Overview

According to H.R. 1238: True Cost of War Act of 2013, introduced in the U.S. House of Representatives in March 2013, over 2,400,000 members of the United States Armed Forces have served in military operations in Afghanistan and Iraq since 2001. Many of these service members are entering our higher education institutions as students in classroom or distance learning venues. Whether we serve as faculty advisors, full-time advisors, or advising administrators, understanding the needs of this student population is crucial to our ability to assist their transition into and persistence through college. In this Web Event, jointly sponsored by NACADA's Advising Veterans, Military Students & Family Members Interest Group and Advising Students with Disabilities Commission, our panelists will consider the impact of deployment cycles and issues veterans may experience and share information and strategies that will aid us in assisting our student veterans, both face-to-face and at a distance.

Terms to Know

**DD Form 214** – the certificate of release or discharge from active duty. Most will refer to it as simply DD 214 and accompanies a service member’s separation from active duty.

**GI Bill** – this refers to any educational benefits earned by a service member. There are several different programs and specific requirements for eligibility with each.

**MOS** – Military Occupational Specialty code is how veterans label their specialty. What they did during their service could prove beneficial in their academic career too.

**POCs** – Points of Contacts

**Service Connected Disability** – a permanent injury sustained while on active duty. There is usually compensation for this disability

**Voc Rehab** – Designed for veterans who have service connected disabilities that prevent them from preforming their military jobs as a civilian. Can provide tuition, books and a stipend to those who qualify. Can not be combined with other GI Bill's. Is meant to retrain veterans for civilian work.
References and Recommended Resources

Special thanks to Dr. Ted Bonar from the Center for Deployment Psychology for his knowledge and permission to modify and use some of his Core Competency Training for Service Members and Veterans on Campus (www.deploymentpsych.org).


H.R. 1238: True Cost of War Act of 2013. Available at https://www.govtrack.us/congress/bills/113/hr1238


University of Arkansas Division of Student Affairs: Veterans Resource and Information Center. http://veteranscenter.uark.edu/


Identifying Veteran Students with Disabilities

Veteran Triggers

- Vocational Rehab Counselor
- GI Bill, Chapter 31
- Two years to finish
- Need leave of absence
- Medical issues
- Slow learner
- Low GPA
- Tutors needed
- I was talking to PSU VET Officer.
- I need an academic plan.
- Can you provide me with a plan for my counselor?
- What careers does this plan lead to?

Identifying Active Duty Students with Disabilities

Active Duty Triggers

- Unexpected EAOS
- Medical Board (MED. Board)
- Sent home / Duty Station close to home
- Non-deployable status
- Medical hold

This publication is available in alternative media on request.
Soldiers to Students: Academic Advising for Returning Veterans - A Panel Discussion

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Student Veterans

Who are we talking about today?

Reasons for Joining

- Family tradition
- Do something noble with life
- College money

Other Reasons for Joining

Transition to manhood/womanhood
- To serve country
- Support family
- Friend did it
- Get out of trouble with the law
- Give life (death) a purpose
- Protect people, country and way of life
- Be a part of team – something bigger than self
- Inherent sense of selflessness
- Free medical care, Travel
- Get out of poverty

Ted Bonar, 2010

Active Duty vs. Reserve Component

Active Component
- “Full-time” military
- On call 24-7-365
- Army – Air Force
- Navy – Marine Corps
- Coast Guard
- About 1.36 million

Reserve Component
- “Part-time” military
- 2 weeks year + 1 weekend per month
- National Guard
  - Army NG
  - Air Guard
- Reserves
  - Army – Air Force
  - Navy – Marines
  - Coast Guard
- About 800,000

Ted Bonar, 2010

Student Veterans

- Pre 9/11 student veterans
- Post 9/11 student veterans – War on Terror
  - Operation Noble Eagle
  - War on Afghanistan
  - Operation Iraqi Freedom (OIF)
  - Operation Enduring Freedom (OEF) – the name eventually given to the War in Afghanistan
  - Operation New Dawn (OND)
Post 9/11 Student Veterans
- 2 million veterans have been deployed in OIF/OEF/OND (US)
- Longer and more frequent deployments
- Large percentage are Guard/Reserve
- Increased # of days in combat
- Increased injury survival rates
- Increased number of amputees
- Increased incidence of Traumatic Brain Injury (TBI) and Post Traumatic Stress Disorder (PTSD)

