



# *Soldiers to Students: Academic Advising for Returning Veterans*

## **Web Event Handout**

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**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 performing 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

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

Veteran Employment Center. <http://www.military.com/veteran-jobs>

Veterans Benefits Timetable. Department of Veterans Affairs. <http://www.vba.va.gov/pubs/forms/VBA-21-0501-ARE.pdf>

Veterans Service Records: Request Your Military Service Records Online, by Mail, or by Fax. National Archives.  
<http://www.archives.gov/veterans/military-service-records/>

## 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?

This publication is available in alternative media on request.

## 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*

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.



## 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	Reserve Component
– “Full-time” military	– “Part-time” military
– On call 24-7-365	– 2 weeks year + 1 weekend per month
– Army – Air Force	– National Guard
– Navy – Marine Corps	• Army NG
– Coast Guard	• Air Guard
– About 1.36 million	– Reserves
	• Army – Air Force
	• Navy – Marines
	• Coast Guard
	– About 800,000

Ted Bonar, 2010

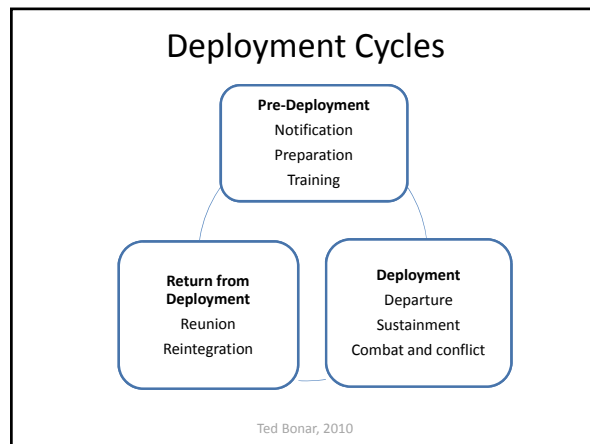
### Student Veterans

- 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)

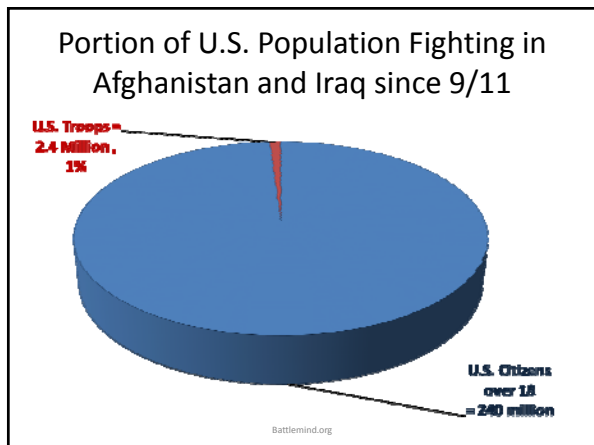
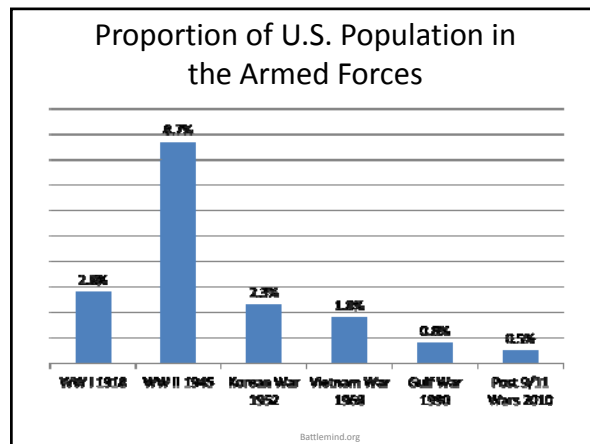
Cook & Kim, 2009; RAND Study, 2008



### Battlemind vs. Civilian Mind

<u>WHILE DEPLOYED</u>	vs.	<u>HOME</u>
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

Battlemind.org



## 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)

- ### Admitting Student Veterans
- 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.

