## Table of Contents

### Advising Overview

- Introduction ......................................................................................................... 1
- Statement on the Concept of Academic Advising ................................................ 2
- Goals of Academic Advising ................................................................................. 3
- Responsibilities of the Advisor ............................................................................. 4
- Responsibilities of the Student ............................................................................ 4
- Legal Issues and Academic Advising .................................................................... 5
- FERPA ................................................................................................................... 9
- Common Acronyms in Advising ........................................................................... 12

### Student Characteristics

- Profile of WKU Students ................................................................................... 13
- International Students ...................................................................................... 14
- Nontraditional Students .................................................................................... 14
- STEPS ................................................................................................................. 15
- Traditional/Millennial Students ........................................................................ 15
- Transfer Students................................................................................................ 16

### Academic Requirements & Regulations (from 2012 - 2013 Catalog)

- Academic Freedom.............................................................................................. .17
- Academic Offenses.............................................................................................. .17
- Academic Standing and Probation........................................................................ .17
- Academic Dismissal Appeal Procedure................................................................. 18
- Academic Renewal.............................................................................................. 19
- Attendance Policy............................................................................................... 19
- Auditing of Courses............................................................................................ 20
- Change of Major, Minor, Concentration, and/or Advisor...................................... 20
- Changes in Offerings and Policies............................................................ 21
- Classification of Students................................................................................... 21
- Course Load........................................................................................................ 21
- Developmental Course Grading........................................................................... 21
- Division of the School Year............................................................................... 21
- Grade Point Average .......................................................................................... 21
- Grade Recording.................................................................................................. 21
- Grade Reports...................................................................................................... 21
- Grading and the Quality Point System................................................................. 21
- Graduate Course Enrollment.............................................................................. 22
- Registration and Student Schedule Changes.................................................... 23
- Repeating Courses............................................................................................. 24
- Schedule Changes by the University.................................................................. 24
# Table of Contents

- **Student Complaint Procedure** ................................................................. 25
- **Transcripts** ............................................................................................. 26
- **Unit of University Credit** ......................................................................... 26
- **Withdrawal from the University** .............................................................. 26
- **Administrative Withdrawal** ...................................................................... 27
- **Medical Withdrawal** ................................................................................ 27
- **Military Withdrawal** ................................................................................. 27
- **Retroactive Withdrawal** ........................................................................... 28
- **Recognition of Academic Achievement** ............................................... 28
- **Degree Requirements** .............................................................................. 30
- **Non-Standard Degree Types** .................................................................. 31
- **Academic Requirements** ......................................................................... 32
- **Credit By Exam** ....................................................................................... 34
- **Policies** .................................................................................................... 36

## General Education

- **Current Requirements & Courses** ......................................................... 37

## Placement

- **WKU Placement Summary for Incoming Freshman** .............................. 41
- **ACT/SAT English Proficiency Credit** ...................................................... 42
- **Accuplacer** ............................................................................................... 42
- **Advanced Placement** .............................................................................. 44
- **CLEP** ....................................................................................................... 44
- **College Readiness** ................................................................................ 45
- **Credit by Examination** .......................................................................... 46
- **Departmental Exam** ............................................................................... 46
- **English Placement** ................................................................................ 47
- **Foreign Language** .................................................................................. 48
- **Math Placement** .................................................................................... 51
- **Reading Placement** ............................................................................... 54

## Advising Special Student Populations

- **ATP** ........................................................................................................ 55
- **International Programs** ......................................................................... 57
- **Millennial Students/Helicopter Parents** ............................................... 59
- **Non-traditional** ..................................................................................... 63
# Table of Contents

## Honors College
- Honors College ................................................................. 65

## Selective Admissions Programs in CHHS
- Programs ............................................................................. 68

## Transfer Students
- Transfer Student Information ........................................... 70

## Technology
- AdvisorTrac ........................................................................ 78
- ASA/Infoview .................................................................... 79
- Changing Major/Minor/Advisor ........................................ 79
- Facebook & Twitter ........................................................... 80
- iCAP .................................................................................. 80
- Program Checksheets ...................................................... 81
- Student Engagement Activities Transcript ..................... 81
- TopNet ............................................................................... 82
- Video Tutorials ................................................................. 82

## Referrals
- Academic Advising .......................................................... 83
- Academic Center for Excellence ...................................... 83
- Career Services Center ................................................... 84
- Child Care ......................................................................... 86
- Counseling and Testing Services .................................... 87
- Independent Learning ...................................................... 88
- Dining Services .............................................................. 89
- Disabilities Student Services .......................................... 90
- Diversity Programs ......................................................... 90
- Educational Opportunity Center .................................... 91
- Financial Aid ................................................................. 92
- Graduate Studies ............................................................ 94
- Housing and Residence Life ............................................ 94
## Table of Contents

- Judicial Affairs ............................................................... 95
- Leadership Studies ............................................................ 95
- Leadership/Volunteerism .................................................... 96
- The Learning Center .......................................................... 97
- Learning Community .......................................................... 97
- Math Lab ........................................................................ 98
- Scholarship ....................................................................... 98
- Student Complaint Procedure ............................................. 100
- Student Clubs and Organizations ........................................ 101
- Student Support Services .................................................. 102
- Study Abroad .................................................................... 102
- Writing Center ................................................................... 102

### Resources for Faculty/Advisors

- Additional Resources for Advisors ...................................... 103

### Guide to Forms

- Description of Forms .......................................................... 106
- Undergraduate Degree Program Change Form ....................... 110
- Second Degree Program ...................................................... 111
- iCAP Transfer .................................................................. 112
- iCAP Exception Form ......................................................... 113
- iCAP Change of Catalog Year .............................................. 114
Introduction

Good relationships with faculty may be the most consistent factor in the retention of students, and good advisement is at the center of good faculty-student interaction. Overall, no one can overestimate the importance of faculty in each student’s time at Western. This handbook provides information about components of effective advising. Its purpose is to serve as a resource as you strive to make each student’s college career one of value and achievement. Keep in mind this handbook contains information included in the undergraduate and graduate catalogs, registration guides, and degree program information, which is subject to change. The Academic Center for Excellence will provide updates through Blackboard so you can keep this notebook up-to-date. Please be sure to let us know if you have any suggestions or comments for future updates.

Faculty advising is critical for several reasons:
- Students need to be guided in requirements
- Students need academic advice for challenging situations
- Students need help developing and working toward career goals

Good advisement consists of several components:
1. Students need to fully understand the requirements of their major.
2. They need courses outside their major area to meet General Education requirements and to enhance their personal and career objectives. It is important therefore that advisors either know about courses in other units, or someone to call, in order to be able to recommend appropriate courses to their advisees.
3. Advisors need to have some basic understanding of their student’s personal situation. Every student is unique in his or her talents, abilities, academic career, and personal needs. Is the student in a special program, like the honors college, or are they an athlete? Does the student have a full time job? Are there personal considerations that will affect the student’s academic life? Getting to know your students will help you help them make good academic decisions.
4. Advisors should have some knowledge of each advisee’s career objectives so they can help with course selection outside the major or with selection of a minor.
5. Advisors should know how to help any student with special needs or problems. This can include anything from dropping a course to problems with financial aid, housing, or graduate school. No one is an expert on all areas of student life, but knowing where to send students with problems or special interests is possible for everyone at Western. In working with students as advisors, faculty can foster rewarding relationships that enhance both the academic and personal life of students at Western.

CHHS Advising Mission Statement*
To provide current and prospective students in the College of Health and Human Services with timely and accurate information regarding coursework and
career/internship opportunities to foster success in academics and career. To recognize advising as an important responsibility in keeping with the CHHS core values of scholarship, service, excellence, diversity, integrity, professionalism, lifelong learning, collaboration, and accountability. *Developed and approved by the CHHS Advising Committee and Dr. Sylvia Gaiko, Associate Dean, May 2007.

**Statement on the Concept of Academic Advising**

[http://www.nacada.ksu.edu/definitions.htm](http://www.nacada.ksu.edu/definitions.htm)

The National Academic Advising Association is the leader within the global education community for the theory, delivery, application, and advancement of academic advising to enhance student learning and development. The following is the official statement of the National Academic Advising Association regarding the concept of academic advising.

**Preamble**

Academic advising, along with teaching, research, and service, is central to achieving the fundamental goals of higher education. Academic advising is an educational process that requires concern for and consideration of all the fundamental goals encompassed in higher education. Teaching students to understand the meaning of higher education, teaching students to understand the purpose of the curriculum, and fostering students’ intellectual and personal development toward academic success and lifelong learning are the particular goals of academic advising. Though it may vary from one context to another, academic advising is a multidimensional and intentional process, grounded in teaching and learning, with its own purpose, content, and specified outcomes.

**The Concept of Academic Advising**

Academic advising is rooted in the same fundamental purposes as higher education itself. It is an essential part of the teaching-learning paradigm advocated by higher education agencies, professional bodies, and colleges and universities. The basis of academic advising is not limited to any one theoretical perspective, but the practice is informed by a variety of theories from the fields of education, social sciences, and the humanities. The ultimate goals of academic advising are a) to engage students in learning, b) to promote students’ academic success, c) to foster students’ personal and intellectual growth, and d) to assist students in carrying these goals into their roles as citizens and lifelong learners. Academic advising is undertaken on all college and university campuses in frameworks that are as diverse as the institutions, students, advisors, and delivery modes on campus. Regardless of the diversities among institutions and students, four components are common to all forms of academic advising.

Academic advising is a multidimensional, intentional process. The academic advising process is comprised of an integrated series of events that occur over time. This series of events is not serendipitous but is intentional in design and desired outcome. Although a single advising event may involve only one dimension, the overall process of
academic advising encompasses many dimensions: educational, curricular, intellectual, career, and personal. The process requires the advisor to take into account the changing nature of student characteristics, values, and motivations, as they enter, move through, and exit the institution.

Academic advising is grounded in teaching and learning. Pedagogical skills are requisite to successful teaching and learning. Under the pedagogy of successful academic advising, practitioners must effectively use informational, relational, and conceptual skills to foster student learning and success regardless of the communication modality.

Academic advising has its own purpose and content. The syllabus for academic advising includes teaching about the goals of higher education; modes of thinking and learning; the institution’s mission; the meaning, value, and interrelationship of the parts of the curriculum and co-curriculum; the transferability of knowledge, values, and skills; and campus resources and processes. Academic advising synthesizes and contextualizes students’ educational experiences within the frameworks of their own aspirations, abilities, and personal lives to extend learning beyond campus boundaries and timeframes.

Academic advising has specified outcomes for student learning. The student learning outcomes of academic advising must be specified and guided by each institution’s mission, goals, overall curriculum, and co-curriculum. Outcomes must also incorporate the educational, curricular, intellectual, career, and personal dimensions of the academic advising process.

The National Academic Advising Association provides and endorses this statement of the concept of academic advising to guide the higher education community in its support of the academic advising process.

**Goals of Academic Advising**

**Academic advising should:**

- Assist students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations).
- Assist students in their consideration of life goals by relating interests, skills, abilities and values to careers, the world of work, and the nature and purpose of higher education.
- Assist students in developing an education plan consistent with life goals and objectives (alternate courses of action, alternate career considerations, and selection of courses that are consistent with life and career goals as well as interests and abilities).
- Assist students in developing decision-making skills (gather and evaluate information, consider values and goals, make decisions with a clear understanding of alternatives, limitations, and possible consequences, recognize and accept responsibilities for their decisions).
- Provide accurate information about institutional policies, procedures, resources and programs.
• Assist students in identifying learning experiences outside the classroom, such as through research and experimental education.
• Make referrals to other institutional or community support services.
• Assist students in evaluation or re-evaluation of progress toward established goals and education plans, assessment of performance, analysis for improvement, and growth in self-awareness of the relationship of education to life, participation in their own development that will extend beyond their college years.

Responsibilities of the Advisor

The Advisor should:

• Be accessible to students during reasonable hours.
• Provide a means through which students can schedule appointments.
• Understand the curriculum, graduation requirements, and college policies.
• Provide accurate information.
• Discuss with students specific college and departmental requirements, procedures, and deadlines.
• Help students define and develop realistic goals and discuss linkage between academic preparation and career opportunities.
• Assist students in planning programs of study, both short-term and long-term, that are consistent with their abilities and interests. (This includes course load and factors such as academic background, program demands, employment or personal commitments).
• Help students identify special needs and acquaint students with services and programs provided by the college.
• Refer students to other services, departments, and specific individuals as special needs are identified.
• Monitor students’ progress toward educational goals and keeps accurate, up-to-date records of academic progress.
• Respect students’ right to privacy of educational records and discuss confidential information regarding students only with appropriate individuals and for the purpose of serving students’ best interest.
• Help students assume responsibility for their decisions and their actions.

Responsibilities of the Student

The Student should:

• Schedule appointments with his or her advisor and be on time for those appointments.
• Be familiar with the Undergraduate Catalog, Student Code of Conduct, and specific department policies.
• Be prepared for the advising session (reviewed their iCAP, has identified questions/concerns, bring a list of proposed courses, etc...).
• Discuss long-range goals including choice of major and career aspirations.
• Know academic requirements for continued enrollment and graduation.
• Ask questions about policies, procedures, or requirements that are not understood.
• Keep copies of relevant academic records.
• Obtain, complete, and process all necessary forms and signatures required for registration, course changes, or related affairs within specified deadlines.
• Meet course prerequisites and select specific course selections.
• Consult with the advisor before making changes to an agreed upon schedule.
• Consult with the advisor with concerns related to academic progress, a change in program, courses to be taken at another institution, withdrawal from courses, or withdrawal from the college.
• Make final decisions and be actively responsible for his or her academic career.

Legal Issues and Academic Advising

The academic advisor is on the "front line" of the college or university in dealing with students. It is a critical position, and the success or failure of the student's education and growth is influenced greatly by the advising function. In today's litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community possibly could cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The increasing number of court decisions dealing with classroom and academic matters attests to the growing judicial sensitivity to students' rights in academic affairs. The advisor's job falls within this academic affairs area, and, thus, advisors must understand the legal issues involving four major areas: the contractual relationship between student and institution, guidelines governing privacy of student records, the concept of privileged communications, and 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 basic 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 programs and subsequent graduation. If students fail to meet the required standards, they can be penalized through such action 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 usually appear in an advisor's handbook and often 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 program requirements, but also they may be expected to function as a referral service or possibly as career counselors. Thus, if institutions promise such services from their advising system, they should ensure that their advisors can deliver these services. Where an advisor did not, or could not, perform his contractual obligation, then possibly liability could be present. Thus, institutions should be conscious of an advisor's obligations which might be created by unequivocal statements regarding advisors' responsibilities.

Most institutions' catalogs state that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the 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. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

Privileged Communications

Although the law recognizes the student's right to privacy of 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 communications 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.
At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the advisor to disclose such information to an appropriate party, such as parents, an intended victim, a school psychologist, or police.

**Academic Due Process**

The courts have mandated that students receive due process guarantees of notice and hearing in disciplinary cases, but students with grievances concerning academic affairs, such as situations involving erroneous advising, disputed grades, or alleged arbitrary course requirements, generally find themselves without due process guarantees. The courts, to this date, have not mandated legally what constitutes due process in academic affairs. Courts generally will respect the institution’s procedures for handling academic affairs cases, as well as their decisions resolving these cases. As previously indicated, the courts will intervene in cases involving seemingly arbitrary or capricious treatment of a student. The voluntary application, however, of the spirit and principles of due process to academic affairs can reduce the incentives for legalism and reliance upon the courts by students when they feel aggrieved. With clearly defined grievance procedures in place, courts will decline to intervene until a student exhausts this administrative remedy. Thus individual departments or divisions of the institution should outline procedures that students will follow in registering any grievances resulting from erroneous advising or any other action taken by the advisor. The following suggested procedures should not be construed as specific prescriptions to cover every case, but rather as a guideline:

1. Institutions should define clearly and publish the responsibilities of advisors and students in the advisor-advisee relationship.
2. Information the student is expected to know, such as academic requirements for continuance and graduation, should be clearly specified and publicized.
3. A well-documented and orderly procedure of appeal should be established and promulgated. A committee should be appointed in each department or division or one committee for the entire institution, if that is deemed appropriate, which would hear complaints by students against advisors for alleged advising errors or negligent and irresponsible advising. The advisor against whom the allegations have been made should receive all due process rights in defending his/her actions.

Implementation and promulgation of these recommendations would not open a Pandora’s box with a proliferation of student complaints against advisors. Rather, advisors would maintain a responsible attitude toward students, and students would understand more clearly their responsibilities in the advising process. The channeling of
complaints through an appointed committee would formalize a fair and reasonable procedure which does not exist on many campuses today.

Two elements have combined to cause an increase in the number of academic affairs cases: arrival of consumerism to the campus and the lowered age of majority. Consumerism on campus today considers whether or not an institution delivers to the student the product it claims in its various publications, as well as in oral presentations. As legal adults, by virtue of the lowered age of majority, students must accept more responsibility for their actions on campus and thus also may have a great inclination to press charges against the institution when they believe they have received arbitrary or capricious treatment. This does not mean that all students might file a court suit when they reach the age of majority, but since they must accept the responsibilities of that status they will most likely be more zealous of their rights. With these prevailing conditions and the fact that quality advising is fast becoming a criterion for promotion, tenure, and salary increases, advisors should seek to understand the legal issues related to advising. This understanding will ensure a responsible attitude toward students and protect their rights as well as those of the advisor.

By knowing the current legal parameters and by practicing the "golden rule," advisors will create and maintain those policies and practices that respect the worth and dignity of each student. By doing so, they will help create a better climate for reducing the incentives for legalism and respecting the rights, freedoms, and responsibilities of all (Young, 1982, pp. 41-45).

"THE ADVISOR SHOULD RECORD INFORMATION IN THE ADVISEES' FILES WHICH MAY BE HELPFUL IN FUTURE ADVISING SESSIONS WITH THE STUDENTS AND FOR POSSIBLE USE BY OTHER ADVISORS IN CASE OF REFERRAL OR CHANGE OF MAJOR. THE ADVISOR SHOULD ALSO KEEP A RECORD OF THOSE COURSES WHICH THE STUDENTS WERE ADVISED TO TAKE AND A RECORD OF THE STUDENTS' FINAL SELECTIONS" (Craig, 1981, p. 10).
1. **What is FERPA?**
   The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, affords certain rights to students concerning their education records. **FERPA** provides for the right to inspect and review education records, the right to seek to amend those records, and the right to limit disclosure of information from the records. **FERPA** applies to all institutions which receive federal funds under any program administered by the Secretary of Education.

2. **Who is protected under FERPA?**
   Students who are currently enrolled in higher education institutions or were formerly enrolled are protected. Parents of students termed “dependent” for income tax purposes may have access to the student’s education records. The records of students who are deceased are not protected under **FERPA**. Students who have applied, but have not attended an institution, do not have rights of protection.

3. **What are education records?**
   Education records are those records which are directly related to students and which are maintained by an educational institution or party authorized to keep records for the institution. Education records include any records in the possession of an employee which are shared with or accessible to another individual. The records may be handwritten or in the form of print, magnetic tape, film or some other medium. **FERPA** coverage includes records, files, documents, and data directly related to students. This would include transcripts or other records obtained from a school in which a student was previously enrolled. **FERPA** contains no requirement that certain records be kept at all.

4. **What is not included in an education record?**
   a) Sole possession records or private notes held by educational personnel which are not accessible or released to other personnel.
   b) Law enforcement or campus security records which are solely for law enforcement purposes.
   c) Records relating to individuals who are employed by the institution.
   d) Records relating to treatment provided by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional and disclosed only to individuals providing treatment.
   e) Records of an institution which contain only information about an individual obtained after that person is no longer a student at that institution (i.e. alumni records).
5. **What documents can be removed from an education record before the student views the record?**
   a) Any information that pertains to another student.
   b) Financial records of the student’s parents.
   c) Some confidential letters and statements of recommendation under conditions described in FERPA section 99.12.

6. **What is directory information?**
   Directory information is defined as those data elements that would not be considered harmful to the student or an invasion of privacy if disclosed. This generally includes a student’s name, address, e-mail address, telephone number, date and place of birth, major field of study, enrollment status (i.e. full-time/part-time, withdrawn), participation in officially recognized sports and activities, weight and height of athletes, dates of attendance, degrees, honors and awards received, and the most recent previous education institution attended by the student.
   Each institution is required to identify what constitutes directory information within its annual notification to students, which is contained in the WKU schedule bulletin. This notice must provide procedures for students to restrict the institution from releasing their directory information.

7. **What are some examples of information that cannot be publicly released without the student’s consent?**
   Do not release information related to a student’s academic transcript or grades, schedule of classes and/or class location, number of hours for which the student is enrolled, social security number, deficiencies in graduation requirements or race/ethnicity.

8. **Who is entitled to student information?**
   a) The student and any outside party who has the student’s written consent.
   b) School officials who have “legitimate educational interests” as defined in FERPA.
   c) Parents of a dependent student as defined by the Internal Revenue Code.
   d) A judicial order or subpoena which allows the institution to release records without the student’s consent; however, a “reasonable effort” must be made to notify the student before complying with the order.

9. **When do you need consent to disclose personally identifiable information from an education record (including transcripts)?**
   Except for specific exceptions (listed in #10), a signed and dated consent by the student must be obtained before any disclosure is made. The written consent must:
   a) specify the records that may be disclosed,
   b) state the purpose of disclosure, and
   c) identify the party or class of parties to whom the disclosure may be made.

10. **What is “personally identifiable information”?**
a) The student’s name.
b) The name(s) of the student’s parent(s) or other family members.
c) Address of the student or student’s family.
d) A personal identifier, such as a social security number or student number.
e) A list of personal characteristics.

11. *When is the student’s consent not required to disclose information?*
   The 13 exceptions are:
   a) to school officials
   b) to schools in which a student seeks to enroll
   c) to federal, state and local authorities involving an audit or evaluation of compliance with educational programs
   d) in connection with financial aid
   e) to state and local authorities pursuant to a state law adopted before November 1974 requiring the disclosure
   f) to organizations conducting studies for or on behalf of educational institutions
   g) to accrediting organizations
   h) to parents of a dependent student
   i) to comply with judicial order or subpoena
   j) health or safety emergency
   k) directory information
   l) to the student, and
   m) the results of disciplinary hearing to an alleged victim of a crime of violence.

   Requests to disclose should always be handled with caution and approached on a case-by-case basis.

12. *What are the penalties for non-compliance?*
   The penalty for non-compliance with Federal regulations can be withdrawal of Department of Education funds from the institution. Persons filing complaints with the Department of Education under FERPA must have legal standing (i.e. must be an eligible student affected by an alleged violation).

13. *What are some everyday examples of FERPA compliance?*
   a) Never post student grades by using students’ names, social security number, WKU ID or other personal identifier.
   b) Never discuss students’ academic performance, class schedule or class attendance with someone other than the student or someone with a legitimate educational interest.
   c) Never use students’ social security numbers in a public domain.
   d) Never release a student’s class schedule to a third party.
   e) Never release directory information for a student who has requested that this information be withheld. An information box will appear on Banner alerting the viewer of the student’s request for confidentiality.
f) Never access a student’s educational records without a legitimate educational purpose.
g) Never send personally identifiable information or student record information through e-mail, and never leave protected information on student’s voice-mail which may be accessible by others in the household.
h) Always keep students’ personally identifiable information and grade information in a secure location. This includes data in the form of paper, electronic files or some other medium.
i) Always provide FERPA training for all employees.
j) When in doubt, always err on the side of caution and do not release student educational information. Contact the Registrar or the university’s General Counsel for guidance.

### Common Acronyms in Advising

<table>
<thead>
<tr>
<th>Acronym</th>
<th>What it stands for</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD</td>
<td>Academic Dismissal*</td>
<td>Academic Standing</td>
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<tr>
<td>AC</td>
<td>Academic Committee Review*</td>
<td>Academic Standing</td>
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<tr>
<td>AA</td>
<td>Academic Committee Approve to Return</td>
<td>Academic Standing</td>
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<td>AP</td>
<td>Academic Probation</td>
<td>Academic Standing</td>
</tr>
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<td>AW</td>
<td>Academic Warning</td>
<td>Academic Standing</td>
</tr>
<tr>
<td>GS</td>
<td>Good Standing</td>
<td>Academic Standing</td>
</tr>
<tr>
<td>BEP</td>
<td>Best Expectations Program</td>
<td></td>
</tr>
<tr>
<td>STEPS</td>
<td>Success Through Evaluation Placement and Support</td>
<td></td>
</tr>
<tr>
<td>TLC</td>
<td>The Learning Center</td>
<td></td>
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<tr>
<td>ATP</td>
<td>Academic Transitions Program</td>
<td></td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights &amp; Privacy Act (1974)</td>
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<td>AARC</td>
<td>Academic Advising &amp; Retention Center</td>
<td></td>
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<td>CAN</td>
<td>Campus Advising Network</td>
<td></td>
</tr>
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<td>COM</td>
<td>Change of Major</td>
<td></td>
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<td>LLC</td>
<td>Living Learning Community</td>
<td></td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering &amp; Math</td>
<td></td>
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<tr>
<td>AP</td>
<td>Applied for graduation</td>
<td>Graduation Status</td>
</tr>
<tr>
<td>PCA</td>
<td>Pending complete, applied for graduation (iCAP students)</td>
<td>Graduation Status</td>
</tr>
<tr>
<td>DCA</td>
<td>Degree complete, applied for graduation (iCAP students)</td>
<td>Graduation Status</td>
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<td>DPA</td>
<td>Degree program on file, applied for graduation (Degree program students)</td>
<td>Graduation Status</td>
</tr>
<tr>
<td>DP</td>
<td>Degree program on file</td>
<td>Graduation Status</td>
</tr>
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*requires a written appeal to AARC
Profile of WKU Students
Western Kentucky University 2011 Fact Book

Enrollment and Status
Total enrollment as of Fall 2011 ................................................................. 21,048
  Full-time students ................................................................. 14,890
  Part-time students ................................................................. 6,158

Total undergraduate students ................................................................. 17,982
  Full-time students ................................................................. 13,952
  Part-time students ................................................................. 4,030

Total graduate students ................................................................. 3,066
  Full-time students ................................................................. 938
  Part-time students ................................................................. 2,128

Growth
The 10-year growth rate for WKU is 26.1%. WKU is the fastest growing public University in the State. WKU had the state’s highest increase in enrollment over ten years, growing by six percentage points more than the next highest university.

Residency
• 50 states and 92 foreign countries are represented at WKU
• 46% of out of state students are from Tennessee
• 84% of students are from Kentucky (25% of KY residents from Warren County)

Academic Predictors
• The average high school GPA among entering students was 3.15.
• 40.2% of entering students graduated in top quarter of their high school class.
• Average ACT score was a 22.

