

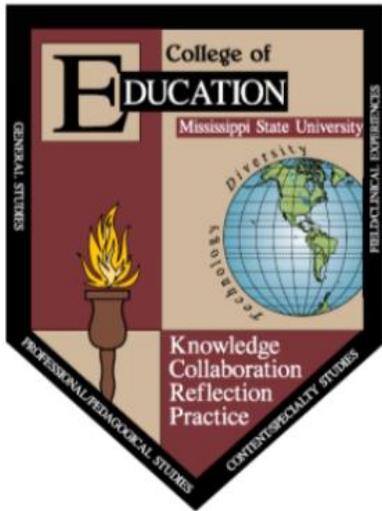
**MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION**  
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT  
Course Syllabus

**Course Prefix and Number:** TECH 4403/TECH 6403  
**Course Title:** Strategies for Campus Transition and Success for Veterans  
**Credit Hours:** 3 credit hours  
**Method of Instruction:** C=Lecture

**Catalogue Description:**

(Prerequisites: TECH 3133 or TKB 3133). Three Hour Lecture: This course will examine issues that veterans may experience as it relates to campus transition, academic success, psycho-social adjustment, and the role of various entities.

**College of Education Conceptual Framework**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **Course Objective:**

Upon completion of this course students will be able to:

1. Provide an overview and history of transitional issues experienced by veterans from the perspective of the university and the veteran. CFPO # 1, 3, 7
2. Explain the concept of transition as it relates to military culture as well as the culture of academia. CFPO # 1, 2, 3, 7
3. Examine the steps the academic community and Veteran Affairs can take towards collaborating when helping the individual to transition from combat to campus or campus to deployment. CFPO # 1, 2, 3, 7, 9
4. Explore the differences in need, experiences, motivation, etc. that veterans may bring to the educational environment and how that impacts what is needed and ultimately the success they experience. CFPO # 2, 3, 5, 7, 8
5. Describe the culture of the military population through an exploration of the many groups that collectively make up the military for example veterans with disabilities, women veterans, and military families. CFPO # 2, 3, 5, 6, 7, 8
6. Provide information about available community resources as well as insight as to the roles various entities play on campus when addressing veteran issues.  
CFPO # 1, 3, 7, 12
7. Describe the mental and physical health issues of military men and women and the potential need for responsive services on campus. CFPO # 2, 3, 7
8. Critically examine the concept of a “Student Veteran Friendly Campus” and the strategies that universities have used successfully when assisting veterans attempting campus transition. CFPO # 1, 2, 3, 5, 7, 8, 10, 12

## **Detailed Course Outline:**

1. Understanding transition to campus life (5 clock hours)
  - a. Transition in the military (1 hour)
  - b. Transition to civilian life and military culture (1 hour)
  - c. Military culture and the university community (1 hour)
  - d. Combat veterans transition to campus (2 hours)
2. Defining the Veteran friendly campus (9 clock hours)
  - a. Campus consideration (1 hour)
  - b. Good practices (1 hour)
  - c. Program and resources (1 hour)
  - d. Entry & re-entry to college (1 hour)
  - e. Collaborations, linkages, connections (1 hour)
  - f. Community partnerships and opportunities (1 hour)
  - g. Assessing campus climate (1 hour)
  - h. Faculty and staff involvement (2 hours)

3. The veteran, the student, the individual (6 clock hours)
  - a. Veterans' profile (1 hour)
  - b. Financial issues (1 hour)
  - c. Family relationships (1 hour)
  - d. Impact on college (1 hour)
  - e. Career choice and employment (1 hour)
4. Disabled veterans in transition (5 clock hours)
  - a. Physical and mental wounds (1 hour)
  - b. Resources and services (1 hour)
  - c. Role of the university (1 hour)
  - d. Historical findings (2 hours)
5. Meeting the needs of women veterans (5 clock hours)
  - a. Historical involvement (0.5 hours)
  - b. Contributions of women (0.5 hours)
  - c. Statistical growth (1 hour)
  - d. Dynamics associated (1 hour)
  - e. Military preparedness (1 hour)
  - f. University assistance and response (1 hour)
6. Mental Health Issues (6 clock hours)
  - a. The role of university counseling centers (0.5 hours)
  - b. Outreach initiatives (0.5 hours)
  - c. Support groups (0.5 hours)
  - d. Intervention strategies (0.5 hours)
  - e. Advocacy (1 hour)
  - f. Educational programming (1 hour)
  - g. Effects of battle mind (1 hour)
  - h. PTSD (1 hour)
7. Student Veteran Organizations (4 clock hours)
  - a. History (0.5 hours)
  - b. Mission and purpose (0.5 hours)
  - c. Role (1 hour)
  - d. Campus engagement and support (1 hour)
  - e. Programming and outreach (1 hour)
8. Veterans Service Organizations (5 clock hours)
  - a. The American Legion (1 hour)
  - b. Veterans of Foreign Wars of the United States (1 hour)
  - c. Disabled American Veterans (1 hour)
  - d. Support Roles (1 hour)
  - e. History of Service Organizations (1 hour)

## **Text(s):**

### Books:

Ackerman, B., & DiRamio, D. (Eds.). (Summer 2009). *Creating a veteran friendly campus: Strategies for transition and success*. New Directions for Student Services, No. 126. San Francisco, CA: Jossey-Bass.

