Academic Advising Handbook

Vice President for Academic Affairs
HANDBOOK PROVISIONS

The provisions of this handbook are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to change any provision or requirement at any time within the student’s terms of residence. The College further reserves the right to ask him or her to withdraw at any time for adequate cause in the best interest of the institution.
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PREFACE

The Academic Advising Handbook is presented as a summary of established institutional policies, guidelines and forms related to student academic advising. The key sources for reference are the 2012-2016 Rust College Catalog and advising related forms of the Office of the Registrar. The Academic Advising Handbook is an instrument in the Institutional Effectiveness design and relates directly to Institutional Goal # 2, Rust College Strategic Plan, 2009-2014.

Primary design of the Handbook comes as a result of an assignment given Dr. Warren Booker, Associate Professor of Religion, Module V, 2012. The document has been presented to the general faculty for review and approved.

Academic Advising Handbook Committee
Dr. Warren Booker, Chair
Dr. Gemma Beckley
Dr. Wonso Hayes
Dr. Sujata Sinha
Dr. Rhonda Kuykindoll
Mr. Mark Ridge
Mr. Clarence Smith
Ms. Chiquita Walls
Dear Advisor:

This edition of the Rust College Academic Advising Handbook has been developed to assist you in your role as advisor. It has been designed to serve as a quick reference for useful pertinent student advisement information.

Your handbook contains historical research references related to academic advising, definitions of advising, roles and functions of academic advisors, behavioral objectives, legal issues, responsibilities and limitations of academic advising. This information should contribute to your understanding of your task as a faculty advisor and your importance in the educational goals of Rust College.

You are encouraged to read your handbook very carefully, to refer to it often, and to utilize it completely as you advise students. Make your role as advisor more than a signature on a registration process form. By using this handbook and other available resources, you can make your advisees’ educational experiences more meaningful and significant.

If you have comments, questions, or suggestions, please share them with me.

Sincerely,

Paul Lampley
Vice-President for Academic Affairs
Reference: The National Academic Advising Association (NACADA) comprised of professional and faculty advisors, administrators, students, and others with a primary interest in promoting outcomes that lead to student graduation. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their respective institutions.
ACADEMIC ADVISING PROGRAM
AT
RUST COLLEGE

In collaboration with the various academic departments, the area of academic affairs offers a program of academic advising. The objective of the Academic Advising Program at Rust College is to help students in planning their academic program according to their needs and interest and to guide them in fulfilling all requirements for graduation. Freshmen are assigned to counselors/advisors in the First Year Experience Program/COPE Center. After the freshmen year and as soon as the student selects a major area of study, a faculty member from the major area of study is appointed as the student’s academic advisor. The Division Chairperson functions as the academic advisor of any student in the absence of the academic counselor. (The General Catalog, 2012-2016, Rust College, p. 49)

INTRODUCTION

Historically, in most institutions of higher education, faculty members are required to assume the role of academic advisor (Dressel, 1974, p.57). Until recently, faculty advising had received relatively little or no attention in the literature or on individual campuses even though systems of academic advising involved thousands of students, faculty, and professionals (Raskin, 1979, p. 99). Greater interest in advising has developed because of the growing complexity of higher education institutions, because of the ever increasing threat of declining enrollment, and because of the diversity of the students enrolling in the universities. Once viewed as a set of scheduling procedures, academic advising programs have been established to assist students in the development of their human potential (Able, 1980, p. 151).

In his research, Alexander Astin (1993) determined that the persistence or retention rate of students is greatly affected by the level and quality of their interactions with peers as well as faculty and staff. Academic Advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution (Habley, 1994). Tinto (1987) indicates that effective retention programs must understand that academic advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution.

ASSUMPTION

Universal practice in higher education has students assigned to faculty members in the disciplines in which the students are majoring. Too frequently, however, faculty advisors must work with students who are undecided about a major. The general assumption is
that faculty advisors will be able to guide their advisees toward each advisee’s goal – to be graduated within the normal span of four or five years (Dressel, 1974, p. 57).

Academic advising systems utilizing the college faculty are based on several assumptions:

1. Faculty members are interested in one-to-one situations with students.
2. Faculty members are the most appropriate persons to guide students in course selection.
3. Faculty members are knowledgeable enough to help students through a maze of degree requirements.
4. Utilizing faculty members is the most financially feasible way of providing academic advising.
5. Students want advice from faculty members concerning each student’s specific academic program (Dressel, 1974, p. 57).

DEFINITIONS

It is obvious from perusing the five basic assumptions previously stated that faculty members in the role of academic advisors are essential components for any successful academic advisement program. Perhaps at this point the question should be asked, “What is a faculty advisor?” The American Association of Collegiate Registrars and Admissions Officers have stated that an advisor is “A member of the college staff (usually a member of the institutional Faculty) assigned to assist a student with academic planning” (Definitions of terms for Admissions and Records, 1980, p. 8). Some define the faculty advisor as “…the student’s academic advocate, the particular educator who agrees to concern himself/herself with the advisee’s best education.” In their view, “The Advisor is not to be interested merely in obedience to regulations but is to pursue with the student the education that best serves and develops the student” (Study of the Education of Stanford, 1969, p. 27).

