

Senate Education and Veterans Affairs and Emergency Preparedness Committee

Joint Hearing on Fostering Veteran-Friendly Campuses

Joshua Lang, Vice President, National Leadership Council, Student Veterans of America

June 20, 2012

Statistics and Background Information

Recent trends across the United States indicate that higher educational institutions claim to be “*Military Friendly*”; however, colleges and universities have not provided the same opportunities to veterans as they would to the traditional college students. As veterans transition from the military to a college environment they often face difficult and uncertain circumstances. From, navigating the Veterans Administration (VA) to finding employment; the task for a veteran to smoothly transition into a college is by no way an easy endeavor. In 1972, the Service Members Opportunity Colleges (SOC) was created to help provide equal opportunities for service members. Currently, the SOC consortium has roughly 1,900 higher educational institutions that provide opportunities to veterans through degree programs and flexible policies. Supporting veterans has been a common tradition throughout our nation’s history, but has been a tradition that veterans and their advocates had to fight for.

In 1818, following the war of 1812 President James Monroe said, “regardless of whether they had been injured, all poor and infirm veterans deserve the government’s support.” Later this type of ideology and support for veterans would lead to programs and services for veterans, specifically educational programs, such as vocational rehabilitation training for disabled veterans when the U.S. entered World War I (WWI) in 1917.

The largest advancement in veteran programs was created in 1944 when Congress enacted the G.I. Bill of Rights. The G.I. Bill of Rights dramatically changed the U.S. economy and nation as a whole, which conversely led to additional benefits for not only veterans, but non-veterans as well such as Federal Pell Grants. Veteran now could attend college who otherwise could not afford it before.

Moving forward to the most recent conflicts in Iraq and Afghanistan led President George Bush to signing into law, the Post 9/11 GI Bill to help ease financial concerns of student veterans as they transitioned from the military. Currently there are approximately 870,000 veterans enrolled into higher education institutions, largely due to the expansion of educational benefits. From August 2009 to 2010 the VA disbursed over \$5.7 billion in benefits to approximately 381,000 student veterans, an increase of almost 20 percent. The VA expects these numbers to increase dramatically over the next five years due the current drawbacks of Iraq and Afghanistan. Higher education institutions must be prepared to handle veteran issues and concerns. It is the colleges or university’s duty and responsibility to provide the same opportunities as traditional college students.

Statistics and Background Information

- There is an estimated 2 million veterans who have served in Afghanistan/Iraq
- Unemployment rate for those who have served since September 2001 was 12.1 percent in 2011 as compared to 8.3 percent of all veterans
- Male veterans between the age of 18-24 had an unemployment rate of 29.1 percent in 2011, as compared to the same aged of nonveterans of 17.6 percent
- In 2011, unemployment rates for veterans with higher levels of education were lower than those with less education.
- 26 percent had a service connected disability as compared to 14 percent of all veterans
- In 2011, there were approximately 22,000 veterans utilizing education benefits, with 12,000 using Post 9/11 GI Bill benefits
- Post 9/11 GI Bill benefits for Pennsylvania totaled \$221 million over the last two years, while more than \$4 billion was used for 600,000 beneficiaries nationwide during the same period

Why the Need?

- **Focused Support:** Veterans go from a structured environment to a college campus where they have to maneuver through campus department and other off campus organizations to find information on resources and benefits, thus cutting through bureaucratic red tape to complete simple requests that are unique to their needs such as financial requirements or military transcript assessments.
- **Complex Array of Information:** There are many difficulties in finding and applying for benefits from various government agencies. As a result, available resources and benefits are administered by many different segments of government and associated entities, confusing the transitioning veteran.
- **Accessibility to Information:** Information specific to student veterans is often obscured or organized with bits of information spread across many sources. Additionally, sometimes information given to veterans is contradictory and may cause difficulties for them.
- **The Transition Process:** Veterans face many poignant readjustment barriers including psychological reintegration when transitioning to civilian life. Difficulties might include issues associated with Post Traumatic Stress Disorder (PTSD), physical impairments, mental health, family issues, and a preclusion to ask for help.
- **The Need for Understanding:** Understanding a student veterans' unique needs such as the physical and mental health issues, academic preparation, and past military credits/experience is critical to the veteran's success. The absence of adequate service may directly contribute to the veteran's disenrollment
- **Lack of a Central Focal Point:** The lack of a specific area where student veterans are able to seek benefits, meet or congregate, seek academic support services and do homework is frequently cited as a need for both campuses and student veterans.
- **The need for Camaraderie:** Student veterans have been in an environment wholly dependent on camaraderie and cohesiveness. The training unique to student veterans must be understood to facilitate a successful transition to civilian life. Hence, these students need to connect with their peers and support each other in the quest to integrate into the campus community and partake in social activities with fellow students.