Demographics
  Average Age:  Undergraduate = 23;  Graduate = 32
  One of five undergraduates were considered non-traditional, age 25 or older
  Gender:  59.6% Female, and 40.4% Male
  Ethnicity:  80.8% White, 10.4% Black, 3.2% Non-Resident Alien, 1.8% Hispanic, 1.0% Asian, .3% American Indian/Alaskan, and 1.1% not reported
International Students

International Student Characteristics
- Personal communication is used for matters of importance
- Language barriers even when fluent in English
- Culture Shock
- Respect for Authority
- Avoid Confrontation
- Emphasize Interpersonal Relationships
- More Formal
- High-Context Communication
- Often Self-Supporting
- Visa/Work Issues

Working with International Students
- Listen and speak carefully to reduce confusion
- Be patient
- Do not be afraid to ask a student questions about his/her culture
- Refer student to the Office of International Programs if you cannot help them with an issue (i.e. visa problems, insurance issues, financial aid)

Nontraditional Students

Characteristics of Nontraditional Students:
- 20.7% of WKU undergraduate students are non-traditional
- Over 25 years old
- Parents
- Transfer students
- Did not enter college immediately after high-school
- Work full-time or part-time and are self supported
- Married
- Resuming studies after a significant break from college

Working with Nontraditional Students:
- Be flexible with meeting times. Many non-traditional students work full-time and/or have family obligations just like you. Offering occasional evening office hours is very beneficial to non-traditional students.
- Do not assume the student is familiar with policies and procedures. Some are returning to school after many years. Take the time to explain policies to the student.
Some resources for non-traditional students:
  - Correspondence Studies
    (http://www.wku.edu/Dept/Support/AcadAffairs/CorrStudy/)
  - ReachU/Distance Education
    (http://www.wku.edu/reachu/)
  - WKU R.E.A.L. (Reaching Each Adult Learner) – Adult Learner Portal
    (http://www.wku.edu/real/)

**STEPS**

STEPS is a fall semester retention program only. Students are part of this program if they have an 18 or below on their ACT, are Main Campus students, and have a 2.5 or higher high school G.P.A. Students in this initiative are still advised in their major but will be in the system as a STEPS student until November. This student will have at least one developmental course but could have up to three developmental courses. They do participate in a retention program and that means attending two meetings in AARC, four hours of study hall in TLC per week, 3 peer intrusive advising appointments, using the tutoring services in TLC, must attend two Academic Advantage Series: Workshops for Success, and must attend the Majors Fair.

**Traditional/Millennial Students**

**Characteristics of Millennials:**
  - Most current and entering undergraduate students
  - Born after 1981
  - Goal and Team Oriented
  - High moral, Achievement, and Social Standards
  - Technologically Savvy
  - Very Ethnically Diverse
  - Strong Relationships with Elders
  - Involved Parents
  - Pressured
  - Busy Schedules
  - Structured Rule Followers
  - Comfortable with Tradition
Working with Millennial Students:

- Use technology to communicate with students.
  - Website with announcements
  - E-mail
  - Instant Messaging Programs
  - Discussion Boards
- Millennia’s are very pressured, particularly by their parents. Be prepared to help students utilize resources effectively.
- Be multi-culturally competent. Have some basic knowledge of various cultural norms in order to work with diverse student backgrounds.
- Millennial students are practical. Try to explain the reasoning to your advising. Millennia’s students want to know the “why.”
- Millenia’s are structured.
  - Relay the student responsibility in the advising relationship.
  - Make your expectations clear.
  - Make sure students are aware of where and who to go to for assistance for various issues (ex: financial aid, counseling, etc).
- Encourage students to take initiative and be pro-active in their education; this enables students to learn to work autonomously.
- Millennia’s are very involved. Be flexible when scheduling appointments with them.

Transfer Students

Transfer Student Characteristics:

- Attended another college or university for at least 1 semester
- Range in age from traditional aged to non-traditional aged students
- Sometimes continuing education from associate’s degree

Working with Transfer Students:

- Encourage the student to get transcripts into the Admissions Office as soon as possible to see what credits will and will not transfer.
- Remember that a transfer student may not be able to follow the “ideal” degree program due to course scheduling and previous coursework taken.
- When advising 1st semester transfer students, give more than 15 credits of options as many classes are closed during transfer ATP.
Academic Requirements and Regulations

Academic Freedom—The University desires that every student experiences freedom in academic pursuits. Academic freedom, however, is not irresponsibility—it is the opportunity to pursue truth.

Academic Offenses—The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombuds Officer at (270) 745-6169.

- Academic Dishonesty—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

- Cheating—No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

- Plagiarism—To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

- Other Types of Academic Dishonesty—Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Academic Standing and Probation—To be eligible for continuous enrollment without being placed on academic probation, a student must maintain the following scholastic standards in both the overall grade point average and the total institution grade point average (courses taken at WKU):

A. A 1.7 overall and total institution grade point average if the student has 17 or fewer
semester hours attempted.

B. A 1.8 overall and total institution grade point average if the student has more than 17 but fewer than 34 hours attempted.

C. A 1.9 overall and total institution grade point average if the student has 34 or more but fewer than 51 semester hours attempted.

D. A 2.0 overall and total institution grade point average if the student has 51 or more semester hours attempted.

At the end of each academic term, students may access their grade report via TopNet that reflects grades for the term, the overall grade point average, and the total institution grade point average. Students failing to meet the scholastic standards listed above are placed on academic probation. Students enrolled on academic probation are subject to academic dismissal if they fail to attain the minimum standards listed above and earn less than a 2.0 grade point average for the academic term. A student on academic probation is allowed continued enrollment on a semester-by-semester probationary status as long as a 2.0 grade point average is maintained each term.

Once placed on academic probation, the student who fails to earn a current (term) grade point average of 2.0 or higher is not eligible to enroll in the next regular semester. Depending upon the student’s overall grade point average and total institution grade point average, the student may file an appeal with the University Academic Probation Committee. The Committee may dismiss the student from the university or allow the student continued enrollment with stated restrictions for one additional term. One restriction may be to participate in the Best Expectation Programs (BEP) through the Academic Advising and Retention Center (AARC). Academic status for all students who complete a term is shown on TopNet. It is the student’s responsibility to stay informed of his/her academic status and to improve academic performance until he/she is returned to good standing status.

NOTE: Students with an overall or total institution grade point average below 2.0, but above the academic probation scale, should be aware that their performance does not meet the minimum requirements for graduation and that their performance is considered marginal by the university. These students are encouraged to attain a minimum 2.0 grade point average as soon as possible, including seeking advice and counseling from the AARC.

**Academic Dismissal Appeal Procedure**—A student dismissed from the university by the University Academic Probation Committee may appeal the decision to the Executive Appeals Committee. If the Executive Committee approves an appeal, the student will be permitted to register for an additional semester on academic probation with conditions determined by the Executive Committee at the time of approval. Detailed operational procedures followed by the University Academic Probation Committee may be obtained from the Academic Advising and Retention Center located in the Student Success Center of Downing University Center.

Students who are either dismissed or who voluntarily withdraw due to academic
deficiencies are eligible to apply for readmission after one year of absence from WKU. Readmission will be determined according to WKU admission standards at the time of application for readmission. To regain eligibility for financial aid, students are required to complete at least six hours of credit at their own expense and to achieve an overall GPA that meets the standards for continuation as WKU students. Applications for readmission are to be filed with the Office of Admissions by published deadlines.

**Academic Renewal**—An academic renewal program is available to qualified undergraduate students. Academic renewal prevents the voided coursework from counting toward graduation and the computation of the grade point average; however, the voided coursework will remain a part of the transcript. Qualified undergraduate students must not have attended any accredited college or university for at least two previous years and must have a cumulative grade point average, since readmission, of at least 2.0 (with no grade below “D”), computed at the end of the term in which the student completes a minimum of 12 semester hours of courses numbered 100 or above.

WKU accepts transfer credit retained through academic renewal at other institutions, but will use grades from those courses for the computation of the overall GPA. The student must petition the Registrar in writing to request academic renewal, indicating whether one semester or all previous coursework is to be voided. No student may declare academic renewal more than once. The petition to apply for academic renewal is available on the Office of the Registrar website at [www.wku.edu/registrar](http://www.wku.edu/registrar).

**Attendance Policy**—Registration in a course obligates the student to be regular and punctual in class attendance. Students should make certain that their names are on the class roll. If an error has been made in registration, it is the student’s responsibility to see that the error is corrected in the Office of the Registrar. It is the individual instructor’s responsibility to inform students of the guidelines for implementing the instructor’s attendance policy, in writing within one week of the start of the pertinent semester/term/summer session. Students who cease attending class are expected to report to the Office of the Registrar to initiate withdrawal procedures. Withdrawal deadlines are published each term in the Registration Guide.

Excessive absenteeism frequently contributes to poor academic achievement. An instructor who determines that a student’s absenteeism is inconsistent with the instructor’s stated policy should either counsel with the student or request that the Academic Advising and Retention Center arrange a counseling session with the student. Excessive absenteeism may result in the instructor’s dismissing the student from the class and recording a failing grade, unless the student officially withdraws from the class before the withdrawal deadline. If the student withdraws from the university after the end of the official withdrawal period, excessive absenteeism may be one of the considerations in the instructor’s deciding whether circumstances justify a “W” or an “F” in the course. The
normal appeal process is available to the student who wants to appeal the decision of the instructor. When a student is absent from class because of illness, death in the family, or other justifiable reasons, it is the student’s responsibility to consult the instructor at the earliest possible time. Contact AARC for guidance (270) 745-5065.

Students who, without previous arrangement with the instructor or department, fail to attend the first two class meetings of a course meeting multiple times per week or the first meeting of a class that meets one time per week MAY be dropped from the course. Nonattendance for a web-based course shall be defined as failure to log onto Blackboard or other instructor-designed website within one week of the course start date without previous arrangements with the instructor or department. Instructors may drop a student for nonattendance only during the regular drop/add period of the term. Nonattendance does NOT release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete.

**Auditing of Courses**—An auditor enrolls and participates in a course without expecting to receive academic credit. The same registration procedure is followed and the same fees are charged as for courses taken for credit. An audited course is not applicable to any degree or certificate program. Regular class attendance is expected of an auditor. Other course requirements, which may be obtained in writing from the instructor, will vary depending on the nature of the course. Students interested in auditing a course should secure permission from the instructor and discuss course requirements prior to enrolling. Failure to meet course requirements may result in the auditor being withdrawn from the course at the request of the instructor. (continued on next page)

A successful audit will be recorded on the transcript with the designation AU.

Any change from audit to credit must be done by the last day to add a class. Changes from credit to audit must be done by the last day to drop a class with a grade of “W.” Refunds for withdrawals from audited courses will be prorated on the same basis as refunds for withdrawals from courses taken for credit.

**Change of Major, Minor, Concentration, and/or Advisor**—Changes in majors, minors, concentrations, and advisors are made upon request by students. Students must submit a Major, Minor, Concentration, Advisor Change Form to the academic department that administers the student’s chosen program. This form is available online for students in TopNet. Once in TopNet, click on Student Services, Student Records, and finally Change of Major, Minor, Concentration, Advisor. This form will direct students through the process and allow an opportunity to correct any errors prior to printing the form. After printing the form, students are required to take the form to the department listed to obtain requested signatures. Regional Campus students should take the form to their Regional Campus advisor for processing.
Changes in Offerings and Policies—The university reserves the right to make changes as required in course offerings, academic policies and other rules and regulations affecting students to be effective whenever determined by the university.

Classification of Students—Beginning students are classified as freshmen; students with a minimum of 30 semester hours earned, as sophomores; 60 hours earned, as juniors; and 90 hours earned, as seniors.

Course Load—To be considered a full-time undergraduate student, one must carry a minimum of 12 hours each semester. Students who wish to enroll for 20-21 semester hours must have a cumulative grade point average of 3.3 or above.

Developmental Course Grading – Courses numbered 050-099 are developmental courses; grades earned in these courses will not count toward the student’s GPA, but shall be considered in determining eligibility for financial aid and academic probation status. Credit hours earned in developmental courses are not degree applicable.

Division of the School Year—The academic year of Western Kentucky University is divided into two semesters consisting of sixteen weeks, a 13-week summer term, and a three-week winter term. The opening and closing dates are given in the university calendar, which is published yearly. Specific information about the summer and winter terms are available at www.wku.edu/delo.

Grade Point Average—The overall grade point average is defined as the ratio of the total number (including transfer work) of quality points to the total number of GPA hours attempted. The WKU grade point average is defined as the ratio of the total number of quality points to the total number of GPA hours attempted for courses taken only through Western Kentucky University.

Grade Recording—Grades are recorded by the Office of the Registrar as reported by the faculty at the end of each term. No grade filed in that office may be changed except via a written statement from the instructor certifying that an error has been made. All conditions must be removed before the student will be recommended for any certificate or degree.

Grade Reports—It is recommended that some graded evaluation be accomplished by the end of the first six weeks equal to at least 20% of the student’s final grade. Final grades are accessible online through TopNet.

Grading and the Quality Point System—Within one week of the start of the pertinent semester / term / summer session, the instructor will provide students a written statement of the factors to be considered in determining grades and the specific weight to be assigned to each of these factors. The letters A, B, C, D, F, P and X are used by the University to indicate the student’s academic proficiency. These letters have the following
significance:

**A**—Excellent, valued at four quality points per semester hour.

**B**—Good, valued at three quality points per semester hour.

**C**—Average, valued at two quality points per semester hour.

**D**—Below average, unsatisfactory, valued at one quality point per semester hour. (A “D” gives credit toward a degree. The student’s overall grade point average, however, must be a 2.0 or better to meet the requirements for graduation.)

**F**—Failure, valued at no semester hours earned and no quality points.

**FN**—Failure due to non-attendance (no semester hours earned and no quality points).

**P**—Pass, credit is awarded toward a degree, but no quality points are assigned. The “P” designation is restricted to specific courses approved for its use.

**X**—Incomplete. A grade of “X” is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. A grade of “X” received by an undergraduate student will automatically become an “F” unless removed within twelve (12) weeks of the next full term (summer term excluded.) An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A grade of “X” received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an “F” unless removed within twelve (12) weeks of the next full term (summer term excluded).

A student should work with the instructor who assigned the incomplete on an independent basis in order to complete the necessary assignments. A grade of incomplete is not used under any circumstances as a substitute for “F” or “W.” The designations AU, W, NR, ER and NG are not included in the determination of grade point average and are used in the following cases:

**AU**—Auditor of a course (See “Auditing of Courses” for additional information.)

**W**—Officially Withdrew.

**NR**—No report. Grades for an entire class were not received by the Office of the Registrar in time for processing. The designation “NR” is not to be used as a grade for individual students.

**ER**—Error in reporting. This designation is used by the Office of the Registrar when a grade is not reported for an individual student.

**NG**—No grade. A grade is not appropriate to the course. The “NG” designation is restricted to specific courses approved for its use.

**IP**—In Progress. The IP designation is restricted to specific courses designed to span more than one term. Unless approved otherwise, an IP designation unresolved at the end of one year after its assignment will be converted to an “F.”

**Graduate Course Enrollment**—Undergraduate students at Western Kentucky University
may enroll in graduate level courses. Several conditions must be met to facilitate such enrollment:

1. Students must file all appropriate paperwork through the Office of Graduate Studies and Research.
   a. Undergraduate Application for Graduate Enrollment Form
   b. Letter of recommendation from director of graduate program (or department head) that speaks to the student’s ability to perform at graduate level and justification of appropriateness of enrollment in such courses.
2. Undergraduate students must have declared a major or minor in the subject area or a closely related area for which the graduate course is offered.
3. Students must have a minimum cumulative GPA of 3.0 in the major or minor area to which the graduate coursework is closely related.
4. Students may enroll in no more than 15 hours of coursework (graduate and undergraduate combined) in any semester in which enrollment in graduate-level courses occurs.
5. With the concurrence of the student’s undergraduate advisor, department head and dean, graduate coursework may be used to satisfy undergraduate degree requirements; however, graduate credit hours used to meet the requirements for a baccalaureate degree may not be used toward a graduate degree.

Registration and Student Schedule Changes— After classes begin, registration for a full-time course load and/or changes in schedules may be made only within the first six class days of a semester or the first three days of a bi-term. Courses that do not meet at least twice during the first six class days may be added through, but not past, the day of the second class meeting.

During a semester, a student may withdraw from a course with a grade of “W” or “F” under the following conditions. It is recommended that faculty members inform students of this “W” period deadline.
   • A student is permitted to withdraw from any course with a grade of “W” through the midpoint of the semester.
   • After the midpoint of the semester, any student dropping a course receives an automatic “F.” However, when there are extenuating circumstances, and at the discretion of the faculty member and the department head, the
   • Student may be permitted to withdraw with a “W” instead of “F.”

During a bi-term, a student may drop a course with a grade of “W” or “F” under the following conditions:
   • A student is permitted to withdraw from any course with a grade of “W” through the midpoint of the bi-term.
• After the midpoint of the bi-term, any student dropping a course receives an automatic “F.” However, when there are extenuating circumstances, and at the discretion of the faculty member and the department head, the student may be permitted to withdraw with a “W” instead of “F.”

Students should refer to the Registration Guide each term for specific dates that affect schedule changes.

**Repeating Courses**—An undergraduate student is permitted to repeat a maximum of six courses. Only two courses in which a grade of “C” or above has been earned may be repeated.

Credit for a course in which a grade of “F” has been received can be earned only by repeating the course in residence unless prior approval is given by the head of the department in which the course was taken. A course in which a grade of “D” has been received may be repeated at another accredited institution. A course that has been failed cannot be repeated by independent learning without special permission from the department head. A student may not repeat by proficiency testing a course that has been previously taken or failed at WKU or another accredited institution.

If a course is repeated, only the second grade will be counted in computing the grade point average; if the course is repeated a second time, both the second and the third grades will be used in computing the grade point average. The grade received for each attempt will continue to appear on the student’s academic record. A student may attempt a single course no more than three times.

The Committee on Credits and Graduation has the responsibility for hearing appeals from students regarding the application of these regulations. An appeal for special permission to repeat a course in the major or minor beyond the third attempt will be considered only upon the recommendation of the head of the department involved, and then only if special consideration is needed to raise the average in that subject to the minimum required.

Students seeking special consideration to repeat a course beyond the third attempt in the general education requirements and in free electives must first consult with the Registrar of the university. If after this conference an appeal is deemed appropriate, the Committee on Credits and Graduation will consider the student’s request.

**Schedule Changes by the University**—The institution reserves the privilege at all times of canceling any course for which the enrollment is not sufficient to justify its continuation and to make any other adjustments in the schedule that seem necessary.
Student Complaint Procedure—The student complaint procedure for resolving a complaint concerning a faculty member is outlined below in four steps.

Step 1 (Faculty Member)
The first step is for the student to discuss the complaint with the faculty member involved. If the faculty member is no longer employed by the University, the student should go directly to the department head who will contact and represent the former faculty member. If the complaint involves a grade, the student must take the complaint to the faculty member within the first two weeks of the first regular semester (fall; spring) following the assignment of the grade. It is hoped that the complaint may be satisfactorily dealt with at this level.

Step 2 (Department Level)
If the student and the faculty member are unable to resolve the complaint, the student may take the complaint to the faculty member’s department head. Written notification of the complaint must be given to the department head within two weeks after the meeting with the faculty member. It is the responsibility of the department head to arrange for a conference where the student, faculty member and the department head will be present for discussion. Neither the faculty member nor the student will be allowed representation at the conference. The department head shall hear both sides of the complaint and shall attempt to mediate a settlement. The department head shall keep a written record of the proceedings, including the recommended solution. The department head’s recommended solution is to be considered by both the faculty member and the student as a recommendation and not as a decision that is binding.

Step 3 (College Level)
Should the student be unable to receive the satisfaction desired at the departmental level, the complaint may be taken to the college level. Written notification of the complaint must be submitted to the college dean or his designated representative within two weeks after the conference with the department head (Step 2). Upon receipt of the notification, the college dean or his/her representative shall provide the student a copy of the procedural guidelines to be followed by the College Complaint Committee. The procedural guidelines shall provide for a conference with both the student and the faculty member present for joint discussion of the complaint with the committee. The College Complaint Committee will be responsible for scheduling the conference within two weeks following the submission of a written complaint to the chair of the College Complaint Committee, including as much detail as the student cares to include. The written complaint should clearly state what is considered to be unreasonable and/or unfair practices or procedures. Neither the faculty member nor the student will be allowed representation at the conference. The College Complaint Committee shall hear both sides of the complaint and render a decision. The decision shall be sent in writing to the Provost and Vice-President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, faculty member’s department head and the
faculty member’s college dean. The Office of the Provost and Vice-President for Academic Affairs shall be responsible for enforcing the decision of the college committee. The Office of the Provost and Vice-President for Academic Affairs shall not enforce the decision until two weeks after the decision is made by the college committee. The purpose of the two week delay is to provide either the student or the faculty member an opportunity to submit a formal written notice of appeal to the University Complaint Committee.

**Step 4 (University Level)**

Should the student or the faculty member desire to appeal the decision of the College Complaint Committee, a formal written notice of appeal may be submitted to the University Complaint Committee chair, with a copy to the Provost and Vice-President for Academic Affairs, within two weeks of the decision of the College Complaint Committee. The chair of the University Complaint Committee will provide the student and the faculty member involved with a copy of the University Complaint Committee’s Procedural Guidelines. The University Complaint Committee will secure copies of the written proceedings from the department head and the College Complaint Committee. The University Complaint Committee will schedule a conference where the faculty member and the student jointly discuss the issue. Neither the faculty member nor the student will be allowed representation at the conference. The committee’s decision will be sent to the Provost and Vice-President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, faculty member’s department head and the faculty member’s college dean. The Office of the Provost and Vice-President for Academic Affairs will see that decisions of the University Complaint Committee are carried out. The University Complaint Committee’s decision is final.

**Transcripts**—Transcripts will be released at the written request of the student and in conformity with university policy and existing state and federal statutes pertaining to the release of student academic records. The official academic record is the property of the university. Consequently, the university reserves the right to withhold the release of a transcript of that record if the student has an obligation to the university. Transcript request information is available on the Office of the Registrar website at www.wku.edu/registrar.

**Unit of University Credit**—The unit of credit is a semester hour.

**Withdrawal from the University**—For various reasons it is occasionally necessary for a student to withdraw from the university. Prior to the midpoint of the semester, students may use TopNet to withdraw. After the midpoint of the semester, the student should report to the Office of the Registrar to initiate withdrawal procedures. Students leaving the institution without an official withdrawal will receive failing grades in all courses in which they are enrolled and endanger their future status in the institution. Students withdrawing after the midpoint of the semester, a bi-term or comparable period during a summer session must consult with their instructors as to the withdrawal grade. The official date of the withdrawal is the date the withdrawal is processed on TopNet or the
written notice is received in the Office of the Registrar. Students wishing to return to WKU at a later date must submit an application for readmission prior to the deadline for submitting applications.

In special circumstances, as described below, a complete withdrawal from the university after the mid-point of a term will be considered. Request forms are available on the Office of the Registrar website at www.wku.edu/registrar.

**Administrative Withdrawal** – A request for an administrative withdrawal is initiated by the University because of a disciplinary situation or when, in the professional judgment of a health care provider, psychologist and/or university administrator, there is reason to believe a student is a substantial threat to him/herself or interferes with the welfare of other members of the university, the education process, or the orderly operation of the university. The Vice President for Student Affairs or the Associate Vice President for Academic Affairs, or their respective designees, will notify the student of the involuntary withdrawal, and the University Registrar will be directed to withdraw the student from all classes in which the student is currently enrolled and cancel registration that has occurred for any future terms. The Office of the Registrar will notify the student’s instructors of the withdrawal, and “W” grades will be recorded for the term in progress. A student who is administratively withdrawn will have a registration hold placed by the Vice President for Student Affairs or the Associate Vice President for Academic Affairs to prevent the student from being readmitted or re-enrolled unless cleared by the appropriate administrator or the respective designee. A student may file a written appeal of an involuntary withdrawal through the office that administered the withdrawal. Tuition refund appeals for administrative withdrawals are handled in a separate procedure, and instructions may be obtained from the Bursar’s Office.

**Medical Withdrawal** – A student may request and be considered for a medical withdrawal from all courses in a term when extraordinary circumstances, such as a serious physical or mental illness or injury, prevent the student from continuing his or her classes after the mid-point of a term, and incompletes or other arrangements with the instructors are not feasible or possible. A medical withdrawal must be substantiated with appropriate documentation from the attending health care provider. Once the rationale for a medical withdrawal has been validated by the Office of the Registrar, the student’s instructors will be sent notification of the withdrawal, and “W” grades will be recorded for each course. A student who requests a medical withdrawal, or an individual requesting a withdrawal on behalf of the student who is physically or mentally unable to request the withdrawal, should contact the Office of the Registrar to obtain medical withdrawal procedures. Tuition refund appeals for medical withdrawals are handled in a separate procedure, and instructions may be obtained from the Bursar’s Office.

**Military Withdrawal** – Students who are members of any branch of the United States
Armed Services, including the National Guard, who are called to active duty while enrolled at WKU are entitled to the following options.

1. Students may work with each individual instructor to determine if an incomplete grade is appropriate, or
2. If an incomplete grade is not a viable option, the student will be permitted to withdraw either from individual courses or from the entire schedule of classes. A full refund of tuition and fees will be issued for those courses from which the student has withdrawn.

Students who are called to active duty while enrolled should contact the Office of the Registrar to initiate the withdrawal process. An official copy of the military orders must be presented to invoke this special withdrawal and refund process.

**Retroactive Withdrawal** – A student who leaves the university for extenuating circumstances without an official withdrawal during the term of departure may apply for a retroactive withdrawal. The student must present supporting documentation that demonstrates serious and compelling reasons justifying the withdrawal and extenuating circumstances justifying its retroactive nature; poor academic performance that is not attributed to non-academic extenuating circumstances is not a consideration for retroactive withdrawal. A student may appeal for a retroactive withdrawal within two calendar years following the end of the term for which withdrawal is requested. A student need not be enrolled at WKU at the time the application for retroactive withdrawal is submitted.

An appellate board will review the request for a retroactive withdrawal. The board will consider the following factors, including, but not limited to:

1. Documentation of extenuating circumstances
2. Written letter of support from an academic administrator, faculty member, advisor or other university professional who is familiar with the student’s situation.

If a retroactive withdrawal is approved, the Office of the Registrar will notify the student’s instructors and department heads of the request for a retroactive withdrawal, and they will be given 14 calendar days to raise objections if the student’s classroom performance was such that a withdrawal (W) would not be appropriate. If objections are raised by the instructor or department head, the Office of the Registrar will be informed of the objection, and the student will not receive a “W” in the class. A tuition refund is not granted for a retroactive withdrawal.

**RECOGNITION OF ACADEMIC ACHIEVEMENT**

The university provides a system through which students with outstanding academic records are appropriately recognized. Students are recognized according to the following categories each semester:
Dean’s Scholars—Undergraduate students enrolled full-time whose grade point average for the preceding semester ranged between 3.40 - 3.79.