The faculty advisor is:

- One who is specifically qualified to assist his/her advisees in decisions concerning academic majors and courses of study.
- One who is aware of the general programs of the institution and, more specifically, the course within his/her academic division.
- One who does more than offer advice on academic program planning.
- One who is the representative of an academic department or program to whom a student can turn for the personal assistance that often accompanies the central activity of the institution.
- One who conveys to the student a philosophy of contemporary education, a rational base for the consideration of problems, and suggest plans of actions on which he/she may move.
THE FACULTY ADVISOR’S ROLE

The faculty advisor at Rust College is a member of the faculty who has been assigned to the role or who has responded favorably to an invitation to serve as an advisor. The role of the faculty advisor is described in the following ways:

1. To assist the students in effecting a program of study consonant with the student’s interest and competencies.

2. To assist the students in developing a daily plan for study, rest, recreation, and catching up on local, national, and international news.

3. To assist the students in developing good study habits and skills.

4. To assist the student in periodic evaluation of his/her academic program.

5. To assist the student in initial exploration of long range occupational and professional plans, referring him/her to sources for specialized assistance.

6. To serve as a coordinator of the learning experiences of the students, assisting in the integration of the various kinds of assistance rendered – health and psychological aids, remedial work, financial aids, religious counseling.

To facilitate the foregoing role descriptions, the faculty advisor should have considerable knowledge of Rust College’s combined educational offerings, including the total available classes, extra classes, special topics classes, independent study classes, laboratories, clinics, and field experiences. It is essential for the faculty advisor to have a comprehensive knowledge of the curriculum. In addition, the faculty advisor should be familiar with the college campus, the prevailing learning culture on campus, and should have acquired, or be in the process of acquiring adequate skills for communicating with various students in appropriate and meaningful ways.

The role of the faculty advisor at Rust College has many facets. The faculty advisor must be knowledgeable and up-to-date on the following matters:

1. **Curriculum requirements in the student’s major, as well as general education requirements** (See pages 57-151 in the 2012-2016 General Catalog [PDF pages 64-156]);

2. **The Freshman Year Experience Program**
   - Test for Adult Basic Education (TABE) (see page 60 in the 2012-2016 General Catalog [PDF page 65]).

3. **Academic Regulations** (See pages 22-23 in the 2012-2016 General Catalog [PDF pages 27-28]);

4. **Student Learning Outcomes Matrix** (Office of Division Chairs; VPAA)
5. **Graduation Requirements** (See pages 24 in the 2012-2016 General Catalog [PDF page 29]);

6. **Credit by Examination** (See page 25 in the 2012-2016 General Catalog [PDF page 30]);

7. **Academic Enrichment Program** (See page 48 in the 2012-2016 General Catalog [PDF page 53]);

8. **Academic Probation and Dismissal for Poor Scholarship** (See pages 25-26 in the 2012-2016 General Catalog [PDF page 30-31]);

9. **Appeal Procedures Relating to Unsatisfactory Progress** (See page 26 in the 2012-2016 General Catalog [PDF page 31]);

10. **Academic Overload Policy** (See pages 27-28 in the 2012-2016 General Catalog [PDF page 32-33]);

11. **Academic Code of Honor/Academic Dishonesty** (See pages 28-29 in the 2012-2016 General Catalog [PDF page 33-34])

12. **Grading System** (See pages 27 in the 2012-2016 General Catalog [PDF page 32]);

13. **Independent Study** (See page 29-30 in the 2012-2016 General Catalog [PDF page 34-35]);

14. **Examination and Grade Reports** (See page 30 in the 2012-2016 General Catalog [PDF page 35]);

15. **Student Appeal of Final Course Grade** (See page 30-31 in the 2012-2016 General Catalog [PDF page 35-36]);

16. **Financial Obligations/Schedule of Expenses** (See pages 31-34 in the 2012-2016 General Catalog [PDF page 36-39]);

17. **Interpreting grade point average computations** (See page 27-28 in the 2012-2016 General Catalog [PDF pages 32-33]);

18. **Keeping accurate records of each student’s progress**;

19. The mechanics of:

   • **Student Registration** (See Form I)
   • **Divisional Transfer Evaluation Previously Earned Credit** (See Form II)
   • **Evaluating Previously Earned Credits** (See Form III)
   • **Schedule Modification Form** (See Form IV)
   • **Application For Course Substitution** (See Form V)
   • **Drop/Add Card** (See Form VI)
   • **Application For Credit By Examination** (See Form VII)
   • **Changing Majors/Minors** (See Form IX)
   • **Institutional Drops** (See Form X)
   • **Incomplete Form** (See Form XI)
   • **“I” removal** (See Form XII)
   • **Instructor’s Report on Failure** (See Form XIII)
   • **Addressing Rust College Concerns** (See Form XIV)
   • **Changing Grades** (See Form XV)
   • **Summer Study Request** (See Form XVI)
   • **Application for Graduation** (See Form XVII)

20. **Important Financial Aid Information** (see page 36 in the 2012-2016 General Catalog [PDF page 41]);
FINANCIAL AID

A. Important Things to Know Concerning Financial Aid

• Applying for Financial Aid is a yearly process. A student may complete a Free Application for Federal Aid (FAFSA) after the first of January each year.

• The Federal Direct Subsidized and Direct Unsubsidized Loans must be repaid six (6) month after the last date of attendance, or if a student drops below six (6) hours.

• A student must complete a separate application if he/she is applying for a loan. The website is www.studentloans.gov.

• The student needs two (2) different references with different addresses and telephone numbers for references on loan information.