Issues/Concern's

- **Top-Down Support:** An institution is typically not committed to translating policies and procedures. Demonstrating high level support for veterans and the policies that are geared to making sure a veteran succeeds with instill trust from the faculty, staff, and from most importantly the veterans.
- **Admission, Readmission and Transfer of Credits:** Veterans are older than the traditional college student and most times don't have current college entrance exams and don't reflect their academic readiness for college. It's important for school's to consider this when reviewing a veterans application. Most school lack the policy concerning a veterans transfer of credits. This information needs to be a clear and simple policy for the transitioning veteran.
- **Tracking Veterans:** Most schools don't know how many veterans they are serving. They are typically tracked as a student that is receiving VA approved educational benefits. It is difficult to serve veterans if you don't know who is actually a veteran.
- **Veteran Point of Contact:** Veterans are often confused on who to seek on a college campus regarding educational benefits. A central point of contact limits the confusion of a veteran, so he or she gets the accurate information that they need.

Additional information on issues will be covered in this PowerPoint.

Military Friendly School's Criteria

Academics:

- Types of Degrees
- Types of Certificates Offered
- Accreditations
- Credits
 - VA Approved
 - Accepts CLEP- **Information is usually not advertised or available to the veteran.**
 - Part of Service Members Opportunity Colleges- **Many school's are not following SOC's policies.**
 - Part of the DAN TES external
 - Accepts ACE recommendations for awarding credit for CLEP and/or DSST- **Most school's have not used ACE's guide.**
 - Gives ACE credit for military training and experience- **Again most school's don't use ACE's guide.**

Financial Benefits- Each of these lacks transparency. **The information typically is not made available to veterans. There are several policies regarding veterans, but is not accurately and efficiently communicated to them.**

- Offers scholarships
- Offers tuition discounts for military students and veterans
- Offers in state tuition without residency requirements
- Can military students be called to active service and return without penalty
- Offers scholarships/tuition discounts for military dependents
- Offers in state tuition without residency requirements for military dependents
- Participates in Yellow Ribbon Program

Flexibility:

- Offers evening programs
- Offers weekend programs
- Offers classroom based programs on military installations
- Has an on campus living requirement for students at any point in their enrollment
- On campus living requirement waived for veterans

Military Students: **Schools continue to report how many veterans they have, but include that number in those that are receiving VA educational benefits. If you want to assist a particular group or implement a program you need an accurate count of the number of actual veterans.**

- Number of military or veteran students enrolled
- Number of total students enrolled
- Number of military to total students enrolled full time
- Number of military to total students enrolled part time
- Graduation rate for non-veterans

Military Friendly School's Criteria

Support:

- SOC Member- **School's should be accountable to service members and veterans by adhering to SOC's policy.**
- Offers ROTC
- Has full time veteran counselors or advisors on staff- **The keyword is full-time and most school's report having a full time veteran counselor or advisors, but in all actuality they don't. Most of these individuals don't possess the expertise to answer veteran specific questions.**
- Advisor on staff that assists veterans with a career placement- **These advisors typically provide career advice to a veteran the same as a traditional college student. Finding employment for a veteran is more complex, because typically they have difficulty transferring their military skills to the civilian sector.**
- Veteran counselors liaise with Vet Reps to help with career placement- **If schools have this they should make that information available to veterans and service members.**
- Participate in the MyCAA program
- Identifies military dependents on campus
- Has child care facilities on campus
- Child care facilities subsidized for military dependents

Social Outlets:

- Has campus/social networking events planned specifically for veterans- **Several schools report as doing this, but veterans are the ones who typically plan these events and not the institution. Some report as having these events and don't have any at all. Institutions encompass traditional and non-traditional events into one group.**
- Has veteran clubs or associations on campus
- Has a chapter of the Student Veterans Association on campus
- Has virtual veteran clubs or associations
- Has veteran specific page on website
- Has spouse clubs/associations on campus
- Has a military spouse specific page on its website