President’s Scholars—Undergraduate students enrolled full-time whose grade point average for the preceding semester ranged between 3.80 - 4.00. Students who maintain superior cumulative grade point averages are recognized at graduation according to the following designations:

With Distinction—The graduation honor given to students who have completed their associate degree with both cumulative overall and cumulative WKU grade point averages of 3.4 - 3.69 and a minimum of 27 semester hours earned in residence at WKU.

With High Distinction—The graduation honor given to students who have completed their associate degree with both cumulative overall and cumulative WKU grade point averages of 3.7 - 4.0 and a minimum of 27 semester hours earned in residence at WKU.

Cum Laude—The graduation honor given to students who have completed their baccalaureate study with both cumulative overall and cumulative WKU grade point averages of 3.40 - 3.59 and a minimum of 54 semester hours earned in residence at WKU.

Magna Cum Laude—The graduation honor given to students who have completed their baccalaureate study with both cumulative overall and cumulative WKU grade point averages of 3.60 - 3.79 and a minimum of 54 semester hours earned in residence at WKU.

Summa Cum Laude—The graduation honor given to students who have completed their baccalaureate study with both cumulative overall and cumulative WKU grade point averages of 3.80 - 4.00 and a minimum of 54 semester hours earned in residence at WKU.

Scholar of the College—This award is presented at commencement to the baccalaureate degree recipient in each college with the highest overall cumulative grade point average who has earned a minimum of 60 semester hours in residence. The Scholar of the College award is presented to recipients of first baccalaureate degrees only.

Ogden Foundation Scholar—The Ogden Foundation Scholar Award is presented to one graduating baccalaureate degree senior who has demonstrated exceptional academic achievement and outstanding university and civic engagement. Student(s) with the highest GPA in each college (based upon the GPA at the beginning of the semester in which degree requirements will be completed) who have earned at least 60 hours in residence will be invited to apply for the award. The application will consist of an application form, an essay and two letters of recommendation. A committee comprised of a representative of each baccalaureate college and a member of the Ogden Foundation Board of Trustees will select the top three candidates to be interviewed and will select the award recipient. The recipient will receive a plaque and a monetary award provided by
the Ogden Foundation.

DEGREE REQUIREMENTS

Academic Standing—A candidate for an undergraduate degree must have a GPA of at least 2.0 (1) in all credits presented for graduation whether earned at WKU or elsewhere, (2) in all credits completed at WKU, (3) overall in the major subjects and in the minor subjects, and (4) in the major subjects and in the minor subjects completed at WKU. Students desiring teacher certification must fulfill all GPA requirements for teacher certification in the major and minor, in addition to meeting the requirements for graduation. Students should be aware that some academic programs require a “C” or higher in each course applicable toward a major or minor. Refer to the departmental descriptions in this catalog or contact the department head to determine the specific grade requirements for each major.

Application for Graduation—All candidates for a baccalaureate degree are expected to apply for graduation immediately after attaining senior status (90 hours earned). Associate degree candidates are expected to apply for graduation after earning 48 hours. The Application for Graduation is available on TopNet under Student Records.

Catalog Term and Student Catalog Rights—The student’s initial term of entry is identified as the student’s “catalog term.” Catalog term rights include the following:
- A student shall be entitled to follow general education and major / minor degree requirements contained in the catalog current when first enrolled at WKU as a degree-seeking student. This does not preclude the addition of requirements arising from action of the Commonwealth of Kentucky.
- A student will be allowed seven consecutive years from his/her catalog term to complete degree requirements. The college dean may grant an extension to this deadline.
- A student who drops out and re-enrolls after an absence of seven consecutive years or more will be assigned the catalog term of the readmission term.
- A student’s catalog term will be changed to a more recent term if the student, in consultation with the advisor and with approval by the department head, agrees to follow more recent degree requirements.

Academic departments reserve the right to authorize appropriate course substitutions for earlier versions of major / minor requirements in which required courses have been discontinued.

Certificate Programs—Only undergraduate courses may be used to fulfill undergraduate certificate program requirements.
Non-Standard Degrees Types

Concurrent Associate Degrees
Associate degree programs are generally designed to prepare students for immediate technical or semi-professional employment. Therefore, students may earn two associate degrees concurrently at WKU. Courses taken toward fulfilling one associate degree may also count toward fulfilling requirements in the other, provided that a minimum of 15 semester hours of coursework in the additional area of specialization—not including general education—applies exclusively to the additional concurrently earned associate degree.

Concurrent Baccalaureate Degrees
Although students may pursue multiple majors and minors, two baccalaureate degrees may not be earned concurrently at WKU.

Second Degree Requirements—Students who have successfully earned a degree from WKU or another accredited college or university may earn a second degree at the equivalent level upon completion of the curriculum as approved by the major department and the following minimum requirements. This procedure may not be used to earn degrees concurrently at the same level.

A. Second Associate Degree
• An acceptable associate or higher degree from a fully accredited college or university.
• An approved program including a minimum of fifteen (15) semester hours in a new area of specialization earned after completion of the first degree.
• Twelve (12) semester hours contained in the approved program must be earned at WKU.
• A 2.00 grade average must be earned for all coursework presented in completion of the program; in all coursework completed at WKU; and in all coursework in any field of specialization.

B. Second Baccalaureate Degree
• An acceptable baccalaureate degree from a fully accredited college or university.
• An approved program including a minimum of thirty (30) semester hours earned after completion of the first degree.
• Twenty-four (24) semester hours contained in the approved program must be earned at WKU.
• Fifteen (15) semester hours must be earned in completion of a new major.

• One-half of the new semester hours presented in completion of each major and minor must be earned at the upper division level.
• A 2.00 grade average must be earned for all coursework presented in completion of the program; in all coursework completed at WKU; and in all coursework in each
major and minor.

Academic Requirements

Course Requirements—At least one-third of the course requirements in each major and minor must be earned at WKU.

At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except minors in business administration and computer information systems, and majors in dental hygiene, social studies, art education, and middle grades education; refer to the specific program description for details.)

A minimum of 42 undergraduate semester hours must be completed in upper division courses (courses numbered 300 and above) by students earning a baccalaureate degree. Student transferring with an applied associate degree (e.g., Associate in Applied Science or its equivalent) into the following majors must complete a minimum of 30 undergraduate semester hours in upper division courses: computer information technology, dental hygiene, health sciences, nursing, organizational leadership, systems management, and technology management; refer to each specific major description for more details.

Curriculum Requirements—All candidates for a degree must complete one of the academic programs offered by the university. A candidate for an associate degree must complete a minimum of 60 unduplicated undergraduate semester hours; however, some associate degree programs may require more than the minimum 60 semester hours. A candidate for the baccalaureate degree must complete a minimum of 120 unduplicated undergraduate semester hours; however, some baccalaureate degree programs may require more than the minimum 120 semester hours. Students should be aware that some academic programs may require additional scholastic regulations and standards not specified in the catalog. To obtain these regulations, students should contact the appropriate department head.

Culminating Assessment—Students are required to show evidence of knowledge in their major field(s) prior to degree completion. Each program will require students to provide evidence that standards have been met through portfolio, examination, capstone course, juried performance, or other culminating experiences.

Degree Conferral—Degrees are conferred in May, August and December. All forms must be completed, all incompletes must be removed, all transfers of credit received, and all independent learning courses completed by the last day of the month in which the degree
is to be awarded. Failure to comply could result in postponement of the graduation date. Students completing degree requirements during any of the summer sessions (i.e., May, June, July) will receive an August degree conferral. Students completing degree requirements during the winter term will receive a May degree conferral.

Students with outstanding obligations to the University will not be awarded a diploma until the Registrar has been notified by the appropriate office that the obligation has been settled. The student must, in all cases, be primarily responsible for meeting the requirements for graduation.

**Exceptions to Degree Requirements**—No substitution for requirements prescribed by the Kentucky Council on Postsecondary Education may be made. Substitutions for departmental requirements may be made under certain conditions when recommended by the department head concerned and approved by the dean’s office. Appeals regarding degree requirements may be submitted to the Office of the Registrar for consideration by the Committee on Credits and Graduation. This committee is the body responsible for hearing undergraduate students’ appeals of university academic requirements and regulations. Appeals must be submitted by the student in typed form to the Office of the Registrar. The request should include the statement of the problem, statement of request, and justification of circumstances supporting the request. Statements of support or clarification from the student’s academic advisor are encouraged if the problem resulted from the advisement process. When a request pertains to an exception in a major or minor, the student should consult with the appropriate department head for a written recommendation to the committee. Decisions of the committee shall be made by a simple majority of the voting members in attendance. Detailed information regarding the submission of an appeal is available from the Office of the Registrar and on the Office of the Registrar website at [www.wku.edu/registrar](http://www.wku.edu/registrar).

**Global Studies Designation**—As part of its commitment to be "a leading American university with international reach," WKU offers all students the opportunity to earn a Global Studies Designation as part of their undergraduate education. This designation may be combined with any major. Students who complete the requirements outlined below will receive the “Emphasis in Global Studies” designation on their official transcript. Global Studies designees are also honored at a study abroad graduation reception. Requirements include:

1. Completion of a minimum of twenty-four (24) credit hours of course work with substantial international content. There is a list of more than 300 approved courses from which a student may select. To meet this requirement, no more than nine hours may be counted from any one program and at least three different departments must be represented. Any of the courses can also be used to meet major, minor, or general education requirements, as appropriate. Students must achieve an overall minimum GPA of 2.5 in the international content courses in order to receive the “Emphasis in Global Studies” designation.
2. Completion of a minimum of six (6) credit hours of modern foreign language, either six hours in one language or three hours each from two languages. **This requirement must be met in addition to the twenty-four hours of international content course work above.**

3. Completion of an approved international learning experience that could include study abroad, internship abroad, or student teaching abroad. More information regarding the Global Studies Designation may be found at [http://www.wku.edu/studyabroad/students/globalstudies.php](http://www.wku.edu/studyabroad/students/globalstudies.php). Students are encouraged to contact the Study Abroad Office at study.abroad@wku.edu or (270)745-3975 with any questions.

**Residence Requirements**—The minimum residence requirement for the bachelor’s degree is 25% of the minimum number of semester hours required in the student’s degree program. At least 16 of the hours counted in meeting the residence requirement must be completed after the semester in which the student has earned a cumulative total of at least 90 semester hours. Exceptions to these regulations may be made for WKU students who have been given permission to transfer credits earned at accredited professional schools to apply as electives toward the degree. The minimum residence requirement for an associate degree is 25% of the minimum number of semester hours required in the student’s degree program. One-third of the hours in the specialty must be earned at WKU. With the exception of military personnel pursuing the Associate of Interdisciplinary Studies degree, twelve semester hours used toward the associate degree must be taken at WKU during the last half of the student’s program. A student is permitted to transfer a maximum of six semester hours toward a certificate program.

**CREDIT BY EXAM**

Credit may be earned at WKU through the following examination programs: the Advanced Placement Program (AP), the American College Testing Program (ACT), the Scholastic Assessment Test (SAT), the College Level Examination Program (CLEP), International Baccalaureate, and departmental examinations developed by WKU departmental faculty committees. The credit hours earned through these examinations will count toward graduation, but will not be used to compute grade point averages since a letter grade will not be given.

Although students may receive credit hours through any of these five programs, duplicate credit may not be earned. For example, a student who earns credit hours for English 100 through the AP program may not receive additional credit for English 100 on the ACT exam, on a departmental exam, or on the CLEP exams.

High school seniors should take CLEP and ACT or SAT examinations by February at the latest so that the results may be available for use in selecting courses during the March or
June Academic Transition Program (ATP).

The Office of Admissions notifies students of their eligibility for credit upon receiving an application for admission and the official test score report. Students will receive the credit during the first semester of enrollment.

Credit awarded for these exams will apply toward the WKU General Education categories as indicated. For detailed information refer to the General Education section of the catalog. Credit for these exams will also apply toward the Kentucky Statewide General Education categories as indicated. The categories are: Communications (WC or OC), Arts and Humanities (AH), Social and Behavioral Sciences (SB), Natural Sciences (NS), Natural Science Lab (SL) and Quantitative Reasoning (QR).

**ACT or SAT English Proficiency Credit**

A student scoring 29 or above on the English section of the Enhanced ACT or 650 or above on the verbal section of the re-centered SAT may be awarded three credit hours for English 100. WKU does not require the written component on either exam. A student who earns credit for English 100 on the ACT or SAT may not receive additional credit for English 100. Official ACT or SAT scores should be sent by the testing company to the Office of Admissions as part of the admissions process. ACT scores may be obtained by contacting ACT Records, P.O. Box 451, Iowa City, Iowa 52243, phone (319) 337-1313, or accessing on-line information at [www.act.org](http://www.act.org). The following code number should be used to have scores sent to WKU: ACT-1562. SAT score information can be obtained by calling 1-866-756-7346 or on-line at [www.collegeboard.com](http://www.collegeboard.com). The following code number should be used to have scores sent to WKU: SAT-1901.

The Office of Admissions will notify applicants who qualify for academic credit on the basis of the ACT/SAT scores.

**College Level Examination Program (CLEP)**

The CLEP examinations may be taken each month at any national testing center, including the testing center at WKU. Information about CLEP may be obtained by writing CLEP, CN 6600, Princeton, New Jersey 08540-6600, or accessing on-line information at [www.collegeboard.com](http://www.collegeboard.com), or by contacting the Counseling and Testing Center, Western Kentucky University, Bowling Green, Kentucky 42101, (270) 745-3159. The following code number should be used to have scores sent to WKU: CLEP-1901.

Students may register for CLEP examinations at WKU by contacting the Counseling and Testing Center or by going online to [www.registerblast.com/wku](http://www.registerblast.com/wku).

Students applying to WKU should have their scores sent to the Office of Admissions. Students currently enrolled at WKU should request that their scores be sent to the Office of the Registrar. The appropriate office will then notify applicants who qualify for
Policies and Procedures

Policies
1. A student who has completed a course or has received credit by examination at WKU or at another accredited college or university may not receive credit for a CLEP examination of similar content.
2. A student may not take a CLEP examination for credit after having taken a college course at a higher level in the same department (subject matter area).
3. A student may establish credit in all courses or areas in which he/she is able to demonstrate a proficiency, provided he/she meets the University’s residence requirements for graduation.
4. A student who fails to earn credit on a CLEP examination may not repeat the same examination within six months of the initial testing date.
5. A student may not repeat by proficiency testing a course which has been previously taken or failed at WKU or another accredited institution.
The General Education Program is a set of requirements for all students seeking the baccalaureate degree at Western Kentucky University. It is an integral part of the undergraduate curriculum that both complements and supports the students' preparation in their major field or specialization.

The General Education Program helps students maximize their individual potential. Students develop understanding, appreciation, and acceptance of multiple "ways of knowing" (i.e., artistic, literary, philosophical, historical, scientific) through the acquisition, organization, and analysis of specific bodies of knowledge. They are encouraged to acquire aesthetic and appreciative faculties, to explore and test their own values and ethical frameworks, and to demonstrate sensitivity to diverse perspectives and cultures.

The General Education Program provides a foundation for professional success. Students learn to think critically, make rational decisions, and communicate effectively. These skills support their ability to acquire, evaluate, and use the specific knowledge in their major field or specialization and also ensure that they will be adaptable and flexible in the face of changing career plans and requirements. Students' explorations of their own values and perspectives and those of other social groups and cultures prepare them to live in a culturally diverse, globally competitive, and technologically complex world.

The General Education Program prepares students for active membership in society. It is a broadening experience that helps them acquire the shared skills, knowledge, and values that promote the well-being of society. This experience nurtures their capacity for leadership and service and helps them learn to adapt their skills and knowledge to changing societal needs.

In sum, the General Education Program gives meaning to the motto of "Life, More Life" by promoting intellectual growth, lifelong learning, and informed citizenship for all VKU graduates.

A student completing the general education program at Western Kentucky University will have:

### Academic Skills

- the capacity for critical and logical thinking;
- proficiency in reading, writing, and speaking;
- competence in a language other than the native language;
- the ability to understand and apply mathematical skills and concepts;
- an informed acquaintance with major achievements in the arts and the humanities;
- a historical perspective and an understanding of connections between past and present;
- an appreciation of the complexity and variety in the world's cultures;
- an understanding of the scientific method and a knowledge of natural science and its relevance in our lives;
- an understanding of society and human behavior;
- an understanding of factors that enhance health, well-being, and quality of life.

All students following a four-year undergraduate degree program must fulfill certain general education requirements. Students are cautioned to note any special requirements governing the particular program they choose to follow. Students should refer to course descriptions or consult the department head for possible prerequisites for general education courses. The general education requirements and the courses which will fulfill these requirements are as follows:

#### I. English Composition

- English (ENG) 100, Introduction to College Writing [h]
- English (ENG) 300, Writing in the Disciplines [h]
- CLEP Exam-English College Composition (3 hours applied to Category A-1).

#### II. Foreign Language

Students who begin their college career as degree-seeking students during the 2004 summer term and thereafter will be required to take the second semester level or higher foreign language course.

The general education foreign language requirement will be waived for international students whose first language is not English, contingent upon successful completion of ENG 100 and 300 and either COMM 145 or 161 (i.e., 9 hours instead of 12 in Category A) and an additional 3 hours of course work in General Education courses selected from any category as long as the course selected is not a foreign language class in the student's native language. A letter from the Office of International Programs verifying the student is a non-native speaker of English must be attached to the ICAP undergraduate degree exception form and submitted to the Office of the Registrar.

- American Sign Language (CD) 101, 102
- Arabic 101, 102, 201, 202
- Chinese (CHIN) 101, 102, 201, 202
- Chinese (CHNF) 102, 201, 202
- French (FREN) 101, 102, 201, 202
- German (GERM) 101, 102, 201, 202
- Greek (BLNG) (also RELS) 384, 385
- Hebrew (BLNG) (also RELS) 382, 383
- Italian (ITAL) 101, 102
- Japanese (JAPN) 101, 102, 201, 202
- Religious Studies (RELS) (LATIN) 150, 151
- Russian (RUSS) 101, 102, 201
- Spanish (SPAN) 101, 102, 102[h], 201, 202
- Swahili II, (SWAH) 102
- Latin (credit by departmental examination-3-6 hours)

#### III. Public Speaking

- Communication (COMM) 145, Fund of Public Speaking and Communication [h]
- Communication (COMM) 161, Business/Prof Speaking [h]
B. Humanities 9 hours

At least three fields must be represented across Category B.

I. Literature 3 hours

- English (ENG) 200, Introduction to Literature [h]
- English (ENG) 398, Hemingway and Faulkner (Honors participation or 3.2 GPA required)
- French (FREN) 314, Introduction to French Literature
- German (GERM) 314, Introduction to German Literature
- Humanities (HUM) 172, Literature/Medieval/Renaissance Europe
- Humanities (HUM) 182, Literature/Modern Western World
- Humanities (HUM) 192, Lit and Drama/Ancient Greece and Rome
- Spanish (SPAN) 374, Literature and Culture of Spain
- Spanish (SPAN) 376, Literature and Culture of Latin America

- CLEP Exam-Humanities (6 hours; 3 hours applied to B-1; 3 hours applied to B-11).

II. Electives 6 hours

- Architectural & Manufacturing Sciences (AMS) 180, Prin. of Architectural Practice
- Art (ART) 100, Art Appreciation [h]
- Art (ART) 105, History of Art to 1300
- Art (ART) 106, History of Art since 1300
- Dance (DANC) 110, Dance Appreciation
- French (FREN) 323, French Civilization and Culture
- German (GERM) 335, Contemporary Culture and Civilization History
- History (HIST) 305, Ancient Greece
- History (HIST) 306, Ancient Rome History
- History (HIST) 307, The Middle Ages History
- History (HIST) 317, Renaissance Europe History
- History (HIST) 318, Age of Reformation
- Humanities (HUM) 171, Fine Arts/Medieval/Renaissance Europe
- Humanities (HUM) 173, Phil/Religion Medieval/Ren. Europe
- Humanities (HUM) 181, Fine Arts/Modern Western World
- Humanities (HUM) 183, Phil/Religion/Modern Western World
- Humanities (HUM) 191, Fine Arts of Ancient Greece and Rome
- Humanities (HUM) 193, Religion/Phil/Ancient Greece and Rome
- Music (MUS) 120, Music Appreciation [h]
- Music (MUS) 326, Music History I
- Music (MUS) 327, Music History II Philosophy
- Philosophy (PHIL) 101, Truth and Relativism Philosophy (PHIL)
- Philosophy (PHIL) 102, The Good and the Beautiful Philosophy (PHIL)
- Philosophy (PHIL) 103, The Committed Life Philosophy (PHIL) 201,
  Love and Friendship Philosophy (PHIL) 215,
  Elementary Logic Philosophy (PHIL) 320, Ethics [h]
- Philosophy (PHIL) 321, Morality and Business
- Philosophy (PHIL) 322, Biomedical Ethics
- Philosophy (PHIL) 323, Social Ethics
- Religious Studies (RELS) 100, The New Testament

Religious Studies (RELS) 101, The Old Testament/Hebrew Scriptures
Religious Studies (RELS) 102, Introduction to Religious Studies [h]
Religious Studies (RELS) 305, Christian Religious Traditions
Religious Studies (RELS) 323, Social Ethics
Spanish (SPAN) 373, Spanish Civilization and Culture
Theatre (THEA) 151, Theatre Appreciation

- CLEP Exam-Humanities (6 hours; 3 hours applied to B-1; 3 hours applied to B-11).

+ When CLEP examination credit is used in Category B-11, additional credit may be earned in any course in Category B-11.

C. Social and Behavioral Sciences 9 hours

At least three fields must be represented; History 119 or History 120 is required.

- Agriculture (AGRI) 108, Rural Sociology
- Anthropology (ANTH) 125, Intro to Biological Anthropology
- Anthropology (ANTH) 130, Intro to Archaeology
- Consumer and Family Sciences (CFS) 311, Family Relations [h]
- Economics (ECON) 150, Introduction to Economics [h]
- Economics (ECON) 202, Principles of Economics (micro)
- Economics (ECON) 203, Principles of Economics (macro)
- Finance (FIN) 161, Personal Finance
- Folk Studies (FLK) 371, Urban Folklore
- Geography (GEOG) 216, Geographic Information Science and Society
- Geography (GEOG) 350, Economic Geography
- Geography (GEOG) 360, Geography of North America
- Geography (GEOG) 471, Natural Resource Management
- Geography (GEOG) 480, Urban Geography
- Gerontology (GERO) 100, Intro to the Aging Experience
- History (HIST) 119, Western Civilization to 1648 [h]
- History (HIST) 120, Western Civilization since 1648 [h]
- Leadership Studies (LEAD) 200, Introduction to Leadership Studies
- Philosophy (PHIL) 202, Racial Justice
- Political Science (PS) 110, American National Government [h]
- Political Science (PS) 250, International Politics [h]
- Political Science (PS) 260, Intro to Comparative Politics
- Political Science (PS) 267, Introduction to East European Studies
- Psychology (PSY) 100, Introduction to Psychology [h]
- Psychology (PSY) 199, Intro to Developmental Psychology [h]
- Psychology (PSY) 350, Social Psychology
- Recreation (REG) 200, Introduction to Recreation
- Religious Studies (RELS) 202, Racial Justice
- Religious Studies (RELS) 325, Religion in Contemporary America
- Social Work (SWRK) 101, Foundations of Human Services [h]
- Sociology (SOC) 100, Introductory Sociology [h]
- Sociology (SOC) 210, Interaction; Self in Society
- Sociology (SOC) 220, Marriage and Family
- Women's Studies (WOMN) 200, Introduction to Women's Studies [h]
General Education Requirements

- CLEP Exam-Social Science-History (6 hours: 3 hours applied in Category C and 3 hours applied as elective)

+ When 3 hours of CLEP examination credit are used in Category C, additional credit may be earned by taking courses from two different fields in Category C, including History 119 or 120.

D. Natural Sciences-Mathematics ............... 9 hours

At least two fields must be represented in Science (D-1) including at least one course designated as a lab course. At least three hours in this category must be in Mathematics (D-11).

I. Science ............................................ Minimum 6 hours

Agriculture (AGRI) 101, The Science of Agriculture [h]
Agriculture (AGRI) 280, Intra/Environmental Science
Architectural and Manufacturing Sciences (AMS) 210, Introduction to Technology
Astronomy (ASTR) 104, Astronomy of the Solar System (DL)
Astronomy (ASTR) 106, Astronomy of Stellar Systems (DL)
Astronomy (ASTR) 108, Descriptive Astronomy
Astronomy (ASTR) 214, General Astronomy (DL)
Biology (BIOL) 113, General Biology
Biology (BIOL) 114, General Biology Laboratory (DL)
Biology (BIOL) 120, Biological Concepts; Cells, Metabolism and Genetics [h]
Biology (BIOL) 121, Biological Concepts; Cells, Metabolism and Genetics Lab (DL)
Biology (BIOL) 122, Biological Concepts; Evolution, Diversity and Ecology
Biology (BIOL) 123, Biological Concepts; Evolution, Diversity and Ecology Lab (DL)
Biology (BIOL) 131, Human Anatomy and Physiology (DL)
Biology (BIOL) 207, General Microbiology
Biology (BIOL) 208, General Microbiology Lab (DL)
Biology (BIOL) 302, Human Biology
Chemistry (CHEM) 101, Introduction to Chemistry (DL)
Chemistry (CHEM) 102, Introduction to Chemistry Lab (DL)
Chemistry (CHEM) 105, Fundamentals of General Chemistry
Chemistry (CHEM) 106, Fundamentals of General Chemistry Lab (DL)
Chemistry (CHEM) 109, Chemistry for the Health Sciences
Chemistry (CHEM) 111, Introduction to Forensic Chemistry (DL)
Chemistry (CHEM) 116, Introduction to College Chemistry
Chemistry (CHEM) 120, College Chemistry I [h]
Chemistry (CHEM) 121, College Chemistry I Lab (DL) [h]
Chemistry (CHEM) 280, Intra/Environmental Science
Environmental Science (ENVS) 280, Intra/Environmental Science
Geography (GEOG) 100, Intra to the Physical Environment [h]
Geography (GEOG) 121, Meteorology (DL)
Geography (GEOG) 280, Intra/Environmental Science
Geology (GEOL) 102, Introduction to Geology
Geology (GEOL) 111, The Earth
Geology (GEOL) 113, The Earth Lab (DL)
Geology (GEOL) 112, Earth History
Geology (GEOL) 114, Earth History Lab (DL)

II. Mathematics ..................................... Minimum 3 hours

Math (MATH) 109, General Mathematics
Math (MATH) 116, Fundamentals of College Algebra [h]
Math (MATH) 117, Trigonometry
Math (MATH) 118, College Algebra and Trigonometry
Math (MATH) 119, Fundamentals of Calculus
Math (MATH) 122, Calculus of a Single Variable I
Math (MATH) 136, Calculus I [h]
Math (MATH) 142, Calculus with Applications for Life Sciences
Math (MATH) 183, Statistics

+ CLEP Exam- Mathematics (6 hours)

+ When 6 hours of CLEP examination credit are earned in mathematics, 3 hours may be used in fulfilling the requirement in Category D-11 and the additional 3 hours credit may be used as elective credit.