• Loan limits

<table>
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<th></th>
<th>Sub Loan</th>
<th>Unsub Loan</th>
<th>Total</th>
</tr>
</thead>
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<tr>
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<td>$3,500.00</td>
<td>$2,000.00</td>
<td>$5,000.00</td>
</tr>
<tr>
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<td>$4,500.00</td>
<td>$2,000.00</td>
<td>$6,500.00</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>$5,500.00</td>
<td>$2,000.00</td>
<td>$7,500.00</td>
</tr>
</tbody>
</table>

• Federal Pell Grant is paid on the number of hours that a student is registered for. Revisions are made if the student drops from full time which is twelve (12) hours to part time hours.

• Any outside scholarships will have to be added to the student’s financial aid award and may result in the student’s aid being revised.

• A student must respond immediately to all inquires from Financial Aid.

• Student consumer information may be found on the Financial Sid Website, College Catalog and in the Student Handbook.

B. Financial Aid Satisfactory Academic Progress (SAP) Policy

Federal regulation, HEA Sec 484 (c), 688.16, 668.34, requires all schools participating in the Title IV Federal Aid Program to have a Satisfactory Academic Progress (SAP) policy that conforms to the requirements detailed below:

• A student’s SAP status is based on his/her entire academic record at all schools attended (including all transferal hours), regardless of whether the student receive financial aid.

• SAP is calculated each semester after grades have been posted to the student’s academic history by the Registrar’s Office.
• If after the first module of attendance a student is not making SAP, he/she will be put on a Warning Status, the second module probation, and dismissal after the summer term.
• A student may appeal his or her SAP Non Satisfactory Progress, Pace (quantitative) and Grade Point Average (qualitative) Requirements.

<table>
<thead>
<tr>
<th>Hours Attempted</th>
<th>Cumulative GPA Required</th>
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</thead>
<tbody>
<tr>
<td>0-29</td>
<td>1.50</td>
</tr>
<tr>
<td>30-59</td>
<td>1.85</td>
</tr>
<tr>
<td>60-75</td>
<td>2.00</td>
</tr>
<tr>
<td>75 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

C. Financial Aid Repeat Course Policy
Effective July 1, 2011, due to changes in federal regulations, the Financial Aid Office is required to monitor and adjust a student’s enrollment level for Title IV Federal Aid if or when they repeat course work for credit that they have already earned. Students can retake courses and receive federal aid if they had previously failed a course, but can only receive financial aid twice for a course previously passed. A passing grade is defined as “C” or better on competency level for work accepted in a major area of study, ASP Writing, ASP Math, ASP Reading, ENGL 134 and ENGL 136. For all other courses, a passing grade is defined as a “D” or better.

The policy allows students to receive Title IV financial aid under the following situations:
- To repeat any failed course until a passing grade is received.
- To repeat one time any course in which you previously received a passing grade.

Please note: Regardless of the outcome, courses are not eligible to be covered by financial aid after a 2nd attempt has been made for a course that has at anytime earned a passing grade.

D. Financial Aid Withdrawal Policy
Students withdrawing from Rust College must secure the Withdrawal Form directly from the Retention Coordinator, and collect all required signatures from various areas before returning the form to the Vice President for Academic Affairs Office located on the second floor of the McCoy Administration Building.

Students with loans must complete the loan exit counseling with the loan officer before leaving the college. If not, the forms will be mailed to the student’s permanent address.

E. Financial Aid Refund Policy
1. The Student Refund list is generated weekly by the Cashier’s Office and sent to the Financial Aid Office for approval.
2. The list once approved will be sent back to the Cashier’s Office to process the checks.
3. Refund checks are processed on Thursday of each week.
4. Refund checks are issued each Friday after 2 p.m. at the Cashier’s Window located on the 1st floor of the Administration Building.
5. A weekly student refund list will be posted in front of the Cashier’s Window. A student should check weekly for his or her name.

F. Student Convicted of Possession of Sale of Drugs Policy
A Federal or State drug conviction can disqualify a student for Federal Student Aid (FSA) funds. The chart below illustrate the period of ineligibility for FSA funds, depending on whether the conviction was for sale or possession and whether the student had previous offenses. (A conviction for sale of drugs includes conviction for conspiring to sell drugs)

When a student completes a FAFSA (Free Application for Federal Student Aid), the student must indicate whether he or she has such a conviction. If the answer “Yes,” the student may be subject to a period of ineligibility as required by law.

<table>
<thead>
<tr>
<th>Possession of Illegal Drugs</th>
<th>Sale of Illegal Drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Offense – 1 year from date of conviction</td>
<td>2 years from date of conviction</td>
</tr>
<tr>
<td>2nd Offense – 2 years from date of conviction</td>
<td>Indefinite Period</td>
</tr>
<tr>
<td>3rd Offense – Indefinite Period</td>
<td></td>
</tr>
</tbody>
</table>

If a student has been convicted of both possessing and selling illegal drugs, and the period of ineligibility are different, the student will be ineligible for the longer period.

A student can regain eligibility the day after the period of ineligibility ends or when he/she successfully completes a qualified drug rehabilitation program or passes two (2) unannounced drug test given by such a program. It is the student’s responsibility to certify to the college that he or she has successfully completed the rehabilitation program.