Installation/Base Support

- Provides support to specific military installations
- Programs to support faculty in terms of their knowledge and understanding- **School's typically combine this training with other non-traditional type training. This causes the faculty to not fully understand the issues and concerns of veterans.**
- Military students called to active service return without penalty policy- This information is usually not available to a veteran. If a policy exists, administrators, faculty and staff should be able to inform veterans.
- Student Veteran Associations
- Policy concerning students who are involuntarily activated for military service- **Information is usually not made available to the veteran.**
- Why this school is an excellent choice for military members

Service Members Opportunity Colleges (SOC)

Service Members Opportunity Colleges (SOC) functions in cooperation with 14 other higher education associations, the Department of Defense, Active and Reserve Components of the military , and the Department of Veterans Affairs to expand and improve voluntary postsecondary education opportunities for service members worldwide.

SOC is comprised of over 1,900 college and university members, enrolls hundreds of thousands of service members, the family members, and veterans annually.

SOC institutions provide postsecondary educational opportunities for service members. SOC principals are set forth in the *Joint Statement on the Transfer and Award of Credit* of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA), and are drawn from the cumulative experience of educational institutions and agencies judged successful in their work with service members.

SOC Principles

Principle 1. Service members share in the postsecondary opportunities available to other citizens.

Principle 2. Educational programs for service members should rely on programs, course and services provide by appropriately accredited institutions.

Principle 3. To enhance access to undergraduate educational opportunities for service members, institutions should maintain flexibility of programs and procedures, particularly in admissions, credit transfer, and recognition of other applicable learning, including that gained in the military; in scheduling and format of course; and in academic residency requirements to offset service members' mobility, isolation from campus, and part-time student status.

Criteria 1. Transfer of Credits: A SOC Consortium institution designs its transfer practices for service members to minimize loss of credit and avoid duplications of coursework. They also must follow the principals outlined in the *Joint Statement on the Transfer and Award of Credit*.

Criteria 2. Academic Residency Requirements: Limits academic residency requirement for active duty service members to no more than 25 percent of the undergraduate degree program; recognizes all credit course work offered by the institution as applicable in satisfying academic residency requirements.

Criteria 3. Crediting Learning from Military Training and Experience: A SOC Consortium institution provides processes to determine credit awards and learning acquired for specialized military training and occupational experience when applicable to a service member's degree program. They recognize and uses the *ACE Guide to the Evaluation of Educational Experiences in the Armed Services* in determining the value of learning acquired in military service, and awards credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations and/or those transcribed by the Community College of the Air Force, when applicable to a service member's program.

Criteria 4. Crediting Extra-Institutional Learning: Provides processes to evaluate and award appropriate undergraduate-level credit for such learning through practices that reflect the principles and guidelines in the statement on Awarding Credit for Extra institutional Learning. This shall include awarding credit described in the *ACE Guide to Educational Credit by Examination*.

SOC Institutional Operating Guidelines

Admissions

- Recognize the GED high school equivalency certificate/diploma, utilizing ACE recommendations concerning academic performance;
- Accept and record previously successful postsecondary study as part of the service member's program requirements, if appropriate;
- Recognize learning gained from specialized training and experience in the military services;
- Establish competency by nationally-recognized means
- Conduct timely evaluation of the educational records and relevant experience of service members;
- Waive formal admission for service members seeking enrollment in course work for transfer to another institution; and
- Complete an education plan or degree plan for all service members.

Extra-Institutional Learning: SOC Consortium institutions help service members and veterans to incorporate credits in their degree programs based on collegiate-level learning achieved not only through formal school training but also through occupational experience, and nationally-recognized, non-traditional learning testing programs. These institutions should recognize the value of such experience and award appropriate credit for Military Occupational Specialties and Navy Rates and Ratings as recommended by the *ACE Guide to the Evaluation of Educational Experiences in the Armed Services*.

Distance Learning: SOC Consortium institutions must determine the comparability of the nature, content, and level of transfer credit in relation to their own course offerings. They are diligent in evaluating the appropriateness and applicability of credits. To enhance study opportunities for service members, SOC institutions: advise and assist service members to maximize distance learning, provide recommendations, and consider the acceptance in transfer of credits.

Graduate Education: SOC institutions recognize maturity and experience of service members as adult learners in admissions and enrollment policies and procedures, maximize institutional delivery options to meet the special needs of service members, have flexible policies regarding transfer of graduate credit by service members and veterans from accredited institutions, and recognize graduate-level learning gained from specialized training and military experience as recommended by ACE.