E. World Cultures and American Cultural Diversity .... 3 hours

- African American Studies (AFAM) 190, African American Experience [h]
- African American Studies (AFAM) 350, Peoples and Cultures of Africa
- African American Studies (AFAM) 358, Blacks/Amer Hist to 1877
- African American Studies (AFAM) 359, Blacks/Amer Hist since 1877
- African American Studies (AFAM) 360, History of Africa
- African American Studies (AFAM) 368, African Governments and Politics
- African American Studies (AFAM) 377, African American Folklore
- African American Studies (AFAM) 393, African American Literature
- African American Studies (AFAM) 410, African American Music
General Education Requirements

Anthropology (ANTH) 120, Introduction to Cultural Anthropology
Anthropology (ANTH) 277, Introduction to World Music
Anthropology (ANTH) 335, Old World Prehistory
Anthropology (ANTH) 336, New World Prehistory
Anthropology (ANTH) 343, Anthropology of Gender
Anthropology (ANTH) 350, Peoples and Cultures of Africa
Anthropology (ANTH) 410, African-American Music
Communication (COMM) 263, Fundamentals of Communication and Culture
Consumer and Family Sciences (CFS) 170, Introduction to International Food and Culture
Dance (DANC) 360, Dance in Culture
Design, Merchandising, and Textiles (DMT) 346, Architecture/Culture
(For participation or 3.2 GPA required.)
Design, Merchandising, and Textiles (DMT) 431, Clothing and Human Behavior
English (ENG) 370, Multicultural Literature in America
English (ENG) 387, Studies in Autobiography
English (ENG) 393, African American Literature
Folk Studies (FLK) 277, Introduction to World Music
Folk Studies (FLK) 280, Cultural Diversity in US [h]
Folk Studies (FLK) 350, Peoples and Cultures of Africa
Folk Studies (FLK) 377, African American Folklore
Folk Studies (FLK) 410, African American Music
Geography (GEOG) 110, World Regional Geography [h]
Geography (GEOG) 200, Introduction to Latin America
Health Care Administration (HCA) 347, International Comparisons of Health Care System
History (HIST) 110, Introduction to Asian Civilizations
History (HIST) 200, Introduction to Latin America
History (HIST) 353, Indian Peoples of North America
History (HIST) 358, Blacks in American History to 1877
History (HIST) 359, Blacks in American History since 1877
History (HIST) 360, History of Africa
History (HIST) 364, Latin America: Colonial Period
History (HIST) 365, Latin America: The Republicans
History (HIST) 370, Modern South Asia
History (HIST) 461, Modern East Asia
History (HIST) 463, 1492 and the Atlantic World: The Intersection of Cultures
Music (MUS) 119, Jazz Appreciation
Music (MUS) 277, Introduction to World Music
Political Science (PS) 200, Introduction to Latin America
Political Science (PS) 365, Government and Politics of the Middle East
Political Science (PS) 366, Government and Politics of East Asia
Political Science (PS) 368, African Government and Politics
Religious Studies (RELS) 302, Buddhist Religious Traditions
Religious Studies (RELS) 303, Hindu Religious Traditions
Religious Studies (RELS) 304, Judaic Religious Traditions
Religious Studies (RELS) 306, Islamic Religious Traditions
Religious Studies (RELS) 307, Native American Religious Traditions
Religious Studies (RELS) 308, East Asian Religious Traditions
Religious Studies (RELS) 320, Religions of the Middle East
Religious Studies (RELS) 324, Christianity in Africa
Sociology (SOC) 353, Sociology of Modern Japan
Sociology (SOC) 362, Race, Class and Gender
Sociology (SOC) 375, Diversity in American Society
Spanish (SPAN) 200, Introduction to Latin America
Spanish (SPAN) 372, Latin American Civilization and Culture
International Baccalaureate (IB) Exam in History of Africa, History of West South Asia, and History of East Southeast Asia accepted

E Health and Wellness .................................................. 2 hours

Animal Science (ANSC) 232, Basic Equitation
Consumer and Family Sciences (CFS) 111, Human Nutrition
Dance (DANC) 108, Beginning Men's Ballet Technique
Dance (DANC) 111, Ballet I
Dance (DANC) 113, Jazz I
Dance (DANC) 117, Modern I
Dance (DANC) 211, Ballet II
Dance (DANC) 213, Jazz II
Dance (DANC) 217, Modern II
Dance (DANC) 311, Ballet III
Dance (DANC) 313, Jazz III
Dance (DANC) 317, Modern III
Military Science (MIL) 101, Military Mountaineering and Leadership
Music (MUS) 347, Marching Band
Performance (PERF) 105, Taiji
Performance (PERF) 110 Mat Pilates
Physical Education (PE) 100, Concepts of Lifetime Fitness and Wellness
Physical Education (PE) 101, 102, Activity Course
Psychology (PSY) 250, Adjustment and Personal Growth
Public Health (PH) 100, Personal Health
Public Health (PH) 111, Human Nutrition
Public Health (PH) 165, Drug Abuse
Safety (SFTY) 171, Safety and First Aid

Total Minimum General Education Requirements 44 hours

0312012
WKU Placement Summary for Incoming Freshmen

Reading (Developmental)

ACT of 17 and below = DRDG 080C
ACT between 18-19 = LTCY 199
ACT ≥ 20 = no required intervention

English (Developmental)

ACT between 15 or below = DRDG 055C (or SAT between 340-400)
* For students with ACT scores of 13-15, consider enrolling them in a “Paired Compression” of English 055 (first bi-term) and English 100 (second bi-term, same instructor/classroom/time). These are open to all students; call Tim Brotherton at 745-2874 for information.
ACT between 16 - 17 = ENG 100 Enhanced (or SAT between 410-440)
ACT between 18 - 28 = ENG 100 (or SAT between 450-640)
ACT ≥ 29 = may receive credit by exam for ENG 100 (or SAT 650 or higher)

Math (Developmental)
See Math Placement Chart on last page of this section

STEPS
ACT 0-17 on English AND Reading Sections, main campus student

Honors
ACT ≥ 27 or SAT ≥ 1210 or GPA ≥ 3.8 (High School) or Top 15% of High School Class

Foreign Language (2nd level required, if entered during summer 04 or after)
- Have 2 years of one language in High School = cannot enroll in a 101 language course (must be 102)
- Have 3 years of one language in High School = encouraged to take placement exam.
- International students whose first language is one that we teach cannot enroll in our 101, 102, 201, and 202 courses.

Chemistry Placement (CPE = Chemistry Placement Exam)
35 on Chemistry and 14 on Math section of CPE = CHEM 116
**ACT/SAT English Proficiency Credit**

See pages following for a more detailed description of the above Placement Information.

A student scoring 29 or above on the English section of the Enhanced ACT or 650 or above on the verbal section of the re-centered SAT may be awarded three credit hours for English 100. A student who earns credit for English 100 on the ACT or SAT may not receive additional credit for English 100. Official ACT or SAT scores should be sent by the testing company to the Office of Admissions as part of the admissions process. Western Kentucky University does not require the written component of either exam.

ACT scores may be obtained by contacting ACT Records, P.O. Box 451, Iowa City, Iowa 52243, phone (319) 337-1313, or accessing on-line information at [www.act.org](http://www.act.org). The following code number should be used to have scores sent to Western: ACT-1562. SAT score information can be obtained by calling 1-800-SAT-SCORE or on-line at [www.collegeboard.com](http://www.collegeboard.com). The following code number should be used to have scores sent to Western: SAT-1901.

The Director of Admissions will notify applicants who qualify for academic credit on the basis of the ACT/SAT scores. (Students who took the ACT prior to October 1989 or the SAT prior to April 1995 should contact a high school guidance counselor or the Office of Admissions for assistance in converting scores to the Enhanced ACT or the re-centered SAT scale.)

**Accuplacer Placement Testing**

**What is Accuplacer?**
Accuplacer is one of the assessment tools used by Western Kentucky University to help assess the academic strengths and needs of incoming students. There are three parts to the Accuplacer test: Elementary Algebra, Reading Comprehension, and Sentence Skills. The Accuplacer is not a “pass” or “fail” test. The Accuplacer results are used to place students in the proper classes their first semester to help give them the best chance for success.

**Who needs to take the Accuplacer test?**
In general, all incoming South Campus students will take at least a portion of the Accuplacer. Students with no ACT or SAT scores will need to take all three parts of the Accuplacer. South Campus students who have a Math ACT score of 21 or less will need to take the math Accuplacer.

**What is the test like?**
The Accuplacer is a computerized, multiple-choice, adaptive test. It is user-friendly, even for first-time computer users. There are 12 math questions and 20 questions each for the English and reading portions.

The Accuplacer is an untimed test, which means there is no reason for students to “rush through” the exam. Students needing to take all three parts of the Accuplacer should set aside...
at least one hour for testing. Each section of the Accuplacer takes approximately 20 minutes, though that time can vary greatly from student to student.

**Should you study for the Accuplacer?**

It is important to remember that students cannot “fail” an Accuplacer. However it is also important to remember that Accuplacer results will be used to determine if a student needs to start in a developmental class for English, math, and/or reading. In order to receive results that more accurately represent their current skill level, students may wish to review the basic concepts before taking the Accuplacer.

There are several free sites available via the internet that students can use. There are enough good free sites available that it should be unnecessary to purchase any study guides.

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Score</th>
<th>Course Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCUPLACER Math</td>
<td>0-15</td>
<td>DMA 055C (Enhanced)</td>
</tr>
<tr>
<td>ACCUPLACER Math</td>
<td>16-60</td>
<td>DMA 055C</td>
</tr>
<tr>
<td>ACCUPLACER Math</td>
<td>61 or higher</td>
<td>DMA 096C</td>
</tr>
<tr>
<td>ACCUPLACER Math</td>
<td>85 or above</td>
<td>Contact Jack Moeller for MPE testing</td>
</tr>
<tr>
<td>Math Placement Exam (MPE)</td>
<td>0-7</td>
<td>DMA 055C</td>
</tr>
<tr>
<td>Math Placement Exam (MPE)</td>
<td>8-13</td>
<td>DMA 096C</td>
</tr>
</tbody>
</table>

**ACT Math Score** If a student has less than 18 on the Math ACT, they should either enroll in the appropriate developmental math course or in an enhanced section of Math 109C.

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Score</th>
<th>Course Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCUPLACER English</td>
<td>62 and above</td>
<td>English 100C</td>
</tr>
<tr>
<td>ACCUPLACER English</td>
<td>51-61</td>
<td>English 100C (Enhanced)</td>
</tr>
<tr>
<td>ACCUPLACER English</td>
<td>16-50</td>
<td>DENG 055C</td>
</tr>
<tr>
<td>ACCUPLACER English</td>
<td>0-15</td>
<td>DENG 055C (Enhanced)</td>
</tr>
<tr>
<td>ACT English</td>
<td>18-28</td>
<td>ENGL 100C</td>
</tr>
<tr>
<td>ACT English</td>
<td>16 - 17</td>
<td>ENGL 100C (Enhanced)</td>
</tr>
<tr>
<td>ACT English</td>
<td>13 - 15</td>
<td>DENG 055C</td>
</tr>
<tr>
<td>ACT English</td>
<td>12 or below</td>
<td>DENG 055C (Enhanced)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Score</th>
<th>Course Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCUPLACER Reading</td>
<td>61 and above</td>
<td>LTCY 199</td>
</tr>
<tr>
<td>ACCUPLACER Reading</td>
<td>16-60</td>
<td>DRDG 080C</td>
</tr>
<tr>
<td>ACCUPLACER Reading</td>
<td>0-15</td>
<td>DRDG 080C(Enhanced)</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>18 – 19</td>
<td>LTCY 199</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>13 - 17</td>
<td>DRDG 080C</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>12 or below</td>
<td>DRDG 080C (Enhanced)</td>
</tr>
</tbody>
</table>
Placement Information

Note: All Enhanced classes meet 4 hours per week instead of 3 (but are still worth 3 credits)

Course Sequences

English
DENG 051C........................equiv of DENG 055 for ESL students (Please see Jean Nehm for more info)
DENG 055C/055C (Enhanced)........................Fundamentals of Composition
  ENGL 100C ...........College Freshman English

Mathematics
DMA 050C.......................Pre-Algebra (can go to either DMA 055C or MA 109C)
  DMA 055C/055C (Enhanced)..... Basic Algebra
  DMA 096C..................... Intermediate Algebra
  MA 116C.....................College Algebra

or MA 109C.....................General Math

Reading
DRDG 080C/080C (Enhanced) .................. College Reading Strategies

or LTCY 199......................... Reading Power

Advanced Placement

Students may earn college credit through the Advanced Placement Program of the College Board upon attaining the minimum score on the AP examination.

Western’s Office of Admissions notifies students of their eligibility for credit upon receiving an application for admission and the official AP score report. Official scores may be obtained on-line at [www.collegeboard.com](http://www.collegeboard.com) or by contacting AP Exams, PO Box 6671, Princeton, New Jersey 08541-6671, telephone (888) 225-5427. The following code number should be used to have scores sent to Western: AP-1901. Students will receive the credit during the first semester of enrollment.

College Level Examination Program (CLEP)

The CLEP examinations may be taken each month at any national testing center, including the testing center at WKU. Information about CLEP may be obtained by writing CLEP, CN 6600, Princeton, New Jersey 08540-6600, or accessing on-line information at [www.collegeboard.com](http://www.collegeboard.com), or contacting the Counseling and Testing Center, Western Kentucky University, Bowling Green, Kentucky 42101, (270) 745-3159. The following code number should be used to have scores sent to WKU: CLEP-1901. Students may register for CLEP examinations online at [www.registerblast.com/wku](http://www.registerblast.com/wku). For additional information contact the Counseling & Testing Center at 745-3159.

Students applying to WKU should have their scores sent to the Office of Admissions. Students currently enrolled at WKU should request that their scores be sent to the Office of the Registrar. The appropriate office will then notify applicants who qualify for academic credit.
Policies
1. A student who has completed a course or has received credit by examination at WKU or at another accredited college or university may not receive credit for a CLEP examination of similar content.
2. A student may not take a CLEP examination for credit after having taken a college course at a higher level in the same department (subject matter area).
3. A student may establish credit in all courses or areas in which he/she is able to demonstrate proficiency, provided he/she meets the University’s residence requirements for graduation.
4. A student who fails to earn credit on a CLEP examination may not repeat the same examination for within six months of the initial testing date.
5. A student may not repeat by proficiency testing a course that has been previously taken or failed at WKU or another accredited institution.

Subject Examinations
WKU does not require completion of the essay section of the CLEP subject examinations.

See Appendix for CLEP Table of scores and equivalent WKU course

College Readiness
As part of WKU’s college readiness efforts required by Senate Bill 1 (2009), Enrollment Management’s Office of College Readiness places a college readiness (CM) hold on all students with less than 30 hours who have not completed their required developmental and/or supplemental coursework.

Students with a College Readiness hold will fall into one or more of the following categories:
1. ACT English score of less than 18;
2. ACT Math score of less than 19;
3. ACT Reading score of less than 20;
4. Students with missing scores (ACT/SAT/MPE/ACCUPLACER)

The hold is a registration hold preventing a student from changing their schedule without consultation with an advisor. The hold has no impact on Financial Aid.

The hold is released prior to priority registration and applied again after priority registration closes.

To help understand a student’s required courses, an Academic Standing and College Readiness Report is available on TopNet under the Student Records Menu, labeled “View Academic Standing and College Readiness Report.” It is also located under the Advisor/Student Data Inquiry tab, and click on TopNet Reports. The report will show:
1. The required college readiness courses;
2. Any courses completed, with the grade received; and
3. Registration in college readiness courses for the current and/or future terms.

Developmental coursework is not included in credits toward graduation or the GPA. The new report provides the GPA and hours earned, with and without developmental coursework.

**Credit by Examination**

Credit may be earned at WKU through the following examination programs: the Advanced Placement Program (AP), the American College Testing Program (ACT), the Scholastic Assessment Test (SAT), the College Level Examination Program (CLEP), and departmental examinations developed by WKU departmental faculty committees. The credit hours earned through these examinations will count toward graduation, but will not be used to compute grade point averages since a letter grade will not be given.

Although students may receive credit hours through any of these five programs, duplicate credit may not be earned. For example, a student who earns credit hours for English 100 through the AP program may not receive additional credit for English 100 on the ACT exam, on a departmental exam, or on the CLEP general or subject exams.

High school seniors should take CLEP and ACT or SAT examinations by February at the latest so that the results may be available for use in selecting courses during the March, April, June, July or August Academic Transitions Program (ATP).

The Office of Admissions notifies students of their eligibility for credit upon receiving an application for admission and the official test score report. Students will receive the credit during the first semester of enrollment.

**Departmental Exam**

Students enrolled at WKU may also receive credit on the basis of departmental examinations. A student may take a departmental examination in any course listed as satisfying a requirement in any of the categories of general education. Departments may offer departmental exams in other courses at their discretion.

A department may adopt either a standardized examination available from outside the University or develop an appropriate proficiency examination within the department by means of a faculty committee. Departmental proficiency examinations may be written, oral or both.
To be eligible to take a departmental proficiency examination, a student must be fully matriculated, in good standing, and regularly enrolled at WKU. Credits earned in this manner will be recorded on the student’s official transcript but will not be considered as a part of the normal semester load in the term in which the examination is taken. A student may not register for a departmental examination for a course while he or she is enrolled in that course. A student may not take a departmental proficiency examination in a course which has been previously taken at WKU or at another accredited institution.

A student desiring to take a departmental examination must complete an appropriate request form in the Office of the Registrar. A fee of $25 per credit hour must be paid at the time the form is submitted. The form must be submitted to the Registrar prior to the end of the third week of classes in either the fall or spring semesters. The Registrar will notify the appropriate department of the student’s request. The department will administer the proficiency examination during the seventh week of classes. The student must obtain the specific time and place for testing from the department head. After testing has been completed, the department head will notify the Registrar in writing as to whether or not the student demonstrated acceptable proficiency. If the department recommends that credit be granted, the semester hours earned will be recorded on the official transcript. However, the credit will not be used in computing the grade point average since letter grades will not be assigned.

**English Placement**

To comply with a new policy of the Council on Postsecondary Education, a new placement policy is in effect for fall 2009 beginning freshmen. English course placement is based on the ACT English or SAT verbal score as follows:

<table>
<thead>
<tr>
<th>ACT English Score</th>
<th>SAT Verbal Score</th>
<th>Appropriate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-15</td>
<td>400 or below</td>
<td>DENG 055C</td>
</tr>
<tr>
<td>16 or 17</td>
<td>410-440</td>
<td>ENG 100 Enhanced</td>
</tr>
<tr>
<td>18-28</td>
<td>450-460</td>
<td>ENG 100</td>
</tr>
<tr>
<td>29 or higher</td>
<td>650 or higher</td>
<td>**</td>
</tr>
</tbody>
</table>

**DENG 055C** (meeting four hours per week) are listed in the schedule under Academic Support Division of the Community College.

**ENG 100 Enhanced** sections include an extra class meeting each week. Banner pre-requisite checking will prevent students with an ACT English score below 18 (or the SAT equivalent) from registering for ENG 100 without a course pass to make sure students get the appropriate section of English. Students with an ACT English score of 16 or 17 should select an English 100 Enhanced section and may obtain a course pass for an English 100 Enhanced section from the Department of English.
**ESL English Requirement:** Students matriculating through the English as a Second Language (ESL) program must complete **DENG 051** before they are eligible to register for **ENG 100**. DENG 051 is a special English course that will now be replacing the TOEFL exam.

**Students with an exceptionally high ACT English or SAT verbal score may receive credit by exam for English 100. The Office of Admissions will notify students about any credit for which they are eligible. For most students ENG 100 is the only required Freshman English course. Most students will take English 200, Introduction to Literature (or an alternate selection from General Education Category B-1), in their sophomore year and English 300, a cross-disciplinary writing course, in their junior year.**

### Foreign Language Requirement

**Current Requirement for Degree Seeking Students Enrolled After Summer 2004**
The foreign language general education requirement at Western Kentucky University is now "**proficiency at the second semester level**" for all students who began their college career as degree-seeking students during the **2004 summer term and thereafter**. Students wanting to fulfill the general education requirement by enrolling in American Sign Language will find those courses in the Communication Disorders program in the College of Health and Human Services.

**Requirement for Students Enrolled prior to Summer 2004**
Students who enrolled in college as degree-seeking students before summer 2004 are under the old general education requirement of one semester of foreign language study. If they take the on-line placement exam in French, German, or Spanish and place higher than 101, Modern Languages will close them out of 101.

**Students with 2 years of Language Study**
Students who began their career as degree-seeking students in summer 2004 and after and who have had two years of study in one language at the high school level will not be allowed to enroll in our 101 course in that language. They must enroll in 102 and pass that course in order to fulfill the FL general education requirement. If they choose, they may also enroll in a language different from the one they studied in high school and complete 101 and 102 in that language. Those students who successfully pass 102 with a grade of "C" or higher without having taken 101 can receive verified credit for 101 upon payment of a fee.

If they enroll in a 101 Modern Languages course but their high school record shows that they have had two years of study in that language, the Modern Languages Department will close them out of the course.

**Students with Strong Language Skills or 3+ years of Language Study**
Students who come to Western with strong language skills, or who have had 3 or more years of high school language study in French, German, or Spanish, should take our on-line
placement exam to see if they can place at a higher level than 102 in these languages and earn 6 hours of verified credit upon successful completion of the course into which they place. (Please note: if students with 2 years or more of high school language study take the on-line test and place in 101, they will nonetheless be closed out of that course.) Students who present appropriate AP or CLEP credit or who transfer college credits equivalent to 102 or higher also fulfill the general education requirement in that fashion. Please see the Modern Languages web site (http://www.wku.edu/modernlanguages/) for further information.

International Students and Language Requirement
International students whose first language is one that we teach here may not enroll in our 101, 102, 201, and 202 courses. Those students may fulfill the general education requirement in the usual way by completing the necessary course in a different language, or they may simply enroll in an additional general education course in any category after verification from the Office of International Programs that English is indeed not their first language.

MODERN LANGUAGES
GENERAL EDUCATION PLACEMENT POLICY
FREQUENTLY ASKED QUESTIONS...AND ANSWERS

1. WHICH COURSE DO STUDENTS HAVE TO TAKE TO MEET THE GEN ED REQUIREMENT?
   For students beginning their college careers (anywhere) prior to the summer of 2004, the requirement is the first-semester elementary course, normally 101.
   For students beginning their college careers (anywhere) in the summer of 2004 or after, the requirement is successful completion of any second-semester elementary language course, normally the 102 course in a language, or any higher-level course.

2. WHAT IS THE LANGUAGE REQUIREMENT FOR STUDENTS WHO DID NOT TAKE A LANGUAGE IN HIGH SCHOOL?
   WKU will admit students who have not completed the pre-college curriculum, but they must make up this entrance deficiency by passing a 101 (first-semester elementary level) course in any foreign language within the first 24 credit hours of their WKU studies. These students must also complete a 102 course.

3. WHO CAN ENROLL IN THE 101 COURSES? WHO HAS TO BEGIN AT 102?
   Students who earned two or more credits in middle and high school for a foreign language may not enroll in 101. These courses are for true beginners with no experience in the language.
   Students who want to study a language other than the one they studied in middle or high school may enroll in the new language at the 101 level, but they still must complete the 102 course to meet the language requirement.
4. IF IT’S BEEN YEARS SINCE A STUDENT LAST TOOK THE LANGUAGE, CAN THAT STUDENT ENROLL IN 101? IF A STUDENT DOESN’T REMEMBER ANYTHING FROM HIGH SCHOOL, CAN THAT STUDENT ENROLL IN 101? IF A STUDENT TAKES THE PLACEMENT EXAM AND PLACES INTO 101, CAN THAT STUDENT ENROLL IN 101?

The 101 courses are intended for true beginners with no prior experience in the language, so the answer is no. The Department of Modern Languages has free tutoring to help students and the 102 courses include a brief review at the beginning of the semester. In addition, students can purchase the textbook and review prior to the beginning of the semester.

Students may also change to another language and enroll in that new language at the 101 level and then complete 102 in that language to meet the language requirement.

5. WHO SHOULD TAKE THE PLACEMENT EXAM? HOW DO I TAKE THE PLACEMENT EXAM? WHAT HAPPENS IF I FAIL THE PLACEMENT EXAM?

Students with strong language skills or more than 2 credits for language study should take our free placement exam to determine whether they can place higher than 102. Students who “skip” into a course beyond the 102 level can pay for up to 6 hours of verified credit upon successful completion of the course into which they place.

The placement exam is intended to help students discern how much they know, not how little. Students with 2 or more credits for middle and high school language study should not take the placement exam to “prove they need a 101 course” because students with two or more credits of study in a language are already prohibited from enrolling in the 101 course in that language.

The procedures for taking the placement exams for French, German, and Spanish are posted on the Modern Languages website at www.wku.edu/modernlanguages. For exams in other languages, please contact the department at (270) 745-2401 or drop by room 251 in the Fine Arts Center.

6. HOW DO I GET CREDIT FOR AP OR CLEP?

Students who present appropriate AP or CLEP credit or who transfer college credits equivalent to 102 or higher also fulfill the general education requirement in that fashion. For more information, please see our web site www.wku.edu/modernlanguages

7. CAN STUDENTS RECEIVE CREDIT FOR SKIPPING 101?

Students who pass 102 without taking 101 and earn a grade of C or better can pay a fee to receive 3 hours of verified credit for 101. These credits will appear on the student's transcript and count toward graduation and the 101 course will count as elective hours toward graduation.

8. WHAT ABOUT INTERNATIONAL STUDENTS?

The general education foreign language requirement will be waived for international students whose first language is not English, contingent upon successful completion of ENG
100 and 300 and either COMM 145 or 161 (i.e. 9 hours instead of 12 in Category A) and an additional 3 hours of coursework in General Education courses selected from any category. When submitting the degree program, international students must attach a letter from the Office of International Programs verifying they are non-native speakers of English. Students receiving the foreign language waiver will list their additional selected general education course in the degree program line labeled “Foreign Lang.”

**Math Placement**

**ENROLLMENT IN ANY SECTION OF MATH 116 REQUIRES A STUDENT’S MPE AND ACT/SAT SCORES.**

Math 116 no longer requires a course pass. Placement into Math 116 is based upon the student’s MPE and ACT/SAT scores. The Spring 2012 semester is the last for Math 116E and Math 106.