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds directly or indirectly from a federal, state, or local government program.
- Be qualified to receive payment directly or indirectly from federally or state licensed insurance company.
- Be administered or recognized by a federal, state, or local government agency or court.
- Be administered or recognized by a federal or state-licensed hospital, health clinic or medical doctor.
FUNCTION OF THE FACULTY ADVISOR

Faculty advisors are selected to provide educational counseling for college students. To be effective, the advisor must recognize that each student has different abilities, interest, aspirations, needs, experiences, and problems. Academic advising cannot, therefore, be a mechanical, routine matter. The faculty advisor’s primary responsibility is to help individual advisees plan the program of study that will satisfy university requirements and at the same time meet each student’s specific needs. To accomplish this goal, the faculty advisor must urge the student to give ample thought to the matter of education; he/she must direct the student in examining all significant facets of education while making necessary decisions (Brown, 1972, p. 93).

Although the functions of the faculty advisor vary for different students, the general advising duties are normally as follows:

1. The faculty advisor explains to the student the program of general or basic education as it relates to the first two years of college, to the major of the student, and to preparation for life pursuits generally.

2. The faculty advisor helps the student examine the course offerings in his major, relate these to other possible majors, and understand the graduation requirements for the curriculum leading to an appropriate degree.

3. The faculty advisor helps the student explore the career fields for which his major provides training and obtain related vocational information and survey job opportunities.

4. The faculty advisor serves as the link between the student and the administration by counseling the student on his scholastic problems (course scheduling, course adjustment, and academic progress and by making appropriate referrals).

5. The faculty advisor serves as a “faculty friend” to the student by demonstrating a personal interest in him/her and in his/her adjustment to college; by serving as a central contact person in obtaining information that can be used to help the student; and by allowing the student freedom to make his/her own choices after the limitations, alternatives, and consequences involved in a decision are pointed out.
LIMITATIONS OF FACULTY ADVISORS/ADVISING

A faculty advisor cannot be all things to all advisees because of the vast differences among students. Faculty advisors must recognize their limitations as counselors. Some of the restrictions impeding the effectiveness of faculty advisors are:

1. A faculty advisor cannot make decisions for an advisee but can be a sympathetic listener and even after various possible solutions to the student’s problem.

2. A faculty advisor cannot increase the native ability of an advisee, but he/she can encourage the maximum use of the ability the student has.

3. A faculty advisor cannot reduce the academic or employment load of a floundering advisee, but he/she can make recommendations that such adjustments be made.

4. A faculty advisor should not criticize a fellow faculty member to a student, but he/she can make a friendly approach to any teacher if that teacher is involved in the student’s problem.

5. A faculty advisor should not tell an advisee his/her raw scores on psychological test, but he/she can indicate areas in which that student seems weak or strong by discussing percentiles derived from local norms.

6. A faculty advisor should not betray a student’s confidence on matters of personal nature, but he/she can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems.

7. A faculty advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral patterns of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty advisors should refer students to professional personnel through the Dean of Student Affairs Office.
LEGAL ISSUES
AND
FACULTY/ACADEMIC Advising

The faculty/advisor’s jobs fall within academic affairs area, and thus, faculty advisors must understand the legal issues involving four major areas: 1.) the contractual relationship between students and institution; 2.) guidelines governing privacy of student records; 3.) the concept of privileged communication, and 4.) the academic due process and the need for grievance procedures.

**Contractual relationship**
In academic affairs, a contractual relationship exists between the student and the institution. The basis provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of program and subsequent graduation. If students fail to meet the required standard, they can be penalized through such actions as dismissal, suspension. Or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisors’ obligations and responsibilities appear in the advisor’s handbook and in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the advisor. More and more advisors not only are expected to understand such things as scheduling and registration procedures and degree and career counseling, but also they may be expected to function as a referral service or possibly as career counselor. Thus, if institutions promise such services from their advising system, they should ensure that their advisors can deliver these services. When an advisor fails to adequately perform his/her contractual obligation, the possibility of liability exists.

Generally, the faculty advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. However, faculty advisors are highly encouraged to keep notes of their discussions with students during advising secessions. Further, accurate records of advising sessions will help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

**The Buckley Amendment: Faculty Advisor’s Responsibilities and Student’s Right To Privacy**
Since the faculty advisor maintains educational records – records of advisees’ grades and other academic information – they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly referred to as the Buckley Amendment). Basically, this act provides students with access to information placed in
their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see the student’s file. The student’s permission must be obtained before any other party may have access to the student’s file. Thus, advisors, upon request, must allow student access to their advising file. This fact, however, does exclude a student’s right of access to personal notes that the advisor made during the advising secessions. Under this act, these notes constitute records made by educational personnel and kept solely in their possession. Faculty advisors may allow someone who temporarily performs his/her advising duties to see the notes; if the faculty advisor is to be replaced permanently, however, he/she should remove any personal notes from the student’s file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his/her record. If at the hearing the student does not receive satisfaction, then he/she may insert explanatory material in the file. This Act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student’s records.

Information may be sent to parents of financially dependent students without student’s written consent. The registrar’s office usually maintains information regarding a student’s status as a financial dependent. Institutional policy however, will determine whether or not information must be sent to parents without student’s consent.

According to the Buckley Amendment, a record also must be kept of the request received from school officials to obtain information from student’s file. The record should not only identify the official making the request, but also the official’s legitimate educational reason for requesting the information. The second should remain in the student’s file. Each institution is individually responsible for determining which parties qualify as “school officials” and what constitutes a “legitimate educational interest.” Faculty advisors should familiarize themselves with their institution’s policy governing this matter, as well as other institutional policies regarding implementation of the Buckley Amendment.

