Step 3: Adapt & Change

Legal Minimums for Wounded Warriors

• What is the legal minimum to prepare your campus for nearly 200,000 returning Wounded Warriors who have registered for benefits under the New GI Bill?
  
  – **Notice**: Provide effective notice of their responsibilities and protections as individuals with disabilities under Section 504 and Title II
  
  – **Documentation of disability**: Engage with them in an interactive process to assist them in presenting documentation of their disabilities
Step 3: Adapt & Change

Legal Minimums for Wounded Warriors

– **Determine accommodations:** Engage with them in a diligent search/interactive process for appropriate accommodations (academic adjustments and auxiliary aids) such as a reduced course load, extra time on exams, real time captioning, and alternate media

– **Implement accommodations:** Ensure that authorized accommodations are implemented
Step 3: Adapt & Change
Legal Minimums for Wounded Warriors

- **Grievance procedures**: Provide an effective and well publicized “grievance procedures” for appealing disability-related decisions and for filing complaints of disability harassment or hostile environment.

- **Facility access**: Have a campus with architecturally accessible “new construction and altered facilities” including classrooms, food service centers, labs, dorms, performance and recreation facilities.
Step 3: Adapt & Change

Legal Minimums for Wounded Warriors

– **Program access**: Ensure that all programs and activities are accessible, no matter where currently located

  • ADAAG, ANSI, or UFAS compliance may not be a “safe harbor” as to the access needs of an individual wounded warrior
Step 3: Adapt & Change

Goals for the campus:

• Is your campus prepared?

• “Business as usual” is not likely work—what will it take?
  – Understand and address what is required by law for Wounded Warriors
  – Discover, implement, and share best practices
  – Implement universal design (UD) for all
Step 3: Adapt & Change

Best Practices

Best practices collected from colleges and universities around the country:

• Training/In-service
• Campus-wide Committee
• Policies
• Veteran-centric Programs (including VA program on campus)
• Access
• Disabled Student Services
• Virtual World
• Off-campus Outreach
• CSU Research into Best Practices
Step 3: Adapt & Change
Best Practices

• **Training/In-service:** Complete faculty, administration, staff in-servicing to build an understanding of what distinguishes veterans, service members, and wounded warriors from other students, even other students with disabilities

  – Student veteran panel presentations are the best!
Step 3: Adapt & Change
Best Practices

• **Campus-wide committee**: A campus-wide interdisciplinary committee to address the needs of veterans, service members, and wounded warriors:
  – DSS, VSO, advising, counseling, student health, academic deans, curriculum development, campus security, student discipline, drug and alcohol abuse programs, housing, physical education, athletic and entertainment events services, recreation and intramural sports, on-line learning, technology acquisition, adaptive technology, campus transit, and grounds/facilities maintenance
Step 3: Adapt & Change
Best Practices

- **Policies**: Review policies with regard to:
  - Requesting the removal of program access barriers
  - Discipline code and procedures
  - Adding, dropping, and withdrawing from classes
  - Acquiring and bringing on campus personal attendants
  - Drug and alcohol abuse
  - Suicide prevention
  - Use and control of service animals
  - Housing
Step 3: Adapt & Change
Best Practices

• Veteran-centric programs:
  – A veteran/service member/wounded warrior based focus group to help identify how the campus can welcome and support such students
  – A new student orientation run by and for them
  – A “veteran/service member/wounded warrior only” transition and other classes on campus and on-line
  – Academic credit for military service
  – A clear point of contact, or a “one stop shop” office, where veterans may resolve common administrative tasks like registering for courses, housing, and GI bill benefits
Step 3: Adapt & Change
Best Practices

• **Veteran-centric programs:**
  – Campus events honoring veterans and military service
  – Late registration and drop privileges
  – Athletic/strength training activities and programs
  – Housing programs to allow them to pair up as roommates or floor mates, with veteran-centric counselors available
Step 3: Adapt & Change
Best Practices

• **Veteran-centric programs:**
  – Places where they can gather and support each other (e.g., veterans center, fraternity, house) to enable them:
    • To network with their peers
    • To advocate for better policies and practices on campus
    • To engage in social interaction instead of isolation
    • To emerge as campus leaders
    • To eventually create and implement their own programs
Step 3: Adapt & Change
Best Practices

• **Veteran-centric programs: VA program on campus**
  – Currently five such programs across the country. *E.g.*, City College of San Francisco (CCSF)
  – Goals of CCSF program:
    • Provide preventative services on campus in order to reduce barriers to care and increase use of VA services
    • Remove the stigma associated with going to the VA site
    • Provide a different mental health service than encountered in the military (including individual and couples therapy)
    • Support attendance and academic success at school
    • Medical management
    • Smoking cessation
Step 3: Adapt & Change
Best Practices

– Goals of CCSF program (cont.):

• Crisis intervention
• Setting up medical appointments
• Enrollment in the VA health care
• Resume writing
• Housing referrals
• Presentations on topics such as obtaining employment, sleep, PTSD/TBI, and transition/adjustment
• Proposed: Recreational therapy services
Step 3: Adapt & Change
Best Practices

