

2020

## Classroom Accommodations for Student-Veterans Attending Community Colleges

Terry Dionne Mc Quay  
*Walden University*

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# Walden University

College of Education

This is to certify that the doctoral study by

Terry Dionne Mc Quay

has been found to be complete and satisfactory in all respects,  
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Walden University  
2020

Abstract

Classroom Accommodations for Student-Veterans Attending Community Colleges

by

Terry Dionne Mc Quay

MA, Ashford University, 2012

BS, Purdue University, 2008

Project Study Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

Walden University

December 2020

## Abstract

Soldiers have returned from serving in Iraq and Afghanistan with posttraumatic stress disorder (PTSD) and traumatic brain injuries (TBIs) and have enrolled in postsecondary education in large numbers, especially at community colleges because of flexible course scheduling. The problem explored in this study was the need for 1 community college to have better information regarding classroom needs for student-veterans with PTSD or a TBI. The purpose of this study was to explore the perceptions of both student-veterans with PTSD or a TBI and faculty concerning classroom accommodations for student-veterans at the study site. Knowles' theory of the adult learner served as the conceptual framework for this qualitative case study. Data collection consisted of individual interviews with student-veterans and faculty. Data analysis included coding, theme development, member checking, and triangulation. The results of this study revealed that not all student-veterans want or are aware of classroom accommodations. Student-veteran participants did express a need for a designated person on campus and available mentors. Student-veterans indicated that they benefit from PowerPoint presentations, video recordings, and lectures. Faculty participants indicated they are not aware of student-veterans if the students do not self-identify; faculty were eager to understand how to better serve this student population. Results of this study may lead to positive social change because, with faculty development, faculty will have a better understanding of student-veterans' classroom needs and can provide student-veterans with appropriate classroom accommodations.

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## Section 1: The Problem

### **The Local Problem**

Since 2001, the U.S. military has been involved in armed conflicts in the Middle East, and U.S. veterans have served in Iraq and/or Afghanistan (MacManus et al., 2015). After G.I. Bill benefits were expanded in 2008 for all service members serving since September 11, 2001, many veterans chose to enroll in college. The transition to civilian life and the role of student-veterans, however, is often particularly challenging after the trauma of war, in part because many soldiers return with serious health conditions (Laguardia, Michalsen, & Rider-Milkovich, 2017; Misra-Hebert et al., 2015). Some of these conditions include feelings of isolation, posttraumatic stress disorders (PTSD), anxiety, self-blame, depression, triggered distress, and aggressive behavior (Diaz, 2017). According to Jones (2016), 43% of student-veterans attend community colleges for postsecondary enrollments. Community colleges offer flexible course scheduling, more direct faculty-student interaction, and student services geared toward nontraditional learners like student-veterans returning from deployment. Thus, higher education should be prepared for more than 600,000 soldiers leaving the military with post-9/11 benefits (Kato, Jinkerson, Holland, & Soper, 2016). According to Heineman (2017), community college instructors are used to working with diverse student populations with different needs. In addition to other diverse student populations, the student-veteran population continues to be of concern because the research in this area is relatively new and faculty members are continuing to learn how to work with student-veterans. Student-veterans often face challenges when transitioning from military life to civilian and student life. For

example, Jones (2016) noted that student-veterans usually bring a higher level of maturity than other student populations; they enter college with a greater focus and sense of purpose on what they want to achieve. In the military, soldiers create a bond; unit cohesion learned during basic training stays with them even after deployments (Williams et al., 2016). When soldiers transition to civilian life, they often have problems functioning normally, developing issues with relationships and employment (Orazem et al., 2016). The problem addressed in this study was the need for one community college to have better information regarding classroom needs for student-veterans with PTSD or traumatic brain injuries (TBIs).

While the body of literature that addresses the needs of student-veterans has been growing, Boyd, Slate, and Barnes (2019) noted that the needs of soldiers returning from war and entering higher education are of concern. Further, Boyd et al. (2019) wrote that the counselors, administrators, and advisors need to be knowledgeable about student-veterans and their needs. In addition, Wilson (2019) identified the need for researchers along with social work educators to help recognize requirements of student-veterans. According to Duroske (2017), student-veterans make up a unique community that expects established procedures like in the military. The Washington State Department of Veterans Affairs shared that while veterans may appear to be alike, they are diverse individuals because they come from different life experiences in addition to their military service (Heineman, 2017; Kirchner, 2015). Although many colleges have increased programs and services for student-veterans, there has been little research on how faculty and staff can help student-veterans transition to campus (Jenner, 2017). Jenner (2017) did

note that student-veterans who have a positive relationship with their professors may transition better than those student-veterans who do not. According to Fernandez, Merson, Ro, and Rankin (2019), survey data revealed that first-year student-veterans did not have adequate support on campus and were less engaged with staff. In addition, Fernandez et al. (2019) noted that although staff and faculty are not trained in the experiences and military culture of this population, there are many programs to assist student-veterans on campus. Some colleges offer mental health services to student-veterans, but student-veterans may not use these services for fear of stigma (Albright et al., 2019). The purpose of this case study was to explore both the perceptions of student-veterans with PTSD or TBIs concerning classroom accommodations for their disability and the perceptions of faculty regarding classroom accommodations for student-veterans with PTSD or TBIs at one community college in Indiana. The study site is in the state of Indiana, accredited by the Higher Learning Commission, and a member of the North Central Association of Colleges and Schools (Brown, 2015). In addition, the study site has also been recognized for its dedication to helping student-veterans and their families and to training staff and faculty to meet the need of student-veterans. However, personal communications with individuals on campus did not support the military-friendly designation of the institution. For example, when I spoke with a student-veteran who had served in Mosul, Iraq, he said that the study site has the responsibility to be prepared to assist student-veterans with TBIs and learning disabilities, with the help of a veteran service officer and local veteran resource centers (personal communication, December 19, 2015). Having been injured by an improvised explosive device, this student-veteran

suffers from a TBI that requires him to ask instructors to repeat things, and he also needs to request extra time to finish assignments (personal communication, December 19, 2015). Furthermore, this student-veteran revealed that he was angry when the teacher began to question his disability as if he were lying (personal communication, December 19, 2015). Finally, a staff member in the Student Affairs Department reported that she was not aware of staff development trainings specifically about student-veterans (personal communication, December 6, 2017).

The site has fewer than 100 student-veterans reported (personal communication, April 20, 2016) or a reported veteran population of 1% to 2% on campus. However, the Director of Veterans Affairs, who is a past Iraq war veteran faculty member, shared that student-veterans may not feel comfortable disclosing if they have disabilities resulting from their service unless they feel that the other person will understand their experience (personal communication, May 13, 2016). In addition, this faculty member said that he would support this proposed project study because it would assist student-veterans and the community college by helping to create student-veteran activities (personal communication, May 13, 2016). An adjunct instructor at the study site disclosed that she had taught many students and realized it would add to her teaching expertise to know more about student-veterans and how their experiences might affect their educational performance (personal communication, May 17, 2016). Another instructor at the community college stated that it would be beneficial to understand and know what student-veterans may need, especially after they return from serving in war (personal communication, May 18, 2016). The problem explored in this study was the need for one

community college to have better information regarding classroom needs for student-veterans with PTSD or TBIs.

### **Rationale**

Veterans often present with both PTSD and a TBI after combat (Martindale et al., 2016). PTSD is a side effect of serving in a combat situation (Berg, 2016; Laguardia et al., 2017; Orazem et al., 2016). In fact, 25% percent of service members treated by the U.S. Department of Veterans Affairs have PTSD, which contributes to anxiety, depression, and anger symptoms (Diaz, 2017). This anxiety and depression can result in failure in college by students missing classes and assignments, which can lead to failing grades (Jenner, 2017). The college classroom can be a struggle for student-veterans in the areas of critical thinking, relating to their peers, and translating their military skills to a new environment (Laguardia et al., 2017). Wortman et al. (2018) conducted research on PTSD and identified problems in cognitive understanding. This is a concern to those in higher education, especially because Kato et al. (2016) and Boyd et al. (2019) have written that because of the expansion of G.I. Bill benefits, many veterans are expected to enroll in college. Boyd et al. (2019) noted that more than 1,091,044 student-veterans have received educational benefits to be used toward postsecondary education and that number is growing. The expansion of G.I. Bill benefits may become a chance for society to better understand this population as student-veterans enroll in college and share their experiences (Walter, 2019).

From 2004 to 2009, 7% of Iraq and Afghanistan veterans were diagnosed with a TBI, which contributes to not remembering things or remembering things slowly (Roost

& Roost, 2014). In addition, Mac Donald et al. (2017) noted 20% of Iraq and Afghanistan veterans suffered a head injury, and 83.3% endured a mild TBI. According to Prasad and Bondy (2015), TBIs can be the result of blast explosions, gunshot wounds, and the rocking of the brain back and forth, sometimes followed by a blow to the head. Phelps (2015) noted that the symptoms of a TBI can increase fatigue in a person. Further, some student-veterans may not know they have a mild TBI even though they struggle to concentrate and pay attention in the classroom (Phelps, 2015).

Over the years, the enlistment of female veterans has increased by 15% with reports of sexual trauma, which leads to a 59% increased chance of mental health issues (Mankowski & Everett, 2016). According to Heineman (2017) and Maiocco and Smith (2016), while both male and female soldiers assume multiple roles, such as parent, students, and employees, female veterans have more mental health issues than men upon returning from Iraq and Afghanistan. Like male student-veterans, female soldiers can have PTSD, anxiety, and substance abuse issues resulting from a combination of combat and sexual violence (Albright et al., 2019).

Transitioning from a structured military environment to an unstructured civilian college environment can be difficult for veterans (Allen, 2016; Phelps, 2015), causing them to have a lower degree completion rate compared to other college students because veterans tend to stop attending college with plans to resume later (Albright et al., 2019; Jenner, 2017). In addition, Allen (2016) reported that student-veterans experience stressors, such as long periods of deployments and being away from their family, which can affect their academic performance. According to Hammond (2016), veterans must



feel connected to other veterans as they transition from military to civilian and college life to experience sound developmental change. In fact, Gonzalez and Elliott (2016) suggested that instructors need to create a learning environment where student-veterans are not afraid to admit their mental, physical, or learning challenges.

Equally important, women veterans represent 10% of the veteran population, which will increase 18% by 2040 (Maiocco & Smith, 2016). In addition, 15% of female veterans in the military have experienced sexual trauma, such as sexual coercion, sexually threatening behavior, and sexual assault, combined with combat exposure, which contributes to higher PTSD, and depression symptoms (Albright et al., 2019; Mankowski & Everett, 2016). Student-veterans experience more isolation and are less likely to participate in veteran activities on campus, perhaps because of a lack of social supports after returning home (Mazurkiewicz, Turano, & Baran, 2019). Jenner (2017) noted that female student-veterans may transition better as colleges consider the history of mental health, gender identity, sexual assault, and whether they are veterans of color.

Although student-veterans share their classes with other students, this population may have different requirements that can influence their classroom learning (Allen, 2016). Because of the different needs of student-veterans, the best educational approach must be identified along with an understanding of any mental and physical challenges among this population (Allen, 2016). Berg (2016) noted that reliving events that happened in the war can trigger the fight or flight response of student-veterans with PTSD. In addition, student-veterans with PTSD may also prefer personal space away from their peers, especially if they have sensory impairments or physical injuries, and this

preference could result in a lack of participation in class or labs (Young, 2017). Further, according to Phelps (2015), instructors should give student-veterans an option to leave the classroom when using video or audio clips of loud gunfire and noise.

### **Definition of Terms**

*Community college:* A 2-year postsecondary institution (Davidson & Northwest, 2017).

*G.I. Bill:* Veterans or military educational benefits assistance (Boyd et al., 2019).

*Military-friendly:* People and programs in place to assist veterans as they transition from the military to college (Karp & Klempin, 2016).

*Posttraumatic stress disorder (PTSD):* Mental health diagnosis consisting of anxiety and chronic depression (Bisson et al., 2015).

*Risky behavior:* Bingeing on substances, stealing, or aggressing to reduce emotional distress, suicidal ideation (Young, 2017).

*Student-veteran:* Former military person enrolled in college (Jones, 2016).

*Traumatic brain injury (TBI):* Cognitive disorder sustained from an injury to the brain, often attributable to a blast (Kinney & Eakman, 2017).

*Transition:* Moving from one social status to the next (Gordon et al., 2016).

*Veteran:* Individual discharged from the military (Boyd et al., 2019).

### **Significance of the Study**

As troops continue to withdraw from Iraq and Afghanistan, those military personnel who have ended their tours of duty and become student-veterans may still struggle with the events they experienced. These students-veterans may require different

classroom accommodations from other students in the classroom because of their military background. In addition, student-veterans experiencing PTSD, TBIs, and sexual trauma may need help adjusting to the college classroom because of problems stemming from their disabilities, which could affect their grades and attendance. Student-veterans may not feel comfortable expressing their needs to faculty and staff who may not understand their experiences. With better understanding from the institution, student-veterans may more comfortably succeed in their studies.