To assist you in choosing the appropriate math course for a student whose major requires COLLEGE ALGEBRA, the Department of Mathematics offers the following placement information. Beside each category of Math Placement Exam (MPE) and Math ACT scores, we have indicated the course for which the student would qualify.

- MPE 0-7 AND ACT 21 or below: DMA 055C
- MPE 8-13 AND ACT 21 or below: DMA 096C
- MPE 14-25 AND ACT 21 or below: MATH 116C or MATH 116E & 106
- MATH ACT 22 or higher: MATH 116

**Students who need college algebra but do not qualify yet for Math 116**

DMA 096C (formerly Math 100: Intermediate Algebra); students with MPE 7 and below should enroll in DMA 095C (Introductory Algebra) at the Community College.

DMA 096C is the only prerequisite for Math 116 (Math 109 is not). For students who have completed DMA 096C (Intermediate Algebra), the Math Department makes these recommendations based on performance in that course:

- DMA 096C grade of A, B, or C: Math 116
- DMA 096C grade of D or F: Math 096C (repeat)

***Students who have completed DMA 096C are strongly urged to substitute Math 116-117 for Math 118.***

**ENROLLMENT IN MATH 109**

There are certain major programs at WKU that do not require Math 116 (College Algebra); instead, the General Education mathematics requirement can be satisfied by the survey course, Math 109. For students in those programs, the journey through DMA 096C is not required; Math 109 is not an algebra-based course. Likewise, Math 109 is not a stepping
stone to reach Math 116. There is no cut-off score on the Math Placement Exam for entrance into Math 109 (although students whose Math ACT scores are below 18 must attend special academic support sessions offered by the instructors to satisfy a CPE mandate).

If you are an advisor in an academic department, you probably know what mathematics course is preferred for your majors (or minors). If you advise a broad range of students with majors in several departments and are unsure about the math requirement for a particular department, the math department compiled that information. If you are unsure about what math course that is required for another major call the Math Department at 745-3651 to inquire about your advisees' appropriate selection.

Information about your advisees' ACT and MPE scores and WKU mathematics course records can be found on the MPE advice slip obtained during the Academic Transitions Program or on the "View Student Test Scores and Course Eligibility" and "View Student Transcript" screens of TOPNET. Please call the Department of Mathematics Office at 5-3651 if you have any questions.
CHART 1: Placement for majors that require Algebra

<table>
<thead>
<tr>
<th>ACT</th>
<th>SAT</th>
<th>MPE 055C</th>
<th>MATH 114 or 115</th>
<th>MATH 116</th>
<th>MATH 117 or 118</th>
<th>MATH 119, 120, 121**</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>0-450</td>
<td>DMA 055C*</td>
<td></td>
<td></td>
<td>MATH 114 or 115</td>
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<tr>
<td>6</td>
<td>460-500</td>
<td>DMA 096C*</td>
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<td></td>
<td>MATH 116 or 117</td>
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<tr>
<td>7</td>
<td>510-600</td>
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<td>MATH 116 or 117</td>
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<td>MATH 116</td>
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<tr>
<td>8</td>
<td>610+</td>
<td></td>
<td></td>
<td></td>
<td>MATH 116</td>
<td></td>
</tr>
</tbody>
</table>

* Students whose major requires Math 116, but scores do not qualify them for Math 116, should take DMA 096C or 055C depending on placement scores above. For advising assistance on placement email: college.readiness@wsu.edu

** Math 136 and Math 142 also require a score of 10 or better on the MPTE.

KYOTE College Algebra scores directly correlate with MPE scores.

COMPASS algebra score of 50 or higher establishes readiness for college algebra.

All placement scores expire after one year (COMPASS, KYOTE, and MPE)

For more detail on Math placement: Go to TopNet, Advising, TopNet Reports, Academic Standing & College Readiness Report

DAMA 055C and DMA 096C are not offered through the Department of Mathematics, and thus students needing guidance on

NOTE: High School requirements that must be satisfied in order to take the following courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Current Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA 055C</td>
<td>DMA 096C</td>
</tr>
<tr>
<td>A</td>
<td>MATH 114/115</td>
</tr>
<tr>
<td>B</td>
<td>MATH 115/116</td>
</tr>
<tr>
<td>C</td>
<td>MATH 116/117</td>
</tr>
<tr>
<td>D/F</td>
<td>MATH 118/119</td>
</tr>
<tr>
<td>W</td>
<td>MATH 121/122</td>
</tr>
</tbody>
</table>

List of majors that require College Algebra

MPE Scores expire after one year and one retake during the currency period is possible. The retake does not "reset the currency clock" and is taken in a proctored environment. The testing center should contact one of the following individuals if the student is ready to take the MPE Exam; Leslie Plumlee (745-2141) or Cindy Jonson (745-4642).

12/2011
To determine appropriate reading course placement, students with an ACT reading score below 17 will be required to enroll in DRDG 080C. Students placed into DRDG 080C will take the Accuplacer test during the first class meeting. Students will be able to drop the reading class if they score above the 60th percentile on the test. Students with an ACT score of 18 or 19 will need to enroll in LTCY 199. Students with an ACT Reading score of 20 or higher will not be required to take anything.

DRDG 080C, College Reading Strategies, is a 3-hour course offered through the Academic Support Division of South Campus.

In advising students who need supplemental reading instruction, advisors are encouraged to help students avoid classes with intensive reading requirements.
The orientation program assists new students in making a transition to the college environment by:

1. Providing all new, full-time students with printed materials related to their program of study and general academic matters; and
2. Providing one day Academic Transitions Program (ATP) during which students attend information sessions to help them become familiar with the campus and services provided, meet with the academic advisors in their chosen area of study, and register for classes for the upcoming team.

Participation in ATP is required for all freshmen and transfer students (with less than 24 transfer credit hours) planning to register for classes on the main or south campuses. The program lasts all day for freshmen. Transfer students with 24 credits hours or more are required to complete an online orientation.

**ATP Program Outline**

**Morning Activities** (begin with Registration at 7:00, and Welcome around 8:10 in DUC Theatre)

- **Welcome** (15 minutes) – typically the President or VP of Enrollment Management
- **Academic Expectations** (15 minutes)
  - Expectation of Students (go to class, study, etc.)
  - Expectation of WKU (classes will be offered, etc.)
  - Critical Thinking
- **Chemistry Placement Exam** (60 minutes) – for majors that require the CPE before enrolling in a science course (If student takes the CPE then they do not attend the panel discussion or the icebreaker/Getting Involved activity)
- **Panel Discussion for Students** (35 minutes) Panel consists of:
  - Housing
  - Dining Services
  - Student Activities
  - Student Telephone Services
  - IT/ResNet
  - Preston Center
  - Financial Aid
  - Police
  - P&T
  - **Questions** range from when will I get my financial aid, how do I find out my housing assignment, what if I don’t have a roommate, what type of computer can I bring, is there internet connection everywhere, how is the food, meal plan questions, fun things to do, clubs, etc.
- **Getting Involved** (30 minutes)
  - Group activity to get students involved
  - Campus Opportunities
  - Study Abroad
  - Honors
- **Orientation Assembly** (35 minutes)
  - General Education Requirements (power point), quick overview of categories
  - UC 175, LLC; Advising Forms in packet (mini-bulletin, registration guide, advising worksheet); Important dates/academic calendar; Class information: times, attendance, drop/add, etc.
After Lunch:

CHHS Dean’s Discussion:
Welcome – we are glad that you are here!!! – study abroad, honors, etc.
Overview of CHHS and support units
ATP Booklet
Parents Welcome – Booklet handed out

Prior to each ATP date, department assigned advisors are provided rosters and profile sheets of students scheduled for that date. The profile sheet includes the student’s high school/previous college name, GPA, home address, ACT/SAT scores, pre college curriculum information, required English course, and other information that may pertain to specific standardized test scores.

How to Run an ATP Student Profile Sheet

- Open your internet browser (preferable Internet Explorer)
- On campus, type “Reports” in the address bar (off campus type infoview.wku.edu)
- Login with you Net ID and password
- Authentication should be set to: Windows AD
- On the left menu bar, click the “+” beside “Public Folders”
- Click the “+” beside “WKU Campus Community”
- Click the “ATP-Academic Transitions Program” folder
- Click “Schedule” under “ATP Profile Sheets in Major Order”
- Under the “When” tab, select Now
- Click on the “+” next to the “Parameter” tab and add the following values:
  - For “Admit Term,” click on empty and replace with term student is registering for (i.e. 200830 means Fall 2008) and hit OK * 30 is a term code for Fall and the codes for each semester are: Winter 05, Spring 10, Summer 20, Fall 30
  - For “ATP Code (Cohort Code),” click on the empty and replace with the current cohort code and hit OK
  - For “Department Code,” click on empty and replace with your department code, hit the arrow button to add the code, and hit OK (this is case sensitive)
  - After clicking Schedule, click Refresh in the top right corner repeatedly until the Status of the Report says Success.
  - The under Instance Time, click on the blue date and time next to your name
  - The Profile Sheets should come up (they are in .pdf format, so if this does not work, check to see if you have downloaded Adobe Reader)
  - Click the Print icon within the report to print the Profile Sheets

The great things about running the report once is the next time you go back into ASA reports, the report still exist – you do need to “Reschedule” to get up-to-date information. The parameters will already be set, and the report will automatically
update. If you are running a report for a different ATP, make sure you change the cohort code! A list of the cohort codes are provided with the reminder email.

**Office of International Student & Scholar Services (ISSS)**

http://www.wku.edu/isss/

ISSS office is located on State Street  
Phone: (270) 745-4857  
Fax: 745-6144, E-mail: isss@wku.edu

ISSS Mission Statement: We serve WKU’s international student, scholars and faculty through immigration services, cultural advising, advocacy, and cross-cultural programming and training.

**Immigration Advising**

ISSS is committed to providing students and exchange visitors with accurate and timely advice on all immigration questions. ISSS also publishes handouts on various F-1 and J-1 immigration issues, such as work authorization, travel, and change of status, which are available from the ISSS office.

**Immigration Workshops**

ISSS provides workshops on several important immigration issues. ISSS encourages students to attend workshops to learn the procedures and regulation requirements of the Immigration and Naturalization Service (INS). Workshops include F-1 & J-1 Visa Overview, F-1 & J-1 Student Employment, H-1B Visa Process, Culture Shock Workshop.

**International Student Orientation**

The week immediately before the fall and spring semesters each year is set aside for International Student Orientation. International Student Orientation is a week-long cross-culturally focused series of session designed to facilitate students transition to Western Kentucky University. Newly admitted international students will receive a preliminary Orientation schedule with their immigration documents. The finalized schedule will be given to all students at check-in on the first day of Orientation.

**Faculty and Research Scholar Services**

ISSS extends its services and support to international faculty and research scholars and their dependents. ISSS encourages faculty and research scholars to become familiar with the ISSS office upon arrival.

**International Club Advising**

ISSS provides guidance and support for WKU's International Club and assists with promotion and planning of special events.
Personal, Academic, and Financial Counseling
ISSS and staff are available to discuss personal, academic, and financial issues with may arise during the year. ISSS is ready to assist students in resolving any such issues by contacting other departments or by acting as an intermediary or a referral on behalf of the student or exchange visitor.

Outreach
ISSS coordinates with many regional organizations to promote cultural and educational exchanges, such as embassies, Immigration and Naturalization Service (INS), United States State Department, and NAFSA: Association of International Educators.

Tips for Advisors
When advising international students, it is important to remember that they come from cultures very different from ours in the United States. Advisors should take pains to speak slowly and use formal English when working with students from other countries. Using slang or colloquial English may confuse the student. It is also important to understand that international students might want to please their American advisors and will at times smile and say that they understand you even when they do not. When counseling international students, watch for signs of misunderstanding – a puzzled look, a frown – and always ask students if they understand what you have said. If there is any question in your mind that the student may not have understood you, write your instructions/advice so the student can read it in English. Many times, international students have a better grasp of written English than spoken English. If you seem to be having trouble making yourself understood, please call the International Student Advisor. The Advisor has experience working with the international students and may be of considerable assistance in communicating with the student.

Tips for Advising International Students

1. International students are required by the Department of Homeland Security to maintain a full course load of classes. For undergraduates, this means at least 12 semester hours. The only exceptions are the following:
   • the student is in his/her first semester of courses at WKU and is struggling with the English language or the American classroom
   • the student is in his/her last semester of courses at WKU and needs less than a full course load to graduate
   In both instances, the student must have their academic advisor complete a Reduced Course Load form before the beginning of the semester. This form may be obtained by the student at the Office of International Student and Scholar Services.

2. International undergrad students must be enrolled in 9 credits of face-to-face courses every semester. For example, with 12 credit hours, only 3 hours or less may be online. Above 12 hours, the student may have more than (1) online course. Please contact ISSS with any questions.
3. Audited classes do NOT count toward full-time enrollment according to Department of Homeland Security regulations.

4. First semester undergraduates who have graduated from ESLI should be enrolled in ENG 051.

5. Students whose first language is NOT English may complete a Foreign Language Waiver request at the Office of International Student and Scholar Services. This will generate the required letter for the academic advisor to waive the foreign language requirement according to policy below.

(The WKU University Senate approved the following policy on December 13, 2001
The general education foreign language requirement will be waived for international students whose first language is not English, contingent upon successful completion of ENG 100 and 300 and either COMM 145 or 161 (i.e. 9 hours instead of 12 in Category A) and an additional 3 hours of coursework in General Education courses selected from any category. When submitting the degree program, such international students must attach this letter from the Office of International Programs verifying they are a non-native speaker of English.
Students receiving the foreign language waiver will list their additional selected general education course in the degree program line labeled “Foreign Lang”.)

Questions:
Beth Murphy, Assistant Director, 745.4858, beth.murphy@wku.edu
Andrea Ford, Advisor, 745.6885, andrea.ford@wku.edu
Bethany Ore, 745.2332, bethany.ore@wku.edu

Millennial Students/Helicopter Parents

Dealing with millennial students and their 'helicopter' parents
Tuesday, June 2, 2009 in Library
by Andy Williams, Associate Editor, Avisian Publications

They consider themselves special. They expect to earn lots of money when they graduate from college, profanity in proper conversation is no longer off limits and they probably had a huge hand in electing the latest president of the U.S. They’re part of the Millennial Generation, or Gen Y, and colleges need to learn how to deal with them.

That’s the message Kristy Vienne, director of Bearkat OneCard Services at Sam Houston State University, Huntsville, Tex., offered up to participants at NACCU’s annual conference in Orlando, Fla. She talked about what some of this new generation of students expect and how the university, specifically the card office, can deal with them ... and their parents.
Yes, parents. With this generation, the college is getting both a parent and a student, she said. These are so-called “helicopter” parents, because they hover closely overhead, rarely out of reach whether their children need them or not. “Sometimes, I call them Blackhawks,” she laughed. In fact, these parents look upon their students’ college experience as a joint venture between parent and child.

**No first place winners for millennials**
Millennial students grew up in an environment where everyone wins. “They don’t keep score anymore. They want everybody to be equal. They win trophies for participation rather than for winning. As a result, they still feel everyone should get a prize,” she said.

Depression and anxiety are higher among millennials, but they are very tolerant of others. “They have a sense of optimism. They have come to expect good news,” she added.

They are also open minded. “They don’t see color. It’s okay to be different,” she said. Their mantra might be: ‘Free to be me, free to be you,’” she added. “They’re very diverse and they see their clothing as a personal expression.”

Sometimes the self-censor that many people have is absent with this generation. “They often share too much information and curse words are no longer taboo. We may see curse words as disrespectful but they don’t. I would never consider turning in an academic paper with curse words,” Vienne says. They do.

Millennials do trust baby boomers. “Because they have been rewarded by them their whole lives,” she says.

These students have also mastered the art of negotiating because that’s what they’ve done with the parents. They’ll even try “to negotiate with you for that A,” she said.

Being Internet-savvy, leads to an instant gratification mentality among millennials. “They want it now,” said Vienne. “And they want the latest and best technology.”

But that doesn’t mean they’re lazy. Far from it, Vienne said. They are more driven to succeed then previous generations. They expect to succeed. The difference is that they may not be willing to put in the time. “They’re very ambitious. What they don’t like is climbing the ladder to get there,” she said.

**Pay attention to them**
So what strategies can card offices, or other college administrators, use in coping with this new breed of student?

Since they think they’re special, treat them as such. It doesn’t have to be much, simply acknowledging them when they first enter the campus office is a good start, Vienne
said. “It’s a small thing, but it does help. If they send you an email, respond within one or two hours.”

Remember instant gratification? “They may send you a follow-up email wanting to know why you’re ignoring them,” said Vienne. “Prepare for students who are high maintenance and who expect to be treated like VIPs. Office staffs should be aware of a millennial’s needs.”

Vienne says understanding millennials is important for college administrators because it can help them develop more effective policies, programs and services for the workplace.

The generation is also used to living by rules, but they have to be clearly defined and in writing, she said. “If you expect them to follow rules, you better have it in writing. They will reject it if it’s unwritten because they do not like grey areas, such as the ‘unwritten rule,’” she added.

**Landing that helicopter**
Parents of millennial students, she said, will call the university office, usually bypassing the normal chain of authority, to seek resolution to the smallest complaint.

They also expect to have a lot more say and demand much more input in their children’s education, she said. “Parents rush to prevent any harm or failure from befalling them or letting them learn from their own mistakes, sometimes even contrary to the children’s wishes,” said Vienne.

Universities can use excessive parental involvement to their advantage, said Vienne. Create an open forum for parents to be involved proactively. “Get parents on your side.”

One problem has been that universities may spend thousands of dollars marketing to students, but these materials may not be what millennials need. “What we’re delivering and what they want may not be the same thing. We’re designing information for students, but it’s the parents who are reading it.”

Vienne’s school offers special programs for parents. Even simple things like providing them donuts during student orientation can go a long way towards further involving parents. “We have parent-dedicated Web sites and marketing materials just for parents,” she said.

As to keeping parents informed, colleges can only go so far, she added, thanks to Family Educational Rights and Privacy Act, better known as FERPA. This federal regulation dictates what parties can be given access to personal information about students and it clearly restricts parental access to many aspects of their children’s records. “Develop
handouts that explain your limitations in sharing information. Employ FERPA on your side. Let parents know we’re working to protect the identity of our students.”

**How to Deal with Helicopter Parents?**

The term helicopter parent refers to the generation of very involved parents who are flooding campus orientations, the registration process and assisting their students' dealings with professors, advisors, administrators and roommates.

Different parents have various reasons for “hovering” around in the lives of their child. Some researchers call it a ‘Baby boomer bond’ referring to the generation of parents who have been over involved in their child’s life since in-utero and find it hard to let go. The invention of cell phones, email, text messaging, etc. makes reaching out and contacting their child very easy. It is important to remember; these parents have good intentions and just want the very best for their student.

In an effort to help you understand and respond positively, below are some tips and suggestions for handling situations in a productive manner.

**Strategies for Advising Sessions That Involve Student and Parent(s):**

1. Ask at beginning of session if student minds if the parent(s) are present? Student has right to say “no”.
2. Maintain eye contact with student.
3. Consider placement of parent(s) in office.
4. Direct questions toward the student.
5. If parent asks question or answers question, redirect (politely) the issue back to student.
6. Always let student know that she can return to see you anytime if she would like to continue the discussion.

**Do with parents:**

1. **Communication**
   - Provide parents with the following resources
     - Updated Web site (www.wku.edu/chhs/)
     - Newsletter(s)
     - University print material/calendar of deadlines
     - Provide copies of policies/resources to parents
     - Give them a business card

2. **Information**
   - The advisor may provide information about the following topics
     - Curriculum requirements
     - Financial aid opportunities
     - Health and counseling services available
     - Judicial process
     - Safety and security issues

3. **Be responsive**
   - Reply professionally
Be honest and refer to written policy (see FERPA information in your Academic Advising Handbook)

4. Connect Parents with the Parents Association. You can find out more Information about WKU Parents Associate at http://www.wku.edu/StuAffairs/parents/parentsAssoc/p_Join.htm

Don’t with parents:
1. Don’t tell them to “go away” after dropping off their student ~Particularly freshmen.
2. Don’t state that you care as much about their student as they do ~They have taken care of them for 18 years.
3. Don’t suggest that you know their son/daughter better than they do ~They need reassurance that you are a capable advisor.
4. Don’t pass them off to another office.
5. Check with the appropriate office(s) to inquire where or how to direct parents exactly where they need to be directed.
6. Don’t become their “friend.”

Signs to identify a Helicopter Parent:
1. Parent who is in constant contact with his/her child.
To a great part this has become possible due to the cell phones which every student normally carries on a regular basis.
2. Parent who is in constant contact with school administration.
These parents have a tendency to manage their child’s life by calling or emailing the school administration about issues involving their child’s transition, academics, residence hall problems etc.
3. Parent making their child’s academic decisions.
These parents seem to lose the distinction between giving advice and controlling such decisions in their child’s life. Also, parents helping the child with their homework are a definite sign of a helicopter parent.
4. Parents feeling guilty when their child doesn’t do too well.
Parents may express feelings of failure when their child fails are helicopter parents.

Non-Traditional Students
www.wku.edu/real/

The Adult Learner Portal is part of the WKU R.E.A.L. (Reaching Each Adult Learner) program.

Mission: To reach each adult learner by providing opportunities and support for educational success.
At Western Kentucky University (WKU), we are actively addressing the needs of adult learners through a variety of strategies and services. wkuREAL (Reaching Each Adult Learner) is a physical location, a process, and a philosophy. wkuREAL, currently located in CH 301 and 313, is a “one-stop-shop” where non-traditional students can have questions answered, get connected to the proper services, and receive personalized support.

**Background**
The Kentucky Council for Postsecondary Education (CPE) notes that:

- College graduates earn more
- College graduates tend to be more engaged citizens
- States with more college graduates generally enjoy a higher quality of life
- States with more college graduates have stronger, more diverse economies.

Not only is the educational attainment problem for adults acknowledged by policy makers and postsecondary education providers, it is also recognized at a more grassroots level by the WKU Regional Stewardship Advisory Council (RSAC), which recognizes the need for more adults to have bachelor’s degrees, the need for a more highly skilled and better educated workforce, and the need for constant retraining for new jobs.

**The “3 Ps” of wkuREAL**

- A philosophy that recognizes the unique needs of non-traditional students and that recognizes that the university may need to re-evaluated how it provides access and meets the needs of students who do not meet “traditional” demographics.
- A place where non-traditional students can come to browse materials, talk to adult learner counselors, search WKU web pages, and begin the processes of entering the university
- A streamlined process whereby older students can make the transition back to school, even if it’s been several years.

If you would like more information about WKU REAL you can contact 270-745-3575 or email us at real@wku.edu.
Honors College Philosophy/Goals: The goal of The Honors College at WKU is to be an institutional multiplier for developing young minds and promoting the University’s overall educational mission. The Honors College advances this mission by promoting collegial associations, pooling talent from across the institution and providing a challenging, yet supportive, living/learning environment in which motivated, high-achieving students develop an understanding of the life of the mind and the importance of sharing their gifts with their community.

WHAT'S THE HONORS COLLEGE ALL ABOUT?
Honors are your chance to challenge yourself. We offer enriched general education and major’s classes, Honors Colloquia that will stretch your mind, and the opportunity to work one on one with a faculty member on an independent research or creative project. We also fund students for international study and research projects that will help open doors in their career fields. Our students also engage in community service, working with groups like the Humane Society and Habitat for Humanity, as well as Western’s Academic Advising and Retention Center, helping other students make the adjustment to college. Our main goal in the Honors College is to provide opportunities for motivated students to get everything they can out of their college experience and to put a personal stamp on their education. We call it the 'Challenge of Opportunity.'

HOW ARE HONORS CLASSES DIFFERENT FROM REGULAR CLASSES?
Honors classes are small - usually fewer than 25 students - and taught by the best professors on campus. There is more discussion, less simple memorization, and more opportunity to enhance your writing and critical thinking skills. Your professors expect a lot from you, but they give a lot of individualized attention as well. In Honors courses, we don't simply do things faster - we do things differently.

WHAT ARE HONORS COLLOQUIA?
Honors Colloquia are interdisciplinary discussion classes, where students and faculty consider and debate controversial issues. Typically there are no lectures and no exams; instead, the focus is on reading important primary texts, discussing those readings, and writing several research or creative papers relating to the course material. The topics of the Colloquia change from year to year, but we always try to select topics that are interdisciplinary and for which there may be no clear right or wrong answers. If you want a taste of the graduate school experience, then Honors Colloquia are what you need.

WHAT'S THE THESIS ALL ABOUT AND ISN'T IT HARD?
The Capstone Experience/Thesis (CE/T) project is a chance for you to work on a sustained independent project in your field of study and to make your own mark on your education. You will work under the direction of a faculty member who will help you develop the CE/T project and serve as your mentor.
throughout the process. The topic and the format are up to you: students can conduct lab research, write a traditional thesis, compose symphonies, write plays, short stories or poems, develop teaching tools or marketing plans, or produce radio documentaries. All we require is that the CE/T project is a sustained, critical, and scholarly investigation of a focused topic. In many fields, the key to getting a good job or graduate fellowship upon graduation is to have real-world experience on your resume - the CE/T is one good way to get that experience. As for being difficult, yes it is. Completing the CE/T requires a lot of self-motivation and commitment, as well as solid intellectual ability, but do to your prior coursework in the Honors College and in your major field, you will be ready for the challenge. Of all the elements of the Honors College the CE/T is probably the most rewarding.

<table>
<thead>
<tr>
<th>Honors College Curriculum</th>
<th>Honors Program Curriculum</th>
<th>Honors in the Major Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Students</td>
<td>Students entering the Honors College in Fall 2008 or later</td>
<td>Students entering the Honors College in Fall 2008 or later</td>
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<td>(3 of the 6 Gen Ed categories must be represented)</td>
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<td>Honors Colloquia (HON251, HON 300, HON 301)</td>
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<td>Honors Electives (any level)</td>
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<td>GPA Required to Graduate</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>Degree Title</td>
<td>Honors College Graduate</td>
<td>Honors Program Graduate</td>
</tr>
</tbody>
</table>

---

Honors College
The Honors College currently tracks a student’s Honors requirements progress through iCAP. All active Honors students will have a “University Honors College” section on their iCAP directly following their General Education requirements. If you have any questions concerning these requirements, please contact the Honors College Academic Advisor at honors.advising@wku.edu.

