Stay Connected! The Online Community for Distance Learners

The Online Community for Distance Learners houses a great deal of relevant information. Members can view announcements that serve as reminders for upcoming news and deadlines. There are also sections with study tips and helpful suggestions on time management. In addition, there is a Library Resources section and a discussion board monitored by a WKU librarian, Ms. Roxanne Spencer. She is available to answer questions about research projects and point you in the right direction.

We also have an Events section. Here we post videos of on campus lectures, workshops and presentations that distance learners may find of interest.

If you have any suggestions on items you would like to see added to the community or if you hear of any on campus lectures or presentations that you would like to view from the comfort of your home, please let us know! We will do our best to find a way to make them available through the community! If you aren’t a current member of the Online Community and would like to become a member, simply email us at learn.online@wku.edu with your student ID number and we’ll add you!

IN THIS ISSUE...

Textbooks For Troops’ Benefit Auction Will Offer Tickets, Memorabilia & More ............................2
Email Etiquette for Online Students ..........................................................2
Work Smart, Not Hard! ..........................................................3
First Aid for the Test Anxious ..........................................................4
Time Management Tips ..........................................................5
Strategies to Stay Ahead! ..........................................................6
WKU Named Military Friendly School For 5th Straight Year ..................................................7
Key WKU Departments for Online Students ..................................................8

Student Resource Portal

What you think is important to us! That’s why we decided to update the look and feel of the Student Resource Portal. Our goal in the redesign was simple – we wanted to make the portal more user friendly! The purpose of the portal is to provide one-click access to resources across campus – resources created to support distance learners! Here you'll find access to Online Tutoring, the Online Writing Center, Career Services, Discounted Software, Library Services and Technology Support, along with one section dedicated to Success Strategies, as well as links to Blackboard, the Testing Center, Scholarship Searches and more!

We want to hear from you! Now that we have the updated portal published, we would love to have input from those working from the user end of things – YOU! That’s why we decided to GIVE the FIRST 10 students to answer the following questions a FREE GIFT!

1. Did you find use of the portal intuitive? Was it easily navigated? Did it provide you with access to the items you needed?
2. Do you have any suggestions for improvement? (reorganization, renaming of categories)
3. Do you feel any information is missing (or is unclear from the title)?

Once you have assessed the portal (www.wku.edu/online/srp), please email the answers to the questions listed above, plus any additional information you would like to include, to cindy.hawks@wku.edu, along with your current mailing address so we can put your piece of WKU in the mail!

Helping You Succeed!
Textbooks For Troops’ Benefit Auction Will Offer Tickets, Memorabilia & More

From tickets to theme parks, athletic events and tourist attractions to autographed memorabilia, artwork and gift cards, a benefit auction for WKU’s Military Student Services’ “Textbooks for Troops” program will offer something for everyone.

The event, featuring a live auction and silent auction, will begin at 1 p.m. Dec. 7 at WKU’s Augenstein Alumni Center’s Grand Ballroom, 292 Alumni Ave. A preview of items will begin at noon.

“Textbooks for Troops” provides free textbooks to eligible active duty, National Guard, Reserve, ROTC and veterans attending classes at WKU. In the fall 2013 semester, more than 130 students signed up for the program. Books are loaned out to students at all WKU locations, or shipped across the globe to our military students taking distance learning courses.

"Many of our service members, and especially older veterans, do not have adequate educational benefits to help pay for school and scholarship money is very hard to come by," said Tonya Archey, director of Military Student Services. "Programs such as this are crucial to their success."

The program is the largest textbook scholarship at WKU, Archey said. The “Textbooks for Troops” program has received generous donations from Terry Scariot and the Parents Advisory Council, which have allowed Military Student Services to purchase books. In addition, more than 80 students have donated textbooks for the lending library and a spring book drive collected more than 300 books.

“Our lending library began about two years ago with only a few dozen books but has grown to its current size of more than a thousand," Archey said. "This auction will help ensure its continued growth."