### **Research Questions**

Some soldiers who have returned from wars have been diagnosed with physical and mental disabilities that may influence their capacity for classroom learning. Because 43% of student-veterans attend community colleges for their education outside their military training, it is important for faculty and staff at these institutions to understand any special requirements of student-veterans in order to serve them well. A qualitative case study helped me to explore the perceptions of classroom accommodations of student-veterans transitioning from the military with PTSD or TBI.

RQ1: What are the perceptions of student-veterans with PTSD or TBIs concerning classroom accommodations for their disability at one community college in Indiana?

RQ2: What are the perceptions of faculty regarding classroom accommodations for student-veterans with PTSD or TBIs at one community college in Indiana?

## Review of the Literature

### Conceptual Framework

The framework for this study was Malcolm S. Knowles theory of adult learning. Knowles' (1973) original works identified principles of adult learning as (a) changes in self-concept, (b) the role of experience, (c) readiness to learn, and (d) orientation to learning. Knowles used the term *andragogy* to explain that perhaps adults learned differently than children do because adults tend to be more self-directing even though "society does not nurture the development of this ability although tending to require it" (p. 57). *Andragogy* is usually used to distinguish from the term *pedagogy* that often refers to teaching children (Pyle & Danniels, 2017).

Knowles's first principle of adult learning, changes in self-concept, refers to adults becoming more self-directing as they mature, thus becoming able to make mature decisions on their own (Knowles, 1973). Mature adults who have traveled the world, becoming both independent and self-sufficient, have made decisions to continue their education in the United States by enrolling in colleges and universities at high rates (Allen, 2016).

With the second principle, the role of experience, Knowles (1973) assumed that in a mature adult who has experienced life, all those life experiences could be used as a "reservoir of experience that causes him to become an increasingly rich resource for learning, and at the same time, provides him with a broadening base to which to relate new learnings" (p. 59). This concept can be applied to student-veterans transitioning from

military to civilian life with the goal of applying their knowledge to the learning environment (Kato et al., 2016).

The third principle, readiness to learn, is an assumption “that as adults mature their willingness to learn becomes the product of the developmental tasks required for the performance of evolving social roles, such as workers, spouses, parents, organizational members and leaders, leisure time users, and the like” (Knowles, 1973, p. 60). Student-veterans are normally conditioned throughout the military to continue their education (Jenner, 2017), while being older, married, single, with or without children, and assuming many possible roles (Evans, Pellegrino, & Hoggan, 2015). By enrolling in community college, student-veterans assume a new identity and make decisions that will accommodate their new way of life (Orazem et al., 2016). By enrolling in a community college, student-veterans exhibit their readiness to learn.

The last principle, orientation to learning, is problem-centered with a certain time perspective. In other words, adult students may view education as a means of making their lives better by acquiring needed skills (Knowles, 1973). This problem-centered orientation to learning may be reflected in the increasing number of student-veterans in postsecondary education (Karp & Klempin, 2016), including women who have returned from war and are pursuing a college education despite the trauma of war (Mankowski & Everett, 2016).

Knowles (1973) explained that teacher characteristics shape the learning environment by moving the learning focus away from the formal roles of teaching to something more informal, which could help students overcome possible learning barriers

and feel comfortable in the learning environment. Therefore, student-veterans who continue to pursue their education upon exiting the military will define their roles as educated adults through “experiential learning techniques like group discussions, simulation exercises, and peer-helping and problem-solving activities” (Blaauw-Hara, 2017, p. 5). This is seen as educators create a learning environment where student-veterans feel comfortable and add their experiences to the classroom-learning environment, especially during discussions (Kirchner, 2015).

The first research question in this study involves the perceptions of student-veterans with PTSD or TBIs concerning classroom accommodations for their disability at one community college in Indiana, and this question is reflected in Knowles’ principles of role of experience and readiness to learn. As student-veterans exit the military, they feel connected to other student-veterans who understand their experiences and this helps with assuming their new role and readiness to learn (Hammond, 2016; Phelps, 2015). The second research question was focused on perceptions of faculty regarding how they accommodate student-veterans with a disability in the college classroom and is reflected in Knowles’ principles of orientation to learning and changes in self-concept. According to Gonzalez and Elliott (2016), faculty should create a learning environment where student-veterans feel comfortable about sharing anything they may be experiencing in the classroom. Then faculty should apply their knowledge and understanding to help the student-veteran population through their classroom challenges (Allen, 2016; Laguardia et al., 2017). Through faculty trainings, different teaching methods can be explored to assist

with diverse learning styles, such as group projects, group discussions, staggered due dates for sections of a paper, or lectures (Allen, 2016).

### **Review of the Broader Literature**

**Posttraumatic stress syndrome.** Bisson et al. (2015) found that soldiers returning home from Operation Iraqi Freedom and Operation Enduring Freedom who suffered from PTSD, which they knew little about, were afraid that people would look at them as different if they revealed their diagnosis. Further, Bisson et al. (2015) noted that the effects of PTSD caused returning veterans to act and behave strangely, hear voices, stay home, have nightmares, and experience flashbacks, problems sleeping, anxiety, and depression. Norman et al. (2015) supported these findings by noting that because of physical, emotional, or cognitive disabilities, student-veterans may require accommodations. Referencing the American Psychological Association and the *Diagnostic and Statistical Manual 5*, Bisson et al. (2015) clarified the meaning of PTSD as a mental health condition that approximately 45% of returning veterans may suffer from because of exposure to traumatic events during the war and that contributes to possible depression.

According to Wilson (2019), by 2008, 46.5% of active-duty personnel had experienced multiple deployments. In addition, more than 2.2 million soldiers have been deployed to either Iraq or Afghanistan (Allen, 2016) and may return from war with combat stress, including PTSD, contributing to anxiety, aggressive behavior, insomnia, reduced memory, concentration skills, and suicidal ideations and behaviors (DeBeer et al., 2016).

According to Arditte Hall, Davison, Galovski, Vasterling, and Pineles (2019), research on risky behaviors of veteran's shows that 10% self-harm, 7% use illegal substances, 47% lose their temper, 25% self-harm, and 15% destroy things in anger, which leads to incarceration, social isolation, and being a danger to other individuals. In addition, Chen, Owens, Browne, and Williams (2018) noted a research study that reported one fifth of student-veterans who completed the College Student Health Study reported that they used alcohol to deal with PTSD, which resulted in poor academic performance or poor college attendance.

**Campus support.** According to Young (2017), faculty and staff should be ready to meet the needs of student-veterans who are enrolling at high rates in community colleges by (a) understanding the term *veteran* and (b) understanding student-veteran needs. In addition, Young (2017) suggested that faculty who had served in the military or who had knowledge of the military become the main personnel to help student-veterans feel welcomed on campus and help them deal with the stigma of serving in Iraq or Afghanistan. LeMire, Graves, and Medlin (2018) suggested college librarians be a source of support for student-veterans by having information on PTSD and transitioning from military to campus. In addition, Fawley and Allen (2016) noted that there has not been enough research on student-veterans in community colleges that could help faculty and staff with the creation of services, programs, and strategies to help this population. Allen (2016) noted that student-veterans are resilient and self-confident because of their unique military experience, and they need a supportive college environment understanding of their needs.



Cofield (2019) referenced the works of Bellafore who pointed out that while interviewing a professor on campus, the professor explained that he never really paid any attention to student-veterans because he opposed the war and student-veterans were invisible to him because of his beliefs. In addition, Cofield (2019) mentions Bellafore's study in which 12 student-veterans were interviewed with the help of the Office of Veterans Affairs who sent an email asking for participants. Because of those 12 interviews, Bellafore understood the sufferings and loss of the student-veterans, although still not agreeing with the war, but instead seeing the student-veteran as a unique population on campus (Cofield, 2019). Then, to understand student-veterans experiences and social interactions, Gonzalez and Elliott (2016) referenced Osborn's research in which a qualitative study was conducted using focus groups with 14 student-veterans and two in-depth open-ended, one on one interviews. The results of the interviews and focus groups revealed a need to implement faculty and staff developmental trainings and veteran discussion panels to help create an understanding of student-veterans

**Transitions.** According to Jones (2016) and Hammond (2016), there are few qualitative or empirical studies addressing student-veterans adjustment to home after serving in the war to include observations. Gordon et al. (2016) noted that transitions are changes in many roles of our life. Davidson and Northwest (2017) identified four stages of transition for soldiers as they leave the military (a) situation, considering what the person is going through at the time of change (b) self, being resilient and able to manage change (c) supports, having family that will help during this change and (d) strategies, managing the transition. In agreement, Griffin and Gilbert (2015) and Hammond (2016)

found Schlossberg's theory of transition to be beneficial to advisors and the educational setting when helping student-veterans adjust to college. However, Jones (2016) noted Schlossberg's theory applied only to 4-year institutions and is adequate because it does not concentrate on 2-year colleges.

Because of the structure and organization of the military, soldiers felt isolated and confused on campus (Bodrog, Gloria, & Brockberg, 2018; Osborne, 2014). Blaauw-Hara (2017) noted that the military culture is focused on the mission, unit cohesion, and discipline unlike college where students are independent and work at their own pace. In addition, Allen (2016) noted a certain cultural shock that student-veterans experienced when they attended college on campus, viewing the environment as unorganized. Because of these possible barriers, Diaz (2017) noted that many student-veterans may have experienced trouble adjusting from military culture to civilian life. According to Allen (2016) and Walter (2019), staff was not trained about the military environment or post-military experiences of student-veterans. Additionally, Walter (2019) and Allen, (2016) noted that faculty may not have the skills to help this population adjust to college.

**Strategies.** Blaauw-Hara (2017) noted that United States Armed forces created a learning environment with clear goals and expectations. As an example of creating a learning-focused environment would be to implement strategies meant to improve learning with goals that are attainable. Davidson and Northwest (2017) referenced Sinski's classroom strategies of adding visual and audio aids to the learning content to create more experiential learning in the classroom. In addition, having assignments due in smaller sections to reduce stress on student-veterans (Davidson & Northwest, 2017).

Then, Kranke, Weiss, and Brown (2017) suggested instructors use lectures and discussions in the classroom to help student-veterans interact with other classmates.

After conducting a qualitative research, Norman et al. (2015) found that student-veterans wanted a veteran-friendly campus with outreach services on campus that would assist with health care, GI Bill, disability, and other available campus and community services, including trainings on a wide range of veteran topics such as military culture, and special support for student veterans on campus. Karp and Klempin (2016) supported the continuum of care by identifying Chabot College as having a veteran's center that includes study space, a lounge, computer lab with free printing services, benefits specialist, academic advisors, and mental health specialist. According to Laguardia et al. (2017), colleges do have services in place for student-veterans, but these strategies must be implemented in the classroom by the instructors being trained on all issues student-veterans face. Evans et al. (2015) agreed that staff could benefit from trainings such as faculty developmental trainings, seminars, and classroom management awareness to help them understand student-veterans who have PTSD or mental disorders. Furthermore, Evans et al. (2015) noted that through faculty development trainings, student-veterans' progress can be tracked through customized webpages where they would have to register to access any veteran services at the school in order to help students as they transition from the military to college.

According to Phelps (2015), faculty should (a) treat student-veterans the way they would treat any other students and not be afraid of them, (b) not discuss the politics of war with student-veterans, (c) ask student-veterans about their medals and experience, (d)

and not get offended if student-veterans do not want to talk about their military experience. Kirchner (2015) and Laguardia et al. (2017) noted that teachers can provide a safe learning environment for the student-veterans despite common stereotypes regarding mental illness. In addition, Kirchner (2015) mentioned that advising, school orientations, and human resource departments could help student-veterans transition by providing valuable information pertaining to what jobs may be suitable for veterans.

The critical analysis of the literature review created a framework for the study on student veterans. I searched the Walden Library to conduct a majority of the literature review. I selected the multidisciplinary database, which has over a million journals and documents and searched within the field of education. I selected all databases to include peer-reviewed literature within the past 5 years. The selected databases included Political Science Complete, Military and Government Collection, Academic Search, Business Source Complete, EBSCO host, ERIC, Psychology articles, books and extra. In addition to the search, I used Google Scholar, which is a free search engine to find full text, peer reviewed and scholarly literature across many disciplines. Further, I examined USA.gov to find literature from the federal governments' perspective and Indiana.gov to located literature from the local and state governments' perspective. The Community College's website provided information to help in defining the local problem. I applied search terms such as student- veterans, Iraq and Afghanistan veterans, soldiers of the Iraq war, wounded warriors, community colleges, military soldiers, PTSD, and combat stress. Additionally, I searched using the term deployments, G.I. Bill, Post 9/11 G.I. Bill, Afghanistan wars, soldiers returning home from war, student veterans in the college

classroom, faculty teaching, student veterans transitioning to college, mental health issues of veterans, and Traumatic Brain Injury.

### **Implications**

The literature review revealed that research was new in the area of student-veterans returning from the wars in Iraq and Afghanistan. Still, there is so much to understand about student-veterans such as their diagnoses, experiences, classroom needs, and campus awareness. Kirchner (2015) explained that student-veterans had unique needs and until in-depth research was conducted with evidence, colleges would always find themselves debating about the needs of this population. In addition, Kirchner (2015) noted that with a better understanding of this population the colleges could create safe classroom environments, advocate on behalf of the student-veterans, and provide sufficient support. After serving in the war, student-veterans may suffer from mental and physical illnesses, which require the colleges to become knowledgeable of resulting symptoms that may hinder student-veterans learning and adaptation to the college campus. The result of this study can help create training for faculty to accommodate student-veterans in the classroom.

