

I. First day of class, First office hour: Prep Syllabus, tone, common situations

The pre-war faculty members had been inclined too often to underestimate the importance of the student. The returning veterans, whether considered as a special group or not, do diversify the student body and require consideration of the individual. There is no question of favoritism or of special advantage; there is only the problem of devising an educational system to serve the students.
-“The Veterans as I See Them” George E. Simmons. The Journal of Higher Education Vol. 17, No. 6 (Jun., 1946), pp. 315-318



Three top learning goals:

- 1) Develop a college-approved separate section of the course syllabus labeled “For Student Veterans/Active Duty/ Guard/Reserves”. Make sure to include other than veteran status since some currently military active students may not identify as veterans, yet;
- 2) Identify how to properly set a student veteran friendly tone of expectations in the class that accommodates but does not deviate significantly from the course content and nature of the course ;
- 3) Examine a short list of several common, potential, classroom/office hour scenarios as a sort of ‘preflight’ checklist reminder before classes start, and as a ‘pre-meeting’ review if a student veteran makes an office hour visit for one of those checklist reasons.

ABSTRACT:

There are 3 fundamental things a faculty member can do to be ready for student veterans on first day of class. These 3 actions will answer, prevent or triage against MANY issues & questions related to student veterans ‘1st contact’. These are prepping the syllabus with a relevant section for student veterans, setting a tone of ‘accommodation and not exception’, and familiarizing up front with a few ‘learning moment’ scenarios that are among the more common ‘early alerts’ in class, or non-academic reasons for a first office hour visit.

BRIEFINGS:

First day of class begins: You have 15, 20, 30, 40 students. You do some kind of icebreaker activity, you give out or web-link to a syllabus, explain your course requirements, start a lesson or some kind of assessment. Do you need to ask if there are veterans in class? Will the student veterans during the icebreaker session stand up and say “I’m active duty, or I was Army”?

Should you presume some topics or conversation will create conflict or disruption in class? Is one of the no shows on first day a student veteran who's been dropped for issues or delays with benefits paperwork processing? Is there anything you should presume or expect to be different with group activities or particular subject matter or discussions because you have some student veterans in class, and some were combat deployed?

Maybe you went over a section on syllabi about the veteran services office (if you have one) or mentioned PTSD help available from disability offices? Will the burner from lab procedures lead to a PTSD trigger? Did you just nod or 'thank them for their service' or even lead some clapping in class for student veterans? Was that appropriate to do? Did you figure this from their BDU or their posture & desert cammo backpack, or guess at it by their seating, or maybe you overheard two or three veterans talk about their time in the service (they can usually spot each other, or maybe they registered together upon recommendations from the secret list of prof recommendations at SVO)?

Wait, could one of those you think is a veteran based on behavior and dress be a spouse or child of a veteran, or someone actively talking to a recruiter and taking their ASVAB exam soon? You spotted the likely military males, but did you figure out if any of the women in class were veterans? Was this different for the composition class versus the math or business class? Do you think the same thing happened in the nursing class, or in introduction to administration of justice, or the large chemistry class with 10 sections of lab?

You don't need to answer all these; you don't need to prep for many of these situations other than know they exist – as long as you have a prepped syllabus up front with a clear 'student veterans' section and no WHERE to go when issues and questions arise on that first office hour or email question related to the status, situation and needs of student veterans or military personnel in the classroom.

Table of Contents for 1st day, 1st office hour

Faculty Tips:

- 1) Understand why Student Veterans should/need to 'self identify' to EACH instructor
- 2) PREP SYLLABUS with a separate section HEADER
- 3) Accommodations: Excused Absences for student veterans
- 4) What if?: Dealing with sudden unit activation or rapid deployment
- 5) Dealing with a DROP/W when the student veteran requests an F
- 6) Be Clear: General Code of Classroom Conduct for all
- 7) Issue-related Office Hour visits by student veterans (overview of what to expect)

15 Samples scenarios

There are 3 fundamentals that will prevent or triage MANY issues related to student veterans '1st contact' with a course:

Prep Syllabus: The syllabus is the 'contract' between student and instructor. A few well placed sentences will prevent misunderstandings (academic, ethical, and legal) and clarify what student veterans need to do/be aware of as responsibilities as a student. Check with your student affairs or faculty development contact for existing 'student veterans' language for the syllabus or for how to create/template such.