Auction items, which continue to be received, include the following: Four Disney one-day Park Hopper Passes; packages from Churchill Downs and the Bowling Green Hot Rods; tickets to Holiday World, Muhammad Ali Museum, Corvette Museum, Historic Railpark and Train Museum, Nashville Zoo; signed photos from “NCIS” star Mark Harmon, “Once Upon a Time” star Josh Dallas, and NFL star Peyton Manning; memorabilia from Tennessee Titans and Nashville Predators; “Call of Duty” games; and numerous other gifts, food and WKU items.

You can also help out the “Textbooks for Troops” program by making secure online donations at www.wku.edu/veterans. Select “Give to WKU Military Student Services” and then select the WKU Make a Gift button near the bottom of the page.

More information is available on the Military Student Services Facebook page. For information or to make a donation of an item, contact Teresa Jameson at (270) 745-2180 or Teresa.Jameson@wku.edu.

Email Etiquette for Online Students

In online courses nearly all communication is written. This requires that you pay special attention to how you “say” things, since other learners do not have the benefit of picking up on non-verbal queues. Written communication normally takes place asynchronously by taking the form of posts and responses to a discussion forum. In this type of discussion, the instructor will post a topic and require students to post a discussion, respond and perhaps critique and evaluate their peers submission. Asynchronous discussion may be used to generate discussion solely among students.

There may also be synchronous discussions which are similar to chat rooms. The instructor will schedule a virtual meeting, in which students login to blackboard at the scheduled time and discuss course topics.

Netiquette
• Be polite and respectful to fellow online participants by avoiding:
  • obscene language
  • all-caps type, which is perceived as shouting
  • repeating the same sentence continuously
• To communicate effectively in the online environment:
  • use smilies, or emoticons, to show tone of voice or emotion :) 
  • use symbols such as asterisks(*) to emphasize words
  • use acronyms such as "brb" (be right back)

Read more on Netiquette at www.albion.com/netiquette/corerules.html
We’re always looking for hidden treasures that we know you’ll find useful. As the “old saying” goes, the key is to “Work Smart, Not Hard!” It is in the spirit of this little piece of wisdom that we would like to share John Tedesco’s blog post. Tedesco highlights one of the conference speakers, Daniel Russell (Research Scientist at Google) who shared more than 20 search techniques that as Tedesco points out, are “powerful but obscure, well-known but not fully understood.” Check out the list below.

• Most of what you know about Boolean is wrong. Don’t bother typing AND in your search queries – Google treats it like any other word. But OR in all caps actually works. OR is great for finding synonyms and boilerplate language. Typing “Smith denied” OR “Smith claimed” OR “Smith argued” will find more pertinent websites about the controversy involving Smith. Avoid using NOT if you want to exclude a search term. Instead, type a minus sign in front of the word. So if you’re visiting San Antonio but don’t want to visit the Alamo, type: “San Antonio” -Alamo. That will search for the phrase “San Antonio” on web pages that don’t have the word “Alamo.” There’s no space between Alamo and the hyphen.

• Think about how somebody else would write about the topic. Search is all about someone else’s language. Think about synonyms and use OR operators. Google’s “related search” feature on the search page also offers suggestions. “Part of the skill here is being fascinated about language,” Russell said. “You’ve got to think about equivalent terms.”

• Use language tools. Knowing which words to search for means understanding their meaning. Typing define [space] [search term] in Google search will offer dictionary definitions. “Define” ‘space’ ‘word’ is your friend as a writer,” Russell said. “Trust me on this.” You even get a definition if you type define pwned and other lingo. “That means we have words that aren’t in the dictionary,” Russell said. What if you know descriptions but not the actual word? Find one of the many reverse dictionaries online. Type the descriptions you know and you’ll get the matching words.