• **Access**: Reconsideration of mobility access for wounded warriors:
  
  – Dust off your “transition plan”
  
  – Review access to housing, classrooms, labs, performance centers, dining facilities, counseling/advising/health services, athletic and strength training centers, parking, paths of travel
  
  – Include wounded warriors in the campus-wide access review
  
  – Appoint, train, empower, and public notice of an individual with the authority to promptly remove program and facility access barriers
Step 3: Adapt & Change

Best Practices

• **DSS**: Rethinking of Disabled Student Services:
  – An opportunity to lead other campus components in preparing for Wounded Warriors
  – New name/location that is more “veteran friendly” (*e.g.*, Access Services)
  – Veteran-centric outreach through channels of communication veterans/service members/wounded warriors are likely to use, like VA service centers, on-campus veterans’ service office, veterans’ web-sites, and social network sites
  – VA coordination
Step 3: Adapt & Change
Best Practices

- **DSS**: Rethinking of Disabled Student Services (cont.):
  
  - Modification of documentation requirements to terms veteran service providers will understand
  
  - Revision of auxiliary aids for persons late to their disabilities, such as more preparedness for real time captioning and alternate media services
Step 3: Adapt & Change
Best Practices

• **Virtual world:**
  – Development of disability access standards and measures for all on-line learning programs
  
  – Participation by DSS in technology acquisition to ensure adaptive measures are included in planning, budgeting, and technology acquisition
Step 3: Adapt & Change Best Practices

- **Off-campus outreach:**
  - Local VA medical center/polytrauma center
  - Local military base transition programs, training officers, and family assistance centers
  - Veterans’ Assistance Centers
  - Mental health services/Suicide prevention programs
  - Drug and alcohol abuse services
  - Local Vocational Rehabilitation Office
  - U.S. Dept. of Labor’s Transition Assistance Program (TAP) vendor (e.g., employment development agency)
  - Governors’ programs
Step 3: Adapt & Change

Best Practices: Example CSU

- **CSU research into best practices: CSU Student Veteran Service Assessment Data Collection and Analysis**
  - Two peer evaluator teams
  - Half day interviews
  - All 23 campuses participated
  - Interviewed responses were scored and analyzed
  - Surveyed: Institutional climate, academic support programs and services, financial support, veteran policies, leadership and co-curricular engagement opportunities, wellness programs and services, and type and delivery mode of veteran specific services
Step 3: Adapt & Change
Best Practices: Example CSU

- **CSU Findings:**
  - Senior level support should be evident and result in mobilization of key managers, faculty, and on and off campus staff
  - At least one full-time point person to coordinate veteran services—this professional should work with a team of colleagues to plan and coordinate veteran activities to move beyond “access” toward “academic success”
Step 3: Adapt & Change
Best Practices: Example CSU

• **CSU Recommendations:**
  – An integrative team approach to serving student veterans
    • A veteran service coordinator should partner with on-campus units and off-campus entities
  – Programs and services focused on both “access” and “success”
    • Include academic support programs, co-curricular activities, degree completion assistance, career development and placement
  – Identification of key data points and tracking mechanisms
    • Track success data (GPA, retention, placement, academic standing, graduation rates) to create and improve programs, intervention strategies, policies and protocols
Step 3: Adapt & Change
Best Practices: Example CSU

- **CSU Recommendations:**
  - Interactive and regularly updated veteran website
    - A dedicated website that includes veteran specific information and links to resources and virtual communities
  - Designated office/multi-purpose space:
    - Private, physical space to allow student veterans to connect
  - Student leadership opportunities
    - Leadership opportunities to help translate military skills to the type of skills coveted in the work place
    - Leadership programs should solicit and feedback to improve services to student veterans
Step 3: Adapt & Change

Best Practices

• **Universal Design**

  – Addresses the reluctance of veterans and service members to self-identify as individuals with disabilities
  – Reduces the need for documentation, DSS labor, and stigma
  – Addresses the needs of all students with disabilities
  – Addresses the needs of all students
Step 3: Adapt & Change

Best Practices

• Examples of universal design
  – Allow all students to use adaptive technology like calculators, spell-checkers, note-taking pens
  – Give tests with word rather than time limits
  – Make class notes available to all students
  – Post all class materials on accessible web sites
  – Move part of curriculum on line
  – Repeat brick and mortar classes on line
  – Make all facilities mobility accessible
  – Bring all facilities up to the 2010 standards
Step 4: Develop Leaders

- **Develop and support emerging leaders**—What seems to work:
  - Use veterans for in-servicing faculty
  - Feature veterans in events sponsored by senior administrators:
    - Veterans day
    - Dinner with the president
    - Opening of veterans center
    - Campus stand down
  - Use the veterans center as your incubator: Identify leaders, involve them in campus committees, encourage them to run for student government
Internet Resources: OCR