An active student in the Honors College can fall into two categories: Good Standing or Warning Semester. To find out more about an Honors student’s status, you can visit: www.wku.edu/honors/goodstanding.pdf.
Communication Sciences & Disorders (32 students accepted once per year)
Enrolment in the communication science & disorders program is limited. Formal admission to the major is made in the second semester of the sophomore year. An applicant must have a cumulative Grade Point Average of 3.2 when applying for program admission. Notification of admission is made by letter. For more information go to www.wku.edu/communicationdisorders

Dental Hygiene (28 students accepted once per year)
Enrollment in the dental hygiene program is limited. Special admission information and other special rules, standards and requirements as well as specific program information can be obtained directly from the Department of Allied Health. Prerequisite courses are: ENG 100, PSY 100, BIOL 131 and BIOL 207 & 208. Documentation of job shadowing is also required. For an application go to www.wku.edu/dentalhygiene

Exercise Science (effective Fall 2012)
Completion of 42-43 credit hours earned, prerequisite courses include EXS 122, 223, 296, BIOL 131, FACS 111, CHEM 109 or 120/121, SFTY 171, MATH 116, PSY 100 and SOCL 100 or GERO 100. Minimum GPA of 2.5 required. For more information go to www.wku.edu/exercisesciene

Healthcare Administration
Students who have completed a minimum of 30 semester hours (including the courses required for seeking admission status and admitted status of the specific program) with an overall GPA of 2.5 qualify for admission into the program. Students whose GPA falls below 2.3 for two successive semesters will be dropped from the program. Students who receive a grade below a “C” in two or more courses required in the major will be dropped from the program. A student may be reinstated in the program when the overall GPA is elevated to at least 2.3 and all courses in which a grade less than "C" was earned have been repeated and a grade of "C" or better is earned. Students must have an overall grade point average of at least 2.5 before enrolling in the internship. Grades below "C" in major or minor courses will not be counted toward meeting graduation requirements.

- Requirements for Seeking Admission (Ref # 559P): 24 hrs including MATH 116 (or higher) and PH 100 with overall GPA of 2.0 or better.
- Requirements for Admission (Ref # 559): 30 hrs including the above courses plus BIOL 131, COMM 145/161 and ECON 202 with overall GPA of 2.3 or better.

For more information go to www.wku.edu/publichealth

Nutrition & Dietetics
- For admission into the dietetics program at Western Kentucky University, students must be admitted to Western Kentucky University as a degree-seeking student and must have a minimum G.P.A. of 3.0 on at least 30 college credit hours.
- Specific courses, including human nutrition (HMD 211), anatomy and physiology (BIOL 131), college algebra (MATH 116), and chemistry (CHEM 105), should be a part of these 30 credit
hours. A minimum grade of "B" is required for these pre-admission courses (HMD 211, BIOL 131, MATH 116, CHEM 105)

- A composite ACT of 20 or SAT (critical reading + math) of 950 is also needed for program admission.
- For students admitted to WKU (degree seeking) prior to Fall 2009 and able to complete requirements within 7 years of original admission to WKU, admission requirements include: admission to Western Kentucky University and a minimum G.P.A. of 2.7 on at least 24 credit hours. Specific courses, including human nutrition (HMD 211), food science (HMD 151) and chemistry (CHEM 105), should be a part of these 24 credit hours.

Nursing (80 students accepted once per semester – effective Fall 2012)
The Nursing Program is a limited enrollment program. Admission is selective and competitive. Admission to the college or university does not guarantee admission to the Nursing Program. General educations along with specific prerequisite courses are required to be completed and in final progress of completion at time of application (11 of the 16 credit hours of required sciences have to be completed). Completion of the nursing entrance exam, HESI, is completed prior to application as well. A separate application must be submitted to the program of nursing. For more information and an application go to www.wku.edu/nursing

Public Health
Students who have completed a minimum of 30 semester hours, including COMM 145, PH 100, PSY 100, BIOL 131 and CHEM 109, with an overall GPA of 2.3, qualify for admission into the program. Equivalents of these courses from other accredited institutions will be accepted, but the minimum GPA requirement must be met. For more information got to www.wku.edu/publichealth

Social Work
Prerequisite courses for admission to the program are: Social Work 101, Social Work 205, English 100, Math 116, Biology 113, Psychology 100, Sociology, Political Science 110 Economics 150. Consideration for acceptance into the program requires that students successfully complete the prerequisite courses, have a grade point average of at least 2.5, submit an application and essay, agree with the NASW Code of Ethics, complete an interview with the BSW Program Director, and attain sophomore standing at the time of admission to the program. For more information go to www.wku.edu/socialwork

Sport Management
Students must maintain a “C” or better in the following courses for admission into the program: ECON 202, ACCT 200, MGT 210, SPM 200, MKT 220, and a WKU GPA of at least 2.5 overall; completion of 45 credit hours along with 1 semester in residence for transfer students. For more information go to www.wku.edu/sportmanagement
Transfer Student Information

Review the student’s previous coursework.
Ensure that official transcripts from each accredited college/university attended have been mailed to the WKU Office of Admissions, 1906 College Heights Blvd. #11020, Bowling Green, KY 42101-1020.

Within about 10 working days of the student’s admission to WKU, a General Education Transfer Report should be available to review. You may access this information in one of two ways: by running a degree audit in iCAP (available in TopNet under Advisor/Student Data Inquiry), or by viewing the Student Transfer General Ed Equivalency report (also available in TopNet under TopNet reports, Advisor/Student Data Inquiry). iCAP website: http://www.wku.edu/icap/. Coursework that has not be evaluated for credit will appear in the “General Electives” area of the iCAP report. Please review this area to see if anything can be used as a programmatic requirement.

If the student has coursework that has not yet been articulated, you can review how the courses will transfer into WKU by checking the Transfer Credit Equivalency website at https://acsapps.wku.edu/pls/prod/wkup_tar_trans_display.wkup_tar_trans_get_sbg (linked under Office of Admissions/Transfer Requirements/Other Related Links). If this is not possible, check the transfer institution website for a course description.

Help the student register for classes
Remember that a transfer student may not be able to follow the “ideal” degree program due to course scheduling and previous coursework completed. Be flexible in suggesting alternatives. Especially with first-semester transfer students, many courses may be closed by the time these students attend an ATP session or come for advising. Look for classes that will not duplicate work the student already completed, but will count toward the degree he or she is seeking. Please keep in mind that some transfer students may have completed many of their Gen Ed requirements. Show the student how to use iCAP to track degree progress, and TopNet to register for classes.

Assist the student to find resources
The CHHS Transfer Student information sheet is a great place to start. Make sure to give your student a copy of this handout, which is also available on the CHHS website under ACE/Advising/Transfer Student Information at http://www.wku.edu/chhs/ace/. This guide has information about textbooks, financial aid, housing, meal plans, parking, employment, and many other things a student might need to know. Encourage the student to take a campus tour of campus. Reservations are suggested: http://www.wku.edu/Info/Admissions, or call 270-745-2551 or take a virtual tour: http://www.wku.edu/tour.html.

Encourage the student to get involved in campus life.
Transfer students need to create and strengthen a connection to WKU. Suggestions for getting involved include student organization, service involvement, working on campus, and below are ways to explore these opportunities.

**Student organizations:**
- CHHS student organizations which may be found by going to the CHHS website and link “Current Students” at the top of the page, then link to “Student Organizations” [http://www.wku.edu/chhs/ace/](http://www.wku.edu/chhs/ace/).
- Campus-wide list of organizations at the Student Affairs/Campus Services website at [http://www.wku.edu/Dept/Support/StuAffairs/SAUC/index.htm](http://www.wku.edu/Dept/Support/StuAffairs/SAUC/index.htm).

The ALIVE Center ([www.alivebg.org](http://www.alivebg.org)) can connect students with service organizations and volunteer opportunities.

**Working on campus** is another great way to get involved. Available jobs at WKU can be accessed on the HR website at [http://www.wku.edu/Dept/Support/HR](http://www.wku.edu/Dept/Support/HR), and Work-Study opportunities are coordinated by Student Financial Assistance at [http://www.wku.edu/finaid/](http://www.wku.edu/finaid/).

Be aware of special considerations in working with transfer students. Finding out why the student has transferred to WKU can be a great help during advising. Reasons for transfer may include wanting to get closer to home, wanting to get further away from home, interest in a particular program or major, social reasons such as a friend or significant other, financial considerations, and preference for a particular institution size. The reason for transferring may influence the advising these students need.

Recognize that “transfer shock” really exists; these students may need extra help adjusting to the way things are done at their new institution (WKU). Transfer students are afforded the same opportunities as other students for special programs such as honors courses, scholarships, access to restricted courses, etc. Also, please help them understand the resources available to them in ACE: [http://www.wku.edu/chhs/ace/](http://www.wku.edu/chhs/ace/).

Non-traditional students face a unique set of challenges and can find help by calling (270)745-5065 or emailing Academic Affairs (academic.advising@wku.edu) or stopping by their office at 208 Potter Hall. Non-traditional student information can be found at: [http://www.wku.edu/Dept/Support/AcadAffairs/NTS/home.htm](http://www.wku.edu/Dept/Support/AcadAffairs/NTS/home.htm)

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**Transfer Report Explanation**

**Transfer of Credits**
Credits earned at other accredited American institutions of higher education may be transferred to Western and applied toward a degree. The "Transfer Credit Practices" report published by the American Association of Collegiate Registrars and Admissions
Officers will be the reference used for the evaluation of such credits. Credit from non-regionally accredited institutions may be considered for credit after the student has completed 12 semester hours at WKU with a GPA of 2.0. Please contact Judy Byrd, Associate Registrar, at (270) 745-5411, after completion of the required 12 hours.

All credit is recorded in semester hours. Plus and minus grades will be recorded as the letter grade only.

Usually a WKU Course Equivalency will be listed as a subject abbreviation followed by a course number, such as ENG 100. In cases when there is not a specific WKU course equivalency (or an exact equivalency has not been determined), but you have something that will count toward a general education category, you will see a subject abbreviation followed by an alphabetic abbreviation instead of a number. The alphabetic abbreviation represents the general education category in which the course counts. For example:

**ENG A1-L**
An English course that counts toward Gen. Ed. Category A1 and counts as a lower division course. When a student has both ENG 100 and ENG A1-L, the student has fulfilled the English Requirements in Category A. However, the credit received for ENG 300 does not count toward the upper division credit requirement.

**PHYS D1-L**
A Physics course that counts in Category D1 and counts as a lower division course.

**TRAN EL-L OR TRAN EL-U**
WKU does not have an equivalent course but the course counts as degree credit. An equivalency has not been determined but the course counts as degree credit. If you believe that a course listed as TRAN EL-L (lower level) or TRAN EL-U (upper level) should be considered as equivalent to a WKU course, please contact the appropriate department head for equivalency information, and request that the department head forwards the equivalency information in writing to Marvin Daniel, Coordinator of Transfer Admissions, Office of Admissions, Potter Hall Room 140. The advisor should also assist the student in filling out a “Use of Transfer Courses in iCAP” form available at [http://www.wku.edu/icap/icap_transfer_courses.pdf](http://www.wku.edu/icap/icap_transfer_courses.pdf). If you need assistance filling this form out, please contact Lynn Hazlett-Sherry, ACE Coordinator, at 5027 OR Rheanna Plemons, Assistant Registrar, at 6451.

Coursework taken at a Baccalaureate Degree Granting Institution (4-year) transfers at the level at which WKU offers the course. WKU policy stipulates that Junior or Community College work transferred in must be counted as lower division regardless of equivalency.
Students who transfer from a Kentucky community college or state university may find courses listed with a course title of KY Gen Ed Transfer Agree. This abbreviation in the course title field means that some accommodation has been made in compliance with the Statewide General Education Transfer Agreement. The accommodation may be to show that a particular requirement has been satisfied without actually earning credit hours for a specific course. Examples of accommodations that you may see are:

**KGET C-A3** means the course satisfies Gen. Ed. Category A3 (the speech requirement)

**KGET C-B1** means the course satisfies Gen. Ed. Category B1 (the literature requirement)

**KGET DL-L** means the course satisfies Gen. Ed. Category DL (the science lab requirement) and counts as a lower division course

Transfer coursework appears on the General Education Transfer Evaluation in one of three ways:
- General Education requirements.
- Electives
- Non-credit Electives Courses listed in the first two categories may also apply to major, minor or teacher certification requirements.

**Students may also be fully General Education Certified:**

The **Policy on General Education Transfer**, as set by the Council on Postsecondary Education in collaboration with the Kentucky Community and Technical College System (KCTCS) is as follows:

General Education Certification will appear on a transcript at 4 levels (X1, X2, X3 or X4) along with the statement "KGET courses are always to be considered a separate field in the indicated categories. Each KGET course fulfills the equivalent of 3 hours if needed in the respective categories." The certification level and this statement will be printed in a box at the end of the transfer report.

**X1**—means that the student has no general education certification

**X2**—**Category Certified**. Students in good academic standing who have completed some but not all of the five categories in the 33-hour Core Component will be “Category Certified” for purposes of transfer. Individuals in this situation must fulfill all of the remaining general education requirements at WKU that have not been satisfied through “Category” certification.

**X3**—**Core Certified**. Students in good academic standing who have completed all of the categories—the core component—for a total of 33 hours will be “Core Certified” for purposes of transfer. Individuals in this category must fulfill the remaining general education requirements at WKU that have not been satisfied through the core component.

**X4**—**Fully General Education Certified** (Student has complete the WKU General Education requirements). Students in good academic standing who have completed a general education program of 48 semester hours which includes the 33 hour core and all additional institutional-specific general education courses will be “Fully General Education Certified” for purposes of transfer. An A.A. or A.S. from KCTCS = Fully Certified, however the A.A.S. does **not**.
Associate degrees (A.A or A.S) earned at WKU do not fall under this agreement.

a. If WKU’s general education program requires a sum of hours that is more than that of the sending institution, the student may be required to earn additional general education credits as determined by WKU.

b. If WKU’s general education program requires a sum of hours that is less than the total the student has taken at the sending institution, the excess hours will be accepted for transfer by WKU and evaluated for application toward degree requirements.

**KCTCS Institutions** are: Ashland, Big Sandy, Bluegrass, Bowling Green Technical College, Elizabethtown, Gateway, Hazard, Henderson, Hopkinsville, Jefferson, Madisonville, Maysville, Owensboro, Somerset, Southeast Kentucky, West Kentucky. (http://www.kctcs.net/)

Please refer to the Kentucky Council on Postsecondary Education for a more detailed explanation by using this link: [http://gohigherky.org/Planning/transfer/](http://gohigherky.org/Planning/transfer/)

**Transfer Report Explanation: General Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG A1-L</td>
<td>If the student has ENG 100 then it would fulfill for ENG 300, <strong>however</strong> the student will not receive credit towards the upper division hour requirement</td>
</tr>
<tr>
<td>ENG B1-L</td>
<td>This description would meet the Literature component in Category B</td>
</tr>
<tr>
<td>ENG E1-L</td>
<td>This description would meet the Category E requirement</td>
</tr>
<tr>
<td>PHYS D1-L</td>
<td>Physics Course that counts in Category D</td>
</tr>
<tr>
<td>TRAN EL-L</td>
<td>The “TRAN” is used for a course that has not yet been articulated to an equivalent WKU course. These courses automatically default to the “General Electives” in iCAP. The “L” and “U” represent whether lower or upper level credits are received</td>
</tr>
<tr>
<td>OR TRAN EL-U</td>
<td>The key is to look at the subject and the letter/number combination that follows.</td>
</tr>
</tbody>
</table>

**Transfer Credits from KCTCS Schools**

<table>
<thead>
<tr>
<th>Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KGETC-A</td>
<td>The KGET-C designation is from KCTCS schools only. The letter following the hyphen designates the General Education Category and there will also be a number (1, 2, 3) that follows the letter designation. The number clarifies which part of the general education category is being fulfilled. For example KGETC-A2 will designate that the Foreign Language part of Category A in general education has been fulfilled.</td>
</tr>
<tr>
<td>KGETC-B</td>
<td></td>
</tr>
<tr>
<td>KGETC-C</td>
<td></td>
</tr>
<tr>
<td>KGETC-D</td>
<td></td>
</tr>
<tr>
<td>KGETC-E</td>
<td></td>
</tr>
<tr>
<td>KGETC-F</td>
<td></td>
</tr>
</tbody>
</table>

Even though the credit hours are listed as zero (0), the requirement is considered fulfilled.
After completing the AAS in Dental Hygiene students may continue enrollment at their KCTCS college to complete the general education requirements for a BS at WKU. Upon completion of the following courses the student will be fully General Education certified and will not be required to take additional general education courses at WKU.

WKU's graduation requirement includes 42 hours of upper division courses (300-400). However the DH program has been approved with 26 upper division hours required. In order to complete this requirement students choosing Option I will be required to complete 2 credit hours of open electives at the upper division level (300-400).

<table>
<thead>
<tr>
<th>KCTCS General Education Courses</th>
<th>WKU General Education Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 104 or 105/Humanities/Foreign Language (2nd level)*</td>
<td>Foreign Language (2nd level)/Humanities*</td>
</tr>
<tr>
<td>Humanities*</td>
<td>Humanities*</td>
</tr>
<tr>
<td>Humanities/HIST 104 or 105*</td>
<td>Humanities/HIST 119 or 120*</td>
</tr>
<tr>
<td>Literature (ENG 161)</td>
<td>Literature</td>
</tr>
<tr>
<td>FLK 280 or GEO 152</td>
<td>World Culture</td>
</tr>
<tr>
<td>Total Additional General Ed Courses</td>
<td>Total Additional General Ed Courses</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WKU DH Courses</th>
<th>Total WKU Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 290</td>
<td>2</td>
</tr>
<tr>
<td>DH 304</td>
<td>4</td>
</tr>
<tr>
<td>DH 323</td>
<td>3</td>
</tr>
<tr>
<td>DH 309</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 304</td>
<td>4</td>
</tr>
<tr>
<td>PH 383</td>
<td>3</td>
</tr>
<tr>
<td>HCA 340</td>
<td>3</td>
</tr>
<tr>
<td>PSY 350</td>
<td>3</td>
</tr>
<tr>
<td>Open Electives (2 credit hours at upper division level)</td>
<td>7</td>
</tr>
<tr>
<td>Total WKU Hours</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AAS in DH Program Transfer Hours</th>
<th>Total Additional GE Hours Transferrable</th>
</tr>
</thead>
<tbody>
<tr>
<td>76-82</td>
<td>15</td>
</tr>
<tr>
<td>Total WKU Dental Hygiene Hours</td>
<td>Total Hours</td>
</tr>
<tr>
<td>33</td>
<td>124-130</td>
</tr>
</tbody>
</table>

**NOTE:** KCTCS students take 3 hours of Heritage/Humanities. Twelve of these hours are required at WKU (3 Foreign Language, 6 Humanities, and 3 History). Depending upon which 3 hours the KCTCS students take, the remaining 9 hours need to be completed for the B.S. degree. History is required, and the Humanities courses need to meet WKU general education guidelines.

If questions contact: dentalhygieneadmissions@wku.edu
Health Sciences

<table>
<thead>
<tr>
<th>KCTCS General Education Courses</th>
<th>WKU General Education Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 (for CL, Rad, Res, DS and ST only) 3</td>
<td>ENG 300 (for CL, Rad, Res, DS and ST only) 3</td>
</tr>
<tr>
<td>Foreign Language, 2nd level (if not completed in AAS) 3</td>
<td>Foreign Language, 2nd level (if not completed in AAS) 3</td>
</tr>
<tr>
<td>ENG 161 3</td>
<td>ENG 200 3</td>
</tr>
<tr>
<td>COMM 252 (if not completed in AAS) 3</td>
<td>COMM 145 or 161 3</td>
</tr>
<tr>
<td>*Humanities 3</td>
<td>Humanities 3</td>
</tr>
<tr>
<td>*Humanities (if not completed in AAS) 3</td>
<td>Humanities (if not completed in AAS) 3</td>
</tr>
<tr>
<td>HIST 104 or 105 (if not completed in AAS) 3</td>
<td>HIST 119/120 (if not completed in AAS) 3</td>
</tr>
<tr>
<td>*Social &amp; Behavioral Sciences (for CL, MI, NM, Rad, DS, and ST only) 3</td>
<td>*Social &amp; Behavioral Sciences (for CL, MI, NM, Rad, DS, and ST only) 3</td>
</tr>
<tr>
<td>FLK 280 or GEO 152 3</td>
<td>World Culture 3</td>
</tr>
<tr>
<td>NFS 101 (except DH AAS students) 3</td>
<td>CFS 111 Human Nutrition (except DH AAS) 3</td>
</tr>
<tr>
<td>Total Additional General Ed Courses 15-18</td>
<td>Total Additional General Ed Courses 15-18</td>
</tr>
<tr>
<td>WKU HS Courses</td>
<td>WKU HS Courses</td>
</tr>
<tr>
<td>General Electives listed above 6</td>
<td></td>
</tr>
<tr>
<td>HCA 340 or 347 3</td>
<td>HCA 340 or 347 3</td>
</tr>
<tr>
<td>CHEM 304 3</td>
<td>CHEM 304 3</td>
</tr>
<tr>
<td>HCA 446/447 or CIS 243</td>
<td>HCA 446/447 or CIS 243</td>
</tr>
<tr>
<td>PE 311 3</td>
<td>PE 311 3</td>
</tr>
<tr>
<td>PH 381 3</td>
<td>PH 381 3</td>
</tr>
<tr>
<td>PH 383 or SOCL 300 3</td>
<td>PH 383 or SOCL 300 3</td>
</tr>
<tr>
<td>PH 447 or PHIL 322 3</td>
<td>PH 447 or PHIL 322 3</td>
</tr>
<tr>
<td>Upper Division Elective (300-400) 3</td>
<td>Upper Division Elective (300-400) 3</td>
</tr>
<tr>
<td>Total HS Courses from WKU 30</td>
<td>Total HS Courses from WKU 30</td>
</tr>
<tr>
<td>Total Transferred from AAS 51-82</td>
<td>Total Transferred from AAS 51-82</td>
</tr>
<tr>
<td>Total Additional GE Hours Transferrable 15-18</td>
<td>Total WKU General Ed Courses 21-24</td>
</tr>
<tr>
<td>Total WKU HS Hours 30</td>
<td>Total WKU HS Hours 24</td>
</tr>
<tr>
<td>Additional hours needed to meet WKU 120 credit hour minimum 0-15</td>
<td>Additional hours needed to meet WKU 120 credit hour minimum 0-15</td>
</tr>
<tr>
<td>Total Hours 120-133</td>
<td>Total Hours 120-133</td>
</tr>
</tbody>
</table>

After completing the AAS, students may continue enrollment at their KCTCS college to complete the WKU general education requirements. Six of the additional GE hours need to be completed at WKU so that residence requirements can be met. WKU’s graduation requirement includes 42 hours of upper division courses (300-400). However the Health Sciences program requires 23 upper division hours required. The below courses at WKU will fulfill the upper division requirements for the program.

**NOTE:** KCTCS students take either 3 hours of Heritage/Humanities/Foreign Language. Twelve hours of these courses are required at WKU (3 Foreign Language, 6 Humanities, and 3 Heritage). Depending upon which 3 hours the KCTCS students take, the remaining 6-9 hours need to be completed for the B.S. degree. The following program acronyms are utilized above: CL = Clinical Laboratory; DH = Dental Hygiene; MI = Medical Information Technology; NM = Nuclear Medicine; NU = Nursing; OTA = OT Assistant; PTA = PT Assistant; Rad = Radiography; Res = Respiratory; DS = Diagnostic Med Sonography, and ST = Surgical Technology. History is a requirement, and the Humanities and Social Sciences classes should meet WKU general education guidelines.

If questions contact: dentalhygieneadmissions@wku.edu
### Social Work

**Option I**

- After completing the AAS in Human Services (HS), students may continue enrollment at their KCTCS college to complete the general education requirements for a BSW at WKU.

- WKU's graduation requirement includes 42 hours of upper division courses (300-400).

**KCTCS General Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language (2nd level)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 161</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/HIST 104 or 105*</td>
<td>3</td>
</tr>
<tr>
<td>Science (different field than for AAS)</td>
<td>3</td>
</tr>
<tr>
<td>FLK 280 or GEO 152 (or as advised by WKU)</td>
<td>3</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Additional General Ed Hours** 21

**WKU SWRK Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Total WKU SWRK Hours** 39

**SWRK & WKU Upper division hours** 42

**Total Hours** 127-128

**Option II**

- After completion of the AAS in Human Services (HS), students may transfer to WKU and complete the following courses to earn the Bachelor of Social Work degree.

- WKU’s graduation requirements include 42 hours of upper division courses (300-400).

**WKU General Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Foreign Language (2nd level)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/HIST 119 or 120*</td>
<td>3</td>
</tr>
<tr>
<td>Science (different field than for AAS)</td>
<td>3</td>
</tr>
<tr>
<td>World Culture</td>
<td>3</td>
</tr>
<tr>
<td>PH 100</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Additional General Ed Hours** 21

**WKU SWRK Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tr>
<td>SWRK 330</td>
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<td>SWRK 483</td>
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</tbody>
</table>

**Total WKU SWRK Hours** 39

**SWRK & WKU Upper division electives**

**Total Hours** 127-128

**Total GE Additional Hours Transferrable** 21

**Total SWRK & WKU Upper division hours** 42

**Total Transfers from AAS in HS** 64-65

**Total Hours** 127-128

**NOTE:** KCTCS students take 3 hours of Heritage/Humanities. Nine hours of these courses are required at WKU (6 Humanities and 3 Heritage). Depending upon which 3 hours the KCTCS students take, the remaining 6 hours need to be completed for the BSW degree. The BSW requires 9 hours of electives within the major; one 3 hour SWRK electives, and two 3 hour Advisor Consent Electives (ACE). Therefore, if nine credit hours of the KCTCS AAS Human Services program are HS 103 (or higher) or SWRK 180 (or higher), then additional electives will not be required for the BSW. History is required, and the Humanities and Science courses need to meet the WKU general education guidelines.

*If questions contact:* [swrk@wku.edu](mailto:swrk@wku.edu)
The Academic Advising and Retention Center (AARC) of WKU would like to introduce a service for advisor and student use. This new service allows students to schedule appointments with their academic advisors via TopNet. Staff and faculty can access the Advising Calendar in TopNet, under the Advisors & Student Data Inquiry tab, the under Advising/Administrative Tasks click on Advising Calendar. When students access the Advising Calendar they have the ability to check their advisors' availability, and select a day and time that fits their schedule. This service saves students from having to make an in-person visit or phone call to their advisor to schedule an advisement appointment.

Once the student has made the appointment an email will be sent to the staff or faculty member asking them to either accept the appointment or decline the appointment. If a student cancels an appointment, you will need to go into your Outlook calendar and cancel the appointment.

For more information contact AARC at 745-5065.