• Use quotes to search for phrases. Typing “San Antonio Spurs” will show you the websites with the phrase “San Antonio Spurs.” If you don’t use the quotes, Google will search for the terms “San,” “Antonio,” and “Spurs” individually and you might miss pages related to the basketball team.

• Force Google to include search terms. Sometimes Google tries to be helpful and it uses the word it thinks you’re searching for — not the word you’re actually searching for. And sometimes a website in the search results does not include all your search terms. How do you fix this? Typing intext: [keyword] might be Google’s least-known search operations, but it’s one of Russell’s favorites. It forces the search term to be in the body of the website. So if you type intext: “San Antonio” intext: Alamo it forces Google to show results with the phrase “San Antonio” and the word Alamo. You won’t get results that are missing either search term.

• Minus does not equal plus. Russell didn’t talk much about this but it’s worth noting. Since putting a minus sign in front of a word removes it from a search, many people, including me, incorrectly assumed that adding a plus sign in front of the word forced Google to include it. Actually, that search operator simply stops Google from changing the word into a synonym or correcting the spelling. It’s still possible that Google will drop the word from some search results, so it’s different from intext:. (After Google+ was unveiled, Google dropped the plus sign operator and replaced it with double quotes. Typing “Alamo” is now the same as +Alamo.) That’s not to say the plus sign — now double quotes — is not a useful search operator. But note how it’s different from intext: If you want to force Google to include an exact word or phrase in all your search results, use intext:.

• “Control F” is your friend. Use this keyboard shortcut to find a word or phrase on any web page. It’s faster than reading the whole page for a specific word or phrase. “If you don’t know this, you’re roughly 12 percent slower in your searches,” Russell said.

For the full list of search techniques he shares, visit John Tedesco’s post at www.johntedesco.net
First Aid for the Test Anxious

This material is for those with mild anxiety. If your symptoms interfere with your daily life in significant ways, please visit Counseling & Testing Services (270-745-3159), Potter Hall 409 or connect with them online at www.wku.edu/heretohelp/. The “Here to Help” section provides answers to questions anonymously over the Internet.

Understanding Anxiety

Anxiety is a learned reaction to cope with a perceived threat. The threat is usually nonspecific. (If the threat were specific, then we call it a “fear”). Anxiety involves a physical response, typically at least muscle tension, negative self-statements (such as “all or none” thinking; awfulizing), future-oriented thinking (e.g., my entire future will be horrid if...), and an anxious lifestyle (physical, mental, and social health affects anxiety).

Is anxiety “bad”? Not necessarily

You want an arousal level that is optimal for the task you are doing. If you are reading, a low level is optimal. If you are running from a tiger, a high level is optimal. This is called the Yerkes Dodson “Law,” but it isn’t actually a “law”, it’s more of a theory.

Key Issues in Reducing Stress

Change unproductive stress/anxiety into productive energy. Change takes time. Change occurs unevenly. It is a very individual process so you must learn what works for you.

Step 1. Evaluate your Anxiety

What are your stress symptoms? Some of the most common symptoms of stress are headache, backache, muscle tension, upset stomach, and sweaty palms. The first step toward solving a problem is assessment so you know the nature and severity of the problem. The Mayo Clinic also provides a free stress assessment at http://www.mayoclinic.com/health/stress-assessment/SR00029, to help you measure your stress level.

Which types of exams are creating anxiety for you? The least? Arrange them into a hierarchy from least to most anxiety arousing.

If you talked to others, you’d find variation. For example, some despise essay, others prefer them. Some like multiple choice, others tremble at them. Some prefer history-type tests, others math-type tests. On the discussion board feel free to share what type of tests you most dislike or prefer and ask others to report theirs.

The Test Experience

The test experience can be thought of in three parts:

• Pre-test period
• Test period
• Post-test period (and even subdivided further if it makes sense for you)

What portions of the test experience are least to most anxiety arousing for you? Again, there is variation, some aren’t anxious until the test is over; some calm down once the test begins. What is your pattern? (You will notice, as the problem is defined or assessed, it becomes more manageable).