**Privilege Communications**

Although the law recognizes the student’s right to privacy his/her educational records, it also recognizes the advisor’s right to privileged communications. Thus, in an effort to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals. The courts generally will respect the right to such communication and will not hold the advisor liable for statements considered as privileged communications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student’s best interest.

Faculty advisors to be proactive in their efforts to stay current with laws and policies designed to protect students and avoid legal liabilities.
TWENTY REMINDERS OF EFFECTIVE
FACULTY ADVISING

1. Care about the advisees as people by showing empathy and respect.

2. Establish a warm, genuine and open relationship with advisees.

3. Show interest, understanding, helpful intent, and involvement.

4. Be a good listener.

5. Establish rapport by remembering personal information about advisees.

6. Be available; keep office hours and appointments.

7. Provide accurate information.

8. When in doubt, refer to the Rust College’s general catalog, faculty advisor’s handbook, student handbook or the appropriate Rust College official.

9. Become familiar with referral sources, and know how and when to make referrals.

10. Have students contact referral sources in your presence.

11. Take the imitative; do not always wait for advises to come to you.

12. Do not make decisions for students; help them make their own decisions.

13. Monitor advisees’ progress toward educational goals.

14. Determine the reasons for poor academic performance and direct advisees to appropriate support services.

15. Be realistic with advisees.


17. Keep accurate anecdotal records of significant conversations for future reference.

18. Do not be critical of other faculty and staff to advisees.

19. Do not betray confidential information.

20. Do no harm.
References


Bibliography


The Pennsylvania State University Division of Undergraduate Studies. The Mentor: An Academic Advising Journal (see http://dus.psu.edu/mentor/articles).

FORMS

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RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI 38635

STUDENT REGISTRATION FORM

STUDENT: Please Complete All Information
Press Firmly With A Ballpoint Pen

Date Today / / 

Social Security Number - - 

* The student type, Academic Program, and Residency Status must be completed in order to finalize your registration.

<table>
<thead>
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<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MIDDLE NAME</th>
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</tr>
</thead>
</table>

*STUDENT TYPE (Please check one) *RESIDENCY STATUS (Please check one)

Day Student ☐ Evening Student ☐
Adult Pathway ☐ Special Student (non-Degree) ☐
Social Work Weekend Program ☐ BSW ☐

Mississippi Resident ☐ Non Mississippi ☐
Non US Resident ☐

RELIGIOUS PREFERENCE

CHURCH MEMBER

IF LIVING WITH RELATIVE GIVEN NAME & RELATION U.S. CITIZEN?

ACADEMIC PROGRAM MINOR

ACADEMIC ADVISOR

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Section</th>
<th>Course Description</th>
<th>MODULE</th>
<th>CREDIT HRS</th>
<th>TIME</th>
<th>Check Day</th>
<th>ROOM</th>
<th>INSTRUCTOR</th>
</tr>
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STUDENT MUST HAVE FORM APPROVED BY HIS/HER ACADEMIC ADVISOR AND DIVISION CHAIRMAN

ADVISOR ___________________________ CHAIRMAN ___________________________

** Please submit a copy of this form to the Registrar’s Office if your address changed since your last enrollment period. **

I

Academic Advising Handbook
Rust College accepts transfer credits from all regionally accredited junior, community, senior colleges and universities. Rust College will accept no more than 70 semester hours of transfer credits towards a Bachelor defer in any major. Students may transfer courses upon acceptance to Rust College. No course hours over this amount will be accepted. Recency for credits of courses will be as follows: a) General Education—no time limit on these courses, b) Major Course work—eight years time limit to use courses to graduate, c) Electives—no time limit on these courses. Major area courses that are listed on the Previously Earned Credit Form will be accepted by the division as substitute course(s) or elective(s) in their major area. This form should be completed by the Chair within the first semester in which a transfer student enters Rust College. It should be signed by the Advisor, Divisional Chairperson, and Registrar. Please complete one form for each College/University attended.

<table>
<thead>
<tr>
<th>Previous College/University</th>
<th>Rust College (Indicates course for which substitute is accepted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>Number</td>
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Name: ______________________________________  ID# ______________________________

Major: ______________________________________

Transfer College/University: ______________________________

_______________________________________  ______________________________
Advisor                               Registrar

_______________________________________
Divisional Chairperson

Academic Advising Handbook
Your previously earned college credits will transfer to Rust and be used in the college degree program as shown below. A copy of this Evaluation is on file with your Division Chairperson at the college. This Evaluation was based on your statement concerning your major, and applies only to that major. Please direct any inquiries concerning this evaluation to the Division Chairperson given below.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Division Chairperson</th>
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<table>
<thead>
<tr>
<th>Department</th>
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<table>
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<tr>
<th>Major</th>
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Enrollment Period:______________ Date:________

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<tr>
<th>Previous Sch</th>
<th>Rust</th>
<th>Use of Credit</th>
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</thead>
<tbody>
<tr>
<td>Year</td>
<td>Dept</td>
<td>Courses#</td>
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</table>

*YOU MUST HAVE THIS COPY WHEN YOU MEET WITH YOUR ACADEMIC ADVISOR*
RUST COLLEGE
REGISTRAR’S OFFICE
HOLLY SPRINGS, MISSISSIPPI
SCHEDULE MODIFICATIONS FORM