Evans, P. (2012). *VeteranSpeak: An introduction to the language of veterans*. CreateSpace Independent Publishing Platform.

### Related Articles:

Friedman, M., & Slone, L. (2008). *After the war zone: A practical guide for returning troops and their families*. DeCapo Press.

Hill, J., Lawhorne, C & Philpott, D. (2011). *Life after the military: A handbook for transitioning veterans*. Lanham, MD: Scarecrow Press, Inc.

Krannich, C., & Krannich, R. (2006). *Military transition to civilian success: The complete guide for veterans and their families*. National Association of Veteran Owned Business.

Meadows, M. (2000). The evolution of college counseling. In D.C. Davis, K.M. Humphrey, & Associates (Eds.). *College counseling: Issues and strategies for a new millennium* (pp. 21-22). Alexandria, VA: American Association for Counseling and Development.

## **Description of Instruction:**

**(Campus 1)** Lecture. Instruction will be delivered through face-to-face lectures. The teaching format will include lecture, discussion, demonstration, hands-on activities and simulations, project assignments, and exams.

**(Campus 5)** Lecture. This course will be delivered via an on-line platform – Canvas. Class materials will include handouts, preparation guidelines, supplementary materials, and recorded lectures. Class activities such as group discussions will be held on Canvas in the format of threaded discussion topics.

## **Honor Code:**

**(Campus 1& 5)** Mississippi State University has an approved Honor Code that applies to all students. The honor code states: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the honor code, to accept responsibility for learning, and to follow the philosophy and rules of the honor code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or consequences of the honor code.

For additional information please visit: <http://www.honorcode.msstate.edu>

**(Campus 5 specifically)** Online tests will be administered with random ordered questions. All written assignments must be submitted through Turnitin.

### **Technology:**

**(Campus 1)** Students will be required to use Canvas to access course syllabus, class preparation guidelines and handouts, and supplemental course materials, as well as to check their grades. Students may also be required to submit assignments using Canvas.

**(Campus 5)** Students will be required to use Canvas to access course syllabus, recorded lectures, class preparation guidelines and handouts, and supplemental course materials, as well as to check their grades. Students will also be required to submit assignments using Canvas. In addition to these, students will engage in class discussions by creating or relying to threaded discussion topics on Canvas.

*Technical Support:* The MSU [Help Desk](#) is a service provided at no charge to all students, staff, and faculty at Mississippi State University. The consultants are there to help you with various computer-related information or problems. Check the Information Technology Services (ITS) Web site at <http://www.its.msstate.edu> for handouts and/or resolutions to common computer problems. If you cannot find an answer to your question on the Web or you do not have access to the Internet, please call ITS at 325-0631 or 888-398-6394 (7:30 a.m. to Midnight Monday through Thursday; 7:30 a.m. to 5:00 p.m. Friday; 1:00 p.m. to Midnight Sundays). You can also e-mail ITS directly for help with technical problems at [helpdesk@msstate.edu](mailto:helpdesk@msstate.edu) or go by their office at 108 Allen Hall with walk-in hours from 8:00 a.m. to 10:00 p.m. Monday to Thursday; 8:00 a.m. to 5:00 p.m. Friday; 1:00 p.m.-10:00 p.m. Sunday.

### **Diversity:**

Diversity will be addressed through discussions in various topics in communicating and solving problems with a diverse clientele.

### **Accommodation for Students with Disabilities:**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu> (web address).

### University Safety Statement:

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

### Field Component:

There is no field component in this course.

### Evaluation of Student Progress: (Campus 1 and Campus 5)

Student progress will be measured as follows:

1. **Class Participation/Discussion:** Students will demonstrate knowledge of the issues of veterans transitioning to campus life and the role of the university after reading the required course texts, *Creating a veteran friendly campus: Strategies for transition and success*, and *VeteranSpeak: An introduction to the language of veterans*. Students' knowledge will be assessed through responding periodic online discussion posts on Canvas. (Objectives # 1, 2; CFPO # 1, 2, 3, 7).
2. **Quizzes:** Students will demonstrate an understanding about the transitional issues and needs of the different veteran populations and the resources available after reading pages 35-41 and 81-88 of *Creating a veteran-friendly campus: Strategies for transition and success and military transition to civilian success: The complete guide for veterans and their families*. Students' knowledge will be assessed through two announced quizzes. (Objectives # 4, 5, 7; CFPO # 2, 3, 5, 6, 7, 8).
3. **Midterm Exam:** A comprehensive midterm examination will be given to assess students' knowledge of what is a veteran-friendly campus and what components, resources and collaborations on and off campus are needed to assist students after reading related articles taken from *Life after the military: A handbook for transitioning veterans and military transition to civilian success: The complete guide for veterans and their families*. Related articles will be supplied by instructor. (Objectives # 3, 6, 8; CFPO # 1, 2, 3, 7, 9, 10, 12).
4. **Interview & Reflective Paper:** Students will be asked to conduct an interview with a veteran who has had to make the transition or is currently making the transition. Interviews must be approved prior to the interview to ensure there is representation from the populations discussed (i.e. veterans with disabilities). Students will describe how the interview of veterans has impacted their awareness, beliefs and attitudes about campus transition. Students will write a three to five page, double-spaced reflection paper about their interview. The reflective paper will be electronically submitted. (Objectives # 1,4,5,6 and 7; CFPO # 1, 3, 5, 6, 7, 8, 12).
5. **PowerPoint Presentation:** Each student will be asked to create a ten to fifteen-minute PowerPoint presentation about a program to identify campuses identified as having

successfully served student veterans and the roles of the various entities that make up the campus. Students will describe good practices that can be considered for implementation on university/college campuses. Topic areas listed in the syllabus are to be considered when identifying campuses. Graduate students will submit a five-page double spaced paper. (Objective # 8; CFPO # 1, 2, 3, 5, 7, 8, 10, 12).

6. **Final Exam:** A comprehensive final examination will be given to assess students' knowledge of the history of student services on campus and the impact it has had on the transition of veterans and ultimately their success on campus after reading from the required text and related readings from *College counseling: Issues and strategies for a new millennium* pages 21-22), and *After the war zone: A practical guide for returning troops and their families*. (Objectives # 1, 2, 5, 6, 8; CFPO # 1, 2, 3, 5, 6, 7, 8, 10, 12).
7. **Graduate Students:** Complete the additional assignment shown below: Graduate students will identify campuses across the country that have been identified as having successfully assisted veterans transitioning to and from campus. After researching a campus identified as "veteran-friendly" students will gather information about the strategies that were taken for the campus to be successful and the campus entities and programs that were helpful. (Objective # 8; CFPO # 3, 6, 8).

Graduate students will develop a five-page double-spaced paper that identify best practices, why they thought the program was successful, and how they intend to implement what they have learned in their future work with veterans. When discussing implementation of best practices, the student must address the topic areas listed in the syllabus.

**Evaluation of Students' Progress:**

Undergraduate Students:	
Assignment/Task	Percentage
Classroom (online) discussions	5.00%
Quizzes (2)	10.00%
Interview	15.00%
Create PowerPoint Presentation	10.00%
Reflection Paper	10.00%
Comprehensive Mid-Term Exam	25.00%
Comprehensive Final Exam	25.00%
Totals	100.00%

Graduate Students:	
Assignment/Task	Percentage
Classroom (online) discussions	5.00%
Quizzes (2)	5.00%
Paper (3 to 5 pages)	10.00%
Interview	10.00%
Reflection Paper	10.00%
Create PowerPoint Presentation	10.00%
Comprehensive Mid-Term Exam	25.00%
Comprehensive Final Exam	25.00%
Totals	100.00

Grading Scale:

- 90.00% and above = A (Excellent)
- 80-89.99% = B (Good)
- 70-79.99% = C (Satisfactory)
- 60-69.99% = D (Poor) Below
- Below 60.00% = F (Fail)

## Attendance:

The class is responsible to read the MSU Attendance Policy AOP 12.09.  
<https://www.policies.msstate.edu/policy/1209>

In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor via phone or Email, and provide appropriate documentation.

Attendance in the **online course** is evaluated on a weekly basis. Each student is expected to join the online environment at the scheduled time for a combination of lecture and discussion. Just as in the face-to-face environment, not being logged in for class constitutes a single absence.

## Title IX Policy:

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IIEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf> , or at <http://students.msstate.edu/sexualmisconduct/> .

## Bibliography:

- Ackerman, B., & DiRamio, D. (Eds.). (2009). *Creating a veteran friendly campus: Strategies for transition and success*. New Directions for Student Services, no. 126. San Francisco, CA: Jossey-Bass.
- Evans, P. (2012). *VeteranSpeak: An introduction to the language of veterans*. CreateSpace Independent Publishing Platform.
- Friedman, M. & Slone, L. (2008). *After the war zone: A practical guide for returning troops and their families*. DeCapo Press.
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- Meadows, M. (2000). The evolution of college counseling. In D.C. Davis, K.M. Humphrey, & Associates (Eds.). *College counseling: Issues and strategies for a new millennium* (pp. 21-22). Alexandria, VA: American Association for Counseling and Development.
- Mettler, S. (2005). *Soldiers to citizens: The GI Bill and the making of the greatest generation*. New York, NY: Oxford University Press.