Step 2: Learn to Deal with Anxiety

Start with low stress situations. As you have success with anxiety reduction skills, move on to slightly more anxiety-arousing situations. You reduce anxiety by “nibbling around the edges”-- learning to handle the easier situations first.

Do all of the following suggestions. A common error is to make a half-hearted effort with one technique and then to quit when it doesn’t work. Reducing anxiety requires an across the board approach.

You must unlearn habits and that takes effort. Expect it to take a while. Expect to stumble. A common error is to think you should never “slip back” but “slipping” is normal. Learning is not a smooth process. Stumbling is not a problem if you learn something from stumbling.

Anxiety Prevention

First, don’t do anything to worsen the anxiety. Evaluate yourself and different situations. What do you do that makes it worse? How can you stop or replace those behaviors? Your goal is enough anxiety to perform optimally but not too much, typically, that’s a low level.

How can you prevent test anxiety? Avoid unproductive self-labels (e.g., “Anxious person,” “Don’t test well,” “A failure”) Substitute productive ones (e.g., “I care about school,” “I’m passionate”)

• Prepare for the exam: Are you studying effectively not merely studying “hard”? Amount of studying does make a difference (read and re-read) but quality of effort also has an impact. There are many sites with study skill suggestions.
• Learn how to learn: Keep learning about how to study. (I’m still learning!) Visit www.wku.edu/online/srp to get tips on note taking, study skills and more!
• Manage your time: Yes, time management again! The goal is reasonableness in your use of time. When/where are you most effective at managing your time so you aren’t cramming? Athletes train, so can you. Your physical health (sleep, nutrition) affects your concentration.
• Set reasonable goals: It takes time to change a grade a whole letter level...generally you get a few points with each innovation. Use test feedback. Look at your returned exams and profit from them. Look for patterns in what you did ineffectively --do you do worse on the middle chapters? or the ones studied longest ago? or the most recent set? Then devote more time to them.
• Be realistic: If you want a different grade next time, you have to do something differently. Research finds that people who end up getting a D or F in the course always think they’ll pull it out next time, even when, by the math, it is impossible to do so. Being realistic also applies in positive directions as well. Some very good but very anxious students never appreciate what they have actually accomplished because they worry so about the next exam. Seeking excellence is different from seeking perfection. The former is do-able, the later is impossible

continued on page 7
**Time Management Tips**

I think we can all agree that one of the greatest challenges in balancing school, work and family is time management! We all struggle with our days being too short! Unexpected things arise and sometimes the issue is something much more simple – we just need time to breathe! Regardless of the reason, it can be challenging to always stay on task and manage every moment of our time. If you find yourself struggling to keep up with your college work or letting important assignments slip your mind, these time management tips from Study Guides and Strategies at www.studygs.net/timman.htm will help provide you with the tools you need to develop better time management skills and get on the right track.

Developing time management skills is a journey that may begin with this Guide, but needs practice and other guidance along the way. One goal is to help yourself become aware of how you use your time as one resource in organizing, prioritizing, and succeeding in your studies in the context of competing activities of friends, work, family, etc.

First, try founder of Study Guide’s and Strategies, Joe Landsberger’s, exercise in time management.

**Strategies on using time:**

These applications of time management have proven to be effective as good study habits. As we go through each strategy, jot down an idea of what each will look like for you:

- **Blocks of study time and breaks**
  As your school term begins and your course schedule is set, develop and plan for, blocks of study time in a typical week. Blocks ideally are around 50 minutes, but perhaps you become restless after only 30 minutes? Some difficult material may require more frequent breaks. Shorten your study blocks if necessary—but don’t forget to return to the task at hand! What you do during your break should give you an opportunity to have a snack, relax, or otherwise refresh or re-energize yourself. For example, place blocks of time when you are most productive: are you a morning person or a night owl? Jot down one best time block you can study. How long is it? What makes for a good break for you? Can you control the activity and return to your studies?