NAME_________________________________________  ID # ____________________

COURSES TO BE ADDED OR DROPPED

COURSES ADDED:

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Section</th>
<th>Course Description</th>
<th>Module</th>
<th>Instructor Signature</th>
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COURSES DROPPED:

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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Section</th>
<th>Course Description</th>
<th>Module</th>
<th>Instructor Signature</th>
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This form should be presented at the Data Entry Center

Do Not Write Below This Line

**********************************************************************************

____________________________________________________________________
Advisor’s Signature

____________________________________________________________________
Divisional Chairperson
APPLICATION FOR SUBSTITUTION

INSTRUCTIONS: This form is to be completed by the student and approved by the chair of the division of the proposed course substitution and the Vice President for Academic Affairs.

Student __________________________ Classification ____________

Major __________________________ Student Number ____________

Phone Number ____________

Course(s) for which substitution is requested:

<table>
<thead>
<tr>
<th>COURSE PREFIX</th>
<th>COURSE NUMBER</th>
<th>DESCRIPTIVE TITLE</th>
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Substitute Course(s) – (Taken or to be taken in lieu of those above):

<table>
<thead>
<tr>
<th>COURSE PREFIX</th>
<th>COURSE NUMBER</th>
<th>DESCRIPTIVE TITLE</th>
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JUSTIFICATION FOR REQUEST:

________________________________________________________________________

________________________________________________________________________

APPROVAL:

________________________________________________________________________

STUDENT ADVISOR

Approved ___ Not Approved ____ DATE______

________________________________________________________________________

DIVISION CHAIR

Approved ___ Not Approved ____ DATE______

________________________________________________________________________

DIVISION CHAIR

Approved ___ Not Approved ____ DATE______

________________________________________________________________________

DIVISION CHAIR

(Area of Proposed Course Substitution)

Approved ___ Not Approved ____ DATE______

________________________________________________________________________

V.P. FOR ACADEMIC AFFAIRS

Approved ___ Not Approved ____ DATE______
(One copy each to be distributed to Registrar, Vice President for Academic Affairs, Division Chairperson and student)

Rust College
Registrar’s Office
Holly Springs, MS 38635
Drop/Add Card

<table>
<thead>
<tr>
<th>Name</th>
<th>Student No.</th>
<th>Date</th>
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<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Section</th>
<th>Module</th>
<th>Hours</th>
<th>Instructor</th>
<th>Initials</th>
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| DROP |               |               |        |       |            |         |
|      |               |               |        |       |            |         |

| ADD  |               |               |        |       |            |         |
|      |               |               |        |       |            |         |

Faculty Advisors Signature
Financial Aid Director
Registrar’s Signature

(Only if you are dropping a course)

White-Registrar’s copy    Yellow-Cashier’s copy    Pink-Student’s copy    Golden-Financial Aid’s copy

**This form must be submitted to the Registrar’s Office by the appropriate deadline**
(Read instructions on back of this form)

PART I  TO BE COMPLETED BY THE STUDENT

Student Number__________

Name (Please Print) _______________________________________ Phone Number_________

Last                       First                  MI

Classification__________________________ Major Area of Study_______________________

Course Prefix___________ Course Number__________ Descriptive Title_________________

Check One: ___ General Education: ___ Major: ___ Minor: ___ Elective: ___ Requirement:

Credit Hrs: ___ Did you take this course before? ____ If so, Where? ___________Grade ___

Do you want credit for this course or exemption from this course by examination?

______ Credit by Examination            ______ Exemption by Examination

Date of Application______________________ Student’s Signature____________________

PART II               RECOMMENDATION AND APPROVAL

Recommended by__________________________ _______________________________

Faculty Advisor                                           Division Chairperson

Office of Testing: ______________________________________________________

Date of Approval______________________ Approved by_____________________

Vice President for Academic Affairs

PART III         DIRECTOR OF TESTING REPORT

Date of Examination______________________ Date of the Report____________________

Grade: A B C D F W (Circle One)

Office of Testing Signature: ________________________________ Date: _____________

Vice President for Academic Affairs ___________________________ Date
CREDIT BY EXAMINATION

Credit by Examination
A student may take for credit by examination one course from the approved courses, in any given module, but not more than four courses per year. The course may not be above the sophomore level. Credit by examination may not be taken for courses failed. A student may take a maximum of four courses credit by examination during his/her degree program.

Only those students with a 2.75 or above average may be eligible to take a course credit by examination. A student must obtain prior approval of his/her advisor, the division chairperson and then the Vice President for Academic Affairs before he/she registers for the course. The student must pay a fee of $200.00 per course which is paid at the time of registration for the course. The hours for courses taken credit by examination will not be calculated in the cumulative grade point average. (Reference: Rust College Catalog)

INSTRUCTIONS

1. Application forms for Credit by Examination are secured from the Vice President for Academic Affairs’ office. Student completes Part I of the application.

2. Copies of the Student Learning Outcomes and two versions of the final examination for which credit is requested should be on file in the Vice President for Academic Affairs office.

3. Exams are designed in a multiple choice format.

4. Student is notified of approval to test by the Vice President for Academic Affairs. The course fee of $200.00 is paid to the business office.

5. Director of testing will be notified that the credit by exam has been approved. (Student Services Center – Shaw Hall)

6. After the examination, the Director of Testing will complete Part III of the application and send the same to the Vice President for Academic Affairs with the test.