**Advisor Use of the Advising Calendar**

Create Availability & Schedule an Appointment

http://www.wku.edu/ace/topnet_calendar_tutorials.php#availability_creator

**Student Use of Advising Calendar**

**How to Use Advising Calendar to schedule an appointment**

http://www.wku.edu/ace/make_an_appointment.php

1. Log into TopNet
2. Click "Student Services"
3. Select "Registration"
4. Choose "Schedule an Advising Appointment" at the bottom of the page
5. Click "Schedule an Appointment"
6. You will be prompted to select a term from the drop down box. Select carefully—remember that you are making an appointment for the semester you are currently in—NOT the semester for which you would like to discuss. For example, if you want an appointment in June choose the Summer semester. If you want an appointment in October select Fall.
7. The next drop down box will have a list of your assigned advisors from which to choose.
8. After you have selected an advisor- the next screen will come up with their monthly view of the advisor’s available times. You can navigate through the months by using the arrows on the left hand side of the screen. Each day that the advisor has availability will
have a green box telling you how many time slots the advisor has available. **Click on the day** that you want the appointment.

9. On the next screen, **choose the time** you want to make the appointment.
10. You can also choose a reason for the meeting, add notes to your advisor, and/or add a phone number. Press **submit** to complete your appointment reservation.

**WKU Infoview**

InfoView is a web based reporting tool used by faculty and staff at Western Kentucky University. Valid users have the ability to schedule, view, print, and export Crystal reports that have been developed by Administrative Systems and Applications.

The login name and password is the same as your email username and password and the authentication needs to be set to “Windows AD”.

The advising reports are located under “Public Folders”, “WKU Campus Community” then “Advisors”. Report names that may be useful are:
- ADV - Students Assigned to a Selected Advisor (dw)
- ADV MAJR - Advisor Listing of Students By Term/Major
- ADV - list Advisees Eligible to Register by major

There are also several reports under “iCAP” that can be used to track students’ progress.

**Changing/Adding a Major/Minor/Concentration**

Changes in major, minor and/or faculty advisor can be made through TopNet with the Change of Major/Minor/Advisor Form.

- The student logs onto their TopNet account. Go to Student Services then Student Records. The change major/minor/concentration/advisor link is the second on that page.
- The student will complete the information on the form, through a series of drop down boxes, confirm and submit the form.
- If the change requires departmental signature the student will be asked to print out the form. The department head or authorized person assigns an advisor according to the student’s major and concentration, if applicable, and signs the form.
- The department then sends the completed form to the Academic Advising and Retention Center.
- The Academic Advising and Retention Center will update the student’s record and return the completed Form to the academic department of the student’s new major.
• Students who have an approved undergraduate degree program on file in the Office of the Registrar may change their major(s) and/or minor(s) by submitting either:
  1. A revised Undergraduate Degree Program with appropriate signatures OR
  2. An Undergraduate Degree Program Change Form with appropriate departmental approval.

**Facebook & Twitter**

The Academic Center for Excellence (ACE) Lab now has a Facebook page and a Twitter account (@wkuace4chhs). Please become a fan or direct your students to our page for updates on advising issues, registration dates, and information for transfer students.

**Interactive Curriculum & Academic Progress (iCAP)**

iCAP is an acronym for Interactive Curriculum and Academic Progress. Students can obtain personalized, interactive audits displaying progress toward a selected degree. An audit shows all the requirements needed to fulfill a major, minor or concentration and displays the transfer and WKU courses that have been used to satisfy those requirements. Students can run "What-If" audits to compare their coursework against other majors. Students and Advisors can run tutorials on iCAP from the [http://www.wku.edu/icap/index.php](http://www.wku.edu/icap/index.php) website.

**How does iCAP work?**

iCAP filters all courses (in-progress, completed, and transferred) through degree, major, minor, and concentration requirements. Courses that do not fulfill degree requirements or are not articulated to a course needed for a requirement fall to General Electives.

**Should students still see an advisor?**

iCAP does not replace academic advisors. Advisors will use the iCAP audit as an advising tool; however, students are urged to take a copy of the audit to their advisor. An advisor can answer questions a student may have concerning courses, waivers, and exceptions. Also, advisors must lift advising holds so students may register for classes.

**What should a student do if he or she believes iCAP is not applying a course(s) correctly?**

Students should see their advisor if they feel a course should count toward their major, minor, or concentration. Transfer courses that do not have an equivalency with a WKU course will fall into the General Electives area of the audit. Advisors or departments may require a course description of the transferred course(s) before the courses are allowed to count toward the degree.

**Who can use iCAP?**
Almost all WKU undergraduate students are now on iCAP. Exceptions include the following:

- Students using coursework taken prior to 1990 must use a manual undergraduate degree program.
- Students with a current undergraduate degree program on file in the Office of the Registrar should continue to follow the requirements within the degree program.

**Program Checksheets**

www.wku.edu/ace

**Program Checksheets**

To assist both students and advisors, CHHS has created “Program Checksheets” for each major in our college. These checksheets list WKU general education requirements on the left side, including any specific general education courses required for that program as part of the major or as prerequisites for courses in the major. The right side of the checksheet lists the courses required to complete the major, along with prerequisites for these courses and other information specific to that major.

These checksheets may be accessed on the CHHS website (at either of the links above), along with suggested courses of study for each major. Click on the name of the major, then on the link for “Program Worksheet.” The forms may be filled in online, then saved and printed or emailed. These forms provide a convenient way for both students and advisors to track academic progress.

**Student Engagement Activities Transcript (SEAT)**

https://www.digitalmeasures.com/login/wku/faculty/authentication/showLogin.do

An electronic portfolio system that allows students to collect their most important academic and creative materials from an entire college career, and make use of the collection to demonstrate qualifications to potential employers. An e-portfolio offers a flexible structure for collecting credentials, papers, photos, musical performances, or any other type of creative endeavor in digital format, and providing a format to allow access to those materials. Implementing an e-portfolio system is a key component of WKU’s Quality Enhancement Program.
TopNet is a valuable information portal. Obtaining the class list, posting a syllabus, e-mailing the class, overriding registration restrictions, and posting final grades are among the many things that faculty can do on TopNet.

Faculty and staff have access to the Change Major/Minor/Advisor form, can lift registration holds, register students, and send an email to all of their advisees. Other information found on TopNet includes student’s transcripts, academic standing, iCAP audits and 5th week assessment data.

To send an email to your advisees:
- Login to TopNet
- Advisors & Student Data Inquiry Tab
- Advisee Email Address List
- Click on Email Advisee List

General Advising Comments
AARC has recently added a new link under the Advisors & Student Data Inquiry Tab. This is a place where you can add any advising general advising comments. It also provides several options for what is done each advising session that can be check marked. For advisors that currently use AdvisorTrac, you may not be able to use both since this does not yet have the capability to track appointments made. Please do feel free to copy your notes from AdvisorTrac into the general advising comments.

Video Tutorials
www.wku.edu/ace

There are several video tutorials now located on the Academic Center for Excellence (ACE) website (www.wku.edu/ace). They include Make an Appointment, Advisors – Create Availability, Advisors – Schedule an Appointment, Running and Reading iCAP audits, and How to Register on TopNet.
Here’s what we can do for you:

**Orientation, Advising, and Registration**
We’re here for you when you arrive. The Academic Transitions Program helps you get through the placement tests, paperwork, academic advising and registration involved in becoming a college student.

**Academic Advising**
We have a professional staff who can meet with you one-on-one to discuss your options, we have peer advisors for undeclared, in case you’d like the perspective of someone in your shoes. Do you need to change your major or advisor? We do that, too!

**The Learning Center** *(see below for more details, page 91)*
Free to current WKU students, TLC offers tutoring in most subjects, as well as in academic success topics, such as note-taking, organization, and study skills. We cater to all levels and types of learners. Also, check out other resources and our PASS program online at [www.wku.edu/tlc](http://www.wku.edu/tlc). Or you can drop us an email at tlc@wku.edu or call 745-6254.

**Best Expectation Program**
If you need some help with academic success, BEP is for you. BEP offers retention programs that include mandatory meetings, tutoring, and study hall. Email any questions to bep@wku.edu

**Academic Center for Excellence, AC 411**
The Academic Center for Excellence (ACE) is a student success center specifically for the College of Health and Human Services. The mission of the Academic Center of Excellence is to provide resources to students in the College of Health and Human Services that will help them attain their educational, career and life goals. This mission is fulfilled through improved academic advising, retention efforts, student recognition events, technology assistance, and various developmental programming.
Hours of Operation
Monday-Friday    8:00 a.m. to 5:00 p.m.

Phone
Lynn Hazlett-Sherry, Director, Student Academic Services, 270-745-5027
Mandy Skinner, Coordinator, Academic Center for Excellence, 270-745-2992
Sara Pitts, Academic Advisor, CHHS LLC Coordinator, 270-745-3085
Marrissa Bryant, Advising Associate, 270-745-4633
Rae Ann Green, Advising Associate, 270-745-4234
Sarah Begly, Advising Associate, 270-745-4371
ACE Staff, 270-745-2338

Resources we have available in ACE
Open Computer Lab with Major Specific Software
Poster Printer
Scanners
Writing Format Guides
ACT, GRE, HESI study guides

If you have any questions regarding the Academic Center for Excellence please contact
mandy.skinner@wku.edu, or ace-in-chhs@wku.edu or dial 270-745-2992.

Career Services Center
http://www.wku.edu/career

The CHHS Liaison is Elizabeth Heller, Assistant Director
elizabeth.heller@wku.edu, 270-745-3095
DUC A230

Overview of Services

Career Advising
The Career Services Center counselors advise and assist students and alumni in gaining a
better understanding of their individual interests and abilities and how to apply these
interests and abilities to choosing and pursuing a career. Assistance is available by
appointment with Center staff and includes individual counseling, career advising, and
administration and interpretation of career interest inventories. Contact the Career
Services Center, DUC A-230, 270-745-3095.

The following inventories are available through the Career Services Center:

• The COPS Interest Inventory provides job activity interest scores that are related
to occupational clusters and are keyed to college majors and sources of detailed
job information. Paper inventory administered through Career Services.
• The COPES Values Inventory provides comprehensive measurement of those personal values which have a demonstrated effect on vocational motivation and values. Paper inventory administered through Career Services.

• The CAPS Abilities Inventory measures abilities and correlates them with measures of interest and values. Paper inventory administered through Career Services.

• CHOICES CT computerized counseling system is designed to help students learn about and explore their career interests and aptitudes, learn about their work values, and find information about jobs and careers of interest. CHOICES CT is available in the Career Services Student Computer Lab.

• ONLINE CAREER AND PERSONALITY INVENTORIES are available on the Career Services Center web site at http://www.wku.edu/CareerServ/students/chooseCareer.htm#self

Job Search Counseling
Career Services Center counselors are available to assist students and alumni with the preparation and review of resumes, cover letters, and job application materials. Center staff can assist individuals in locating company/employer information available both in the Center and on Internet and can provide valuable information regarding jobs search techniques and strategies. In addition, a counselor can guide you in preparing for employment interviews and by appointment conduct and critique mock interviews.

Cooperative Education/Internship Opportunities
Opportunities are available through the Career Services Center to gain paid practical work experience related to a student's chosen career and/or academic interest. Generally, credit for the experience may be received within each major department. Student should call or visit the office to register for a group or individual co-op/intern orientation session.

Employment File
The Center serves as a convenient, centralized resource for collection, reproduction and dissemination of application materials, which may consist of a resume, letters of reference, applications and transcript. Copies of credentials are kept in individual student folders and/or electronically stored and are forwarded to potential employers and/or graduate schools at the request of the registrant or an employer. Hard copies of credentials are mailed for a fee.

Job Vacancy Information
Job vacancies listed with WKU Career Services Center are listed on-line and can be assessed via Internet. Hard copies of listed positions, along with additional application information, can be found in binders in the Center's career library, DUC 230-A.

On-Campus Employer Interviews
Organizations send representatives to WKU to interview perspective employees. Students and alumni can participate in campus interviews related to their field by registering with the Center and then signing up for appropriate interviews.

Career Fairs
The Career Services Center sponsors several career fairs each year. The Nurses Career Day takes place in the fall. The Teacher Education Job Fair and the Nashville Area College to Career Fair both take place in the spring. WKU is a co-sponsor, along with twelve other universities, of the Nashville Area College to Career Fair which is held at the Opryland Hotel in Nashville. In addition, the Center works with academic departments who sponsor career events for their own majors.

Student Computer Lab
A computer lab is provided to give students a means of identifying careers of interest, preparing resumes and cover letters, practicing interview skills, researching job openings and employers, locating potential employers, accessing on-line job databases and other resources available via Internet. The Lab is open from 8:00 to 4:30, Monday-Friday in DUC 230-A.

Career Library
The library contains resources pertaining to occupations, employers, employment trends and other related information. Folders containing employer information, along with Internet access to employer web sites is available in the Center Library, DUC 230-A.

Job Search Resources
Taped presentations and resource materials designed to help prepare individuals for the job search are available in the Center. Topics include: Job Search, Planning, Resume Preparation, Interviewing, and negotiating the job offer.

Alumni Mentor Network
Career Services maintains a database of WKU alumni willing to provide information about their career fields. For graduating students or alumni job seekers, mentors may also provide job search ideas or relocation information.

Child Care
Here are just a few of the local resources you can give students with children to help them get started on the search for a childcare provider.

A Child Care Resource and Referral
270-745-2216
Jones Jaggers Hall 117  
http://www.wku.edu/Info/General/TTAS/ccrr/  

Boys and Girls Club of Bowling Green  
Has an after-school program with buses for kids after school  
http://www.boysgirlsclubofbgky.org/  

*Counseling and Testing Center*  
http://www.wku.edu/heretohelp/  

Hours: 8:00 a.m.- 4:30 p.m. Monday through Friday , 409 Potter Hall  
To make an appointment, call 270-745-3159 or come by the office.  

The staff adheres to the ethical code of the American Psychological Association. You may call or email a specific staff member; contact information can be found on their website.  

*Counseling Services*  

**Individual & Group Counseling**  
Individual and group counseling are provided to help a person develop better coping strategies, resolve conflicts and handle crisis situations. Typical concerns include:  
- College Adjustment  
- Decision-Making  
- Relationship Concerns  
- Problem Habits/Behaviors  
- Intimacy  
- Anxiety  
- Life-Planning  
- Identity  
- Depression  
- Sexual Assault  
- Eating Disorders  

**Outreach Programming**  
Presentations, workshops, and seminars are given as requested for classes, residence halls, groups, and organizations. Certain programs are planned in advance by counseling staff and are advertised each semester, while others are arranged on an "as requested" basis. Information, techniques, and skills are provided on a variety of topics, such as:  
- Relationship-Building  
- Study Skills
Consultation
Consultation is provided to administrators, faculty, staff, students, parents, or other individuals or groups on such matters as academic difficulty, impaired faculty/staff, or crisis situations.

Referral
Should a student need services not available through the Counseling and Testing Center, a referral can be made to an appropriate agency or individual.

Testing
The HESI exam is signed up for through the Counseling & Testing Center website, it links to www.registerblast.com/wku

Emergencies
An on-call person is at the Center from 8:00 a.m. to 4:30 p.m. Monday through Friday. There is also a staff person on-call to the University after hours and on weekends. Call 843-4357 or 1-800-223-8913

Independent Learning
http://www.wku.edu/IL

Purpose
WKU’s Division of Extended Learning & Outreach and the Independent Learning program recognize the need of many individuals to pursue educational experiences outside the traditional college classroom. Independent Learning opportunities are provided for undergraduate and graduate college students in direct response to this need. Each course is taught by WKU Faculty. We offer more than 95 courses either by Web, CD-ROM, Email or Print.
Education delivered to your door, at your own pace, when it’s convenient for you.

Tuition
Tuition must be paid at the time of enrollment. Independent Learning courses are considered in-state for tuition purposes, no matter where you reside. Visa, MasterCard, Discover, Financial Aid, personal checks, and cash are accepted.

Financial Assistance
Independent Learning courses may be covered by financial aid if the student has met basic eligibility requirements and has a current FAFSA on file. Students must fill out an “Independent Learning Agreement” found on the WKU Financial Assistance website. Students receiving financial aid must complete their course in the current semester. For more information please contact Student Financial Assistance at 270-745-2755.

Veterans & Active Military
All college courses offered by WKU Independent Learning have been approved for veterans and other person eligible under the provisions of the GI Bill. Each student must assume the proper forms to assure payment of appropriate entitlements. Contact the Veterans Coordinator in Student Financial Assistance at 270-745-5482 for more information.

How to Register
You may enroll in an Independent Learning course online, by phone, fax, or in person anytime throughout the year. Visit www.wku.edu/il for a registration form or come by our office located in Garrett Conference Center Room 101.

Register and begin your class any day of the year.

You may take up to one full year or as little as eight weeks to complete the course. Students do not have to be formally admitted to the university to take these courses, unless intending to pursue a degree from WKU.

Dining Services
http://wku.edu/dining-services/
Address:  WKU Dining Services
          Garret Conference Center
          1906 College Heights Blvd. #11043
          Bowling Green, KY 42101-1043
Office Hours:  8:00 a.m. - 4:30 p.m., Monday through Friday
Phone:  (270) 745-2416
Mission Statement
The goal of the Office for Student Disability Services is to ensure that all students with disabilities are provided access to all facets of the Western Kentucky University experience; to facilitate and coordinate support services and programs that enable students with disabilities to maximize their educational potential; and to increase awareness among all members of the University so that students with disabilities are able to achieve academic success based on their abilities, not their disabilities.

Project A.C.C.E.S.S.
Project ACCESS offers students an additional way to access their textbooks. Read & Write Gold 6 software enables the student to listen and view their textbooks on CD, improve reading and writing skills through its speech-to-text, speech feedback, phonetic spellchecking, word prediction, and homophone functions.

Diversity Programs
http://wku.edu/eoo/eeo/diversitywku.php

The Office of Diversity Programs
Phone: (270) 745-5066
Fax: (270) 745-5273
Email: diversityprograms@wku.edu
WEB: http://wku.edu/eoo/eeo/diversitywku.php

Our Purpose
The Office of Diversity Programs is committed to assisting ethnic minority students (African American, Asian American, Hispanic, and Native American) in their acclamation to the university and Bowling Green community. The Office of Diversity Programs also serves as an advocate for minority students and provides an environment that fosters acceptance and promotes self-discovery. Although the primary focus of the office is the acclimation of minority students, the Office of Diversity Programs is committed to providing equal access to training services and resource materials to Western Kentucky
University students, faculty, staff, and Alumni so that all may benefit educationally and culturally from the office’s presence.

Our mission is to enhance the academic and social climate of ethnic minority students by fostering an environment that supports cultural diversity, scholarship, and student success.

**Our Vision**

- Create and maintain a campus environment that is inclusive, safe, and respectful for all cultures.
- Promote respectful and productive dialogue about diversity and multicultural issues that recognizes and celebrates differences.
- Provide academic retention initiatives designed to increase the persistence of minority populations.
- Support ethnic student organizations that promote leadership and organizational development.
- Identify and service underrepresented ethnic populations within the WKU community.
- Evaluate and track programs, services, and curriculum for diversity awareness and sensitivity.

We encourage any student who is in need of assistance, clarification, or direction to contact our office. Our goal is to assist students in gaining an enduring sense of personal growth and creating a road map for future success. Through programming, outreach, resource referrals, and providing opportunities that encourage and promote the collegiate experience, the Office of Diversity Programs is an excellent avenue to personal and professional achievement and cultural development.

**Educational Opportunity Center**

http://www.wku.edu/eoc/

Jones Jaggers Hall 106A  
1906 College Heights Blvd.  
Bowling Green, KY 42101  
Phone: 270-745-4441, Fax: 270-745-4151

**About EOC**

- Provides counseling and information on college admissions to qualified adults who want to enter or continue a program of post-secondary education
- Provides information on financial aid options and to assist in the application process
- Our goal is to increase the number of participants who enroll in post secondary education institutions
Services

- Academic, Educational and Career Counseling
- Information on Post-Secondary Schools:
  - Two-Year Colleges
    - Four-Year Colleges and Universities
    - Trade and Technical Schools
- College Admissions Information and Application Assistance
- Financial Aid Information and Application Assistance:
  - Information on Federal and State Financial Aid
  - Scholarship Information
- Information on GED Programs

Eligibility

Services are FREE and are provided for individuals who reside in Allen, Barren, or Warren counties. Individuals who have not received a four-year college degree, who are interested in re-entering or entering a:

- GED Program
- Vocational Training Program
- Certificate Program
- Two-Year College Degree
- Four-Year College Degree

Priority is given to low income adults and first generation college students (those whose parents have not received a four-year bachelor's degree).

Financial Aid

http://wku.edu/financialaid/

Student Financial Assistance
317 Potter Hall
Phone: 270-745-2755
Fax: 270-745-6586

Hours of Operation: 8:00 a.m. to 4:30 p.m. (Monday through Friday)

ENROLLMENT ELIGIBILITY

Matriculated students, those enrolled in a degree program, are eligible for financial aid. Unless otherwise noted, students must be registered at least half-time (6 credit hours each semester) to be eligible to receive aid. Some aid programs are available only to students who are full-time (12 or more credit hours each semester). Also, students must be registered for 6 credit hours during the summer to receive summer financial aid.
Dropping classes or withdrawing from the university can significantly affect a student's aid eligibility. Federal aid recipients are subject to refund and repayment obligations that may differ from university withdrawal policies. Generally, financial aid recipients whose class load changes during the semester’s drop/add period will have their aid prorated. A student may also be required to repay all or a portion of the aid received depending upon the point of withdrawal. Finally, review how dropping or withdrawing from classes can impact next year's aid through the Satisfactory Academic Progress (SAP) review.

Federal Pell Grants are awarded to less than half time students (less than 6 credit hours each semester) if the student is eligible for payment per the Pell Grant payment schedule.

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)
Federal and State regulations require the Department of Student Financial Assistance to monitor the academic progress of all students toward the completion of a degree at Western Kentucky University. This monitoring progress is called Satisfactory Academic Progress (SAP). Academic Progress is evaluated using three factors:
(1) Grade point average
(2) Percentage of credit hours earned, and
(3) Maximum credit hours attempted for completing degree object.
Failure to maintain Satisfactory Academic Progress may result in cancellation of eligibility to receive funds from Federal Title IV, State, or WKU need based aid programs.

REQUIREMENTS FOR UNDERGRADUATE STUDENTS
• Be admitted in good standing, if a transfer or readmission student.
• Be degree seeking and taking courses required for completion of a degree.
• Maintain a grade point average for continuous enrollment in accordance with the current WKU Catalog.
• Maintain an overall completion*, hours earned rate* of 85%.
• Complete their degree/program of study with the maximum credits of eligibility. This is defined as 80 credit hours attempted for an associate degree or 175 credit hours attempted for a bachelor's degree. The credit hours used to calculate include all hours attempted at WKU, plus any transfer hours as recorded by the Registrar's Office.

REQUIREMENTS FOR GRADUATE STUDENTS
• Be admitted in good standing.
• Be degree seeking and taking courses required for completion of a degree.
• Maintain a 3.0 overall grade point average.
• Maintain an overall completion*, hours earned rate* of 85%.

(*The completion rate is calculated by dividing the total number of credit hours earned by the total number of credit hours attempted. Total hours
earned/attempted is defined as hours completed at WKU, plus any transfer hours as recorded by the Registrar's Office.)

**SAP Cancellation**

Students are considered not eligible or no longer eligible for financial aid if any of the following occurs:

- Failure to achieve the required 2.0 GPA (3.0 for graduate students) during any semester following notification of probation.
- Failure to earn 100% of the credit hours for which they were awarded financial aid during any semester following notification of probation.
- Withdraw or drop below halftime in a semester while receiving financial aid.
- Exceed the maximum number of credit hours attempted allowed for their program of study.
- Admitted to the University or Community College on probation.

**Graduate Studies**

[http://www.wku.edu/Graduate/](http://www.wku.edu/Graduate/)

WAB Room 207
1906 College Heights Blvd. | Phone: 1-270-745-2446 | Fax: 1-270-745-6950
Office Hours: Monday-Friday, 8:00 a.m. to 4:30 p.m.

Graduate education is an exciting opportunity at WKU. Part of the University's mission is to produce nationally and globally competitive graduates and to provide optimum service and life-long opportunities for our constituents.

The Graduate Office serves both as the point of contact for prospective and new graduate students and as a liaison between students and faculty members of all graduate programs. Graduate Studies Staff are ready to share information and to offer further direction for graduate study in more than 40 degree and non-degree programs at the master’s level. Western also participate in a cooperative doctoral program in selected areas of education with the University of Louisville.

You will find a copy of the Graduation Checklist for Successful Completion of all Degree Requirements in the Guide to Forms Section of this notebook. Please feel free to copy this information.

**Housing and Residence Life**

[http://wku.edu/housing/](http://wku.edu/housing/)

Southwest Hall 18
Bowling Green, KY 42101-3576
Phone: (270) 745-4359 / Fax: 745-6129
E-mail: hrl@wku.edu
Mission
The mission of the Office of Judicial Affairs is to initiate student development, learning and responsibility by ensuring fairness and due process while administering the concepts outlined in the Western Kentucky University Student Handbook.

Roles and Responsibilities
The Office of Judicial Affairs major responsibilities include but are not limited to:
- Educating students about their rights and responsibilities as citizens in an academic community
- Adjudicating student disciplinary cases
- Monitoring student conduct
- Amending and revising the student code of conduct and handbook
- Facilitating the University Disciplinary Committee
- Administering sanctions in accordance with the student conduct code

Leadership Studies
The goal of the Leadership Studies Certificate Program is to provide an opportunity for students to study leadership theories, ethical and social responsibility issues, human relations and interpersonal communication, critical thinking and decision making.

Students will acquire the skills necessary for leadership in school systems, governmental agencies, for-profit businesses, and non-profit organizations.

Students who complete a Leadership Studies Certificate will be identified as possessing special understanding of and experiences in leadership development. Effective leadership is a necessary function in virtually every type of organization.
Anyone who has an interest in leadership theory and practice should consider enrolling in this Western Kentucky University program.

**Leadership/Volunteerism**
http://wku.edu/leadership_vol/

Student Activities has implemented various programs to promote leadership and volunteerism among the student body of WKU and high school students from all over the state. Students can get involved with the programs by contacting the Student Activities Office in DUC 326. You can reach their office at 745-2459.

**T.E.A.M.S.**
**Together Enriching and Motivating Students**
T.E.A.M.S. consist of WKU students that visit area high schools and conduct leadership workshops. A staff member accompanies the team and facilitates the presentations. The schools select what topics they want presented. Topic suggestions include: Developing Your Personal Influence, Problem Solving Techniques, Constructive Confrontation, Keys to Motivation, or Developing Your Leadership Style.

**Dynamic Leadership Institute**
WKU Students are invited to apply for admission in the Institute. A maximum of thirty students are chosen to participate in this developmental program. The class is selected to represent a diverse group of ages, interests, and levels of leadership ability. The program for the Institute includes six leadership seminars designed to cover a wide array of interests and topics. The program begins each semester and continues throughout the term. Applications are available at the Leadership & Volunteerism Office in DUC 325.