- **Dedicated study spaces**
  Determine a place free from distraction (no cell phone or text messaging!) where you can maximize your concentration and be free of the distractions that friends or hobbies can bring! You should also have a back-up space that you can escape to, like the library, departmental study center, even a coffee shop where you can be anonymous. A change of venue may also bring extra resources. What is the best study space you can think of? What is another?

- **Weekly reviews**
  Weekly reviews and updates are also an important strategy. Each week, like a Sunday night, review your assignments, your notes, your calendar. Be mindful that as deadlines and exams approach, your weekly routine must adapt to them! What is the best time in a week you can review?

- **Prioritize your assignments**
  When studying, get in the habit of beginning with the most difficult subject or task. You’ll be fresh, and have more energy to take them on when you are at your best. For more difficult courses of study, try to be flexible: for example, build in reaction time when you can get feedback on assignments before they are due. What subject has always caused you problems?

• Achieve “stage one”--get something done!
  The Chinese adage of the longest journey starting with a single step has a couple of meanings: First, you launch the project! Second, by starting, you may realize that there are some things you have not planned for in your process. Details of an assignment are not always evident until you begin the assignment. Another adage is that “perfection is the enemy of good”, especially when it prevents you from starting! Given that you build in review, roughly draft your idea and get going! You will have time to edit and develop later. What is a first step you can identify for an assignment to get yourself started?

• Postpone unnecessary activities until the work is done!
  Postpone tasks or routines that can be put off until your school work is finished! This can be the most difficult challenge of time management. As learners we always meet unexpected opportunities that look appealing, then result in poor performance on a test, on a paper, or in preparation for a task. Distracting activities will be more enjoyable later without the pressure of the test, assignment, etc. hanging over your head. Think in terms of pride of accomplishment. Instead of saying “no” learn to say “later”. What is one distraction that causes you to stop studying?

• Identify resources to help you
  Are there tutors? An expert friend? Have you tried a keyword search on the Internet to get better explanations? Are there specialists in the library that can point you to resources? What about professionals and professional organizations. Using outside resources can save you time and energy, and solve problems. Write down three examples for that difficult subject above? Be as specific as possible.

• Use your free time wisely
  Think of times when you can study “bits” as when walking, riding the bus, etc. Perhaps you’ve got music to listen to for your course in music appreciation, or drills in language learning? If you are walking or biking to school, when best to listen? Perhaps you are in a line waiting? Perfect for routine tasks like flash cards, or if you can concentrate, to read or review a chapter. The bottom line is to put your time to good use. What is one example of applying free time to your studies?

• Review notes and readings just before class
  This may prompt a question or two about something you don’t quite understand, to ask about in class, or after. It also demonstrates to your teacher that you are interested and have prepared. How would you make time to review? Is there free time you can use?
Many people who pursue their degree online aren’t full-time students. When I chose to enroll in an online MAE program, it was in part due to the fact that I knew attending school during regular working hours was not a possibility. I was a mom, a wife, a full-time employee, and I knew that if I was going to be successful I needed flexibility! Even with flexibility going back to school is a huge endeavor, which is why I wanted to take the time to share a few tips with you that I wish I had known early on.

1. Read and print the course syllabus. From course requirements, learning objectives, expectations, and policies to links to resources and instruction on how to submit assignments, your syllabus contains a wealth of information. All of it can help save you time. Print it out, read it thoroughly, and refer to it often.

2. Make a calendar! Now that your course syllabus is printed for each of your courses, consolidate all due dates into ONE calendar. Keep the calendar with you, and refer to it often. This will help ensure that you stay on track and don’t miss a due date.

3. Review and print assignments, discussion instructions, and grading rubrics. Having a hard copy of these materials makes reference more convenient. Consider putting this information in a binder and separating the material by week for quick referral.