The findings and recommendations can make the campus more aware of student-veterans through future research to provide faculty with trainings on student-veterans exiting from the military and how to better assist them in the classroom. Karp and Klempin (2016) noted that community colleges are engaged in institutional reform to deliver better services to students. Because a gap exists between the perceptions of student-veterans with PTSD or TBIs concerning classroom accommodations for their

disabilities and perceptions of faculty regarding classroom accommodations of student-veterans with PTSD or TBIs, the results of this research can be used to help faculty better assist student-veterans at the community college. Because of this study and possible subsequent faculty development efforts, student-veterans can eventually be better accommodated in the classroom. The findings of this research can lead to positive social change by student-veterans being more successful in their studies.

### **Summary**

In conclusion, soldiers have returned from the Iraq and Afghanistan wars with mental and physical conditions such as loss of limbs, traumatic brain injuries, and post-traumatic stress. In addition, literature indicates that many student-veterans are continuing their education by using their G.I. Bill or military educational benefits. Further findings indicate that upon entering college classrooms, this population may be experiencing barriers to learning, often because of their illnesses and college faculties play an important role in helping the student-veteran transition to the classroom and overcome any barriers.

In Section 1, I introduced the problem, developed a problem statement and rationale, which led to the research questions. The literature review included an extensive review of what has been researched and written about on my topic. In Section 2, I discuss the methodology, including the research design, sample and setting, data collection, and data analysis.

## Section 2: The Methodology

Many student-veterans are returning to college after deployment, and a number of them suffer from combat-related illnesses. Many of these student-veterans attend community colleges because the cost is low and access is readily available. In this study, I explored the perceptions of student-veterans with PTSD or TBIs regarding classroom accommodations for their disability and the perceptions of faculty regarding classroom accommodations of student-veterans with PTSD or TBIs in one community college in Indiana.

### **Research Design and Approach**

#### **Qualitative Design**

For this research, I chose a qualitative approach rather than a quantitative approach to gain an in-depth understanding about the classroom accommodation needs of student-veterans who attend community college classrooms. I did not select a quantitative design because my research was more focused on the perceptions of participants, whereas a quantitative approach would include selected variables with a prediction of the outcomes (Lodico, Spaulding, & Voegtler, 2010). Because I wanted to gather rich descriptions of perceptions, I used a bounded case study to conduct individual interviews with student-veterans and faculty to better understand the circumstances. According to J. Creswell (2012), case studies are bounded systems described as having certain parameters, such as specific place and time. Merriam and Tisdell (2015) described a bounded case study as one that could be “fenced in” by studying a single entity (p. 38). Additionally, schools may be cases because they are easy to visualize (Merriam &

Tisdell, 2015). A bounded case study is detailed with multiple sources of information (J. Creswell, 2012) and reports a case description and case-based themes (Merriam & Tisdell, 2015). Therefore, my case is one community college where I focused on occurrences in real-life contexts (Yin, 2013).

I did not consider other designs because of their focus, such as grounded theory that generates a theory from the data or participants when other theories cannot be applied. Additionally, grounded theory is not borrowed from other studies but created from its own information. Therefore, grounded theory “fits the situation, works in practice, is sensitive to individuals in the setting, and may represent the complexities found in the process” (C. Creswell, 2012, p. 423). Also, I did not choose ethnography because, with that design, a researcher seeks to describe a culture with shared values, beliefs, and attitudes that structure the behavior patterns of a specific group of people (Merriam & Tisdell, 2015). Additionally, in ethnographic studies, a researcher will spend a lot of time in the field interviewing, observing, and gathering documents about the group to understand their culture sharing behaviors, language, and beliefs (C. Creswell, 2012). Furthermore, after considering the narrative approach, I rejected it because I was not interested in having participants tell their stories in a chronological order, such as a life history (Merriam & Tisdell, 2015). According to C. Creswell (2012), narrative research explores a particular person’s experiences and focuses on understanding that individual’s history and how it contributes to present experiences. After considering these other qualitative designs, I chose the case study as the appropriate research approach.



## **Participants**

For this study I relied on purposeful sampling, which refers to intentionally selecting individuals at the study site who provide the best information to better understand the phenomenon (J. Creswell, 2012). I interviewed five student-veterans who are part-time or full-time students, male or female, and served in the Iraq or Afghanistan wars. I focused on these wars because they were recent, and soldiers returned with neuropsychological difficulties that affect how student-veterans learn (Martindale et al., 2016). I interviewed five faculty members, full-time or part-time, who taught student-veterans in one community college. According to J. Creswell (2012), the fewer individuals studied, the more in-depth a researcher can explore the phenomenon being studied.

J. Creswell (2012) defined a gatekeeper as, “an individual who has an official or unofficial role at the site, provides entrance to a site, helps researchers locate people, and assists in the identification of places and studies” (p. 211). My gatekeeper was the director of veteran services, with whom I was already acquainted. The director of veteran services and I shared common military service in Iraq and both have service-connected disabilities. He assisted me in identifying the best locations for posting flyers around the campus and where I could personally hand out flyers to interested students in the libraries, computer labs, and hallways. The flyer addressed the study and its purpose. In addition, the flyer noted that a \$25.00 Walmart gift card would be provided as compensation for participating; my email address and phone number were included so that anyone interested and qualified could contact me. I also asked the gatekeeper to mass

email the flyer to student-veterans. When prospective participants responded, I emailed the informed consent form and asked that they read, sign, and send it back with their contact information. In addition, I informed the student-veteran participants that I would call to set up an interview time and location. When the interview was complete, I thanked the student-veterans for their time and participation and provided them with the \$25.00 gift card. In addition, I advised them that once the recorded information had been transcribed, I would email it to them so that they could read over my transcription to make sure it reflected their responses during the interview. Any information not captured correctly would be updated accurately.

Next, I asked the gatekeeper to mass email the flyer to faculty by asking that they participate in my study by sitting for an interview regarding classroom accommodations for student-veterans with PTSD or TBIs. Once I received responses from those who were interested, I emailed the informed consent form asking that they sign and send it back. I followed up with an email to arrange a time for the interview. Once we met, I made sure that I had the signed informed consent form and gave the instructor the \$25.00 gift card after the interview was complete. I advised them that once the recorded information was transcribed, I would email it so that they could read it over to make sure that I captured their words correctly. Any information not captured correctly would be updated. Lastly, I thanked the instructors for their time and offered a copy of the study when completed.

### **Measures of Ethical Protection**

Once conditional approval was granted from Walden, I submitted to the study site an Application for Human Subject Research Project Approval to the Office of

Institutional Research (OIR), which also sought approval from the Human Subjects Review Board (HSRB) of the community college before I was able to gain access to prospective participants. Once approval was given, I then forward all the information to the Walden IRB for review and final approval. According to C. Creswell (2012), it is important to first gain approval from the Institutional Review Board to conduct a study and the procedures outlined above will meet the requirements for both Walden and the study site.

As C. Creswell (2012) noted, it is important to establish your role as a researcher because of the relationships that may grow out of conducting qualitative research. I established boundaries by remaining professional. I informed the participants that I was a student conducting a doctoral study, not a counselor or affiliated with the military. Further, I always considered the rights and protection of the students being perfectly honest and explaining the purpose of the project. I also maintained a field notes journal for my own reflections about each interview. According to Bogdan and Biklen (2007), the role of the researcher depends on the goal of the study. My role was to participate during interviews by asking questions and probing for further details. During the interviews, I listened carefully being sure to use probes to help the participant expand upon their answers.

While not having a supervisory role within the college or over the students, I taught as an adjunct instructor and earned an associate degree from the campus during my academic journey. However, I was not acquainted with any participants prior to their becoming part of the study.

In addition, as noted on the informed consent, participants were guaranteed the right to withdraw from the study at any time without any negative results. Pseudonyms were used to identify participants to protect their identity. I advised the student-veterans that if at any moment they wanted to stop the interview, to use a hand gesture. If needed, Veterans Affairs Crisis Line brochures were available to the student-veterans. Lastly, I thanked the student-veterans for their service and the faculty members for their participation.

### **Data Collection**

According to J. Creswell (2012) observations, interviews, questions, documents, and audiovisual materials are common forms of qualitative data collection. However, in the field of education interviews have been the most common form of data collection and some studies have used only interviews to conduct qualitative research (Merriam & Tisdell, 2015). I used interviews to understand the perceptions of student-veterans with PTSD or TBIs concerning classroom accommodation for their disability and to understand the perceptions of faculty regarding classroom accommodations for student-veterans with PTSD or TBIs at one community college in Indiana. The interviews allowed me to meet individually with participants and ask questions related to my research (Merriam & Tisdell, 2015). Following J. Creswell's (2012) structure, I designed two interview protocols, one for student-veterans (see Appendix B) and one for faculty (see Appendix C) to help with the interviewing process. The title of the project appeared at the top. Next, I mentioned the time, date, place, interviewer, interviewee, and the interviewee's position. In addition, I had a section describing the purpose of the study,

data being collected, and individuals providing it. I conducted 45-minute individual interviews of each of the individuals in the two participant pools. The interview questions were designed with the first questions serving as an ice breaker to help participants feel comfortable. The next interview questions helped to answer the research questions. According to Seidman (2013), the benefits of using an audio recorder is to have the participants own words and original data. Mostly importantly, the researcher can check for accuracy and learn how to better interview (Seidman, 2013). I used an audio recorder with an external microphone to conduct the interviews and take notes at the same time in case the recorder malfunctioned. The audio recording allowed me to capture the exact words along with pauses, tones of voice, interruptions, and laughter as recommended by Lodico et al., 2010. At the end of the interview, I thanked the participants for participating in the study assuring participant that I would provide the results in writing to them.

According to Lodico et al. (2010), qualitative studies can be organized by site, person, time periods, and type of data. Seidman (2013) recommended making copies of the informed consents, labeling audiotapes of interviews, and keeping track of transcripts of interviews. Additionally, Seidman (2013) stressed the important of being able to trace interview data to the original source on the interview and being able to contact the participants. I kept data on my personal computer, which has a password that no one else can access. I organized the data by creating digital folders for interviews with fictitious names, date, time of interview, while saving the data and backing it up to my external

drive. After five years I will delete all files and shred the interview and observational data.

### **Data Analysis**

According to C. Creswell (2012), there are several steps to analyzing and interpreting qualitative data: (a) prepare and organize the data for analysis (b) explore and code the data (c) build descriptions and themes with the codes (d) represent and report qualitative findings (e) interpret the findings and (f) validate the accuracy of the findings. The process is inductive, or the bottom- up approach, while simultaneously collecting and analyzing data to create themes. I created folders on my personal computer to organize the interviews. Next, I transcribed the interview data by using Word to create a two- inch margin on both sides of the paper for notes. I carefully noted nonverbal communication like a pause or laughter which would help with understanding the information.

In addition, C. Creswell (2012) noted the first step is to understand the data and code it by segmenting and labeling the data to help eventually create themes that are extended phrase outcomes of coding, categorization, and analytic reflection that bring meaning and identity to something (Saldana, 2016). During this analytic process of coding or classifying, the researcher reads, marks the transcripts, and labels the passages that stand out as interesting (Seidman, 2013). Following Saldana's (2016) recommendations, I coded simultaneously as I began to collect my data by jotting down words or phrases that caught my attention then formatting each transcript into three columns which contained the interview transcript, code note, and the final code. Further, following Saldana's (2016) suggestions, I maintained focus on coding, by keeping my

research questions, goals, and the theoretical framework within reach to view. Then Bogdan and Biklen (2007) recommended creating a list of coding categories from the patterns of behaviors, phrases, regularities, and topics the data cover. As I analyzed each transcript, I grouped similar codes from each interview question which helped me to narrow down the codes and determine the final codes. Next, the final codes helped me to create broad themes as I reflected on the responses from participants and sometimes combining themes. As an example, Saldana (2016) mentioned “security” as a code but “false sense of security” as a theme which adds more meaning to the code while considering the individuals response. According to C. Creswell (2012), a narrative discussion is the initial way to represent and report the findings of a qualitative report. I discussed the themes through a narrative discussion including dialogue, quotes, and observations from the participants. I self-reflected on the past literature and interviews to make sense of the bigger picture. My findings were summarized in a detailed narrative discussion of the themes that answer the research question. In addition, I stated each research question and explain the findings for each.

Furthermore, C. Creswell (2012) noted throughout the process of collecting and analyzing data, accuracy can be established by the process of triangulation. I established this by examining past literature to the interview responses, interviewing student-veterans who had PTSD or TBIs and had served in the war. Additionally, I listened to the recorded interviews several times checking for accuracy to what I had transcribed. Member checks were conducted as I emailed the transcribed interviews to each participant to make sure I captured their thoughts correctly and if not, changes were made. Additionally, I followed

up with participants to clarify certain response, making changes where needed. To help write an accurate report, I reflected over my field notes' journal, which I maintained for my own reflection to help identify any bias that I may have had as I collected data. Discrepant cases were mentioned, and the findings were incorporated into my research results.