**High School Leadership Conference**
The Kentucky High School Leadership Conference is held on the campus of WKU each semester. This conference helps educate high school students on the importance of leadership and active involvement. Students from across Kentucky, Tennessee and Indiana gather to obtain information, insight and an understanding of leadership skills.

**Student Volunteer Bureau**
The Student Volunteer Bureau exists to provide students with information about community service and volunteer opportunities in the Bowling Green area. Students have the opportunity to volunteer their time to local service agencies and get involved in the community. Volunteer opportunities range from one day events to semester long activities. There is something out there for everyone and the experience is priceless. The Student volunteer Bureau is open to all WKU students, faculty and staff.
Weekend in the Woods
A special retreat is conducted each fall for selected campus leaders to transfer information, focus on special topics, and promote campus unity. This retreat is part of an invaluable process that helps ensure student groups and their leaders are working toward the same goal—a better WKU.

TLC-The Learning Center
http://www.wku.edu/tlc/

DUC A330
Email: tlc@wku.edu
Phone: (270) 745-6254
http://www.wku.edu/tlc/

At TLC, peer tutors provide WKU students with FREE tutoring and study skills help. Students may drop-in for assistance or make appointments for one-on-one or group tutoring. Their mission is to promote student success, enhance student performance, and increase student retention. TLC helps students become better learners. Please use their website to learn more about their services and to gain immediate access to great study techniques.

Other TLC Locations:
Pearce Ford Tower (PFT), 27th Floor. For PFT Residents and their guests only.
Hours: Sunday – Thursday, 6pm – 11pm

Keen Hall, Lobby.
McCormack Hall
Hours: Sunday – Thursday, 6pm – 11pm

P.A.S.S. (Peer Assisted Study Sessions)
Peer tutors attend classes and take notes so that they can lead study sessions to help other students in these classes succeed. For a list of classes check out TLC’s website.

Living & Learning Community-CHHS
http://www.wku.edu/ace/llc.php

College of Health & Human Services, Western Kentucky University
The Health and Human Services Living Learning Community emphasizes various aspects of health services in fields such as: dental hygiene; nursing; communication disorders; physical education; recreation; public health and administration; social work; family and child studies; and dietetics, while creating activities and opportunities that support academic success.
Community Goals
The Health and Human Services Living Learning Community is dedicated to students in, or considering, a program in the health professions arena. In order to maintain a community that supports learning participants are encouraged to do the following:
- Share and learn from students with similar interests and experiences
- Participate in activities that broaden their academic experiences
- Build professional relationships with faculty members and professionals in the field.
- Establish lasting friendships with fellow community members

Math Lab, TCCW 125A
http://www.wku.edu/math/learn_enhance.php

Hours:  Monday-Thursday 8:30 a.m. to 4:30 p.m.
       Friday 8:30 a.m. to 2:00 p.m.
Phone: 745-6178

The Math (Tutoring) Lab is located on the first floor of Thompson Complex Central Wing (TCCW 125A). Undergraduate and graduate tutors and faculty volunteers are there each day to provide individual assistance to students in Math 096, 109, 116, 117, 118, 119 and 122. (Calculus students will be helped only if students at other levels have received assistance.) Some faculty members also leave materials (such as review sheets, practice tests, solution sets, quiz or test keys, and so on) in folders in the Math Lab for use by students with a valid WKU ID card. Students are permitted to duplicate those materials (using the pay copier in the lab) or to use them in the Math Lab. Copies of all entry-level mathematics course textbooks and a few graphing calculators may also be borrowed by students for use in the Math Lab. Students seeking math assistance or just a nice place to do their homework are welcome at any time.

Scholarships
http://www.wku.edu/finaid/scholar.htm

WKU offers a variety of scholarships to qualifying students including Merit Scholarships, Tuition Incentive Program (TIP), Departmental Scholarships and Alumni Grants. Scholarships are available to both freshmen and returning students and transfer students from community or junior colleges. Some scholarships from WKU are renewable each academic year while others are awarded one time only. To apply for a scholarship, students must meet eligibility requirements and submit the appropriate application and documentation (if specified) by set deadlines. Deadlines may vary by scholarship programs; please, note the deadline dates on each application.
Beginning Freshmen
WKU offers several types of scholarships for beginning freshmen. They include Academic Scholarships, Leadership Scholarships, Departmental Scholarships, and Tuition Incentive Program (TIP) Scholarships.

Academic scholarships are awarded based on academic achievement (GPA, rank in class and ACT/SAT scores), participation in extracurricular activities and leadership. Leadership scholarships are awarded based on demonstrated leadership activities in high school and leadership potential. Applications may be obtained from a high school counselor or the application can be printed at http://www.wku.edu/Info/FinAid/Forms/BEGINNING-FRESHMEN-SCHAPP.pdf. To receive full consideration by the scholarship committee, applications must be postmarked by JANUARY 15.

The Scholarship Application requires input from high school guidance counselors, and accordingly, is not interactive. The application must be printed and filled out completely prior to mailing. If you have any questions, please contact the Office of Student Financial Assistance at (270) 745-2755 (option 4) or e-mail scholarships@wku.edu.

Some scholarships also are available through a few academic departments. A complete listing of these scholarships may be viewed at Departmental Scholarships, http://www.wku.edu/Info/FinAid/depart.htm. Western also offers Tuition Incentive Program (TIP) Scholarships to qualified students who are residents of specific counties in Tennessee, Indiana, Illinois, Ohio and Missouri. Complete details are available at TIP, http://www.wku.edu/Info/FinAid/tip.htm.

Returning Student Scholarships
Returning WKU students currently enrolled full-time at WKU may apply for academic scholarships for the next academic year by completing and returning student scholarship application after February 1. The deadline for receiving the application is APRIL 15.

The primary criterion is college academic achievement. The application is available on-line at http://www.wku.edu/Info/FinAid/faforms.htm and may be printed and returned to our office. Applications are also available in the Office of Student Financial Assistance, 317 Potter Hall. For additional information you may contact Student Financial Assistance at (270) 745-2755 (option 4) or e-mail scholarships@wku.edu.
The student complaint procedure for resolving a complaint concerning a faculty member is outlined below in four steps.

Step 1 (Faculty Member)
The first step is for the student to discuss the complaint with the faculty member involved. If the faculty member is no longer employed by the University, the student should go directly to the department head who will contact and represent the former faculty member. If the complaint involves a grade, the student must take the complaint to the faculty member within the first two weeks of the first regular semester (fall; spring) following the assignment of the grade. It is hoped that the complaint may be satisfactorily dealt with at this level.

Step 2 (Department Level)
If the student and the faculty member are unable to resolve the complaint, the student may take the complaint to the faculty member's department head. Written notification of the complaint must be given to the department head within two weeks after meeting with faculty member (Step 1). It is the responsibility of the department head to arrange for a conference where the student, faculty member, and the department head will be present for discussion. Neither the faculty member nor the student will be allowed representation at the conference. The department head shall hear both sides of the complaint and shall attempt to mediate a settlement. The department head shall keep a written record of the proceedings, including the recommended solution. The department head's recommended solution is to be considered by both the faculty member and the student as a recommendation and not as a decision that is binding.

Step 3 (College Level)
Should the student be unable to receive the satisfaction desired at the departmental level, the complaint may be taken to the college level. Written notification of the complaint must be submitted to the college dean or his/her designated representative within two weeks after the conference with the department head (Step 2). Upon receipt of the notification, the college dean or his/her representative shall provide the student a copy of the procedural guidelines to be followed by the College Complaint Committee. The procedural guidelines shall provide for a conference with both the student and the faculty member present for joint discussion of the complaint with the Committee.

The College Complaint Committee will be responsible for scheduling the conference within two weeks following the submission of a written complaint to the chairman of the College Complaint Committee including as much detail as the student cares to
include. The written complaint should clearly state what is considered to be unreasonable and/or unfair practices or procedures. Neither the faculty member nor the student will be allowed representation at the conference. The College Complaint Committee shall hear both sides of the complaint and render a decision. The decision shall be sent in writing to the Provost/Vice-President for Academic Affairs with a copy being sent as a matter of record to the student, faculty member, faculty member’s department head, and the faculty member’s college dean. The Office of the Provost/Vice President for Academic Affairs shall be responsible for enforcing the decision of the College Committee. The Office of the Vice President for Academic Affairs shall not enforce the decision until two weeks after the decision is made by the College Committee. The purpose of the two week delay is to provide either the student or the faculty member an opportunity to submit a formal written notice of appeal to the University Complaint Committee.

Step 4 (University Level)
Should the student or faculty member desire to appeal the decision of the College Complaint Committee, a formal written notice of appeal may be submitted to the University Complaint Committee chair, with a copy to the Provost/Vice President for Academic Affairs within two weeks of the decision of the College Complaint Committee. The chair of the University Complaint Committee will provide the student and faculty member involved with a copy of the University Complaint Committee's procedural guidelines. The University Complaint Committee will secure copies of the written proceedings from the department head and the College Complaint Committee. The University Complaint Committee will schedule a conference where the faculty member and the student jointly discuss the issue. Neither the faculty member nor the student will be allowed representation at the conference. The Committee's decision will be sent to the Vice President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, faculty member’s department head, and the faculty member's college dean. The Office of the Provost/Vice President for Academic Affairs will see that decisions of the University Complaint Committee are carried out. The University Complaint Committee's decision is final.

Supplements
Supplements to this handbook may be issued during the school year to keep the University community advised of newly adopted programs and policies.

Student Clubs and Organizations
http://www.wku.edu/ace/organizations.php

For a complete list of CHHS student clubs and organizations check out the website address listed above.
The Student Support Services Program provides comprehensive continuing academic assistance for undergraduate students with academic potential who meet financial guidelines, and/or are from families where neither parent holds a bachelor’s degree or are physically disabled. The project offers individualized peer tutoring in a wide variety of general education courses; professional counseling for academic, personal, and career concerns; an expanded section of CNS 100 Educational and Life Planning for students who are uncertain about a major and/or need assistance in establishing/clarifying appropriate educational objectives and personal goals; and provides access to campus and community cultural events. In addition, in coordination with the Office of the Dean of Student Life, the project offers individual assistance to qualified students with disabilities (including the learning disabled) in need of accommodation. Tape recorders, alternative testing procedures, and a support group are available as needed. All services are free of charge to qualifying students. Students seeking assistance who have yet to achieve junior standing can determine their eligibility and apply for services at the program offices or call 745-4308.

All WKU students in good academic standing are eligible to study abroad. The requirements vary slightly between programs. The typical requirement is a 2.5 GPA. The WKU Study Abroad Program is located at the Office of International Programs. All application and scholarship materials are available here. For more information, please contact Reed Vesey, Director of Study Abroad and Global Learning (745-4857).

The Writing Center offers individual conferences about writing with a staff of English graduate students. Their services are available to all Western Kentucky University students.
CHHS and ACE partnered with AARC to purchase a set of DVDs on advising from the National ACademic ADvising Association (NACADA). The webinars can be checked out from AARC for your viewing.

The titles include:
1. Academic Advising’s Integral Role in the Academic Success and Persistence of Students
2. Legal Issues in Academic Advising
3. College Student Mental Health: Information and Suggestions for Academic Advising.
5. Academic Advising and Support in Residential Learning Communities
6. Shared Responsibilities: What Advisors and Administrators Need to Know to Better Assist GLBTQA Students
7. Advisors Help Students SORA to Academic Success: Selection, Organization, Association, and Regulation Learning Strategies are the Keys
8. Swirling to a Degree: The Ups and Downs of College Transfer
9. Ensuring Advisor Success: Mastering the Art of Advising through the First Year of Advising and Beyond
10. Making Career Advising Integral to Academic Advising
11. A New Form of Diversity: Advising Student-Athletes on a College Campus.

There are also journals and books available for use by advisors. They can be checked out from Lynn Hazlett-Sherry in the Academic Center for Excellence (ACE) Lab, AC 411.

The titles include:

NACADA Journal Volume 30 (1), Spring 2010
- Expanding Research in Academic Advising: Methodological Strategies to Engage Advisors in Research
- Creating College Advising Connections: Comparing Motivational Beliefs of Early College High School Students to Traditional First-Year University Students
- Developing Course Profiles to Match Course Characteristics with Student Learning Styles
- Characteristics That Matter Most: Doctoral Students’ Perceptions of Positive and Negative Advisor Attributes
- Characteristics of Academic Advising That Contribute to Racial and Ethnic Minority Student Success at Predominately White Institutions
- Advising with Understanding: Considering Hermeneutic Theory in Academic Advising
• The Professionalization of Academic Advising: Where Are We in 2010?

NACADA Journal Volume 30 (2) Fall 2010

• The Influence of the CAS Standards on Academic Advisors and Advising Programs
• Patterns of Persistence in Intended College Major with a Focus on STEM Majors
• Identifying Components of a Successful Faculty-Advisor Program
• Measuring Advisor Relationship Perceptions Among First-Year Students at a Small Midwestern University
• The Effect of Self-efficacy and Psychosocial Development on Major-Changing Behavior
• Cumulative Subject Index to Volumes 16-30 of the NACADA Journal

NACADA Journal Volume 31 (1) Spring 2011

• The Utility of Liberal Education: Concepts and Arguments for Use in Academic Advising
• Exploratory Honors Students: Academic Major and Career Decision Making
• The Academic Advisor’s Playbook: Seeking Compliance from College Student-Athletes
• Understanding Immigrant College Students: Applying a Developmental Ecology Framework to the Practice of Academic Advising
• From Boots to Books: Applying Scholssberg’s Model to Transitioning American Veterans
• Career Advising in a VUCA Environment
• A Human Capital Approach to Career Advising

NACADA Journal Volume 31 (2) Fall 2011

• Perspectives from Personality and Social Psychology on Academic Advising
• Applying Social Cognitive Theory to Academic Advising to Assess Student Learning Outcomes
• The Attribution Theory of Learning and Advising Students on Academic Probation
• Strategies to Enhance Interpersonal Relations in Academic Advising
• Living the Good (Work) Life: Implications of General Values for Work Values
• Advising Students to Value and Develop Emotional Labor Skills for the Workplace
• Academic and Career Advising of Scanners
• “It’s What I have Always Wanted to Do” Advising for the Foreclosure Student

NACADA Journal Volume 32 – 1 2012

• Graduating the 21st Century Student: Advising As If Their Lives (and Our Future) Depended on it
• Advisors as Interaction Designers
• Evaluation of a Cognitive Tool for Enhanced Decision Making and Personal Change among College Students
• Critical Building Blocks: Mandatory Prerequisite Registration Systems and Student Success
• A Success Course for Freshmen on Academic Probation: Persistence and Graduation Outcomes
• Advising and Servant Leadership Investigation the Relationship
• An Applied Introduction to Qualitative Research Methods in Academic Advising

We also suggest attending the Campus Advising Network (CAN) Listserv as well as the AARC Luncheon Series on advising each month during the Fall and Spring semesters.

You can become a member of the National ACademic ADvising Association (NACADA) or see their many resources by visiting: www.nacada.ksu.edu

There is also the Kentucky ACademic ADvising Association (KACADA), the website is www.kacada.org
An example of each of these forms may be found in the following pages or online at the specified address. Some forms may not be available online, but there is information below on where to find each of them. The forms are organized in the following order.

**Undergraduate Degree Program Change Form**
- This form is used for any changes after a student has submitted a degree program (only applicable to students who have a degree program on file).
- After a student talks to you about making changes to a degree program he/she should take this form to his/her department head and the Dean’s Office for signatures.
- This form may be obtained from Departmental and College Dean’s Offices, or the Registrar’s Office.

**Second Degree Program**
- Student’s who are completing a second Associate’s or Bachelor’s Degree will need to complete this form.
- This form may be obtained from departmental offices and can also be found at www.wku.edu/icap.

**Petition for Academic Renewal**
- Please read the Academic Renewal Policy carefully and have the student read and fully understand the policy as well.
- The policy and form can be found online at: http://www.wku.edu/Dept/Support/AcadAffairs/Registrar/forms.htm

**Application for Departmental Examination**
- This form may be obtained from the Registrar’s Office.
- Students must be in good academic standing, fully matriculated, and regularly enrolled at WKU to be eligible for a departmental exam. For more information regarding Departmental Examination please refer to the Policy and Procedures Section of this handbook.

**Schedule Change Fee Appeal for Extenuating Circumstances**
- Students may submit this form to appeal fees incurred by making schedule changes past the deadline due to extenuating circumstances.
- This form may be obtained from the Registrar’s Office.

**Overload Approval Form**
- This form is used for students who want to enroll for more than 19 credit hours in one semester.
- This form may be obtained from the Registrar’s Office.
Student Schedule Exception Appeal
- This form is used for any schedule changes made after the official period for Drop/Add or Withdrawals.
- This form may be obtained from the Registrar’s Office.
- This form must be submitted on YELLOW paper for current term and PINK paper for previous terms.

Withdrawal Form
- This form is used when a student withdraws from the University after the withdrawal period has expired.
- Complete withdrawal is for students with extenuating circumstances only.
- This form must be obtained from the Registrar’s Office.
- This form must be submitted on GREEN paper.

Audit Permission Form
- A student can sign up to audit a class without special permission prior to the first day of the term. After that time, the instructor must grant a student permission to audit a class by signing the course audit form.
- This form may be obtained from the Registrar’s Office.
- The form must be returned to the Registrar’s Office prior to the deadline for changing from credit to audit, which is printed in the Academic Calendar, Registration Guide, and on the back cover of this handbook.

Application for Graduation
- Students should apply for graduation after successful completion of 90 credit hours.
- Students can find the application for graduation in TopNet under Student Records.

Graduate Studies Form B/C
- This is the Graduate Degree Program form and must be filled out by the student and advisor. The advisor must approve the coursework listed on the form.
- This form should be filed during the first 12 hours of coursework. Failure to do so will put a registration hold of the student’s record.
- This form is available from Departmental Offices, Graduate Studies, and online at http://www.wku.edu/Dept/Academic/Graduate/BC.pdf.

Graduate Studies Form D Admission to Candidacy
- This form must be submitted by all degree-seeking graduate students.
- Form D provides a formal review of a student’s coursework and progress.
- This form should be submitted after completing 15 credit hours but prior to completing 21 credit hours.
- Form D must be approved and signed by the advisor or departmental representative before submitting the form to Graduate Studies.
- This form will be mailed to the student upon approval of the student’s form B/C.
This form can be found in Departmental Offices, Graduate Studies, and online at http://www.wku.edu/Dept/Academic/Graduate/D.pdf.

**Graduate Request for Change of Program**
- This form is for students transferring to WKU from another institution or for graduate students wishing to change to another graduate program at WKU.
- For more information regarding this form contact Graduate Studies at 5-2446.

**Graduate Studies Form E Report on Comprehensive Examination**
- This form is a report to Graduate Studies verifying successful completion of the program’s comprehensive exams.
- This form is submitted by the Graduate Program Coordinator/Advisor in the department.

**Graduate Checklist for Successful Completion of all Degree Requirements**
- This is for student use to help them track their degree progress.
- This form is available online at: http://www.wku.edu/graduate/check.htm

**Petition for Acceptance of Credit Earned at Institutions Not Accredited by Regional Accrediting Associations**
- This form is for students who have completed a course at a non-accredited institution but want it to count for credit at WKU.
- One form is required for each course petitioned for acceptance.
- The petition must be reviewed by the Department Head and sent to Admissions.
- This form is available online at: http://www.wku.edu/Info/Admissions/petition.pdf
- For more information regarding this form contact the Office of Admissions at 5-2551.

**iCAP Undergraduate Degree Exception Form**
- This form is to be completed when hours appear in the wrong place or should count elsewhere in the iCAP degree audit.
- For more information regarding this form or iCAP, contact Rheanna Plemons at 5-6451.
- This form may be found online at: http://www.wku.edu/icap/undergraduate_exception_form2.pdf

**Use of Transfer Courses in iCAP**
- This form is used to articulate how transfer courses apply to majors and minors.
- Students and advisors should complete this form together after careful review of the iCAP audit. The student is responsible for providing catalog or course descriptions of the transfer courses.
- This form helps the Registrar’s Office to know where to apply transfer credits into your programs so be a specific as you can. We don’t want students taking the same courses twice!
o The form should be approved and signed by the advisor and department head and returned to the Registrar’s Office.

o This form can be found online at: http://www.wku.edu/icap/icap_transfer_courses.pdf

Request to Change Catalog Term/Year
o The “catalog term” is the student’s initial term of entry to WKU (please review catalog term rights printed on the form).

o Changing a catalog term affects major, minor, concentration, and general education requirements.

o If it is determined by student/advisor that the student would benefit from changing the catalog term, then this form should be signed and approved by the student, advisor, and department head before being submitted to the Registrar’s Office.

o This form may be found online at: http://www.wku.edu/icap/change_term.pdf

o For more information regarding this form and iCAP call 5-6451.
- This form is used for any changes after a student has submitted a degree program.
- After a student talks to you about making changes to a degree program, they should take this form to their department head and the Dean's Office for signatures.
- This form may be obtained from ACE, Departmental and College Dean’s Offices, or the Registrar’s Office.
- A degree program should be filed after a student has successfully completed 60 credit hours. A student cannot graduate without an official degree program on file.
- To make any changes to a degree program, a student must complete a degree program change form.
- Degree program forms may be obtained from Academic Advising, ACE, Departmental Offices, and the Registrar’s Office.
Students who have successfully earned a degree from WKU or another accredited college or university may earn a second degree at the equivalent level upon completion of the curriculum as approved by the major department.

This form is to be used only in these circumstances. Students with a previous degree will not show up on iCAP.

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<td>Science and Engineering</td>
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<td>Community College</td>
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<tr>
<th>Institution-Date of 1st Degree</th>
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<tr>
<th>Degree Program Declaration</th>
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<th>Degree Program Approval</th>
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<td>Program Approval</td>
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<tr>
<th>College</th>
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Request For TRANSFER Equivalency or TRANSFER Course Substitution
For Majors and Minors

If a course is listed on a student’s transcript or ICAP audit as **TRAN EL-L** (transfer elective lower level) or **TRAN EL-U** (transfer elective upper level) or **SUBJ EL-L** (i.e. BIOL EL-L), it means one of the following:
- WKU does not have an equivalent course, but the course counts as degree credit.
- An equivalency has not yet been determined, but the course counts as degree credit.

**Students:** Take this form to your advisor to determine the applicability of your transfer courses to your major or minor requirements. It is your responsibility to provide a catalog or course descriptions of the transfer courses. If you have coursework from more than one transfer institution, you need to complete a separate form for each institution.

**Advisors and Academic Department Heads:** This form is for ICAP transfer students (students who entered WKU in 2005 fall and thereafter) who have courses that have not been articulated to a specific WKU course. To approve a course substitution for one student only in majors or minors, the student’s advisor, department head, and college dean must sign this form. To approve an equivalency of a transfer course to a WKU course for all students, the department head of the WKU course should sign this form. Academic department heads may not approve an equivalency to a WKU course if the course is not within his or her department. Courses not substituted or articulated to a WKU course will fail to the General Electives portion of the audit. If the student has more than one transfer institution, a separate form is needed for each institution.

<table>
<thead>
<tr>
<th>Student</th>
<th>WKU ID</th>
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All degree requirements will be completed by: ____________

**WKU Catalog Term:**

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<thead>
<tr>
<th>Major</th>
<th>Ref. No.</th>
<th>Title</th>
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<tr>
<th>Minor</th>
<th>Ref. No.</th>
<th>Title</th>
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**Transfer Institution**

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<thead>
<tr>
<th>Transfer Course #</th>
<th>SUBSTITUTE for WKU Course (for this student only)</th>
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<tr>
<th>Transfer Course #</th>
<th>EQUIVALENT to WKU Course (for all students)</th>
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**Approvals**

- Advisor __________________ Date _____________
- Dept. Head __________________ Date _____________
- Dept. Head (please print) __________________ Date _____________

*The department head of the WKU course must approve the equivalency.*

The departmental or dean’s office should return approved form to the ICAP Staff: Office of the Registrar: Potter Hall 237.

- This form is to be used when no prior articulation has been done yet.
- This must be signed off on by the department offering the course (i.e. If a course comes in as BIOL DL-L – the Biology Department and Ogden Dean sign)
ICAP UNDERGRADUATE DEGREE EXCEPTION FORM

For WKU course exceptions

Instructions: Complete the applicable portion(s) of this form if exceptions to degree requirements and/or the ICAP report are requested. Refer to the ICAP report for the Requirement Name and Sub-Requirement #: Approved changes will be noted on the ICAP report.

1. Obtain the signature of the advisor and department head.
2. Submit form to the Dean’s office for final approval.
3. If additional lines are needed for changes, attach another form; signatures are needed on the first form only.

All degree requirements will be completed by: ________________________________

WKUID: ______________________ Name: ___________________ Local Phone: ___________

Last Name: ___________________ First: ___________________ Middle: ___________________

Waive a Required Course in Major or Minor

WKU Course Prefix & Number: _______________ Hours: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

WKU Course Prefix & Number: _______________ Hours: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

WKU Course Prefix & Number: _______________ Hours: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

Course Substitution in Major or Minor

To substitute a transfer course (TRAN EX-L, SUB EX-L, EX-U), use the ICAP Transfer Equivalency/Substitution Form.

WKU Course Prefix & Number: _______________ Hours: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

Substitute for: ________________

WKU Course Prefix & Number: _______________ Hours: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

Substitute for: ________________

WKU Course Prefix & Number: _______________ Hours: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

Substitute for: ________________

WKU Course Prefix & Number: _______________ Hours: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

Substitute for: ________________

WKU Course Prefix & Number: _______________ Hours: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

Substitute for: ________________

General Education Category A2 Foreign Language

Transfer or readmission students who began their college career as degree-seeking students prior to the 2004 summer term may use the first level of a foreign language course.

WKU Course Prefix & Number: _______________ Hours: _______________ First Semester of College Work: ________________________________

Waive Course Grade Requirement in Major or Minor

WKU Course Prefix & Number: _______________ Grade: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

WKU Course Prefix & Number: _______________ Grade: _______________ Major/Minor Title: ________________________________ Sub-Requirement #: __________

Waive Hours in Requirement

Number of Hours: _______________ Requirement Name: ________________________________ Sub-Requirement #: __________

Number of Hours: _______________ Requirement Name: ________________________________ Sub-Requirement #: __________

For Office of the Registrar Only

Date Processed: __________________________

Processor: ____________________________

Exception Type: CA CC CW GC GP YW VL SC

Notes: ________________________________

Run an ICAP report before submitting this form to ensure the exceptions have not already been processed.

Student’s Signature: ___________________ Date: _______________

Advisor’s Signature: ___________________ Date: _______________

Department Head’s Signature: ________________ Date: ________________

Dean’s Signature: ___________________ Date: _______________

The Dean’s Office should submit form to the ICAP Staff; Office of the Registrar; PH 237.
This form is to be used to place students in the correct catalog year for their Major, particularly if there have been curriculum changes.

This form **REQUIRES** student signature, it will not be accepted without it.