4. Proofread everything. Check your work before submitting each assignment and be sure you are using correct formatting. Proofreading and making sure that your submission is in alignment with grading rubrics will prevent the need for rework and re-submission of assignments, saving you time and frustration.

5. Check e-mail and announcements daily. Doing this when you first log into your class, before going to the module or discussion board, will ensure that you do not overlook important assignments and deadlines for postings and projects.

6. Keep up with reading and assignments. If at all possible, work in the course a little every day. At a minimum, be present in the course at least three days each week such as Tuesday, Thursday, and Saturday. It is particularly easy to get off schedule in a web course, because it’s so tempting to procrastinate when our lives are filled with so many other things.

7. Ask. Don’t guess. Ask your instructor about anything you don’t understand or if you need clarification about course expectations or content. If you are comfortable asking a question publicly, do so via your instructor discussion area so other students with the same question can benefit from the exchange of information.

8. Participate actively in weekly discussions. The discussion board is an important component of an online course, and most courses require participation. Be sure you know what your weekly posting requirement is. It will be outlined in the syllabus. Postings to discussion questions are graded and should be substantive in nature.

9. Post thoughtful, detailed replies. Discussion board responses to classmates should be more than “I agree” or “I really don’t have anything to add.” Use these questions as guidance for a good response: What did you like? What do you want to know more about? What would you suggest? Reference assigned readings or other theoretical, empirical, or professional literature. Make sure all citations comply with correct formatting.

10. Keep an annotated bibliography for each research paper. An annotated bibliography for your personal reference doesn’t have to be perfect, but it does need to be detailed enough to take you back to the best scholarly articles you find along the way while doing research. There were numerous times early on when I would remember an article that would have been perfect to use as a resource, but with no information saved, I would spend much too long searching, sometimes not finding it at all!

Do you have any tips on how to get off on the right foot in an online course or degree program?

Time Management Tips cont.

- Review lecture notes just after class
  Then review lecture material immediately after class. The first 24 hours are critical. Forgetting is greatest within 24 hours without review! How would you do this? Is there free time you can use?

Effective aids:

- Create a simple “To Do” list
  This simple program will help you identify a few items, the reason for doing them, a timeline for getting them done, and then printing this simple list and posting it for reminders.

- Daily/weekly planner
  Write down appointments, classes, and meetings on a chronological log book or chart. If you are more visual, sketch out your schedule First thing in the morning, check what’s ahead for the day always go to sleep knowing you’re prepared for tomorrow.

- Long term planner
  Use a monthly chart so that you can plan ahead. Long term planners will also serve as a reminder to constructively plan time for yourself.

See Landsberger’s full Time management series at http://www.studygs.net.
First Aid for the Test Anxious cont.

for a human. Seek to enjoy what you are studying. It is hard to be anxious when having fun. Use the anxiety as energy. Make studying a game, connect it to a hobby (e.g., illustrate your notes if you like to draw; Consider how the course material could enhance your fishing or crafting). Everything is interconnected in this world. Take it as a challenge to apply what you know and love to new material.

**Step 3: Learn Active Coping Skills**

- **Goal:** Catch anxiety at the lowest level and moderate it. Try to interrupt the vicious cycle and build a virtuous cycle instead. What are some ways to cope with tension once it begins?
- **Know thyself:** Identify your early signs of stress and start practicing prevention techniques before it gets bad.
- **Moderate your muscle tension by using the following techniques:**
  - Take a mental vacation: Imagine you are in a relaxing place with no people present. (People are stressors, even people we like).
  - Practical Relaxation: Try placing your feet flat on the floor, your hands in your lap, your back and head straight, but not rigid. Inhale slowly through your nose to the count of 5 (a slow count) hold for 10 count. (Notice the muscle tension in chest, etc). Exhale through mouth for a 10 count (twice as long as you inhale.) (Notice the feeling of relaxation in the formerly tense muscles.) Repeat with your eyes closed and noises, distractions eliminated.
  - Mental coping using the techniques of Rational Emotive Behavior Therapy. REBT says stress happens from the following steps (notice the words that spell out A-B-C-D): There is an Activating event (e.g., an exam is announced.) You have an irrational Belief. This is an implicit, typically reflexive or unconscious value, identifiable by the words “should,” “ought,” “must”.