### **Data Analysis Results**

First, each of the participants and I met at a location where they felt comfortable. Then, I introduced myself to the participant and explained the interview process. I used a hand-held voice recorder and took brief notes during the interviews to document nonverbal cues, such as body language, a laugh, or smile to better understand the information. The interview lasted approximately 20-40 minutes. Salient data were incorporated into my findings. After I transcribed the interviews, I sent them to the participants to be checked for accuracy. If no corrections were needed, they responded that everything was correct. If corrections were needed, then the participant responded with what they meant to say along with the interview question. Additionally, triangulation of the information was achieved through my literature, interviews, and field notes log by looking at past findings and understanding what the participants mentioned.

I interviewed five student-veterans who suffered from PTSD or TBIs and attended the community college. Additionally, I interviewed five faculty who teach at the community college. According to Merriam and Tisdell (2015), analysis is the process used to answer the research questions by identifying segments of the data that could help answer the research questions. To better understand the data, I transcribed, analyzed, and



coded it which eventually helped me developed themes that could helped answer the research questions (Merriam & Tisdell, 2015). According to Saldana (2016), themes are recurring, extended phrases or sentences that describe segments of data. The themes that emerged from my data analysis were types of requested classroom accommodations, preferred college classroom accommodations of student-veterans with PTSD and TBIs, and faculty understanding of student-veterans in the classroom. These themes responded directly to the following research questions:

1. What are the perceptions of student-veterans with PTSD or TBI concerning classroom accommodations for their disability at one community college in Indiana?
2. What are the perceptions of faculty regarding classroom accommodations for student-veterans with PTSD or TBI at one community college?

Table 1

*Student-Veterans Responses*

Codes	Themes
Requested services	Types requested Classroom accommodations
Symptoms of PTSD and TBI, presentations, mentor	Preferred college classroom accommodations of student-veterans with PTSD and TBI

**Theme 1: Types of Requested Classroom Accommodations**

To determine if student-veterans knew about classroom accommodations, I asked the interview question, “What types of classroom accommodations do you know about?”

Although all five participants had a disability, not all of them received classroom accommodations.

Alpha said, "I don't need extra accommodations but there is available since my son's a military dependent he's getting the tutoring services and vocational rehabilitation." Alpha mentioned that he was soon to graduate with a nursing degree and had served 20 years in the military. Bravo and Charlie responded "none." When I followed up with their response to this question, Bravo said that he just did not know anything about classroom accommodations and Charlie responded that it was his choice to attend college and he did not need accommodations. Delta, who had served 7 years in the military and saw combat twice, provided the following response:

I receive extended time due to anxiety and panic attacks. I am allowed to get up after each section of the test. I am allowed to get up in the classroom and move around because of my back injury. I can't sit, stand, or lay down very long. They allow me to get up and move around pretty much as long as I am not distracting the class.

Echo said, "I know about longer test taking. You can get someone to take notes for you if you need help taking notes. You can get like a voice recorder."

Next, I asked the question "Are you aware of the process for requesting classroom accommodations?"

Alpha responded, "No because I really hadn't had too." Bravo replied, "ADA." When I followed up to his response he said, "Disability services at school." Charlie stated

that he “knows how to get in touch with the advocate but that’s about it.” Delta replied, “Yes by emailing veteran services.”

Echo responded that he was going through a medical professional to assist him with classroom accommodations, “Yes, through my psychiatric doctor. I am getting a psychiatric evaluation next week. We are going to use that to get something in writing saying I need help with school.”

Next, I asked the question, “Have you ever asked for classroom accommodations?”

Alpha responded, “No, because I really hadn’t had too.” Bravo said, “No, because I did not need any.” Charlie did not ask for accommodations but talked about a drill that was going to happen on campus that could trigger him causing the need for a classroom accommodation. This bothered Charlie because he had seen war and did not want to participate in an active shooter drill on campus that would bring back memories of war:

No, I do not know what would be available for someone like me, a guy with PTSD. I have no idea. I do not know how to accommodate someone in the classroom with PTSD. Like during an active shooter drill, I could not sit and pretend that someone is out there with a weapon.

Echo answered, “Not officially, but I have talked to the teachers about how I may have been experiencing certain issues and they work with me.”

## **Theme 2: Preferred Classroom Accommodations of Student-Veterans with Posttraumatic Stress Disorder and Traumatic Brain Injuries**

Student-veterans returned from wars with PTSD, memory problems, panic attacks, anxiety, TBIs, and memory problems. I asked the question, “Do you think that student-veterans require different classroom accommodations because of PTSD or TBI than non- student-veterans in the college classroom?”

Echo responded:

Yes, I believe so. I think PTSD or TBI can be experienced from anybody but when it comes to the military there can be certain experiences that regular student will never be able to relate too, and it may require certain or different accommodations. Like certain things in class cause them to relive the experiences. It brings them back to being overseas and it is a lot different to handle certain situations like that.

Alpha said the following:

Depending on the subjects. Because I know a lot of our what you call Military Occupations (MO's) don't cross over to college level. Especially in the medical field none of them ever crosses over. Smaller classrooms, I would think smaller classrooms because I get overwhelmed myself every now and then in the larger classroom. The instructors would have to know a little bit about what is going on with the students.

Bravo said, “Some of the ones that may have memory problems might” because “I have memory problems but so far have done well in college.”

Charlie felt that it depended on the individual and said, “Because you are choosing to go college and if you don’t like the situation you don’t necessarily have to go.”

Delta responded, “Honestly, I don’t know. I have not been in class with another veteran or at least have identified themselves as a veteran. So, I have no idea.”

Next, I asked the question, “What can faculty do to better accommodate your disability in the college classroom?”

Alpha said, “What I really like is their PowerPoints. If I’m able to read their Power Points, I don’t have to take as many notes and a lot of their Power Points are the notes.”

Charlie responded, “I really like the fact that our professor makes an outline of the lesson. Then he uploads it on the canvas (blackboard), so we can actually go back, look at it, and print it out to hang on too.”

Bravo liked his hybrid Calculus class that’s online. “We meet in the classroom but there are a lot of students that don’t come to the classroom. They do their work at home and she records the lectures and put them online with lecture notes.”

The last interview question was the following: “Is there anything else you would like to add?”

Alpha replied:

I wouldn’t mind having what you call big brother or what is it called? Someone to come along and check on u every so often to see what you are doing, yeah! A mentor program would be great. Now the only teacher I know that does it is Ms.

Blank who is a former Army veteran. She's teaches a lot of the math. Now, she was she was my mentor my first semester basically.

Charlie also did want to add something:

I would like to have a veteran representative at that building not 'hey can I email you and hopefully we can get together' I want a physical person I can go speak with because when I go to an Advisor and they deflect over to another person well the other person is not available to me. I think as a veteran I should receive the same services as another student. It's almost like, we are going to discriminate against our vets because we are not going to provide the same services as other students have. It's like, if they have advisors on campus but I don't.

Echo spoke highly of the community college:

I think that the community college does a really good job at taking care of the veterans and making the process and good as possible. I have met nothing but friendly staff that has helped me along the way and I have never had a bad experience.

Kato et al. (2016) noted that higher education needed to be prepared for more than 600,000 soldiers leaving the military and part of having student-veterans on campus is providing adequate accommodations for those who suffer from PTSD or TBI. One of the major findings from the interviews with regard to classroom accommodations was that student-veterans felt a need for an advisor or mentor to be on campus each day to address their needs, including classroom accommodations. Although all five of the student-veteran participants served in combat, most had not requested classroom accommodations because they either did not know accommodations were available or did

not feel they needed accommodations. Specifically, most did not know the different types of classroom accommodations available for those with PTSD or TBIs. Although the veteran service officer was not on campus every day, Delta mentioned that he contacted veteran services only by email, and others noted that they could email disability services. Having an advisor or mentor on campus who could meet in person with student-veterans would improve the likelihood that all student-veterans would be informed about the available services.

Another finding centered on the specific types of preferred accommodations reported by the participants, Knowles (1973) posited in one of his principles of adult learning, readiness to learn, that adult students are mature and ready to learn. The student-veteran participants demonstrated their readiness to learn with their enthusiasm for the types of classroom accommodations that would help them be successful. For example, student-veterans in this study preferred smaller classrooms, PowerPoint presentations with notes, and video recordings of classroom lectures. They also noted that professors were friendly and eager to assist them. As Heineman (2017) suggested, the community college has many instructors who are used to working with diverse populations with different needs. Allen (2016) and Languardia et al. (2017) also noted that faculty should apply their knowledge and understanding to help student-veterans overcome challenges in the classroom. Study participants did discuss several challenges, for example, memory problems, physical pain, and feelings of being overwhelmed in larger classes.

Young (2017) noted that faculty who had served in the military or have knowledge of the military help student-veterans feel welcomed in the classroom. Professor Peters, who is a former navy seal, mentioned applying a navy seal logo on his power point slides as a strategy to engage student-veterans. Additionally, Professor Paulson said, “I go around the room and ask. I thank them for their service, salute them, and shake their hand.” Jenner (2017) noted that student-veterans who have a positive relationship with their professor may transition better than those student-veterans who do not. Knowles’ principle of orientation to learning can be seen as Echo said, “The community college does a great job taking care of student-veterans. I have met nothing but friendly staff.”

A discrepant finding was in response to the last question, “Is there anything else that you would like to add?” Charlie felt that he was being discriminated against by not having a veteran’s advisor on campus like for other students. Boyd et al. (2019) noted that counselors, administrators, and advisors should be knowledgeable about student-veterans and their needs. Additionally, Duroske (2017) mentioned that student-veterans are unique communities that expect established procedures like in the military. Additionally, Charlie did not like the active shooter drill on campus because it triggered his PTSD. Bisson et al. (2015) and Diaz (2017) noted that PTSD is a mental health condition that student-veterans suffer from who have experienced traumatic events.

In the next section, I interviewed faculty. Table 2 introduces the theme that emerged.



Table 2

*Faculty Responses*

Codes	Theme
Notifications, classroom accommodations, experience, self-identifying	Faculty understanding of student-veterans in the classroom

**Theme 3: Faculty Understanding of Student-Veterans in the Classroom**

I interviewed five faculty and began with the following question.

“How are you aware of student-veterans that require classroom accommodations?”

Professor Conley said the following:

If they require classroom accommodations due to disability, then they have met with the disability service person and have a form that the disability person creates for them that tells them what their disability accommodations are and then we just make those accommodations.

Professor Smith responded, “I imagine there would be some sort of relationship between our disability support services and our veteran’s affairs representative.”

Professor Anderson stated, “The only way that I would ever know if someone needed specific accommodations, they would go through disability services.”

Professor Paulson said, “If they go through the accommodation process, I am given paperwork if they come to me and say they need accommodations I tell them they have to go to (name of person) and the accommodations officially.”

Professor Peters is a veteran and provided the following response:

Basically, I go around the room and ask. Well it's my second power point slide. I have the Navy Seal on all. I salute them and shake their hands. I thank them for serving because when I returned to college after the Vietnam era, nobody cared.

The next question I asked the faculty was, "What type of classroom accommodations do you know about?"

Professor Conley stated, "I had a student with a tape recorder and my others have always been online students and so they get extra time to take quizzes."

Professor Anderson replied, "I do know that sometimes they may need extra time to do some of their work."

Professor Smith gave the following response:

Being allowed to take exams in quiet places through the testing center, given additional time for those exams, being allowed to record my lectures in class for later reference, and interpreters would sign making sure there are closed captions available, and transcription services available.

Professor Paulson responded:

So, depending what their issue may be. They can get extra time; they can get extra resources. Those are the official ones. Teaching what I do, I learned through a step that when I am going to do something that is somewhat startling I need to be mindful of those students because for example conditioning I made a lot of noise one time to get their attention and I had a veteran who I did not know was a veteran have an issue with it. He had PTSD so that was a good learning lesson for

me, that when I knew I needed to be mindful of making accommodations to make sure I don't startle people.

Professor Peters said the following:

Well, if they bring up anything to me or I basically offer anything to them. Some guys, I have had a couple that want to sit in the back row with their back up against the wall and they want to be able to see that door and most of them have seen combat. So, they are used to seeing the only way in and the only way out. So, they prefer to sit with their backs against the wall in the back row.

Next, I asked the question, "What classroom accommodations have student-veteran asked of you?"

Professor Conley said, "Nothing specific of me. Well, if a student says it's not enough time for me to do this. I say if you don't have a qualified disability then you get the same time as anybody else."

Professor Paulson responded, "I don't think anyone has asked anything of me that they have not been told they are qualified for."

Professor Anderson replied, "I have not had any student-veterans ask for any accommodations."

Professor Smith responded, "Yes, oh yes, I have no trouble doing that at all."

Professor Peters said, "I have not had anyone ask me for anything special."

Next, the faculty responded to this question, "Have you been able to provide the classroom accommodations requested by student-veterans?"

Professor Conley said, "Yes, no problem."

Professor Anderson gave a longer response:

Yes, a lot of these guys will come back. They are working full-time. They may not want to go through disability services. They might be having a hard time juggling and if that's the case, in which I do for all my students. I might reopen an assignment to work with their schedule.

