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AN INTERDISCIPLINARY APPROACH TO INSTRUCTIONAL REDESIGN, ADVANCING
EDUCATIONAL OPPORTUNITIES WITHIN FRAGILE COMMUNITIES FOR STUDENT
VETERANS AT HBCUS

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Abstract: The academic framework of collegiate education is interdisciplinary and comprised of various college courses that culminate and lead to a two-year degree (Associates), four-year degree (Bachelors), advance degree (Masters) and a professional degree (D.D., J.D., M.D., Ph.D., S.T.D., etc.). The online education community is forging ahead and advancing educational opportunities for fragile communities without students entering the traditional brick and mortar classroom. Students Veterans who served and are serving our nation in Uniform represent and make up a significant percentage of fragile communities seeking academic and educational achievement that translates into job security, economic mobility, and sustainable income. For purpose of this research, the interdisciplinary approach to the instructional redesign is aimed at faculty who must change with the times in order to advance opportunities within fragile communities for student veterans at HBCU & UNCF schools. The goal is to better understand barriers to opportunity for Student Veterans in Louisiana's areas of concentrated poverty, referred to as "fragile communities" by methodically studying the experiences and opinions of those who emerge from and live in them.

Keywords: Fragile Communities, Interdisciplinary Approach, HBCU, UNCF, Military, Poverty, Student Veteran, Student Veteran Liaison, Military Occupational Specialty (MOS), BLC, ALC, SLC, BOLC, CCC and AMEDD C&S HRCofE