Set TONE: Accommodation Not Exceptions

Consider a few 'learning moment' scenarios prior to 1st day/ 1st office hour: Look at a list some of the potential classroom/office hour scenarios as a sort of 'preflight' checklist reminder before classes start, and definitely before a veteran student makes an office hour visit for one of those checklist reasons

LINGO for Faculty (introductory):

Except for well resourced, mature veteran services departments, TYPICALLY, there are **ONLY** one to three individuals that SPLIT/coordinate several of the student veteran services functions below --but you may hear these mentioned/ need to find the specifics for your college for office hour meetings with a transitioning student veteran:

Common titles and duties include:

(**ones in RED** are of particular value to faculty)

a)Benefits Certifying Officer: Person(s) who handles sign-off compliance and paperwork for GI Bill and/or other educational benefits from the Veteran's Administration. If someone is dropped from your class for 'lack of payment' (which happens when paperwork is incomplete, deadlines change, issues with electronic transfer), this may be the person for them to see right away.

b)Veteran/Military Services Coordinator or Director: Person who coordinates the various student veteran services, from benefits to re-deployment policy to special events and training. If the functions below are not assigned to others, this

should be the catch-all referral for faculty addressing student veteran concerns.

c)Faculty Liaison for Student Veterans: A faculty member, veteran or non-veteran, who acts as mediator, go-between, contact, or coordinator for accommodations or issues related to classroom instruction/faculty and student veterans. Help and answers go both ways: faculty as well as student veterans can contact and utilize the Faculty Liaison.

d)Military Service Student academic advisor: An academic advisor (registering for classes, degree requirement checklists, questions about choosing course schedules) designated part-time or full time for student veterans. Faculty should refer to them for questions regarding change from full time/part time status, drops/F's effects on GI Bill, questions about what class they should take next for degree/certificate or that are 'veteran friendly.'

e)Student Veterans Outreach Coordinator: Coordinate collaboration and rally communication both into and out of the college, with military institutions, community entities, employment providers and many other related duties as necessary.

First day of Class, First Office Hour

f)**Counseling/ Veteran's Specialist:** A counselor or disability coordinator (documentation, records, notifications) assigned or with experience in helping student veterans. Faculty should have this person's number and email ready for early alerts, interventions, referrals, and behavior issues.

g)**Veteran's Administration Liaison on campus:** A representative of the Veteran's administration (VA) who is at least on certain dates on campus to help

with referrals, paperwork, community and administration services.

h)**Veteran Services tutors or mentors:** Tutors (paid for the college or by the VA) or mentors (paid or volunteer or alumni) who provide a student connect for student veterans.

Faculty TIP 1) Understand why Student Veterans should/need to 'self identify' to EACH instructor and why they may/may not:

The most common problem (conflict?) comes when a student veteran needs to get an excused absence for a VA appointment that cannot be rescheduled...and the instructor first hears that the student is a veteran/has this need AFTER the event or the office hour before the appointment.

Some student veterans don't wish to self identify, especially in public. However veterans, reserve and active duty are also very aware about reading the 'fine print' in contracts. A few sentences explaining why, and the suggestion that self identifying, written in the syllabus, can, in private, alerts the instructor to possible accommodation needs way ahead of time and allows for planning such as proctored testing arrangement (or at least, the instructor being aware their services may be put to use), larger font printouts or arrangement for note takers or speech to text resources.

One caution: If all veteran documentation for accommodations are done through a Disabilities Services Office, make sure to clarify to the active, reserve or student veteran **that you are aware** 'being a veteran isn't a disability...that it is just a colocation of space that centralizes paperwork there.'