Professor Paulson stated:

Yes, this is unique, but it speaks to it. I have had a couple of veteran students who said they have VA appointments that they need to get too. I know that it is hard to get and so I will help accommodate that.

Lastly, I asked each faculty participant if there was anything else, they would like to add.

Professor Conley said:

I don't know if a student is a veteran unless they tell me. Sometimes I can gage it by their mannerism. They behave a little differently, they speak differently. I am sure that I have some that have not come out and said anything.

Professor Saint replied, "I have worked with students that have been veterans from the military services and that I have tried to mentor them."

Professor Peters gave the following response:

I have had a couple that want to sit in the back row with their back up against the wall and they want to be able to see that door and most of them have seen combat. So, they are used to seeing the only way in and the only way out. So, they prefer to sit with their backs against the wall in the back row.

In summary, faculty participants are very busy with their duties at the college but made time to interview with me. One finding regarding classroom accommodations for student-veterans with PTSD or TBIs was that if student-veterans did not self-identify it was hard for faculty to know if they were veterans or needed classroom accommodations. Student-veterans do not have to disclose their military background or disability. They are protected by the Americans with Disability Acts (Herman, 2020). Evans et al. (2015) noted perhaps student-veterans could be identified by having to self-identify in order to access any veteran services sites at the school.

Walter (2019) and Allen (2016) noted that faculty were not trained on the military environment or post-military experiences of student-veterans. Some faculty reported that they recognized student-veterans by their mannerisms and maturity. One faculty disclosed that she only knows of student-veterans returning from combat based upon what she hears from television. Faculty at the community college were willing to learn more about student-veterans and were very interested in being a part of my research. Even though they were faculty doing the teaching, they were also adult learners who exhibited Knowles (1973) readiness to learn because they wanted to know more about how to better serve student-veterans in their classroom. Professor Paulson admitted to having made a loud noise in the classroom that had startled a student-veteran and then explained that he should have been mindful of student-veterans with PTSD in the classroom.

From the interviews, I found that to provide classroom accommodations, faculty normally receive something in writing from disability services only when student-

veterans have sought assistance from that office. Professor Conley mentioned that student-veterans would meet with disability services that would provide them with a form describing their classroom accommodations. Professor Paulson said, "If they go through the accommodation process, I am given paperwork."

Gonzalez and Elliott (2016) suggested creating an environment where student-veterans are not afraid to admit their mental, physical, or learning challenges. In addition, Kranke et al., (2017) suggested instructors use lectures and discussions in the classroom to help student-veterans interact with other classmates. Professor Conley disclosed that he had a student-veteran with a tape recorder who got extra time during quizzes. Additionally, Professor Smith mentioned that transcription, closed caption, and interpreter services were available as classroom accommodations. Additionally, student-veterans should be given the option of leaving the classroom when showing video clips of loud gunfire and noise.

Professional development training with faculty could help them to understand what student-veterans may experience in the college classroom after serving in the wars. Berg (2016) noted that student-veterans could re-live events that happened in the war triggering the flight or fight response. Davidson and Northwest (2017) mentioned creating an experiential learning environment by adding visual, audio aids. Additionally, Davidson and Northwest (2017) mentioned having assignments due in smaller sections reducing stress on student-veterans. Faculty could also learn about different classroom accommodations for student-veterans with PTSD and TBIs. The three-day training would consist of examining the results of the study and possible classroom accommodations.

In Section 3 I present the purpose, rationale, literature review, and three-day faculty development program.

## Section 3: The Project

### **Introduction**

I explored the perceptions of faculty and student-veterans concerning classroom accommodations for this population who may have combat-related issues, such as PTSD or TBIs. Based on the study results, I created a faculty development training for the study site, which includes PowerPoint presentations, videos, active learning activities, and group discussions. The project includes a 3-day faculty development training beginning with the presentation of my research findings. The 3-day training allows faculty time to reflect on their learning. Every day the participants sign in and are given an agenda that outlines the training day. On the first and last days of training the participants complete pretraining and posttraining surveys to help assess their knowledge regarding classroom accommodations for student-veterans. The purpose of this project is to present a 3-day professional development training on the findings of my research at the study site. My goal is to increase faculty awareness that student-veterans may require certain classroom accommodations. Learning objectives will be defined each day of training based on the learning content presented. Training participants will be assessed with learning activities, group discussions, and questions and answers. My target audience is the staff and faculty at the community college who have direct contact with student-veterans. Through community outreach, faculty and staff may pass the information on to others.

### **Rationale**

Based on the results of this study, I present my research findings to assist faculty with their perceptions of accommodating student-veterans with PTSD and TBIs in the



college classroom. Student-veterans reported they were unaware of specific classroom accommodations available to them because of their PTSD or TBI, but they understood that classroom accommodations were available through disability services. Additionally, student-veterans wanted a person present on campus who could assist them face-to-face rather than being available only by email. Further, faculty reported that they did not know if a student was a veteran unless the student informed them directly. Additionally, faculty admitted to lacking knowledge about student-veterans except what they had heard in the media.

During the 3-day professional development training, the faculty will interact with each other through while participating in active learning activities. This training will help faculty understand student-veterans and their military culture and possibly understand how to retain this student population (Kranke et al., 2017). Additionally, this training will accommodate student-veterans. If faculty are trained, student-veterans may be more comfortable disclosing their disability without feeling stigmatized and may be able to more easily access available classroom accommodations (Jenner, 2017; Kranke et al., 2017). Additionally, faculty will understand the disconnect student-veterans feel when transitioning from the military to the college classroom with their psychological and physical combat injuries (Young, 2017).

### **Review of the Literature**

I searched Google Scholar and the Walden Library on scholarly literature pertaining to faculty development trainings within the last 5 years while selecting all databases, and peer reviewed articles. I conducted the search with the following terms:

*three-day faculty development trainings, faculty development, trainings for college faculty, faculty development trainings on student-veterans, faculty development in the community college, and training for faculty.*

### **Faculty Development**

Faculty development is defined as structured learning that improves teaching, student learning, research, managerial and administration duties, development of resource material, and facilitation for active and student-centered learning (Abdulghani et al., 2015; Hammond, 2016). Trainings can range from conferences to informal discussions; successful trainings allow the participant's time to reflect and assess desired outcomes (Abdulghani et al., 2015). Faculty development needs arise to address a problem or to improve something (Al Karim, 2019). Therefore, the purpose of faculty development is to address a gap in what faculty know and what they should learn (Al Karim, 2019).

According to Al Karim (2019) and Beach, Sorcinelli, Austin, and Rivard (2016), administrators must create systems that are efficient and competitive because of funding, technology advancement, professors teaching past retirement years, globalization, politics, and economic environments. Additionally, Beach et al. (2016) noted that faculty development should include faculty orientations, technology integration, and active pedagogical approaches with hands-on workshops, individual consultations, and web-based resources. While, Elliott, Rhoades, Jackson, and Mandernach (2015) agreed that funding is important, two other initiatives were equally important: the format (panel discussions, workshops, face to face, synchronous and asynchronous) and the programming focus (flipped classroom, informative thinking, and new faculty).

Higher education is encouraged to have faculty development training with performance-based blended instruction that includes part-time staff who may have scheduling conflicts and not be given the same resources as full-time faculty (Morris & Hayashi, 2019; Wynants & Dennis, 2018). Performance-based blended instruction includes video-based lectures that are online, flipped classrooms, and massive open online courses with the benefits of working at one's own pace, time for rewatching videos, and more time in the classroom for face-to-face discussions, activities, critical thinking, peer interactions, and performance assessment (King, Mayer, Barrie, Greenberger, & Way, 2018; Morris & Hayashi, 2019).

To be effective, faculty development should “address the principles and practices of teaching at the individual, departmental, curricular, and institutional levels” (Elliott, Rhoades, Jackson, & Mandernach, 2015, p. 2), and if the training is flexible, faculty will be more encouraged to attend. Paskevicius and Bortolin (2016) agreed that faculty development formats should be flexible and at least 2 to 3 days to allow time for reflection, follow up, and discussions centered on better future training. Hammond (2016) added that effective professional development content should focus on teaching strategies that incorporate active learning and collaboration with the goals of creating an excellent teaching culture, advancing new teaching and learning initiatives, and responding to individual faculty goals (Jeppesen & Joyce, 2018). Additionally, faculty can continue to gain knowledge through experience, observations, peer coaching, learner feedback, and online, experiential, and workplace learning (Steinert et al., 2016). Wynants and Dennis

(2018) noted that interactive approaches are important because they connect real-life experiences to what is being taught.

Faculty may not know how to use these diverse teaching methods because of often working alone and focusing on traditional teaching practices like lectures and reading while failing to incorporate new technology (Wynants & Dennis, 2018). According to Cottrell (2019), faculty know the importance of incorporating technology but are unsure of how to incorporate it into their course. Laptops are common technology tools that are often used in higher education for interactive learning, especially because they are “portable, popular and offer the opportunity for inclusive and differentiated learning” (Deveci, Dalton, Hassan, Amer, & Cubero, 2018, p. 1). Additionally, with the advancement of the video game industry, Serious Games, an interactive simulation, is being used to facilitate faculty development trainings (Boudreaux, 2018). Murdoch University encouraged learners to download lectures to their MP3 players and listen to them from wherever they are without being bound to a computer (Brabazon, 2019). Ippoliti (2019) noted that librarians are important to faculty development because they offer consultation on theoretical approaches and integrating digital pedagogy.

According to Boudreaux (2018), the genre of professional development has evolved into five stages of faculty development: (a) the age of the scholar (1950-1960s), (b) the age of the teachers (1960-1970s), (c) the age of the developer (1980s), (d) the age of the learner, and (e) the age of the network (2000s). The age of the scholar (1950-1960s) consisted of social and economic conflicts like the women’s rights and civil rights movements which led to students’ demanding the right to give feedback on what they felt

was beneficial, boring, or irrelevant to their learning (Boudreaux, 2018). Additionally, during this era research and publications were used to improve teaching skills while considering theories of practice (Boudreaux, 2018). The age of the teachers (1960-1970s) was the beginning of faculty development when faculty wanted more than research to rely on, including trainings consisting of workshops and teaching and learning centers (Boudreaux, 2018). During the age of the developers (1980s), faculty developments started to emerge on campus and the scholarship of teaching and learning expanded (Boudreaux, 2018). Then, the learner era (1990s) shifted to focus more on student learning and pedagogies. Lastly, the age of the network (2000s) incorporated advanced technology to stimulate learning (Boudreaux, 2018). Al-Eraky, Donkers, Wajid, and Van Merriënboer (2015) noted situated learning theory as the best faculty development training approach when teaching faculty about professional and unprofessional behavior. Additionally, situated learning theory includes the use of vignettes and scenarios to help facilitate trainings (Al-Eraky et al., 2015).

Faculty developments can be grouped into three larger categories: (a) theoretical initiatives exploring trends in higher education, (b) applied programming which emphasizes practical teaching strategies and (c) institutional initiatives highlighting university policies, procedures, guidelines, and expectations (Elliott et al., 2015). Murthy, Iyer and Warriem (2015) noted the attain-align-integrate (A2I) model, which uses the constructivist theoretical approach to develop short term trainings for student-centered learning which give the preferred design, goals, and timeline of activities for the participants. Additionally, this model has been helpful in redesigning courses which

encourages the participants to think deeply along with learning activities and evaluations that are aligned with learning outcomes (Murthy et al., 2015). Murthy et al., (2015) described two key components of the constructivist model: (a) the spiral curriculum which is achieved when participants revisit the information to look at it from different perspectives and (b) active learning which is achieved when participants engage and learn from useful strategies that they can use in the classroom. Additionally, social constructivist theory noted self-reflection as an important goal of faculty development and a much-needed skill that uses “emotional engagement when examining and questioning personal beliefs, values, stepping out of your comfort zone and improving teaching and learning” (Foong, Nor, & Nolan, 2018, p. 2). For example, a faculty member noted that she had gotten into the habit of jotting down notes in a notebook every day to ponder over what went well and what did not so that she could make changes to teaching and learning styles (Jeppesen, & Joyce, 2018). In addition, transformative learning occurs when the person changes their beliefs based upon new learned knowledge (Jeppesen, & Joyce, 2018).

The community of practice framework was “developed for online learning and has its roots in transactional communication and social constructivism theory” (Paskevicius & Bortolin, 2016, p.7). Additionally, Paskevicius and Bortolin (2016) used the communities of practice concept to design a blended faculty development program which was nine months long and started with a two-day face- to-face workshop consisting of presentations, group discussions, team exercises, and a student-feedback panel with professors. Faculty continued to meet face to face every two months then

online the other months creating blogs, videos, and collaborative documents which spiraled towards being able to discuss and share when meeting Face-to-face (Paskevicius & Bortolin, 2016). According to Bessette and Bennett (2019), by investing resources in training the effects will last a long time throughout the educational culture. Additionally, Holland (2019) noted that since faculty are highly educated, they should work towards applying what they have learned to make society a better place to live and by being key stake holders in any evaluation, planning, and implementation of teaching and learning initiatives” (Ippoliti, 2019, p. 5).