7. The Vice President for Academic Affairs, after his/her signing, will send a copy of the application to the Registrar for final recording.

8. The approved copy of the application with final evaluation will be placed in the student's folder as a part of his/her permanent record.
CHANGE OF MAJOR OR MINOR FORM

Check One Please:

______ Change of Major
STUDENT NUMBER_________________
STUDENT PHONE: __________________

______ Change of Minor

NAME (Please Print)_________________________________ PRESENT MAJOR_____________________
CLASSIFICATION___________________________________ PRESENT MINOR____________________
NEW MAJOR______________________________ NEW MINOR______________________________

If you are changing to Elementary Education, Mass Communication or Music, state your proposed areas of concentration:

(1) ______________________________ (2) ______________________________

I fully understand the pre-requisites and requirements in my proposed major and/or minor area of study under the College Catalogue (Year) ____________________, and I take the responsibilities of planning any program in consultation with my Faculty Advisor and for completing all requirements for graduation.

DATE______________ STUDENT’S SIGNATURE___________________________________________

******************************************************************************

Approved_____ Not Approved_____ Approved_____ Not Approved_____

_________________________ __________________________
PRESENT MAJOR ADVISOR NEW MAJOR ADVISOR

_________________________
Approved_____ Not Approved_____ VICE PRESIDENT OF ACADEMIC AFFAIRS

******************************************************************************

Complete this form in quadruplet and submit to the Vice President for Academic Affairs, after obtaining approval of the present and new advisors. After the Dean’s approval, she will retain one copy and send the other copies to: (1) Registrar, (2) New Advisor, and (3) Division Chairperson of the proposed major.

Revised 04/05/12 RRW
## INSTITUTIONAL DROP CARD (NON-ATTENDANCE)

<table>
<thead>
<tr>
<th>Name</th>
<th>Student No.</th>
<th>Date</th>
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<tr>
<th>Course Prefix</th>
<th>Course No</th>
<th>Section No</th>
<th>Course Description</th>
<th>Mod #</th>
<th>Credit Hours</th>
<th>Time</th>
<th>Instructor’s Name</th>
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Instructor’s Signature  Division Chairperson  Registrar’s Signature

White-Registrar’s Copy  Yellow-Cashier’s Copy  Pink-Student’s Copy  Golden-Financial Aid Copy

---

**X**

Academic Advising Handbook
Incomplete Forms

Fall____ Winter____ Spring____ Summer____ 20_____

Student’s Name______________________________________ ID# ___________________

<table>
<thead>
<tr>
<th>Classification</th>
<th>Course Title</th>
<th>Course Prefix</th>
<th>Course Number &amp; Section</th>
</tr>
</thead>
</table>

Reason(s) for Incomplete Grade:

_____ Did not take final exam   _____ Did not complete tab
_____ Did not complete special report   _____ Did not submit reports

What the student must do to remove the “I” grade. Please be specific:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

NOTE: Instructor is required to give a copy of this report to the student at the time it is passed into the Office of the Registrar.

Instructor’s Signature_______________________________________ Date_______________
“I” REMOVAL FORM

This is to certify that _______________________________________________________ took a special Examination or has satisfactorily completed the work for the following subject(s) and made the grade(s) indicated below:

SEMMESTER WHICH STUDENT WAS ENROLLED FOR SUBJECT(S) 20

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course #</th>
<th>Section #</th>
<th>Course Description</th>
<th>Grade</th>
<th>Condition for Removal</th>
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NOTE: Instructor is required to give a copy of this report to the student at the time it is passed into the Office of the Registrar.

Signature of Instructor ___________________________ Date ________________
# Instructor’s Report on Failures

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>20</th>
</tr>
</thead>
</table>

**Student’s Name:**

**Classification:**

**ID:**

**Major Area:**

<table>
<thead>
<tr>
<th>Course Prefix:</th>
<th>Course/Section:</th>
<th>Descriptive Title</th>
<th>Semester Hours</th>
<th>Final Grade</th>
</tr>
</thead>
</table>

This was the student’s ___Major _____ General Education _____ Minor/Elective course

**DIAGNOSIS:** Based on your observation, what are the reasons for the student’s failure in your course? Please check all applicable.

- [ ] Poor Class Attendance
- [ ] Little or No class participation
- [ ] Lack of prerequisite knowledge needed
- [ ] Lack of interest in the course
- [ ] Lack of the basic skills needed
- [ ] Little or No effort to improve

**Remarks and Recommendations, if any:**

_______________________________________________________________________________________________

What was the student’s mid-term grade?

Did you have an individual conference with the student?

Did you, at any time, talk with the student about his/her problems in this course?

Did you suggest to the student anything specific that he/she ought to do to avoid an “F” grade?