Faculty TIP 2) PREP SYLLABUS with a separate section HEADER on

your syllabus for student veterans labeled:

"Student Veteran/Reserves/Guard /Active Duty: Support & Responsibilities:"

With various parts as shown below: Include a definition of who should be paying attention.

[Click here for a full sample syllabus](#) with the separate Student Veterans Section

[Click here to JUST GET the separate student veterans section](#)/FOR CUT-AND-PASTE into your syllabus

Example of header for student veterans section of the syllabus:

Student Veteran/Reserves/Guard/Active Duty: Support & Responsibilities:

‘Student Veterans’ are DEFINED as any branch, any level of prior, active, current or military service – active, retired, reserves, guard, combat, support, logistics, with or without GI Bill, etc. Student Veterans have access to ALL standard college student services (tutoring, computer lab, clubs,etc) PLUS SPECIFIC veteran support and transition resources.



EACH potential SEGMENT of Student Veteran Section of Syllabus explained

1a) Student Vet section on SYLLABUS: TONE of Accommodation: a statement declaring what a student veteran can expect as an academic expectation.

Example:

A) The college operates for all students under the mission of ‘accommodation, not exceptions’ when it comes to course content and grading, college requirements and expectations, and the ‘contract’ of the course syllabus. That said, there are massive assets and support available for all stages and needs of student vets transitioning to college.

1b) Student Vet section on SYLLABUS: Self Identify (in private): REMINDER TO IDENTIFY TO INSTRUCTOR (after class/in private) as a student veteran/reserve/active duty personnel, if, might be activating accommodations (if any): Active duty, reserve, or student veterans should identify as such with their instructor if they are requesting any service related accommodations (quick deployment potential and action plan, PTSD trigger awareness, seating arrangement needs, possible VA hospital or service related appointments) and register with DSS (Disability Support Services), DRC (Disability Resource Center) or equivalent for documentable disabilities (extended test time, hearing or vision technology needs, interpreters, note takers, service animals, etc).

Example:

B) Student veterans are ‘strongly suggested’ to self-identify to the instructor on or before day 1 (privately is fine), especially if seeking awareness for or needing accommodations including but not limited to scheduling (VA appointments, unit activation/deployments possible mid-semester), course content (PTSD trigger risk topics or activities, for example), physical or other service related needs (service animal, visual or hearing impaired assistance/technologies, PTSD, in-treatment status, seating location needs, etc). Some accommodations require confirmation, such as registering with DRS (Disability Resources Services). Contact Office of Student Veteran Services for further information on any questions related to accommodation needs. Reasons for Excusable absences for student veterans must be presented as early as possible and may be considered only for previously self-identified veterans

1c) Student Vet section on SYLLABUS: Primary Rallypoint/Starter Contact:

List here the **MAIN office/individual who handles student veteran issues** (if your college does not have an office or department for student veterans, or designated first point of contact, this would be your college's veterans benefits certifying officer – usually in financial aid). If all support comes through a benefits certifying officer, consider mentioning that 'Military Educational Benefits' in the college are called or handled by the office of 'financial aid.'

Example:

C) Primary Rallypoint/Starter Contact: Office of Student Veteran Services 480,726.4122, Coyote Center 2nd floor (Services Coordinator: Reda Chambers, <tel:480-726-4094>, reda.chambers@cgc.edu).

Start here for 'what do I do next at the college' questions, referral points, G.I. Bill and other payment processing, enrollment, registration and class-drop status questions, and details on campus orientations.

1d) Student Vet section on SYLLABUS: Student Veteran #1 issue: VA Policy if you Stop Attending Class: F vs DROP: this section differentiates between an "earned"

F (where the student attended class but didn't do passing work), and an "unearned" F or DROP or Withdrawal (where the student quit attending). The VA typically requires repayment for DROPS, but will pay to repeat a course that ended with a failing grade (F). If a student veteran has to take a course a 3rd time (failed the second time), they will have to pay for the course out of pocket.