Knowles’ principles of adult learning (1973) regarding changes in self-concept, role of experience, readiness to learn, and orientation to learning can continue to be developed through faculty development trainings incorporating active learning, reflection, lectures, videos, discussion, and surveys. According to Bessette and Bennett (2019), a mentor and mentee have needs that can be developed through trainings. Additionally, peer development learning activities where individuals learn from each other are very effective trainings (Holland, 2019). Walters, Grover, Turner, and Alexander (2017) noted the principles of adult learning along with pre-planning, planning, delivery, and follow-up as the principles of faculty development that recognize faculty member’s experiences and are designed to support training. Knowles’ principles of orientation to learning and readiness to learn can be developed through mentoring with the mentor and mentee continuing to learn from different types of trainings (Bessette & Bennett, 2019). Then Kees, Risk, Meadowbrooke, Nellett, and Spinner (2017) mentioned

that peer programs help by keeping student-veterans from stressing as much in areas of wellness and mental health.

Based upon the results of my study I incorporated the concept of situational learning theory in my 3-day faculty development training by incorporating four vignettes for learning purposes. Additionally, I will include the constructivist approach which consists of learning outcomes, evaluations, timelines, and active learning to engage participants. According to Miller, Dickson, and Koch (2019), there may be faculty who enter the profession not understanding how to teach and possibly not understanding how to help students until they are trained through faculty development. In conclusion, faculty development trainings can encourage researchers to continue to research the largely understudied population of student veterans and change their perception of student-veterans who are often portrayed as substance use abusers, homeless, aggressive, emotionally unstable, and having mental health issues (Morales, Narayan, & Atienza, 2019).

### **Project Description**

The resources needed to present my project will be a classroom with an overhead projector, projector screen, laptop or desktop, chairs, tables, podium, microphone, and proper lighting. Existing supports are from staff in the computer technology department who can assist by making sure my equipment is available and working. The custodial department can assist by having the room presentable with tables, chairs, and lighting. Every day of the training, I will arrive early to test my audio, visual, and computer equipment. If there are any issues, I will have time to correct it before the training.



Additionally, each training day faculty will sign in for accountability and complete a training evaluation to critique the training day. On the first day, faculty will complete a pre-survey to find out what they already know about accommodating student-veteran with PTSD/TBI. In addition, I will present the learning outcomes and provide an agenda for the day. Further, I will present a PowerPoint on the findings of my study and allow participants to ask questions. On the second training day, I will recap day one and present the learning objectives. The agenda for day two will consist of learning activities and group discussions. At the end of the training day faculty will complete a training evaluation for day two. On day three, I will recap day two and present the learning objectives for day three. The training day will consist of active learnings activities and discussions of the last three days of training. I will present certificates of appreciation to attendees and posttraining surveys their understanding after attending the 3-day training. Lastly, I will present day three training evaluations and thank participants for attending.

A potential barrier to the success of the project could be if faculty are not open to considering expanding their belief systems (Tomkin, Beilstein, Morphew, & Herman, 2019) with regard to accommodating student-veterans by extending assignment deadlines, uploading recorded lectures, or being available outside of normal classroom times. In addition, Tomkin et al. (2019) noted that faculties normally like to maintain their traditional way of classroom instruction, so change may be unwelcomed at times. However, quotes from the student-veteran participants should help faculty understand that change is needed to create more inclusive classrooms. Then, if faculty are to

incorporate additional classroom accommodations into their syllabus, their student-evaluations may eventually reflect an improved learning environment.

Another potential barrier could be scheduling the training. Once my doctoral study is approved, I will provide a copy of my study to the president of the community college within 60 days by asking to present my faculty development project on campuses throughout Northwest Indiana over approximately 12 months. In addition, I will ask permission to meet with the head administrators of each campus for permission to work with the training departments to coordinate dates, times, and delivery of each faculty development training.

### **Project Evaluation Plan**

According to Buelin, Ernst, Kelly, and DeLuca (2019), formative assessments take many familiar forms such as “hand signals like thumbs up/down, exit tickets that students complete before leaving class, one-word or one-sentence summaries of lesson content, think/pair/share activities, journal responses, and quizzes” (p.1). Therefore, I will use formative assessments of pre-training surveys, post training surveys, and training evaluation forms each day of training with space provided for improved recommendations, strengths of the training, and additional comments. Additionally, throughout the training there will be active learning sessions where individuals will collaborate and learn from each other. I have designed the forms so that participants will only have to provide feedback or check a box. The success of the faculty development will be evaluated each day of the three-day training. A professional development training timeline will show the proposed activities, resources, and daily topics. Additionally,

faculty will sign in each day noting the department they work. Each day, there are objectives, desired outcomes, and an agenda with timelines. The pre- and posttraining evaluations will assess what faculty knew before the 3-day trainings and if they better understand after the trainings. Further, each day, faculty will provide feedback on the trainer's knowledge and whether the training is informative and easy to understand. Additionally, faculty will provide feedback on how they feel they will be able to apply what they have learned. Further, faculty will provide feedback on the training atmosphere, audio, and visual PowerPoint. Changes will be made to the training according to the feedback.

### **Project Implications**

During the interviews, students-veteran participants mentioned not knowing any other student-veterans. They also mentioned not knowing of classroom accommodations that were available. In addition, a student veteran mentioned having to email the veterans service representative who was only on campus certain days of the week. One possible social change could be to have a veteran service representative on campus every day to assist student-veterans on campus and to create activities on campus for student-veterans. This could help faculty identify some student-veterans because they mentioned not even knowing if a student was a veteran. According to Kees et al. (2017), peer programs help student-veterans transition better to college by having other student-veterans link them to resources and people who have similar experiences. Additionally, Kees et al. (2017) noted that in some ways peer programs sort of mimic military culture by "creating camaraderie, the buddy system, structure, and a sense of belonging" (p. 2) Another

possible social change could be counselors and faculty working together to develop more classroom accommodations. Since faculty admitted to not knowing much about student-veterans except what they heard on social media pertaining to PTSD, and TBIs, additional faculty development sessions on accommodating student-veterans in the classroom could be implemented, which could eventually lead to the social change of faculty being more knowledgeable about the student-veteran population.

The importance of the project to local stakeholders is that the college will have the opportunity to become better prepared to accommodate and retain student-veterans who have seen combat or experienced trauma from the war. According to Kranke et al. (2017), the retention rate is 65% compared to 76% for nonveteran students. Additionally, \$10 billion dollars has been devoted towards the post-9/11 GI Bill for student-veterans with over more than 5 million veterans using their benefits by 2020 (Kranke et al., 2017). Furthermore, Kranke et al. (2017) noted the retention of this population is important to help student-veterans succeed in civilian life, especially since they are non-traditional learners which may affect their engagement (Kees et al., 2017). I can help faculty by presenting a three-day training to explore accommodations for student-veterans. Additionally, I am willing to be a part of campus projects involving student-veterans and future research.

#### Section 4: Reflections and Conclusions

This section provides a description of the strengths and limitations of the faculty development. I also include discussion of optional approaches to address the gap in accommodations for student-veterans with PTSD or a TBI. Additionally, I present recommendations for alternative approaches to the problem, along with my personal reflections as a project developer and a scholar. Finally, I provide reflections on the significance of the study, implications, and potential directions for future research.

##### **Project Strengths and Limitations**

I will share the results of my study during the faculty development training, and the faculty will better understand what student-veterans at the study site need for classroom accommodations. Additionally, a part of my project will focus on PTSD/TBI among student-veterans. My project will increase faculty awareness of student-veterans on campus so that faculty will be better prepared to assist them. The 3-day training creates a safe atmosphere for learning, sharing opinions, beliefs, attitudes, emotional reactions, and learning from experience (Almeida et al., 2019). In addition, the training encourages adjuncts and faculty to continue to participate in workplace professional development where experiential learning occurs (Sherman & Chappell, 2018).

A limitation of my study is that all faculty and student-veteran participants were all Caucasian and did not represent the diversity of the community college. Additionally, only male student-veterans participated in the study. Furthermore, the training is only 3 days and faculty may need more training on classroom accommodations.

### **Recommendations for Alternative Approaches**

According to Almeida et al. (2019), it is important for faculty to be able to facilitate learning to all students to ensure a quality education. An alternative approach to ongoing training is that certain faculty members can be trained as faculty development facilitators, encouraging workplace professional development with trainings facilitated in small groups with flexible times. A qualitative research design that focuses on the perspective of female student-veterans sharing their experiences may also help identify additional classroom accommodations. A mixed-method approach using interviews and surveys could help determine if faculty who have served in the military have knowledge of practical classroom accommodations that could be implemented in the classroom. A quantitative study might also measure the enrollment of student-veterans and what classroom accommodations they need.

### **Scholarship, Project Development and Evaluation, and Leadership and Change Scholarship**

My study has made me a better scholar and has increased my understanding of the importance of research and interviewing individuals to understand their perceptions. Additionally, conducting this study has made me think about my future goals of serving in the ministry and teaching in colleges. My children supported me by understanding that my research means a lot to me.

I chose this research topic because I have served in the military and was deployed with my guard unit for one tour in Mosul, Iraq. When I returned home, I continued my education at Purdue University as a student-veteran while having issues with anxiety and

PTSD. Although I lost my dad during my journey, I did not stop. There were times when I felt like quitting but reminded myself of why I started. Completing my Ed.D. has been hard work, but I have learned to endure. Although it has taken 5 years, I am confident that I will graduate.

### **Project Development**

I learned so much about conducting research on my own. First, it is very time consuming and I had to study every step of the way. I was so afraid of the literature review until I studied different literature reviews until I understood better how to do it. The theory of adult learning applies to student-veterans as they transition from the military into the community college to continue learning and graduate. This theory can also be applied to faculty as they continue learning by faculty development training to increase their knowledge of accommodating student-veterans and by changing the way they perceive this population. The study site responded promptly to my request to conduct my research on the campus. The gate keeper was enthused to assist me, especially since we both served in combat. My qualitative case study required recruitment and interviewing of 10 participants whom I waited to respond back through email. It was during the holiday seasons, so participants were slow to respond. Being a single mom, professional, and doctoral candidate, I found it time consuming passing out fliers and interviewing participants on campus. Transcribing the interviews was not that hard but time consuming because I had to listen over and over to write out the content accurately. While I conducted my research, I continued to read, analyze, and revise. Coding my data required me to buy Saldana coding manual to better understand the

process and Seidman's book on qualitative interviewing. I have learned how to interview, transcribe, and recruit participants which is beneficial for my future in research and writing.

### **Leadership and Change**

I will be a voice for student-veterans by helping to create change concerning classroom accommodations and I would like my research to inspire other faculty who have served in the military to work closely with the student-veteran population. Additionally, I would like to work with other researchers on student-veterans related issues and scholarly writings. Other faculty may perhaps build upon my findings by deciding to pursue their doctoral goals. Additionally, I would like to mentor Walden doctoral candidates to finish their projects. Hopefully, more student-veterans enrolling in the community college will see advisors on campus. Additionally, faculty development trainings will focus on student-veterans and include adjunct and part-time staff.

### **Reflection on Importance of the Work**

I am very excited that my work contributes to the body of knowledge on addressing classroom accommodations for student-veterans. My study is important to the field of education because student-veterans have educational benefits that they are using in the community college. Additionally, student-veterans come from diverse backgrounds and choose the community college for its flexibility. Faculty will need to know more about this population returning from combat with PTSD and TBIs. My study contributes because of the voices of faculty and student-veterans on campus who were interviewed. Additionally, the results from my study can help create changes that are beneficial for



student-veterans and faculty. The enrollment of student-veterans may increase as faculty and student-veterans interact at the community college. Student-veterans may disclose their military status when there is more campus involvement. The importance of my work to student-veterans is that I am a voice for what matter most on campus for them. Additionally, as a student-veteran who served in combat, I am obligated to help.

### **Implications, Applications, and Directions for Future Research**

There may be resistance to change but with on-going training, faculty may be comfortable implementing classroom accommodations to student-veterans, which may also draw other student-veterans to disclose and request accommodations when they see this actively being deployed in the classroom. The results of my study can be used to better staff and assist student-veterans in the community college. Faculty can be encouraged to read my study and pass the information along to student-veterans on campus. Directions for future research may include adjunct faculty because they will have to make accommodations for student-veterans too. Campus leaders can encourage continued research. As a result, campus life will be better for student-veterans with services and classroom accommodations available to them. Kranke et al. (2017) mentioned that “we can’t make every student-veteran disclose their disability, but we can make their transition smooth” (p. 4).

### **Conclusion**

In this study I explored the perceptions of student-veterans and faculty on classroom accommodations for individuals who have PTSD or TBIs. The problem was identified at the local and broader level with literature to support it. Additionally, the

significance of my research was identified. I presented two research questions: (a) What are the perceptions of student-veterans with PTSD or TBIs concerning classroom accommodations for their disability at one community college in Indiana? (b) What are the perceptions of faculty regarding classroom accommodations for student-veterans with PTSD or TBIs at one community college in Indiana? Then I attempted to answer the questions by conducting a basic qualitative study in which I interviewed faculty and student-veterans at the study site. The results of this study revealed in part that not all student-veterans knew about classroom accommodations. However, the student-veterans did express a need for a designated person on campus and mentors. I presented my research findings with a 3-day faculty development training with active learning, group discussions, power points, and lectures so that that the community college would better understand the importance of classroom accommodations and act to improve ways in which information about accommodations was disseminated, perhaps through the addition of a campus mentor. Although not all student-veterans have been exposed to wars, those who have will continue to live with the trauma. With my study, I wanted to salute those student-veterans with PTSD and TBIs by conducting a study which gave them a voice to share their perceptions about their college experiences.