_______________________________________________________________________________________________

Instructor __________________________ Date __________________________
Check one: Student Alumni Parent Other
Name ______________________________ ID Number (if student) ___________________
Concern ____________________________________________________________
Time: ___________________ Department _______________________ Date ______
Major __________________________________________________________________
Campus Phone _______________________ Cellular # ______________
I have seen my advisor regarding this problem _____ Y _____ N
I have been to the Dean of Students _____ Y _____ N
I have seen my Division Chair regarding this problem _____ Y _____ N
I have been to the Area of ____________ with my concern _____ Y _____ N
NATURE OF CONCERN: (Statement to be given by person. If no written statement, staff person taking
the concern must write statement.)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
RESPONSE TO CONCERN:_______________________________________________________
Student sent to ______________ office of concern
Student sent to Division Chair
Conference called with student, area head, and instructor
Expected date for response __________________________________________________________________
ACTION TAKEN ON CONCERN: (Should include what you did and how you communicated to the
decision to the person who had the concern)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
OTHER COMMENTS ON THIS CONCERN:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Signed: ______________________________ Date __________________
cc: Major Officer
Personnel (If personnel matter)
Dean of Students
Revised 05.17.12 WT

(Use Back If Necessary)
CHANGE OF GRADE FORM

The grade reported by a teacher to the Registrar’s Office at the conclusion of a grading period is always considered final and is not subject to modification except in the case of an “incomplete”. Under rare situations when a teacher finds that he has made an error in recording, a request for a change of grade may be made by the teacher. This request must be justified to the satisfaction of the Division Chairperson involved and the Academic Dean.

PROCEDURE:

The teacher, upon discovering that he or she has made an error in recording the correct grade of a student, secures from the Dean’s Office two copies of this Change of Grade Report Form. He properly fills in the data and takes them to the Division Chairperson. If the Division Chairperson approves, after a conference with the faculty member, he submits the forms to the Academic Dean for approval. If approved by the Dean, the request is then sent to the Registrar’s Office by the Dean for Recording.

All grade errors must be corrected within 15 school days after grades are reported.

Name of Student ___________________ Student # ___________________

Subject (Give course number and prefix) ____________________________

Present Grade Recorded ______________; Date Initial Grade Submitted __________

Recommended Grade Change __________________________________________

Reason(s) for requesting change (be specific) ______________________________

____________________________________________________________________

____________________________________________________________________

Submitted by: ___________________ Instructor ______________________

APPROVAL: __________________________ DATE ______________________

Division Chairperson

____________________________ DATE ______________________

Vice President for Academic Affairs

XV
SUMMER STUDY REQUEST

Students may be allowed to take summer courses at another college, if approved by the faculty advisor, division chair and academic dean. Total hours taken may not exceed 12.

Rust will not accept from any institution grades below “C” nor from any institution that is not accredited by its regional accreditation agency.

I am requesting permission to attend ________________________________

College/University

In ________________________________ during the ________________ Year

The courses I plan to take are (Please give Course Prefix, Number & Title):

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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</table>

The above courses will substitute for the following courses at Rust College (Please give Course Prefix, Number & Title):

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<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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Name (Print) ___________________________  Student Number ___________  Phone Number ___________

Signature ___________________________ Date ___________

Signature affixed below indicates approval:

Faculty Advisor ___________________________  Vice President for Academic Affairs ___________________________

Division Chair ___________________________ Date ___________

Registrar ___________________________

REV. 04/30/10
PLEASE PRINT OR TYPE INFORMATION

NAME:_______________________________________________________________________________
STUDENT NUMBER:_____________________________________________________________
DATE:------------------------------------------------- E-mail Address:
NAME AS DESIRED ON DIPLOMA (PLEASE PRINT CLEARLY)

Home Address: __________________________________ Current Address: __________________________
(Street No. or P.O. Box) (Street No. or P.O. Box)
City State Zip City State Zip

PHONE NUMBER:__________________________________________________ SOCIAL SECURITY NUMBER:________________________
DEGREE EXPECTED: B.A. ☐ B.S. ☐ B.S.W. ☐ A.S. ☐
EXPECTED GRADUATION DATE:________________________________________
LIBERAL ARTS PROGRAM: ___ TEACHER EDUCATION PROGRAM ___ CATALOG
MAJOR STUDY: __________________________________ MINOR STUDY:________________________
TEACHER EDUCATION PROGRAM: (K-12). LIST BELOW YOUR AREAS OF CONCENTRATION:
1._______________________________________________ 2._____________________________________________

COURSES NEEDED TO MEET GRADUATION REQUIREMENTS:
SENIOR PROJECT (DIVISIONAL) ☐ ENGLISH PROFICIENCY EXAM ☐
COURSE PREFIX NUMBER DESCRIPTIVE TITLE CREDIT HOURS
_______________________________________________________________ ________________________
_______________________________________________________________ ________________________
_______________________________________________________________ ________________________
_______________________________________________________________ ________________________
_______________________________________________________________ ________________________
_______________________________________________________________ ________________________

Please indicate if you have a parent(s) or spouse employed by Rust College _____yes _____no

STUDENT SIGNATURE:__________________________________________________________________

*All students must complete the following in order to be a degree recipient for April 28, 2013:
1. Complete all academic degree requirements.
2. Receive a clearance for Financial Aid.
3. Clear outstanding accounts with the Business Office.

DO NOT WRITE BELOW THIS LINE

RECOMMENDED FOR GRADUATION (SUBJECT TO THE COMPLETION OF ALL REQUIREMENTS)
MAJOR ADVISOR:__________________________ MINOR ADVISOR:__________________________
DIVISION CHAIRPERSON:__________________________ DIVISION OF:__________________________
POSSIBLE GRADUATION DATE:__________________________________________________________

REGISTRAR
RustCollege.edu

“A New Era In Our Quest for Excellence”
A Liberal Arts College Serving Youth Since 1866

150 Rust Avenue
Holly Springs, MS 38635