**Education 118V**

**The Research University and the**

**Veteran Student Experience**

Credit: 4 units

Meeting time and place: Mondays, 12:00 – 2:50 PM, ED 1203

ED 118 is an introduction to the culture and academic expectations of a four-year research university.  The course will help students make adjustments to their own current academic expectations and abilities through setting goals and practicing necessary skills, especially writing and research.  A special feature of this veterans’ section will be the identification of attitudes, behaviors, and expectations that class members have as a result of their experience in the military that differ from the culture of the university.  Students will be invited to consider the degree to which they wish to bring themselves into alignment with the university’s culture, and to learn strategies that will help them do so.  Students will learn about academic and personal support services available on campus to help them achieve success as they pursue their degrees.

Readings: All readings can be found on GauchoSpace

**Schedule:**

**Week 1 – Vets as University Students**

Speakers: Chris Cate, Dave Holmes - Research at UCSB on veterans’ educational progress

**Week 2 – The Priorities of the Research University**

Speaker: Kirsten Gabriel, Counseling Services

Reading: Chapter 1 of Andreatta, *Navigating the Research University*.

Assignment: Select an article or book chapter for the class to read. Get help from a reference librarian, obtain a copy of the article with bibliographic information, and bring me a copy. Write a short paper that: (1) describes the process of finding the article with the librarian’s help; (2) summarizes the article and highlights its point or message; and (3) explains why you think the rest of us should read it. I will add it to the syllabus and you will lead discussion on it when it comes up in the schedule.

**Week 3 – Adult Learning**

Visit: Tour of Campus Police Department

Reading: Chapter 2 of Andreatta, *Navigating the Research University;* Kasworm, Adult Meaning Making; Kohler Giancola, Grawitch, & Borchert, Dealing with the stress of college.

Assignments:

1. Write a one- to two-page summary of one of the articles, and indicate what, if anything, in it will be helpful for you, and how you plan to use the information.

2. Begin reading and other data collection for Part One of the Guide to Campus for Veterans. Come with a summary of something you have found out.

**Week 4 – Regulating Your Own Learning**

Speaker: Jay Stemmle -- Time management

Speaker: Kegan Allee, Non-Traditional Student Advocate, Women’s Center

Reading: 1. Andreatta, Chapter 3; Svinicki, Chapter 6; Wilson, Academic Integrity (just about 2 pages)

Assignment:The Svinicki article is intended for teachers, but gives a good insight into many of the factors that go into successful learning. (You will also notice that very few faculty try to incorporate those items into their teaching!) As usual, write a summary and reaction. Look for main ideas and her general approach to learning.

**Week 5 -- Resilience**

Speakers: Joseph Narkevitz and Isaac Avendano, Ventura Veterans’ Center

Readings: Steinhardt & Dolbier (2008), Resilience Intervention; Garcia Falconetti (2009), Florida Community Colleges

Assignment: Write a one- to two-page summary of one of the articles, and indicate what, if anything, in it will be helpful for you, and how you plan to use the information.

**Week 6 – Thriving After Trauma**

Speaker: Gary White, Director, Disabled Students Program

Readings: Glantz (2009), Chap. 6 (Education); Katopes (2009), Veterans Aren’t Victims

Assignment: Write a one- to two-page summary of one of the articles, and indicate what, if anything, in it will be helpful for you, and how you plan to use the information.

**Week 7 – Coping With Stress**

Panel: Students from Veterans Student Organization

Readings:

* Summerlot, J, Green, S., & Parker, D. (2009). Student veterans organizations. *New Directions for Student Services, 126,* 71–79.
* Hoge, C.W. (2010). Deal with stressful situations (Chapter 7). *Once a Warrior, Always a Warrior: Navigating the Transition from Combat to Home--Including Combat Stress, PTSD, and mTBI.* Guilford, CT: Globe Pequot.

Assignment: Write a one- to two-page summary of one of the articles, and indicate what, if anything, in it will be helpful for you, and how you plan to use the information.

**Week 8 -- Research**

Visit: Trip to library - how to use databases for research - Chimene Tucker, librarian

Reading:

* Coll, J.E., Oh, H., Joyce, C., & Coll, L.C. (2009). Veterans in higher education: What every adviser may want to know. *The Mentor: An Academic Advising Journal.* www.psu.edu/dus/mentor. Accessed 6-8-2009.

**Week 9 – Preparing for the Next Stage**

Speaker: Career Advisor from Career Services and Assistant Dean of Graduate Division

Reading:

* Armstrong, K., Best, S., & Domenici, P. (2006). Changed views of self, others, and the world. (Chapter 5). In *Courage after fire.* Berkeley, CA: Ulysses Press, pp. 127–147.

