the transcript as fulfilling the general education category. For example a course on African Art might be listed as "CORE3 175 General Educ CORE 3."

The transcript designations for these "category" courses are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1 175</td>
<td>General Educ CORE 1</td>
</tr>
<tr>
<td>CORE 2 175</td>
<td>General Educ CORE 2</td>
</tr>
<tr>
<td>CORE 3 175</td>
<td>General Educ CORE 3</td>
</tr>
<tr>
<td>CORE 4 175</td>
<td>General Educ CORE 4</td>
</tr>
<tr>
<td>SOCBEH1 175</td>
<td>General Educ Soc/Behav 1</td>
</tr>
<tr>
<td>SOCBEH2 175</td>
<td>General Educ Soc/Behav 2</td>
</tr>
<tr>
<td>FINEART 175</td>
<td>General Educ Fine Arts</td>
</tr>
<tr>
<td>LABSCI 175</td>
<td>General Educ Lab Science</td>
</tr>
<tr>
<td>GENSCMTH 175</td>
<td>General Educ Science/Math</td>
</tr>
</tbody>
</table>

Category mathematics (M) courses will be entered as MATH 139

NOTE: Credit hours for transfer courses are a function of where the course was taken, not the credit hours of the equivalent (or categorical equivalent) of the course at RIC.

CCRI "compact"

Students who matriculated at CCRI prior to 1994 and who earned an Associate in Arts, or an Associate in Business Administration or Computer Science, or an Associate in Applied Science in Radiography with a cumulative gpa of 2.40 or higher will be considered to have completed all general education requirements.

1. Will be listed on the transcript after the listing of transfer courses as "All General Education Requirements are Complete."
2. Must still complete any curriculum, major, minor, or cognate course that at RIC might have been double counted.
3. Students who might meet the terms of this compact but do not have the statement listed above (1) should be referred to the Associate Dean of Arts and Sciences.
3.3 Returning Students

1. Students with a break in their coursework who began their studies at RIC in the fall of 1996 or after will continue with the current general education program.

2. Students who began their studies at RIC prior to 1996 may have completed an earlier version of general education. If so, they are considered to have fulfilled all general education requirements. To be sure, they should be referred to the Associate Dean of Arts and Sciences.

3. Students who did not complete an earlier version will be credited with those courses that fulfill current general education requirements and then complete remaining current general education requirements.

4. Courses more than ten years old may still be counted for general education if the student had earned a grade of C or better.

3.4 RIC Students Taking General Education Courses Elsewhere

Whether by National Student Exchange, Study Abroad, Interinstitutional Study, or arrangement, students may take most general education courses at other accredited institutions.

1. Students should have an Authorization of Credit form completed PRIOR to taking these courses.

2. Courses taken at CCRI or URI are generally credited according to the Board of Governors annual Transfer Guide for Students; HOWEVER, …

a. “RIC Students Taking Courses at CCRI or URI, should be aware that, because of differences in contents, writing emphasis, and credit hours, the equivalencies listed for ENGL 161 and HIST 161 apply only to students transferring from CCRI or URI; students already matriculated at RIC must take these courses at Rhode Island College."

b. Some of the equivalencies listed in the Joint Admissions Agreement Transition Plans apply only to students at CCRI enrolled in the Joint Admissions Agreement Program.
3. Students will need to earn a grade of C or better for a course to transfer as an equivalent and have an official transcript sent to the Records Office when the course is completed. Reminder: grades do not transfer – only credit.

3.5 CLEP Options

General Education Distribution requirements may also be fulfilled by passing College Level Examination Program (CLEP) tests. The course equivalencies (or categories) are listed in Appendix 7.

3.6 General Education Brochure for New Students

Every year prior to new student summer orientation the Office of the Dean of Arts and Sciences updates an annual brochure which describes the General Education Program and lists the courses which may be counted in each category. In addition, on the back of the brochure there is a list of program substitutions, a general education checklist, and a checklist of remaining graduation requirements. Encourage students to bring their copy when they meet with you. Additional copies may be obtained in OASIS.

The latest brochure appears in Appendix 10.
Spring 2008 registration

_________________________________________ has completed 201 (or
(student name and ID #)

will complete it this term) and therefore is eligible to enroll in 202 for

spring. ____________________________________________

(faculty advisor’s signature and date)

Spring 2008 registration

_________________________________________ has completed 201 (or
(student name and ID #)

will complete it this term) and therefore is eligible to enroll in 202 for

spring. ____________________________________________

(faculty advisor’s signature and date)
Honors in English

English majors who have demonstrated superior academic ability are eligible to participate in the department’s honors program and to earn their degree with Honors in English. Students normally apply during their junior year and work on their honors project during their senior year. Students in the honors program work closely with a faculty advisor for two semesters, researching and writing an Honors Thesis.