• Extensive on-line faculty training. Collaboration between OCR, the Cal. Comm. College System and the Galvin Group
• Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities,
  http://www.ed.gov/ocr/transition.html
• Auxiliary Aids and Services for Students with Disabilities,
  http://www.ed.gov/ocr/docs/auxaids.html
• “Dear Colleague” letter including announcement of the Wounded Warriors Initiative and attaching “So You Want to Go Back to School,” a document for wounded warriors.
  http://www.ed.gov/about/offices/list/ocr/letters/back-to-school-2008.html
Internet Resources: Higher Education Organizations

• American Council on Education: http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/serving/index.htm
• College Educators for Veterans’ Higher Education: vetscollegefuture.org
• “The Ultimate College Web Page for Veterans” (California centric but adaptable) http://www.cccco.edu/SystemOffice/Divisions/StudentServices/TroopstoCollege/TroopstoCollegeResources/tabid/692/Default.aspx
• The Association for Non-Traditional Students in Higher Education: www.back2college.com/library/faq.htm
• Student Veterans of America: www.studentveterans.org
Internet Resources: Higher Education Organizations

- National Association of Student Personnel Administrators, Veterans Knowledge Community,
  http://www.naspa.org/kc/veterans/

- National Association of Veterans Personnel Administrators,
  http://www.navpa.org/index.htm

- Servicemembers Opportunity Colleges,
  http://www.soc.aascu.org
Internet Resources: Education Benefits for Veterans

- New G.I. Bill Fact Sheet
- U.S. Department of Veterans Affairs Education Benefits
  http://www.gibill.va.gov/GI_Bill_Info/benefits.htm
- The American Legion Guide to Veterans Education Benefits
  http://www.mygibill.org/
- Military.com’s Education Benefits in the Military
  http://www.military.com/money-for-school/education-benefits-in-military
Tuition Assistance and Scholarship Resources

• **Air Force Aid Society**
  http://www.afas.org/Education/body_scholarship-links.cfm

• **DoD Voluntary Educational Programs**
  http://www.voled.doded.mil/voled_web/voledhome.asp

• **FinAid**
  http://www.finaid.org/military/

• **Navy-Marine Corps Relief Society**
  http://www.nmcrs.org/education

• **Servicemembers Opportunity Colleges**
  http://www.soc.aascu.org/

• **Military.com’s Scholarship Finder**
  http://aid.military.com/scholarship/search-for-scholarships.do

• **Military.com’s Dependents Educational Assistance**
  http://www.military.com/money-for-school/spouse-family/dependents-educational-assistance-dea

• **U.S. Army Education Division** (copy and paste the URL onto an open Web browser)
  https://www.hrc.army.mil/site/education/index.html
Medical Conditions

- U.S. Veterans Affairs Office Polytrauma Centers
  http://www.polytrauma.va.gov/index.asp

- National Center for PTSD
  http://www.ncptsd.va.gov/ncmain/index.jsp

- PBS Now: Veterans of PTSD
  http://www.pbs.org/now/shows/339/index.html

  http://www.ptsdmanual.com/

- Defense and Veterans Brain Injury Center
  http://www.dvbic.org/

- Centre for Neuro Skills/TBI Resource Guide
  http://www.neuroskills.com/veterans/index.shtml

- Deployment Health Clinical Center (DHHC)
  http://www.pdhealth.mil/TBI.asp
Transition Assistance Programs

• Transition Assistance Program
  http://www.taonline.com/TapOffice/

• Department of Defense Transition Assistance Program
  http://www.transitionassistanceprogram.com/register.tpp

• DoD Post-Deployment Health Reassessment (including Battlemind Video)
  http://fhp.osd.mil/pdhrainfo/

• Military.com’s Transition Center
  http://transition.military.com/reg/transition_center_registration.do

• U.S. Department of Veterans Affairs OEF/OIF Returning Service Members
  http://www.oefoif.va.gov/
California Resources

- I Can Afford College
  http://www.icanaffordcollege.com/applications/homepage.cfm
- California Directory of Veteran Services
  http://158.96.229.240/de6033.pdf
- Educational Resources for Veterans
  http://www.cdva.ca.gov/Resources/Education.aspx
- Veterans Benefits Overview
  http://www.cdva.ca.gov/VetService/Overview.aspx
- California Department of Rehabilitation
  http://www.rehab.cahwnet.gov/
- California Association of County Veterans Service Officers, Inc.
  http://www.cacvso.org/
- California Employment Development Department Services for Veterans
  http://www.edd.ca.gov/Jobs_and_Training/Services_for_Veterans.htm
Widely followed Publications


Other Suggested Publications

- AHEAD – *JPED Special Issue: Veterans with Disabilities*, Vol. 22, No. 1, 2009
- AHEAD - *Veterans with Disabilities: Promoting Success in Higher Education* Thomas E. Church
- Cook, B. J., & Kim, Y. (2009). *From soldier to student: Easing the transition of service members on campus*. Washington, DC
Other Suggested Publications


Other Suggested Publications