Example:

D) #1 Student Veteran issue: VA Policy if you Stop Attending Class: F vs DROP: 'Students who simply stop attending classes will be dropped, with possible consequences related to VA policies and payments' (can range from VA /GI Bill requiring student to repay the course out of pocket, lowered and/or pro-rated living allowance, change in full time student status which may affect benefits). If you need to stop a class, contact the instructor as soon as possible, give a reason, check your options with instructor and Office of Student Veteran Services.

1e) Student Vet section on SYLLABUS: SVO/Student Vets Lounge info:

Example:

E) Student Veteran's Lounge: A casual, walk-in, student-vet only 'safe zone' for anytime study, computer use, de-stressing, questions & planning, networking, group work, SVO meetings, debriefings and wait between classes is available on both campus locations.

Pecos Campus Lounge: Coyote Center, 2nd Floor. Tel: 480,726.4122. Open 8am – 5pm

Williams Campus Lounge: Bluford Hall, Tel: 480.988.8177. 7360 E. Tahoe Avenue Mesa, AZ 85212.

F)SUPPORTING POINT OF CONTACT: SVO: Student Veteran Organization: cgccsvo@gmail.com

The opt-in on-campus group or 'club' for student veterans, all branches, any status: separated, active, retired, etc. SVO meets regularly (typically once a week) at the Pecos Student Veteran's Lounge for briefings & discussion of campus going-ons and issues affecting student veterans, as well as to network, orient, and mentor each other. No fees, no hazings or sign-up commitments. They are the best resource for direct opinions and referrals and suggestions straight from other veterans

attending college. Official chapter of Student Veterans of America (SVA)

Website: <http://www.cgc.maricopa.edu/Students/Veterans/Pages/Student-Veterans-Organization.aspx>

1f) Student Vet section on SYLLABUS: OTHER Supporting Points of Contact:

Example:

G)SUPPORTING POINT OF CONTACT: Faculty Liaison for Student Veterans:

Miguel Fernandez. miguel.fernandez@cgc.edu

Faculty member who can orient, refer, advise (informally), advocate and mediate on concerns between student veterans and faculty/courses at the college. Works closely with the SVO. Concerns can be specific or anonymous. Available to **both** FACULTY and Student Veterans for questions .

Faculty TIP 3): Accommodations: Excused Absences for student veterans: Every higher education syllabus has a section on attendance requirements, maximum amount of absences or missed work, before a student is dropped (or failed) from the class, and often a definition of what constitutes an excused absence. When reviewing general attendance policy, especially if you have a significant number of student veterans, reserves, or guard:

Reasons for Excusable absences for student veterans must be presented as early as possible (VA appointments, medical procedures (eg surgery) including pre and post recovery periods, training).

Students who simply stop attending classes will be dropped, with possible consequences including need for student to pay VA back for course and possibly for book and/or housing allowance. Active duty or Student Veterans who need to stop a class need to make contact with the instructor before separation if at all possible and make arrangements based on school policy and syllabus language. Same applies for medical, rehabilitary or other separations.

Faculty TIP 4): What if?: Dealing with sudden unit activation or rapid deployment

When discussing the syllabus on day 1, instructor should suggest if any student veteran is reserve, guard, or could activate or deploy mid-semester, they should see instructor during first office hour to discuss with faculty possible contingency plans.

WHAT TO DO IF student joins service in middle of semester: Some students may be attending a class while talking to recruiters and taking ASVAB (The Armed Services Vocational Aptitude Battery) exams and enter in-processing/boot camp, soon after . For these type of students (no GI Bill benefits or military status yet), the solution is simply the W from the course.

First day of Class, First Office Hour

WHAT TO DO IF RAPIDLY DEPLOYED: For active duty and reserves, turn-around from notification to ‘report for duty’ can be as little as 72 hours when deployed/redeployed¹. Resources online from places like MarineParents.com will checklist how to prepare for everything from ‘military suspension’ for leases and loans, to packing and arranging Power of Attorney², but, most schools don’t have one of these checklists ready for dealing with classes midway into the semester. Every class taken is different; student should discuss during office hours with instructors contingency plans or preferences for separation from classes due to deployment. Options may include an incomplete class contract (difficult since end dates of deployment are often not available), drops, F’s, early completion, or finishing the class online (if possible). Issues include where to return materials, grades (if possible) based on existing work only, etc.