Eligibility requirements:
- declared English major
- completion of at least four 300/400 level English courses
- a minimum GPA of 3.25 in the English major
- an overall GPA of at least 3.0

The Procedure:
- students work with a faculty advisor and, during the second semester of the junior year, submit a preliminary proposal for an honors project to the department’s Honors Committee
- candidates whose proposals have been approved by the Honors Committee enroll in English 490: Directed Study in the first semester of their senior year
- at midterm of English 490, students submit a final proposal for the honors thesis
- candidates whose final proposals have been approved by the Honors Committee enroll in English 491: Directed Study in the second semester of their senior year
- candidates submit an Honors Thesis to the Honors Committee at the end of English 491

Evaluation:
- candidates must receive at least a B from their advisor in English 490 in order to continue in the program
- candidates must maintain at least a 3.25 GPA in English courses while enrolled in the program
- candidates receive a grade for English 491 from their advisor
- candidates are awarded degrees with the designation of Honors in English only upon recommendation by the department’s Honors Committee

The Reward:
- the achievement of a degree with Honors in English
- the experience of in-depth research and writing in close consultation with a faculty advisor
- the completion of a thesis, copies of which are bound and placed in Adams Library and in the English department archives

For Further Information:
See Professor Meradith McMunn, Chair of the Honors Committee
Scholarships and Awards

Each year the English Department offers a number of scholarships and awards for students. More detailed information about these awards can be obtained from Professor Meradith McMunn (undergraduate students) and Professor Barbara Schapiro (graduate students).

**The English Faculty Writing Awards** — Two scholarship awards for English majors of at least sophomore standing who have submitted portfolios of critical or creative writing and won the annual competition. Average amount: $1,500 each

**The English Department Scholarship** — One scholarship award for the senior year, awarded to the English major with the highest grade point average at the end of his/her junior year. Average amount: $400.

**The Jean Garrigue Award** — One cash award given to a graduating senior English major at Cap and Gown who has submitted a portfolio of creative writing and won the annual competition.

**The Amy Thompson Memorial Award** — One cash award given to a student for work in children’s literature. Average amount: $75.

**The Donald F. Lyons Scholarship** — One scholarship award for a junior or senior English major who plans to enter teaching and who qualifies for financial aid. Average amount: $900.

**The John J. Salesses Scholarship** — One scholarship award to an English major of at least junior standing with a focus in British or American literature and a G.P.A. of at least 3.0. Average amount: $450.

**The Ducey Awards** — Multiple awards to recognize substantial achievement by English majors; students are nominated by professors. Award amounts vary depending on level of financial need as determined by the College’s Financial Aid Office. Nominees with no need receive awards of $300.

**The Harrower Graduate Award** — One stipend awarded to a graduate student in English

**Graduate Assistantships** — Two or three assistantships (tuition and stipend) awarded each year to graduate students in English.
For further information on these requirements, please contact the Educational Studies Department at HUB 219. Information on the B.A. Writing and Critical Thinking Curriculum, the Secondary Education (SED) 42: Student Teaching, and the Secondary Education (SED) 41: Student Teaching in Health/Physical Education (J.C.G.) can be obtained by contacting the appropriate departments at the University of Massachusetts, Amherst. Admission to the Professional Program is restricted to students who have completed the following courses:

- English Composition 102
- American History and Government
- Economics 101
- Calculus I
- Chemistry 101
- Physics 101

A minimum cumulative GPA of 2.00 in all previous college coursework is required. A minimum cumulative GPA of 2.00 is required in all previous college coursework. A minimum cumulative GPA of 2.00 in all previous college coursework is required. A minimum cumulative GPA of 2.00 in all previous college coursework is required.

Program Advisors:

- Chemistry, Physics, Biology, & General Science: Dr. Samantha Smith (office 215)
- English: Dr. Jane Johnson (office 212)
- Education: Dr. Robert Cooper (office 211)
- History: Dr. Emily Davis (office 213)

For more information, please contact the Educational Studies Department at HUB 219.
1. *For the “new” curriculum, which began July 2007, which courses count for which requirement?*

**Pre-1800 courses**
344, 345, 346, 347, 348, 351, 352, 356, 357, 358

**1801-1900 courses**
301, 302, 303, 354, 355, 359

**post-1900 courses**
321, 322, 323, 329, 340, 342, 343

**If 207 is not taken, one American course required**
301, 302, 303, 326, 327, 328, 329

**Creative Writing Concentration options**
371, 372, 373, 481

2. *I have an advisee who wants to add a minor in another department. Can I sign that declaration form?*

No. The student must visit the department in question and sign up for the minor there.

3. *I have an advisee whose transcript says she entered the College in May 2007, but her academic advisement transcript shows her as being on the “new” major. And I have another advisee whose date of declaration is September 2007, but his advisement transcript lists the “old” major requirements. Why?*

The Records office uses the date of first enrollment at the College, not date of declaration of major, as the determining factor in old vs. new track. So, a student whose transcript lists a date in May 2007 sent in his/her deposit on that date but is considered a fall 2007 entrant, hence the “new” major track. A student who entered the College prior to fall 2007 is on the “old” track, even if s/he did not declare the major until this week.

4. *Can students switch from “old” to “new” major?*

Yes, but only with a letter from the Chair to the Recorder/Adviser. Send M. Reddy an email with the student’s information if you want one of your advisees switched to the new plan.

5. *Can students switch from “new” to “old” major?*

No.

6. *When students change tracks in the major, must they shift from old to new major?*

No—their date of first enrollment is what matters. (see #3 above)