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Appendix A: The Project

Classroom Accommodations for Student-Veterans Attending Community Colleges

Staff and Faculty Professional Development Training

2020

## Professional Development Training Timeline

Proposed Topics	Proposed Activities	Resources	Timeline
Day 1 Introduction and overview of student-veterans in the classroom	Pre-training survey, power point presentation, Q&A session, learning activity, and a training evaluation at the end of training	Projector, laptop, screen, handouts, pens, and notepad	8am to 4pm
Day 2 Findings from the perspective of student-veterans	Group discussions and activities, and a training evaluation at the end of the training	Projector, laptop, screen, handouts, pens, and notepad	8am to 4pm
Day 3 Faculty perceptions of student-veterans and possible classroom accommodations	Group activity to create classroom accommodations. Q&A session and a training evaluation at the end of training	Projector, laptop, screen, handouts, pens, and notepad	8am to 4pm

Classroom Accommodations for Student-Veterans Attending Community Colleges

Staff and Faculty Professional Development Training

2020

Classroom Accommodations for Student-Veterans Attending Community Colleges

Staff and Faculty Professional Development Training

Day 1: Introduction and overview of student-veterans in the classroom

Training Time: 8 hours

Presenter: Terry Mc Quay

Objectives/Learning Outcomes

Present findings of my study

Know what defines student-veterans

Understand combat exposure of student-veterans

Training Materials/ Resources

Laptop

Projector

Notepad/ink pen

Power point presentation

Copier

Classroom with tables, chairs, and podium

## Classroom Accommodations for Student-Veterans Attending Community Colleges

## Staff and Faculty Professional Development Training

**Day 2: Attendance Time: 8am to 4pm**

	Last Name	First Name	Signature	Department
1				
2				
3				
4				
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11				
12				
13				
14				
15				

Classroom Accommodations for Student-Veterans Attending Community Colleges

Staff and Faculty Professional Development Training

**Pre-training Survey:** The purpose of this survey is to rate your perception/understanding of classroom accommodation for student-veterans with PTSD and TBI before the three-day training.

**Instructions:** Please read and circle an answer.

Please rate each question: Circle/Yes, No, Maybe, Somewhat

1. Do you have knowledge of student-veterans? **yes, no, somewhat, maybe**
2. Do you know what classroom accommodations are? **yes, no, somewhat, maybe**
3. Do you have knowledge of different types of classroom accommodations for student-veterans? **yes, no, somewhat, maybe**
4. Do you know the difference between PTSD and TBI? **yes, no, somewhat, maybe**
5. Do you have knowledge of what student-veterans experience in combat? **yes, no, somewhat**
6. Can you provide classroom accommodations to student-veterans with PTSD and TBI? **yes, no, somewhat, maybe**

**Optional:** Are you a veteran: **yes, no**

Classroom Accommodations for Student-Veterans Attending Community Colleges

Staff and Faculty Professional Development Training

Day 1: Introduction and overview of student-veterans in the classroom

8:00-8:30 - Sign in and light refreshments

8:30-8:45 - Introduction of presenter and topic

8:45-9:00 - Welcome staff and faculty

9:00-9:15 - Pre-training survey

9:15- 10:15- Why I choose this topic: Discussion of PTSD/TBI. Present a power point presentation on the background and findings of my study

10:15-10:30 – Break

10:30- 11:30- Question and answer about my findings

11:30-12:45 - Lunch break

12:45- 1:45 - **Learning Activity:** Group discussion on how faculty could accommodate student-veterans in their classroom if they never self-identify. Also, how could they identify student-veterans in the classroom?

1:45-2:15- Learning Activity: Participants will reflect on their understanding of PTSD and TBI and be given the opportunity to talk with their peers about accommodating student-veterans in their classroom

2:15-3:15- Discussion of the way's faculty can create a veteran friendly classroom environment to help accommodate student-veterans with PTSD/TBI.

3:30-3:45 - Break

3:45-3:55 - Day 1 Training Evaluation Form

3:55-4:00 - Closing remarks

## Day 1: Professional Development Training Evaluation Form (Handout)

**Topic:** Introduction and overview of student-veterans in the classroom**Presenter:** Terry Mc Quay

Please complete and return this form to the presenter at the conclusion of the professional development training to provide feedback regarding the effectiveness of the training.

Thank you for your participation!

Post Training Survey	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither Agree or Disagree
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The trainer was knowledgeable of the content

You will be able to apply what you learned from the training in the classroom

The training was informative and easy to understand

The training atmosphere was welcoming

The audio and power point slides could be seen and heard well



Training Strengths:

Improvement Recommendations:

Additional Comments:

### Day 1 Power point Presentation



### RESEARCH QUESTIONS

- ◉ What are the perceptions of student-veterans with PTSD or TBI concerning classroom accommodations for their disability at one community college in Indiana?
- ◉ What are the perceptions of faculty regarding classroom accommodations for student-veterans with PTSD or TBI at one community college in Indiana?

## THINGS TO KNOW

- What is a student-veteran?
- What is PTSD?
- What is TBI?
- What is a classroom accommodation?

## WHAT IS A STUDENT-VETERAN?

A student veteran is **any student who is a current or former member of the active duty military, the National guard, or Reserves** regardless of deployment status, combat experience, legal veteran status, or GI Bill use.



## WHAT IS PTSD?

### Post Traumatic Stress Syndrome

#### ⦿ **Intrusive memories**

- ⦿ Recurrent, unwanted distressing memories of the traumatic event
- ⦿ Reliving the traumatic event as if it were happening again (flashbacks)
- ⦿ Upsetting dreams or nightmares about the traumatic event
- ⦿ Severe emotional distress or physical reactions to something that reminds you of the traumatic event

#### ⦿ **Avoidance**

- ⦿ Trying to avoid thinking or talking about the traumatic event
- ⦿ Avoiding places, activities or people that remind you of the traumatic event

## WHAT IS PTSD?

#### ⦿ **Negative changes in thinking and mood:**

- ⦿ Negative thoughts about yourself, other people or the world
- ⦿ Hopelessness about the future
- ⦿ Memory problems, including not remembering important aspects of the traumatic event
- ⦿ Difficulty maintaining close relationships
- ⦿ Feeling detached from family and friends
- ⦿ Lack of interest in activities you once enjoyed
- ⦿ Difficulty experiencing positive emotions
- ⦿ Feeling emotionally numb

## WHAT IS PTSD?

### ◉ Changes in physical and emotional reactions

- ◉ Being easily startled or frightened
- ◉ Always being on guard for danger
- ◉ Self-destructive behavior, such as drinking too much or driving too fast
- ◉ Trouble sleeping
- ◉ Trouble concentrating
- ◉ Irritability, angry outbursts or aggressive behavior
- ◉ Overwhelming guilt or shame

## WHAT IS TBI?

### Traumatic Brain Injury

#### Physical symptoms

- ◉ Loss of consciousness for a few seconds to a few minutes
- ◉ No loss of consciousness, but a state of being dazed, confused or disoriented
- ◉ Headache
- ◉ Nausea or vomiting
- ◉ Fatigue or drowsiness
- ◉ Problems with speech
- ◉ Difficulty sleeping
- ◉ Sleeping more than usual
- ◉ Dizziness or loss of balance

## WHAT IS TBI?

### Sensory symptoms

- ◉ Sensory problems, such as blurred vision, ringing in the ears, a bad taste in the mouth or changes in the ability to smell
- ◉ Sensitivity to light or sound

### Cognitive or mental symptoms

- ◉ Memory or concentration problems
- ◉ Mood changes or mood swings
- ◉ Feeling depressed or anxious
- ◉ Slurred speech
- ◉ Agitation, combativeness or other unusual behavior

## WHAT IS A CLASSROOM ACCOMMODATION?

- ◉ It is intended help students learn the same information as other students



## THEMES EXPLORED

### Student-Veterans

- ◉ Types of Requested Classroom Accommodation

## STUDENT-VETERANS FINDINGS

### What type of classroom accommodations do you know about?

- ◉ Do not know anything about classroom accommodations (two responded)
- ◉ Do not need them but my dependent receives tutoring and vocational rehabilitation
- ◉ Longer test taking time due to anxiety/panic attacks
- ◉ Allowed to get up and stretch after each section of a test because of back injury. Can not sit, stand, or lay down very long
- ◉ As long as he do not distract the class, he can move around in the classroom
- ◉ Note takers and voice recorder

## STUDENT-VETERANS FINDINGS

**Are you aware of the process for requesting services?**

- Do not know, Adult Disability Services (ADA), email veteran services, contact advocate, psychiatric doctor will provide something in writing



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## STUDENT-VETERANS FINDINGS

**Have you ever asked for classroom accommodations?**

- “No, because I did not need too.”
- “Did not know what would be available for a person like me with PTSD.”
- “Talked to my teachers about what I was experiencing and they worked with me.”

## THEMES EXPLORED

- ◉ **Preferred Classroom Accommodations of Student-Veterans with PTSD and TBI**

## STUDENT-VETERANS FINDINGS

**Do you think that student-veterans require different classroom because of PTSD or TBI?**

- ◉ “Yes, because regular students will not experience PTSD/TBI the way student-veterans experience it. So we may need different accommodations. Also, we may relive experiences.”
- ◉ “Smaller classrooms because I get overwhelmed in larger ones. Also, the instructor would have to know a little about what is going on with the student.”



## STUDENT-VETERANS FINDINGS

Continued

**Do you think that student-veterans require different classroom because of PTSD or TBI?**

- ◉ “Those with memory problems. I have memory problems but do well in college”.
- ◉ “Depends on the individual.”
- ◉ “Honestly, I don’t know because, I have never been in class with another student-veteran.”

## STUDENT-VETERANS FINDINGS

**What can faculty do to better accommodate your disability in the college classroom?**

- ◉ “I like the PowerPoints because I do not have to take many notes.”
- ◉ “ I like the outlines of the lessons that my professor uploads to Black Board so I can go back look at it and print it to hang on too.”
- ◉ “I like the Hybrid Calculus class that is online. We meet in class but there are some students that do not come to class. The professor records the lectures and put them online with lecture notes.”

## STUDENT-VETERANS FINDINGS

**Is there anything else you would like to add?**

- ◉ “I would not mind having a mentor program with someone to check on me and see how I am doing.” A professor who was a veteran and teaches math was my mentor first semester.”
- ◉ “I would like to have veteran representation at the building not someone I have to email. I want a physical person because he advisor deflects me to someone else that is not there.” I should have the same services as other student’s and not be discriminated against.”

## STUDENT-VETERANS FINDINGS

**Is there anything else you would like to add?**

- ◉ “The Community College does a great job taking care of student-veterans. I have met nothing but friendly staff who helped me. I have not had a bad experience.”

## CONCLUSION

### Student-Veterans

- ◉ Student-veterans are private.
- ◉ There is no where on campus student-veterans hang out.
- ◉ They want a physical person on campus to address classroom accommodations.
- ◉ They did not know the different types of classroom accommodations for PTSD or anxiety which is the reason they did not request them.
- ◉ They liked smaller classes, power points with notes, video recordings of classroom lectures.
- ◉ Professors are friendly and eager to assist.

## CONCLUSION

### Student-veterans

- ◉ Alpha suggested a mentor program where student-veterans would have there own point of contact to address any student-veteran issues.
- ◉ Charlie wanted a veterans advisor on campus that he could go too. Charlie felt that he was being discriminated against by not having the same supports that other students had on campus.

## THEMES EXPLORED

### Faculty

#### Faculty Understanding of Student-Veterans in the Classroom

## FACULTY FINDINGS

### How are you aware of student-veterans that require classroom accommodations?

- “They have met with the disability service person and have a form with their disability accommodations written on the form. Then the Professor would just makes the accommodations.”
- “There would be a relationship with the disability services person and our veteran’s affairs representative.”
- “The only way I would know is if they go through disability services.”

## FACULTY FINDINGS

**How are you aware of student-veterans that require classroom accommodations?**

- ◉ “If they go through the accommodation process I am given paperwork. If they come to me and say they need an accommodations, I tell them who they have to see.”
- ◉ “ I go around the ask and it is on my power point slide too.”

## FACULTY FINDINGS

**What type of classroom accommodations do you know about?**

- ◉ Having a tape recorder and **EXTRA TIME** to take quizzes
- ◉ Allowed to take exam in quiet place s through testing centers
- ◉ “I am allowed to record my lectures.”
- ◉ Having a interpreter and transcription services
- ◉ “ They get extra resources.”
- ◉ “Being mindful of loud noises in the class.”

## FACULTY FINDINGS

**Have you been able to provide the classroom accommodation requested by the student-veterans?**

- “Yes, no problem.”
- “Yes, they may not want to go through disability services. They might have a hard time juggling. I do this for all of my students. I might reopen an assignment to work with their schedule.”
- “VA appointments are hard to get so I will help accommodate.”