Faculty TIP 5): Dealing with a DROP/W when the student veteran requests an F:

To recap the F vs the drop: If a student veteran simply stops attending class, especially in the first half of the semester before establishing a grade or before a ‘last day to drop’ deadline given by the college, many instructors have no choice other than to follow the policy of giving that student a DROP or W grade. The VA, however, will only pay for a class that is completed with a grade, whether it’s A, B, C, D or F. If a student simply stops attending or is ‘dropped’ or ‘withdraws,’ for attendance or missing work, the VA typically requires the student to pay back the cost of the course and risks the possible loss of full time student status, which can affect any further disbursements of housing allowance (if any) and other educational benefits. **This is a policy that many military service students and instructors are not aware of until it becomes a problem with monies involved, which can quickly escalate into a bill/debt.**

Instructors willing to give an F instead of a W should STILL report actual last day of attendance. New VA policy (Fall 2014) may still NOT require repayment, or at least pay for a retake, even if the last date of attendance is not the official last day of classes. Typically the student still needs an F grade on record... check with your financial aid/benefits certifying official for latest treatment of this policy.

Nearly above and beyond Accommodation: If faculty are unable to give an F instead of a W because of school policy, and are willing (this is nearly above and beyond ‘accommodation’), they may consider an alternative course completion contract with the student veteran (if their division and syllabus allows), where the student veteran will meet with the instructor a few times during office hours to discuss strategies for success and sometimes course content, and/or generate an alternative ‘reflection’ type assignment on how they will better be able to complete the course, on retake, next round. These meetings should be a few times throughout the remainder of the semester including a visit during office hours on the final week. The student therefore is NOT stopping the class, but is participating and ‘attending’ in an alternative way up to the last day of classes and interacting with the instructor (even if only by email). Of course, by not handing in all required assignments and content for the class, they can only earn a F for the course. This alternative contract to get an F rather than a drop/W grade depends upon the instructor, support from their department, adherence to

¹ Eric Wheeler, Monroe Community College – SUNY; Hamaria Crockett, Cedar Valley College. “Barriers in Higher Education: Supporting Transitioning and Returning Service Members.” League of Innovations 2014 Conference, Anaheim CA. Forum Session

² MarineParents.com. Dec 2014. <http://www.marineparents.com/deployment/terminology.asp>

school policies, and the student NOT skipping out on the required meetings. A signed contract/adjusted syllabus [similar to incomplete grade contracts] is standard. Consult your benefits certifying officer before implementing such a policy. Make sure that you have a statement on the syllabus somewhere that grants 'instructor the right to modify the syllabus calendar as necessary' in order to be able to activate this option.

Faculty TIP 6): Be Clear: General Code of Classroom Conduct for all: That the classroom (physical or virtual) is middle ground or safe space for discussion of all points of view is very important. Most syllabi/colleges have this as policy. Second, the instructor must be ready and able to play 'devil's advocate' constantly. Framing this 'safe space' without politics is the challenge. Keys are using existing models or policy of your school on civil discussion and academic freedom in the classroom. Netiquette and conversation etiquette (no shouting/no caps, for example) plus confidentiality, respect, understanding that impact can create ill will or offense even if intention is not to do so, that every viewpoint has intentional and unintentional agendas, are the most basic code of classroom conduct rules that need to be made clear. Some of the more common models in academics include Parker Palmer's Touchstones (<http://www.couragerenewal.org/wpccr/wp-content/uploads/touchstones-poster.pdf>) or variants such as the version (<http://www.couragerenewal.org/wpccr/wp-content/uploads/touchstones-poster.pdf>) though the language of such 'codes' itself, may be perceived as 'political.' However, if you as instructor make it clear you will play devil's advocate on all sides, that those different POVs are not personal attacks on anyone's personal choices or the voice of authority (the instructor), then the code of conduct is legitimized. That these 'safe space for multiple viewpoints' have rules for conversation and classroom engagement. If you don't then you have politics taking precedence over discussion and the rules as opposed to inclusive environments in the classroom. Cynicism and satire and gallows humor and strong political beliefs are common to a lot of student veterans. Make sure they are represented (fairly) under fair rules and then the quote from Brad Warner/Hardcore Zen, applies: "That's the easiest way to tell the real teachers from the phonies: a phony will take your authority and a real teacher will give it back."