SOC Institutional Operating Guidelines

College Recruiting: Outreach to service members using advertising, college recruiting, and admissions information that adequately and accurately represent the programs, requirements, and services available. Provide adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, competency testing, course placement, and counseling. Ensure students possess the requisite knowledge and academic preparation to succeed. Lastly, provide adequate, clearly established means for resolving student grievances. In particular, provide transparent due-process procedures related to tuition and financial aid matters, course withdrawals due to unanticipated deployments, lack of consistent computer connectivity, and changes of duty.

Veterans' Services: Some of the SOC Criteria apply equally to the institutions treatment of veterans—admissions practices, transfer of credit, and recognition of other forms of learning, including military experience. SOC Consortium institutions encourage veterans to continue or complete study interrupted by duty, offer opportunities similar to service members under the SOC criteria, including provision of information and counseling services to ensure that veterans are aware of the benefits, regulations, and potential problems of veterans' assistance programs, comply with the provisions of 38 USC 1775 pertaining to veterans' educational assistance, and provide veterans, previously admitted as SOC Degree Network System students, with opportunities to complete their programs under the conditions of their student agreements.

Family Members' and DOD Civilians' Services: Extend the considerations described for veterans under Veterans' Services.

For additional requirements please visit:

<http://www.soc.aascu.org/pubfiles/socmisc/PrincipCriteria1113.pdf>

Service Members Opportunity Colleges Consortium (SOC)

Military Student Bill of Rights

- Accurate information about school programs, requirements, accreditation and transferability of courses. **(Transferability of courses from military service is often not explained to the military or veteran student, which creates confusion when transitioning.)**
- Access basic college and university information and fees without disclosure of personal information
- Educational planning and career guidance without high-pressure registration and enrollment efforts from institutions. **(Although schools offer career guidance, typically it is geared towards the traditional college student. Schools should provide advice to veterans on how to transfer their military skills to the civilian sector.)**
- A clear and complete explanation of course/program enrollment procedures and all resulting financial obligations. **(Often schools explain the procedures to a veteran the same way they would to a traditional college student. Schools should provide benefit counseling to a veteran that is using VA approved benefits.)**
- Explore, without coercion, all financial aid options before signing up for student loans or financial assistance. **(Veterans that transition from the military are often unaware of additional educational benefits that they are able to utilize, thus causing several of them to take out loans. Information on scholarships and other benefits should be made easily accessible to a transitioning veteran.)**
- Accurate scholarship information, free of misleading 'scholarship' offers based on military tuition assistance. **(Again, this information should be made easily accessible to transitioning veterans.)**
- Appropriate academic screening and course placement based on student readiness.
- Appropriate, accessible academic and student support services.
- Clearly defined institutional "drop/add" and withdrawal policies and procedures including information about the impact of military duties on their academic standing and financial responsibilities.
- Clearly defined grievance/appeals processes. **(Schools continue to confuse veterans that are still in the military on policies regarding being called up to serve and it is usually the veteran that pays the price of serving their country. The policies need to be clear to the veteran, as they begin college. On the first day of class professors should inform veterans of these policies, so there is minimal confusion.)**

College and University Service Members Opportunity College Consortium Representative

Each higher education institution that is a member of Service Members Opportunity Colleges Consortium (SOC) has a representative, counselor, and veterans point-of-contact. Each will be explained below. **Institution's that are members of SOC should be complying with SOC's guidelines, however; the reality is most of them have failed to do so.**

SOC Institutional Representative: Responsible for implementing and overseeing the institution's compliance with the SOC principles and Criteria. Duties include:

- Understanding of SOC principles and criteria
- Knowledge of policies and procedures of the institution's transfer of credits
- Being able and available to answer questions from veterans, service members, and their adult family members
- Work with college administrators to be the chief advocate of service members' education and continuously strive to improve policies, procedures, programs and services offered to service members, veterans, and their adult family members.
- Provide oversight for the institution's participation in SOC programs (i.e. ConAP).
- Be the point-of-contact for inquiries made by the SOC staff.
- Disseminate information from SOC to service members, veterans, and their adult family members.
- Inform the senior institutional leadership regarding issues affecting education of service members, veterans, and their adult family members.
- Update the SOC Consortium Application for Institutional Membership every two years with accurate information.