<http://www.archives.gov/veterans/military-service-records/>  
<http://www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx>

### 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



Diamond, L. (2007). *Out-of-class learning equals college credit*

### Prior Learning Assessments

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



<p><b>Course Number: Veterinary 1: MSB-4115.6, Modules 1C: 22E-41.1, Modules 2B: 22V.1A.</b></p> <p><b>Course Title: LECTURE COURSE IN VETERINARY MEDICINE</b></p> <p><b>Prerequisites: Veterinary 1: MSB-4115.6, Modules 1C: 22E-41.1, Modules 2B: 22V.1A.</b></p> <p><b>Learning Objectives: At the end of this course, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify the major components of the immune system.</li> <li>2. Describe the function of the major components of the immune system.</li> <li>3. Explain the role of the immune system in disease.</li> <li>4. Describe the role of the immune system in health and disease.</li> </ol>	<p><b>Course Number: BMC</b></p> <p><b>Prerequisites: BMC</b></p> <p><b>Learning Objectives: At the end of this course, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify the major components of the immune system.</li> <li>2. Describe the function of the major components of the immune system.</li> <li>3. Explain the role of the immune system in disease.</li> <li>4. Describe the role of the immune system in health and disease.</li> </ol>
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Military Coursework

### 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*

### Portfolios

- 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.

## 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 Educational 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*



## Strengths of Student Veterans

- Trained leaders
- Strong ideas about civic responsibility
- Maturity
- Team players
- Self-motivated
- Goal oriented
- New cultural awareness
- Confidence

Yonkman & Bridgeland, 2009

## Service Members and Veterans on Campus



POC =  
Point of  
Contact

## 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)



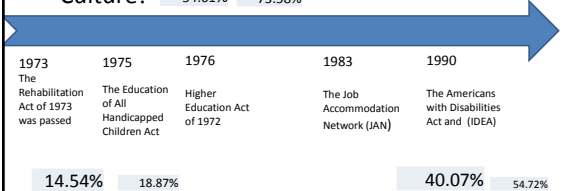
### VOSD On-line Culture

- 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 Coaching is key factor to preventing VOSD at Risk students



### Where we've been...

- Looking at ADA historically
- Acknowledging gaps in history
- Culture! 54.61% 73.58%



1973	1975	1976	1983	1990
The Rehabilitation Act of 1973 was passed	The Education of All Handicapped Children Act	Higher Education Act of 1972	The Job Accommodation Network (JAN)	The Americans with Disabilities Act and (IDEA)

14.54% 18.87% 40.07% 54.72%

<http://isc.temple.edu/neighbor/ds/disabilityrightstimeline.htm>

### Online + Institution = Educational Access ~~Availability~~

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



Source: Muskegon Community College, 2012

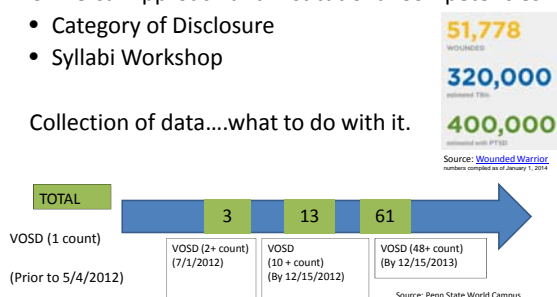
<http://www2.ed.gov/about/offices/list/ocr/letters/back-to-school-2008.html>

### Develop Programs that Work

Universal Approach and Institutional Competencies

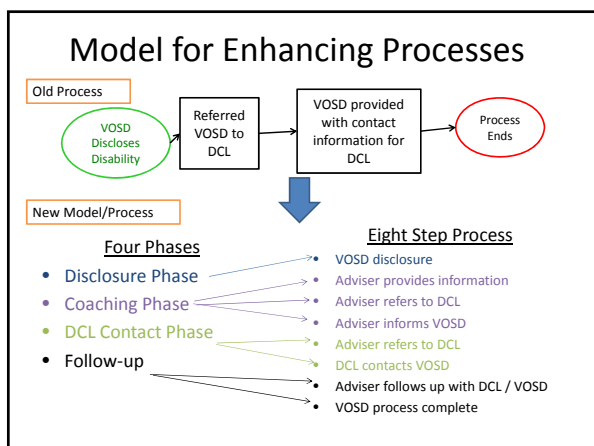
- Category of Disclosure
- Syllabi Workshop

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



TOTAL	3	13	61
VOSD (1 count)	VOSD (2+ count) (7/1/2012)	VOSD (10+ count) (By 12/15/2012)	VOSD (48+ count) (By 12/15/2013)

Source: Penn State World Campus



### Thanks to

Advising Students with Disabilities Commission

Advising Veterans, Military Students and Family Members Interest Group

for your support of this webinar