## FACULTY FINDINGS

**What classroom accommodations have student-veterans asked of you?**

- “Nothing Specific of me.”
- “I do not think anyone has anything of me.”
- “I have not had any student-veteran ask for any accommodations.”
- “I have not had anyone ask me for anything special at all.”

## FACULTY FINDINGS

Is there anything else you would like to add?

- ◉ “I do not know if a student is a veteran unless they tell me. I can gage it by there mannerism. They speak and behave differently. I am sure that I have some that have not come out.”
- ◉ “I have worked with student-veterans from the military and tried to mentor them.”
- ◉ “Most of them have seen combat.”

## FACULTY FINDINGS

### Summary

- ◉ If student-veterans do not self-identify it is hard to know whether they are veterans or need classroom accommodations.
- ◉ Student-veterans are normally recognized by their mannerisms and maturity.
- ◉ Faculty recognize student-veterans by what they heard on television.
- ◉ Classroom accommodations are provided when something in writing is presented from the disability services.

## FACULTY FINDINGS

### Summary

- ◉ Faculty at the community college are very interested in being apart of the research to learn more about student-veterans.

## HELPFUL REFERENCES

U.S. Department of Veterans Affairs  
<https://www.va.gov/>

Indiana Department of Veterans Affairs  
<https://www.in.gov/dva/>



Classroom Accommodation for Student-Veterans Attending Community Colleges

Staff and Faculty Professional Development Training

Day 2: Findings from the perspective of student-veterans

Training Time: 8 hours

Presenter: Terry Mc Quay

**Objectives/Learning Outcomes**

Understanding and creation of classroom accommodations

Awareness of one's own strength to create and implement accommodations in your  
classroom for student veterans

**Training Materials/ Resources**

Laptop

Projector

Notepad/ink pen

Power point presentation

Copier

Classroom with tables, chairs, and podium

Paper and ink pen

## Classroom Accommodations for Student-Veterans Attending Community Colleges

## Staff and Faculty Professional Development Training

**Day 2: Attendance Time: 8am to 4pm**

	Last Name	First Name	Signature	Department
1				
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15				

Classroom Accommodations for Student-Veterans Attending Community Colleges

Staff and Faculty Professional Development Training

Day 2 Experiences of student-veterans and possible accommodations

8:00-8:30 Sign in and light refreshments of Presenter and recap of day 1

8:30-8:45 Introduction of presenter and recap of day 1

8:45-10:15 – Learning Activity: Break into groups and write down three possible classroom accommodations for student-veterans with PTSD/TBI.

10:15-11:45 – Each group will present their classroom accommodations. Also, discuss why they chose it and how they might implement it in the classroom.

11:45- 1:00 - Lunch Break

1:00- 3:00 – Learning Activity Continued: Group discussion on classroom accommodations that can be implemented in the classroom. Also, discuss other campus activities that can be implemented to assist student-veterans.

3:00- 3:15- Break

3:15-3:45- Learning Activity: Each participant will be allowed to share their feelings on how comfortable they feel implementing classroom accommodations

3:45 3:55 - Day 2 Training Evaluation Form

3:55-4:00 - Closing remarks

Day 2: Professional Development Training Evaluation Form (Handout)

Topic: PTSD/TBI

Presenter: Terry Mc Quay

Please complete and return this form to the presenter at the conclusion of the professional development training to provide feedback regarding the effectiveness of the training.

Thank you for your participation!

Post Training Survey	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither Agree or Disagree
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The trainer was knowledgeable of the content

You will be able to apply what you learned from the training in the classroom

The training was informative and easy to understand

The training atmosphere was welcoming

The audio and power point slides could be seen and heard well

Training Strengths:

Improvement Recommendations:

Additional Comments:

Classroom Accommodations for Student-Veterans Attending Community Colleges

Staff and Faculty Professional Development

Day 3: Creating classroom accommodations

Training Time: 8 hours

Presenter: Terry Mc Quay

Objectives/Desired Outcomes

Awareness of student-veterans and faculty perceptions

Better understanding of how to assist student-veterans on campus

Strategies to implement in the classroom to accommodate student-veterans

Training Materials/ Resources

Laptop

Projector

Notepad/ink pen

Power point presentation

Copier

Classroom with tables, chairs, and podium

## Classroom Accommodations for Student-Veterans Attending Community Colleges

## Staff and Faculty Development Training

**Day 3: Attendance Time: 8am to 4pm**

	Last Name	First Name	Signature	Department
1				
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Classroom Accommodations for Student-Veterans Attending Community Colleges

Staff and Faculty Development Training

Day 3

8:00-8:30 - Sign in and light refreshments

8:30-8:45 - Introduction of Presenter and recap of day 2

10:00-11:45- Learning Activity/Handout: Participants will be divided into groups. Each group will be given a PTSD/TBI scenario of a student-veteran and write down four classroom accommodations

11:45- 1:00- Lunch Break

1:00-2:30 – Learning Activity: Each group will present their scenarios and classroom accommodations. Feedback will be allowed from the audience after each group present

2:30-2:45- Break

2:45 - 3:15 - Handout of certificates of appreciation for participating in the training

3:15 - 3:30 - Day 2 Training Evaluation Form

3:30 - 3:45 - Post Training survey

3:45 - 4:00 - Closing remarks

## Day 3: Professional Development Training Evaluation Form (Handout)

Topic: PTSD/TBI

Presenter: Terry Mc Quay

Please complete and return this form to the presenter at the conclusion of the professional development training to provide feedback regarding the effectiveness of the training.

Thank you for your participation!

Post Training Survey	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither Agree or Disagree
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The trainer was knowledgeable of the content

You will be able to apply what you learned from the training in the classroom

The training was informative and easy to understand

The training atmosphere was welcoming

The audio and power point slides could be seen and heard well

Training Strengths:

Improvement Recommendations:

Additional Comments:



Classroom Accommodations for Student-Veterans Attending Community Colleges

Staff and Faculty Professional Development Training

Post-training Survey: The purpose of this survey is to rate your perception/understanding of classroom accommodation for student-veterans with PTSD and TBI upon completion of the three-day training

Instructions: Please read and circle an answer

Please read each question: Circle/Yes, No, Maybe, Somewhat

Do you have better knowledge of student-veterans? yes, no, maybe, somewhat

Do you have a better understanding of classroom accommodation for student-veterans with PTSD/TBI? yes, no, maybe, somewhat

Do you have better knowledge of the different types of classroom accommodations for student-veterans? yes, no, maybe, somewhat

Do you better understand the difference between PTSD and TBI? yes, no, maybe, somewhat

Do you have better knowledge of what student-veterans experience in combat? yes, no, maybe, somewhat

After the three-day training are you better equipped to provide classroom accommodations to student-veterans with PTSD and TBI? yes, no, maybe, somewhat

## Handout for Vignettes

## VIGNETTES

**Vignette 1: Mr. Marine**

This was his second deployment to Iraq. He was in charge of 250 marines. His unit lost nine soldiers over six months. His fellow comrades lost arms and legs and other had serious gunshot wounds. Now, he is at home and retired from the military. He has flashbacks from the wars and attend therapy. He said that "he just hates to think of losing soldiers and the wounds they sustained hunts him". He is enrolled in the community college and do not know any other veterans. He attends full-time and in his second semester. He disclosed to his teachers that he is a veteran and has flashbacks. One time he had to leave the classroom when one of his teachers showed a movie about the war in Iraq. He suffers from PTSD but is open about his condition. His teachers are willing to help him but do not fully understand his condition. There are other faculty who served in the military who might be able to help his professors understand PTSD.

**Vignette 2: Ms. Army**

Ms. Army is a single mother and served 10 years in the military. She was stationed in Germany for three years and traveled throughout the state. After being out of the military for 6 years she decided to join the National Guard. Then she deployed to Iraq with the unit for one year leaving behind her family. She was the commander's driver while stationed in Iraq and has seen combat. There were many days when she thought that she would die in the war because many soldiers died or were injured. After returning home, she was diagnosed with PTSD and anxiety while suffering from survivor's remorse. She attends therapy and takes medication for PTSD and Anxiety. She is enrolled in the classes part-time at the community college.

## VIGNETTES

**Vignette 3: Mr. Army**

Mr. Army served 20 years in the military. He is married and has three children. He deployed three times during Operation Iraqi Freedom. He receives compensation for PTSD and TBI. He suffers from blurry vision and has trouble remembering new information. During his three tours he saw a lot of his comrades killed. He is happy to be home but still have night mares. Currently, he is enrolled in college and this is his first semester. He is afraid that his classmates may think he is weird because he tends to ask lots of questions and sit away from others. He contacted the disability service office through email because there is no one campus. Mr. Army feels alone on the campus and wonders if any of his professors are veterans. Mr. Army wonders if other soldiers on campus have TBI.

**Vignette 4: Ms. Marine**

Ms. Marine is married and has three children. She is very busy and does not have time to attend school full-time. She served 4 years in the Marines and one tour in Afghanistan as a supply specialist. When she returned home any noise would scare her. As a supply specialist, she would accompany soldiers on mission throughout the day and night. One time an Improvised Explosive Device (IED) blew up a vehicle on a convey that she was a part of and killed the soldiers. It still haunts her and she attends therapy monthly to address her trauma. Ms. Marine attends the local community college part-time and misses' class when she does not have a babysitter. Ms. Marine says that she can still complete her work through blackboard because the teachers upload all assignments. Ms. Marine would like information on veteran's compensation, medical, and educational benefits. The professors are really nice and create a welcoming environment in the classroom. Ms. Marine would love to graduate and apply for disability compensation.

## Helpful Resources

Staff and Faculty Professional Development Training

Video: Veterans in Your Classrooms: Successful Strategies and Interventions

<https://www.youtube.com/watch?v=LYYMPUooxMU>

[Department of Veterans Affairs https://www.va.gov/](https://www.va.gov/)

Resources-DAV <https://www.dav.org/veterans/resources/>

Veteran Crisis Line 24/7: 800-273-8255 and press 1, [Text 838255](https://www.va.gov/text838255/), or [if you have hearing](https://www.va.gov/hearingloss/)

[loss 800-799-4889](https://www.va.gov/hearingloss/)

VA Campus Tool Kit- <https://www.mentalhealth.va.gov/studentveteran/>

## Appendix B: Interview Protocol for Student Veterans

Project: Classroom Accommodations for Student-Veterans Attending Community

Colleges

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

The purpose of this case study will be to (a) explore both the perceptions of student-veterans with PTSD or TBI concerning classroom accommodations for their disability at one community college in Indiana and (b) the perceptions of faculty regarding classroom accommodations of student-veterans with a PTSD or TBI at one community college in Indiana

Student-veterans and faculty will be interviewed. Names will not be mentioned in the study, and the data will be stored in a secure location. The interview will be 45 minutes with structured open-ended questions. Student-veterans and faculty will sign an informed consent that outlines the guarantee of confidentiality.

(Make sure the interviewee has read and signed the consent form)

(Turn on the recorder and test it)

Demographic Questions:

1. How long have you attend this community college?

2. How many years did you serve in the military?

3. Can you tell me of your tours of duty?

Interview Questions:

4. What type of classroom accommodations do you know about? (RQ1)

5. Are you aware of the process for requesting classroom accommodations? (RQ1)

6. Have you ever asked for classroom accommodations? Why or Why not? (RQ1)

7. Do you think that student-veterans require different classroom accommodations because of PTSD or TBI than non- student-veterans in the college classroom? Why? (RQ1)

8. What can faculty do to better accommodate your disability in the college classroom? (RQ1)

9. Is there anything else you would like to add? (RQ1)

(Thank the participants for their cooperation and participation in the interview. Assure them of the confidentiality of the responses and the potential for future interviews)

### Appendix C: Interview Protocol for Faculty

Project: Classroom Accommodations for Student-Veterans Attending Community

Colleges

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

The purpose of this case study will be to (a) explore both the perceptions of student-veterans with PTSD or TBI concerning classroom accommodations for their disability at one community college in Indiana and (b) the perceptions of faculty regarding classroom accommodations for student-veterans with PTSD or TBI at one community college

Student-veterans and faculty will be interviewed. Names will not be mentioned in the study, and the data will be stored in a secure location. The interview will be 45 minutes with structured open-ended questions. Student-veterans and faculty will sign an informed consent that outlines the guarantee of confidentiality.

(Make sure the interviewee has read and signed the consent form)

(Turn on the recorder and test it)

#### Demographic Questions:

1. How many years have you been a professor at this community college?
2. What is your definition of a student-veteran?

3. What do you know about student-veterans returning from Iraq or Afghanistan?

Interview Questions:

4. How are you aware of student-veterans that require classroom accommodations?

(RQ2)

5. What type of classroom accommodations do you know about? (RQ2)

6. What classroom accommodations have student-veterans asked of you? (RQ2)

7. Have you been able to provide the classroom accommodations requested by student-veteran? (RQ2)

8. Is there anything else that you would like to add? (RQ2)

(Thank the participants for their cooperation and participation in the interview. Assure them of the confidentiality of the responses and the potential for future interviews)