Faculty TIP 7): Issue-related Office Hour visits by student veterans (what to expect)

PTSD is a real factor for many student veterans. Some will hide it, some will seek help, some will have documentation (20%, 30%, 70% VA diagnosis), but many will go their entire time in college unaffected by it... or at least, function as students without it having a direct impact on their visible performance in the classroom.

Education is a mini-universe of the diversity and differences of opinions, interests, and open options in the 'real world' outside of military service. You want to help your student veterans adapt to this 'real world' where their personal views may or may not be those popular with others.

Bigger issues than PTSD (looking at the whole of the general military service student population) are time management, overwhelming amount of options rather than structured routes and 'maps' and checklists for

First day of Class, First Office Hour

what and how to do things, developmental needs from being out of school or past problems with schools and studying, and outside issues. Existing student services, with maybe some variation in implementation (an academic advisor familiar with GI Bill 'rules'; tutoring in the comfort zone of a veteran's lounge instead of the noisy crowded tutoring commons, etc) are there to help. If you point student veterans to SVO and your college's veteran services, you've helped massively with their specific needs to find help related to military life related issues. Again, as faculty, you accommodate student veterans but make it clear that they general population rules apply, and this helps with their transition and success in academia.

Leadership and character and respect are values held high in the military, but as with any diverse population, mileage may vary: Veteran students will rise to a high bar, but some will drop out rather than seek help, some will not 'instantly' take up leadership in groups or be realistic of how much work it takes to get through a particular course. Like any other college population, some may try to trade on status or presumptions of military character for 'exceptions' to deadlines and requirements. Some will gripe about the work required. A few will have (or create) issues with the instructor and their teaching style or content. A few will have conflict with other students' behavior, attitudes, backgrounds, politics or opinions. A few may even be so 'general population' as to resort to plagiarism and cheating. Inform clearly of standards and etiquettes for classroom achievement and student interactions that apply to ALL, and stick to them. That shows the kind of expected respect and integrity student veterans will remember from their service.

Office Hour communications: In email exchanges booking or leading up to that office hour meeting, always take note of the paper trail by asking YOU SPOKE TO WHO? And researching (with help from student veteran services office) who they NEED TO SEE... Jargon and details can quickly get out of hand: up front research before office hour can make the meeting more productive and leave faculty less subject to the fog of VA-speak.

15 Sample SCENARIOS* relevant for 1st day, 1st office hour

for instructions on how to use Sample Scenarios, go to HOW TO USE TOOLKIT chapter/module and read: "How to use SCENARIOS: Teachable Moments strategy or as Faculty Development exercises"

SCENARIO 1: Issue concerning **Hat or Jacket or Insignia** worn in class or at campus event:

There are several versions of this scenario: A) Hat during exam day (**Well documented Sample scenario from U of Arizona**³: <http://drc.arizona.edu/veterans-reintegration-education/increasing-awareness/faculty-development/characteristics>), B) Others NOT removing hats during a pledge of allegiance or flag related ceremony; C) Hat worn in class everyday (for comfort, totemic, promise-keeping) and D) reaction to ironic, slogan, or 'unearned' clothing worn by other students

SCENARIO 2: Seating: Student veteran requests special seating (front of the classroom, back of the classroom with line-of-sight of door, request to stand the whole class (shrapnel/chiropractic situation makes seating painful, etc)

SCENARIO 3: "Don't know if I'm ready for college"

³ "The Hat Incident." DVRE – Disabled Veterans Reintegration & Education Project. University of Arizona.