The SOC Counselor: Responsible for advisement of the military students who seeking information about participating in degree programs under the SOC Consortium membership designation. Duties include"

- Understanding of SOC principles and criteria.
- Knowledge of policies and procedures of the institution's transfer of credits
- Able and available to counsel service members, veterans, and their adult family members on education programs and services available to them and how these programs and services comply with SOC principles and criteria.
- Work with the SOC institutional representative. Act as the representative when they are not available.

The SOC Veterans Point-of-Contact: Responsible for providing information and assistance regarding programs and services available to veterans and their family members. Duties include:

- Understand of SOC principles and criteria
- Knowledge of institution policies and procedures regarding VA education benefits.
- Being available and able to counsel veterans and their adult family members with regard to veteran programs and services at the institution and to direct veterans to appropriate campus resources to address their questions or concerns.
- Serving as campus conduit and information resource with the Department of Veterans Affairs and other agencies serving the veteran community.

Recommendations

Pennsylvania Higher Education Veterans Service Act of 2012 Comprehensive Education Package to Foster a Veteran and Military Friendly Institution

Veteran Service Officer: One representative of each higher education institution in Pennsylvania with 5 or more veterans or students that are receiving VA approved educational benefits shall be Veteran Service Officer qualified by the Pennsylvania Department of Military and Veterans Affairs. The goal is that this representative will have a further understanding of the Department of Military and Veterans Affairs state and federal benefits, resources, and additional tools to assist veterans.

Veterans Task Force: Each higher education institution shall establish a veteran's task force with institutions that have 50 or more students that are receiving VA approved educational benefits. Appointments of the task force will be made by the President of the Institution. The Pennsylvania Department of Military and Veterans Affairs will set the criteria for how the task force will be appointed, term of service, duties and responsibilities. The goal is for the task force to continually address the issues and concerns of student veterans, service members, and their families. This will create sustainability among veteran programs on college campuses within the Commonwealth, which will ultimately lead to higher graduation and retention rates.

Veteran Specific Website : Each higher education institution in Pennsylvania shall establish a veteran specific website. The Pennsylvania Department of Military and Veterans Affairs will set guidelines for the institutions regarding the website. Each institution will make the website available on their school's homepage of their main website. The goal is for information to be up to date and remain easily accessible to veterans, family members and service members regarding benefits, policies, and resources.

Transfer of Credits: The Pennsylvania Department of Education in conjunction with the Pennsylvania Department of Veterans Affairs shall adopt regulations and rules that enable eligible veterans to earn academic college credit at public postsecondary educational institutions for college level training, military experience, and education acquired in the military. The goal is to ensure that school's are accountable to SOC principles and guidelines, as well as report accurate information under the military friendly school's criteria.

Veteran Orientation: Each higher education institution will create a veteran specific orientation program for student veterans, service members and family members using the National Supportive Education for the Returning Veteran (SERV) Program with 50 or more student veterans. For those under 50 the Pennsylvania Department of Military and Veterans Affairs will create an alternative method. This program will be a requirement for all matriculating veterans that are transitioning from military service.

Veterans Resource Center: Upon enacting this legislation each higher education institution's task force with 50 or more student veterans will be required to develop a strategic plan for opening an on campus veteran's resource center. The goal is for the resource center to serve as a "One Stop Shop" for student veterans, their family members, and service members. The Pennsylvania Department of Military and Veterans Affairs will create guidelines for institutions for creating a veterans resource center, which includes the components and time frame for opening the center.

Additional Recommendations: Make the Pennsylvania Best Practice Guide for College Administrators accessible to all higher education institutions, have each institution sign the Pennsylvania Veterans Compact, adopt Illinois's Veteran of the Month Program, and Arizona's application for school's to be listed on their veterans website as military friendly.

Pennsylvania Veteran of the Month

The Veteran of the Month award would highlight and honor the work of Pennsylvania veterans whose contributions in service to the veteran community and their local communities are truly above and beyond. Nominees will be evaluated on the basis of their leadership, dedication, innovation, and impact in serving these communities. Award recipients will be those whose efforts add to the powerful narrative that veterans are dedicated, lifelong public servants from whose efforts all of Pennsylvania's communities stand to benefit. In contributing to this narrative through their service to veteran and local communities, Veterans of the Month not only impact the lives of those they serve but also the overall advocacy effort for Pennsylvania veterans.