Cook & Kim, 2009; RAND Study, 2008

Deployment Cycles

Pre-Deployment
Notification
Preparation
Training

Return from Deployment
Reunion
Reintegration

Deployment
Departure
Sustainment
Combat and conflict

Ted Bonar, 2010

Home Away From Home

Deployment Challenges

In Country

Post-Deployment Challenges
**Battlemind vs. Civilian Mind**

**WHILE DEPLOYED**
- Buddies (cohesion) vs. Withdrawal
- Accountability vs. Controlling
- Targeted Aggression vs. Inappropriate Aggression
- Tactical Awareness vs. Hypervigilance
- Lethally Armed vs. “Locked and Loaded”
- Emotional Control vs. Anger/Detachment
- Mission OPSEC vs. Secretiveness
- Individual Responsibility vs. Guilt; Loss of purpose
- Non-Defensive Driving vs. Aggressive Driving
- Discipline and Ordering vs. Conflict

**HOME**
- Withdrawal
- Controlling
- Inappropriate Aggression
- Hypervigilance
- "Locked and Loaded"
- Anger/Detachment
- Secretiveness
- Guilt; Loss of purpose
- Aggressive Driving
- Conflict

**Proportion of U.S. Population in the Armed Forces**

**Portion of U.S. Population Fighting in Afghanistan and Iraq since 9/11**

**Student Veterans**

**Admission and Prior Learning**

**Admitting Student Veterans**
- **Apply for Benefits**
- **Military veterans who qualify for the Post-9/11 G.I. Bill** (also known as Chapter 33 benefits) may have the full cost of their tuition and fees paid directly to their public college or university. They may also receive a monthly housing allowance and stipends for books and school supplies. [http://www.benefits.va.gov/gibill/post911_gibill.asp](http://www.benefits.va.gov/gibill/post911_gibill.asp)

- **Look for Schools With Veteran Support**
- **Find colleges and universities with veterans centers and counseling services**
- **Beware of “for-profit institutions that claim to be “military friendly,” accept your military benefits as payment, and have a low graduation rate, or leave too many veterans in debt**
Using Prior Learning

- To get credit for military experience, veterans should complete the DD-214 form, a military service record that outlines the experiences and accomplishments of your military career.
- The American Council on Education offers transcripts of the experience and training that personnel receive. Those transcripts, the A.C.E. reports, are recognized by more than 2,300 colleges and universities.

What EXACTLY Is Prior Learning?

Prior learning isn’t just giving students credit for life experience. Colleges that choose to offer the credit measure what students know, review how that corresponds with courses they are required to take and determine whether their knowledge merits college credit.

Trish Paterson, Executive Director for College Access Initiatives
University System of Georgia


Prior Learning Assessments

- Evaluation of Military / Corporate Coursework
- Standardized Tests (CLEP, DSST)
- Student Portfolios
- Course Challenge Exams

Military Coursework

- Narrative describing a specific training.
- Written in the first person detailing experience and why college level credit should be granted.
- Usually contains 5 or more pieces of documentation detailing experience.
- The student must demonstrate a 70% (C) mastery to receive credit. The portfolio is graded on a credit/no credit basis and does not affect the student’s grade point.

Military Coursework / Experience

Military Experience - Allergy Clinician

Civilian Skill - Aseptic and Sterilization Techniques
- Infectious Diseases (Doctor/Physician)
- Medication Administration (Doctor/Physician)
- Patient Assessment (Doctor/Physician)
- Patient Care (Doctor/Physician)
- Treatment Evaluation (Doctor/Physician)
- Treatment Planning (Doctor/Physician)

Source: Military.com Veteran Employment Center
What Is CLEP?
• Over 1,700 colleges administer CLEP exams.
• 182,800 exams administered in 2011–12, including 55,000 administered to military service members.
• Exam fee = $80.00 (Colleges charge administrative fees that will vary to administer CLEP).