<http://drc.arizona.edu/veterans-reintegration-education/increasing-awareness/faculty-development/characteristics>

First day of Class, First Office Hour

<p>SCENARIO 4: Veteran new to a disability (hearing, seeing etc) or disability related tech & trouble adjusting</p>
<p>SCENARIO 5: Student Vet gives inappropriate student comment, response, remark (gender, racial, judgment/putdown of opinion. ‘you’re just a fucking baby never seen the world. What do you out-of-highschoolers know”)</p>
<p>SCENARIO 6: You received 1st day of class a notification from your disability student services office/ADA compliance officer of student with percent certified PTSD disability (10% - 100%), or Student Veteran self identifies as diagnosed with PTS on first day with no further details and you are concerned about what could be a particular trigger.</p>
<p>SCENARIO 7: After the first day of classes/discussion of syllabus: a Reserve, Active Duty, or Student Veteran requests alternative class content, topic, assignment, or an alternative service learning opportunity (eg a presentation during Reserves Training on urban combat techniques, etc) or warns about needing an alternative assignments/events (warns of potential PTSD trigger by being in an extremely overcrowded event such as serving in a hunger banquet, a trips on syllabus to memorials or cultural event (Sufi performance, report on Muslim rights rally, etc). The requested alternative or warning might be a core requisite skill for the class (dealing with a burner in a chemistry class) or faculty chosen example of a skill (Analyze the cinematics of the opening scene of “Saving Private Ryan” for a composition [vs for a film] class).</p>
<p>SCENARIO 8: Other/non-vet student gives inappropriate student comment or feedback related to student veteran’s role in war -- during first day ice breaker, intros (babykillers, wasted your life, ‘toy soldiers’)</p>
<p>SCENARIO 9: MID-SEMESTER: Student express worry of triggers related to Anniversary, current events (beheadings on TV), topic or type of assignment and wants an alternative assignment or due date. They may/may not have registered [PTSD as] a disability; they may/may not have self identified their veteran status on first day.</p>
<p>SCENARIO 10: Student veteran asks first day if they can do a presentation/assignment that meets requirements, but is ‘raw’ or may be disturbing to some students</p>
<p>SCENARIO 11: Student veteran request a service animal in class. They may/may have not registered with Disability Services, other student(s) vocalizes fear or allergy to the service animal, or faculty is worried that the service animal will be a distraction or risk (in a Chemistry lab, for example) in the class.</p>
<p>SCENARIO 12: Office hour visit is a warning that student veteran will have ‘transition trouble’ working in a collaborative group with a particular cultural identity of a group member (as opposed to simply personality conflict)</p>
<p>SCENARIO 13: Declares during ice breaker on first day to entire class, publically, that they suffer from PTSD and the meds are the only thing that are keeping them from going crazy at any moment. Class tone chills; perhaps a general population student approaches you (instructor) and says they are worried for their safety after that declaration from the ‘veteran in class.’</p>
<p>SCENARIO 14: Office hour revelation that student veteran is going through treatment for substance abuse, or on medications for PTSD or anxiety issues, or changing medications ‘which last time triggered some behavioral problems’).</p>
<p>SCENARIO 15: Office hour revelation that needs to know what will the stress level really be for this class, because suffering anxiety, overstressed by work, having suicidal thoughts, etc.</p>

*** Where are the solutions?** *There are too many different ways to ‘solve’ each, agreeing and disagreeing, similar and dissenting, so instead you have 1)the scenario 2)suggested steps in Chapter [“HOW to USE Toolkit”](#) to find your own localized solutions. **Forcing people to start discussions - active learning -- rather than reading/skimming what I thought/found worked in MY location/culture is the key to action and owning the problem and approaches.** Only homegrown solutions SOLVE WITH PURPOSE*