Nomination Guidelines:

- The nominee must reside in Pennsylvania and must have received an honorable discharge from the U.S. Military.
- Honorees will be recognized for significant public service contributions made at the local, state or national level and by excellence achieved through action above and beyond the call of duty. Nominees should also have made significant contributions in volunteer work in support of veterans and/or the military.
- In addition to information requested on the nomination form, please provide a copy of the Veteran's DD214 as well as a brief written summary of the nominee's achievements; to include: (a) a description of significant accomplishments, including dates, (b) information concerning military service, and, (c) a list of military awards and decorations received by the nominee.
- Nominations will be evaluated on the scope and impact of a nominee's achievements and the extent to which his/her efforts benefit and provide inspiration to their community and other Veterans. Please document significant achievements and accomplishments, especially those made after the nominee's military service.
- Nominations will be reviewed and the recipients will be ultimately chosen by the Pennsylvania Department of Military and Veterans Affairs. Nominations are accepted at all times throughout the year.

Adopted from Illinois Veteran of the Month Program

Pennsylvania Institutions of Higher Learning Criteria to be a Veteran Supportive Campus

1. Conduct a campus survey of student veterans to identify the needs, issues and suggestions of veterans. Establish a campus steering committee consisting of student veterans, faculty and staff to share information and to develop programs to establish or strengthen a Veteran Supportive Campus based on best practices but that also integrates the campus culture and identifies the real needs of the student veteran.
2. Conduct sensitivity and awareness training on military and veterans' culture, including related issues such as traumatic brain injury, post traumatic stress disorder, physical and mental disabilities, suicide and hyper-vigilance for faculty and staff.
3. Establish student veteran orientation programs, including student veteran guides for the first day on campus, an optional student veteran orientation session and at least one optional only course taught by a veteran or by a trained volunteer on veteran issues.
4. Have peer mentoring and peer support programs for student veterans. Develop and implement outreach strategies to local military bases.
5. Have one-stop resource and study centers on campus for student veterans, their families and student family members of the Armed Forces who are currently deployed. Promote community-based collaborations to allow the private sector to support veteran's resources centers through financial and in-kind gift.

Adopted from Arizona's Senate Bill 1373 section 41-609

Sources

"Employment Situation of Veterans Summary." *United States Department of Labor*. N.p., 20Mar2012. Web. 19 Apr 2012. <<http://www.bls.gov/news.release/vet.nr0.htm>>.

George A. Scott, *Veteran's Education Benefits: Enhanced Guidance and Collaboration Could Improve Administration of the Post-9/11 GI Bill Program* (Washington D.C.: U.S. Government Accountability Office, May 5, 2011), 1, <<http://www.gao.gov/new.items/d11356r.pdf>>.

"G.I. Jobs Military Friendly Schools Methodology." *Military Friendly Schools*. N.p., n.d. Web. 19 Apr 2012. <<http://www.militaryfriendlyschools.com/article/about-us>>.

Kelley Ann Holder and Prepared by the National Center for Veterans Analysis and Statistics, *Profile of Veterans: 2009; Data from the American Community Survey* (U.S. Department of Veterans Affairs, January 2011), 16, <http://www.va.gov/vetdata/docs/SpecialReports/Profile_of_Veterans_2009_FINAL.pdf>.

"National Center for Veteran Analysis and Statistics." *United States Department of Veterans Affairs*. N.p., 02Mar2012. Web. 19 Apr 2012. <<http://www.va.gov/vetdata/>>.

"Responsibilities of SOC Institutional Representative, SOC Counselor, and SOC Veterans Point-of-Contact." *SOC Consortium*. N.p., n.d. Web. 19 Apr 2012. <<http://www.soc.aascu.org/socconsortium/Responsibilities.html>>.

"SOC Consortium Military Student Bill of Rights." *SOC Consortium*. N.p., n.d. Web. 19 Apr 2012. <<http://www.soc.aascu.org/socconsortium/BillOfRights.html>>.

"SOC Principles and Criteria ." *SOC Consortium*. N.p., n.d. Web. 19 Apr 2012. <<http://www.soc.aascu.org/socconsortium/SOCPrinCriteria.html>>.

Triplett, William. "Treatment of Veterans: Is the nation keeping its promises to veterans?." *Congressional Quarterly*. 14. no. 41 (2004): 1-10. <<http://library.cqpress.com>>. (accessed November 2, 2011).

" Welcome." *Toolkit for Veteran Friendly Institutions*. N.p., 2011. Web. 19 Apr 2012. <<http://vetfriendlytoolkit.org/>>.