33 CLEP Examinations

History and Social Sciences
• American Government
• History of the United States I
• History of the United States II
• Human Growth and Development
• Introduction to Psychology
• Principles of Macroeconomics
• Principles of Microeconomics
• Introductory Psychology
• Introductory Sociology
• Social Sciences and History
• Western Civilization I
• Western Civilization II

Business
• Information Systems and Computer Applications
• Principles of Management
• Financial Accounting
• Introductory Business Law
• Principles of Marketing

Composition and Literature
• American Literature
• Analyzing and Interpreting Literature
• College Composition
• College Composition Modular
• English Literature
• Humanities

Science and Mathematics
• Calculus
• College Algebra
• Precalculus
• College Mathematics
• Biology
• Chemistry
• Natural Sciences

Foreign Languages
• French Language
• German Language
• Spanish Language

Student Veterans

Strengths and Challenges

Service Members and Veterans on Campus

POC = Point of Contact

Strengths of Student Veterans
• Trained leaders
• Strong ideas about civic responsibility
• Maturity
• Team players
• Self-motivated
• Goal oriented
• New cultural awareness
• Confidence

Campus Challenges
Veteran Friendly Campus

• “The term veteran-friendly refers to marked efforts made by individual campuses to identify and remove barriers to educational goals of veterans, to create smooth transitions from military life to college life, and to provide information about available benefits and services” (p. 45).

Lekken, Pfeffer, McAuley, & Sang, 2009

University of Arkansas
Veterans Task Force Recommendations

1. Create a Veterans Resource “Hub”
2. Accept military courses
3. Accept DD214 for credit
4. Create Veteran Scholarships
5. Establish permanent scholarship money funding
6. Increase tuition discount for National Guard members
7. Establish Veterans Support Committee
8. Create an official website for student veterans
9. Increase military cultural competency among faculty
10. Train staff in veterans’ issues
11. Establish allies, advocates and mentor for student veterans
12. Establish speaker’s bureau
13. Increase mental health and disability services
14. Create transitional services including remedial courses
15. Establish NWACC Partnership
16. Recruit Veterans
17. Increase retention and graduation rates of veterans
18. Identify incoming student veterans
19. Track student veterans

Student Veterans

Advising from a Distance

USNews Veterans Weigh Pros, Cons of Online Education

“Veterans...They’ll come in and say to me, ‘What are these stupid questions the 18-year-olds ask me?’ It’s a problem.”

Source: USNews, May 7, 2013

Advising Veterans at a Distance

• All Veterans / Military members should not be stereotyped into one group
• Veterans respond to other Veterans
• Institutions should consider using Peer to Peer mentoring / Advising
• Advisors should be very up front with Veterans since they are not the typical freshman student, but rather adults. This is why many of them chose on-line programs

Veteran Culture of Non-disclosure

• All Veterans & Military member do not start their military career as a disabled person. It is acquired during service and is classified differently
• Many do not acknowledge they have a disability “Black Knight Syndrome”
• Many do not know that there are services available “Misconceptions – “...it is not for me”
• Trained to only disclosure on a “Need to know” bases.
• Veteran on-line Student with Disability (VOSD)
• Institutional Awareness: (Triggers / Indicators) is key factor to direct VOSDs to resources (See Handouts)
VOSD On-line Culture

- Feel that it is more accessible and accommodating when it is not and can be more challenging
- Feel that they can handle or fix issues – “Black Knight Syndrome”
- Will withdraw or drop out before seeking help when it has reached the point of no return
- Disclosure and Counseling is key factor to preventing VOSD at Risk students

Where we’ve been...

- Looking at ADA historically
- Acknowledging gaps in history
- Culture!

Online + Institution = Educational Availability

- Flexible
- Instructional Commitment
- Easier with Transitions
- Misconceptions (Veterans)
- ADA exists Online too

Develop Programs that Work

Universal Approach and Institutional Competencies

- Category of Disclosure
- Syllabi Workshop

Collection of data....what to do with it.

Model for Enhancing Processes

Old Process

- VOSD Discloses Disability
- Referred VOSD to DCL
- VOSD provided with contact information for DCL
- Process Ends

New Model/Process

- Four Phases
  - Disclosure Phase
  - Coaching Phase
  - DCL Contact Phase
  - Follow-up
- Eight Step Process
  - VOSD disclosure
  - Adviser provides information
  - Adviser refers to DCL
  - Adviser informs VOSD
  - Adviser refers to DCL
  - DCL contacts VOSD
  - Adviser follows up with DCL / VOSD
  - VOSD process complete

Thanks to

Advising Students with Disabilities Commission

Advising Veterans, Military Students and Family Members Interest Group

for your support of this webinar