Assignment: Answer the provided questions about Hoge, Chap. 7

**Week 10 – Managing Your Triggers**

Assignment: Booklet revision due today

Take Home Final Exam due by December 3.

**Assignments**

**Weekly Journals**

Write a 1-page reflection on your transition to university life and/or your experience as a veteran in college. These are purely for your own reflection and self-expression.

**Critical Reader Responses**

Write a 1-page critical response to one of the readings from that week. When there are multiple readings, you can choose which one to respond to. As with all papers, use citations where appropriate, quotations should be no more than 10% of the paper, and use 12 point, times new roman font with standard margins. Each week, address one or two of the following themes:

* Audience – Who is the author writing for? How effective is s/he at reaching the intended audience?
* Thesis – What is the author’s argument? Does s/he prove it? What evidence does s/he use?
* Style – How does the author’s writing style match her/his content?
* Citation - Were there citations at all the points you wanted to know more information? Did the citations add to your understanding of the article?
* Bias – What is the author’s bias and how is it evident?

The last week, do your writing on Hoge’s Chapter 7 (see attached questions).

**Experiential Activities**

Over the course of the term, utilize at least 5 campus resources to their fullest. Visit the service, and make use of its offerings. Write a 2-page paper, summarizing what you did, what you got out of the experience and how the service could improve to better support veteran students.

**Final Paper**

Write a 6-page paper that integrates the lectures and readings from the term. See attached prompt.

**Questions/Reflections on Hoge, Chap. 7**

Please answer these questions briefly or perform the requested tasks *on another sheet of paper* and bring it to class Monday and/or e-mail it to me.

1. What kind of person is Hoge talking to in his book?
2. According to Hoge, what are the phases of reaction to stresses and the stages of reduction of those reactions under his plan for stress reduction?
3. Fill out the “List of Triggers” and bring it with you to class next Monday. As with question 4 below, you can include current stresses that originated with your military experience if you wish, but you are not obligated to; feel free to include “everyday” stressors that arise from being a student, family member, etc.
4. Create an inoculation process for one of your stress triggers—it doesn’t have to be something related to your time in the military. It could be a school-related trigger or something that was stressful to you even before your military service.
5. There is a stark contrast between a resilience model and Hoge’s model—what is it? (We discussed this some in class Monday.)
6. Can this model work for mental stressors? Why or why not?
7. Fill out the “Control Scale” and bring it to class.

**Final Paper**

This is due any time during the week of Nov. 29, up until 5 P.M. on Friday, December 3. You can submit it by e-mail or at CLAS, SRB 3210, where you can ask for me or give the paper to a receptionist and ask her to put in my mailbox. (You should notify me by e-mail that you’ve turned the paper in.)

**Background:** UCSB student service providers have obviously made a commitment to creating a productive and positive educational experience for veterans on campus. However, much of what they know about veterans is based on intuition and “common knowledge.” In order to provide targeted and effective services for vets, they need to know what research says about vets as vets and as non-traditional students, and also what vets say about themselves.

**Prompt: Answer the three questions in at least two double-spaced pages (600-700 words) each. Make clear and relevant use of the materials we have read and discussed in class.**

**Question 1.** Provide a description of some characteristics and needs of student veterans (see list following question 2) in a way that would be useful to campus student service providers. Include both “asset” factors and “risk” factors. “Useful” means that your description could prompt an experienced student services provider to envision, plan, or execute a program, service, or educational activity that would benefit veterans as students and/or use veterans’ good qualities to benefit other students on campus.

**Question 2.** Propose, yourself, a program, service, or educational activity as mentioned in question 1 that doesn’t currently exist on campus but would benefit veterans, and justify its development based on veterans’ needs and characteristics (see list following this question). It should **not** address the same characteristics you discussed in question 1. This doesn’t have to be a realistic or feasible service--you can dream.

For questions 1 and 2, you should choose one or more of the following categories to include:

1. Academic and learning characteristics

2. Life characteristics (age, family status, work obligations if any, etc.)

3. Characteristics based specifically on military experience (combat and non-combat)

**Question 3.** Give examples, with sources, of conflicting information and/or conflicting attitudes about veterans’ characteristics and conditions. Discuss the advantages and disadvantages of each view of vets, and give your own opinion about understanding the conflict.

You will be graded on:

* Fully addressing all parts of the questions--if you don’t understand what you have to do, contact me.
* Effectively and relevantly incorporating facts or opinions from **at least three class readings in total** (and additional sources, if you choose), using a standard citation form (APA, Chicago, etc.)
* Format and mechanics--double-spacing, correct spelling of names and words, avoidance of “you,” etc.