  For example, “I must do well on the exam or it would be terrible!”. This belief is irrational because it assumes you can know the future. It is also irrational because in life you don’t have to do anything but die— all else is optional (even paying taxes). (Yes, there are consequences to all choices and some consequences are less pleasant in general, but it is still a choice.) The Consequence is you feel anxious. If you can Dispute the belief (e.g., “It would be nice to make an A, but a lower grade won’t literally kill me. It might be unpleasant but I won’t be dead.”) then you can relieve the anxiety. Beliefs and effective Disputing statements are very individual. The disputing sentence has to make sense to you.

Remember stress is normal. The goal is to manage it for the optimal level. It takes time to unlearn habits. Learn from stress experiences what works/what doesn’t. Practice. If you need more help: Counseling & Testing Services (3159), Potter 409 or visit them online at www.wku.edu/heretohelp/.

**WKU Named Military Friendly School For 5th Straight Year**

For the fifth consecutive year, WKU has been named to Military Friendly Schools® list by Victory Media, the premier media entity for military personnel transitioning into civilian life.

The 2014 list honors the top 20 percent of colleges, universities and trade schools in the country that are doing the most to embrace America’s military service members, veterans, and spouses as students and ensure their success on campus.

“Inclusion on the 2014 list of Military Friendly Schools® shows WKU’s commitment to providing a supportive environment for military students,” said Sean Collins, Vice President at Victory Media and a nine-year veteran. “The need for education is growing and our mission is to provide the military community with transparent, world-class resources to assist in their search for schools.”

Among the programs WKU offers to its growing population of more than 2,000 active duty military, veterans and their family members are Army ROTC, Air Force ROTC, Military Student Services, a Student Veterans Alliance, a Veterans Resource Center, Veterans Upward Bound, Office of Veterans Affairs and programs at WKU’s Elizabethtown-Fort Knox campus.

The Military Friendly Schools® website, found at www.militaryfriendlyschools.com, feature the list, interactive tools and search functionality to help military students find the best school to suit their unique needs and preferences. The 1,868 colleges, universities and trade schools on this year’s list exhibit leading practices in the recruitment and retention of students with military experience. These schools have world-class programs and policies for student support on campus, academic accreditation, credit policies, flexibility and other services to those who served.

Now in its fifth year, the 2014 list of Military Friendly Schools® was compiled through extensive research and a data-driven survey of more than 10,000 schools nationwide approved for VA tuition funding. The survey results that comprise the 2014 list were independently tested by Ernst & Young LLP based upon the weightings and methodology established by Victory Media. Each year schools taking the survey are held to a higher standard than the previous year via improved methodology, criteria and weightings developed with the assistance of an Academic Advisory Board (AAB) consisting of educators from schools across the country.
Key WKU Departments for Online Students

- Admissions: 270-745-2551
- Billings & Receivables: 270-745-6381
- Bookstore: 270-745-2466
- Career Services Center: 270-745-3095
- Counseling & Testing Center: 270-745-3159
- Diversity Programs: 270-745-5066
- Financial Aid: 270-745-2755
- Graduate Studies: 270-745-2446
- Independent Learning: 270-745-4158
- Library Resources: 270-745-6125
- Online Tutoring: 270-745-6254
- Online Writing Center: 270-745-5719
- Registrar: 270-745-3351
- South Campus: 270-780-2550
- Student Disability Services: 270-745-5004
- Testing Center: 270-745-5122
- WKU Online: 270-745-5173