

EDUC 2301: Introduction to Special Populations

Fall 2013 Syllabus

Faculty Information

Name: Dr. Kathy Jones

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Phone: 432-230-0130

Office: LRC 315

Office Hours	
Campus Office Hours:	1:30 to 3:30 PM M, W, Th 8:15 to 9:15 AM T, Th 6:30 to 8:30 PM T
Online Office Hours:	by appointment

About Your Instructor

Dr. Kathy Jones grew up in Odessa, Texas. For 13 years, she lived with her husband and four children on the Pacific island of Pohnpei in the Federated States of Micronesia. She has a Masters of Arts in Reading and an Ed.D. with a concentration in Administrator Leadership for Teaching and Learning . Her Texas teaching certificates include Master Reading Teacher, English as a Second Language, Special Education, and Elementary Education. Having been in education for over 15 years, she has experience teaching at the elementary, secondary, and collegiate levels. In addition, she has served as a Reading Coordinator and 504/Dyslexia Coordinator at the district level.

Preferred Method of Communication:

Students can feel free to call or Dr. Kathy Jones on her cell phone (432-230-0130) or email her at ksjones@odessa.edu. She generally responds within 24 hours. If she does not respond within 24 hours, please use an alternative method. For example, if you emailed then try to call or text.

Expectations for Engagement for Instructor:

As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

provide my contact information at the beginning of the syllabus;

respond to all messages within 24 hours if received Monday through Thursday, and within 48 hours if received Friday through Sunday; and,

notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of during the time I am unavailable.

As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

provide clear information about grading policies and assignment requirements in the course syllabus, and

communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

post grades for discussion postings within one week of the discussion thread closing.

provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Textbook Information and Required Hardware/Software

Textbook(s):

You must purchased the required materials:

Lewis, R. B., & Doorlag, D. H. (2006). Teaching Special Students in General Education Classrooms (8th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Pelzer, D. (1995). A Child Called "IT": One Child's Courage to Survive. Deerfield Beach, FL: Health Communications, Inc.

Information About the Course

Course Description

EDUC 2301 Introduction to Special Populations

An enriched, integrated pre-service course and content experience that:

- 1) provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning;
- 2) provides students with opportunities to participate in early field observations of P-12 special populations;
- 3) is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards;
- 4) includes a minimum of 16 contact hours of field experience in P-12 classrooms with special populations; and

Course Prerequisites:

EDUC 1301: Introduction to the Teaching Profession

Course Topics:

Success for all Students in the General Education Classroom

Collaboration and the Team Approach

Diversity in Today's Classroom

Adapting Instruction

Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorders

Teaching Students with Intellectual Disabilities

Teaching Students with Behavioral Disorders

Teaching Students with Autism Spectrum Disorders

Teaching Students with Physical and Health Impairments

Teaching Students who are Gifted and Talented

Teaching English Learners

Grading

Type of Assignment	Percentage/Points	Learning Objective
Exam #1 Chapters 1, 2, 4, 5	20%	
Exam #2 Chapters 10-11	20%	
Exam #3 Chapters 12, 14	20%	
Exam #4 Chapters 15, 17, 18	20%	
Final Project	10%	
Final Exam	10%	
100%		TOTAL

Grading Scale:

"A" = 90-100

"B" = 80-89

"C" = 70-79

"D" = 60-69

"F" = 0-59

Grading Policy:

Please understand that this is a required course for the Associate of Arts in Teaching program in order to prepare you to teach. Quality work and active participation is expected and not to be negotiated. You can expect feedback on assignments within a week's time.

Student Course Participation

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will identify alternative computer and internet access in case my primary computer crashes or my internet service is unavailable;

recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,

understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to

getting "kicked off" of the system during tests or quizzes;

having trouble submitting assignments; and

dealing with a traumatic personal event.

As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will seek out help from my instructor and/or from tutors;

ask questions if I don't understand; and

access my course several times during the week to keep up with assignments and announcements.

Course Policies

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Digital Protocol

Any written assignments will be submitted electronically on Blackboard. The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time. Back-up and/or additional copies of all assignments submitted is encouraged. Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments. If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be WORD documents (doc or docx).

Attendance Policy

Students are expected to log in and submit assignments weekly.

AVID

This course has been identified as a course by Arts and Sciences as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the teaching program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. All grades are final.

General Course Requirements

Log in weekly and submit assignments.

Contribute and cooperate with civility.

Submit assignments on time. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.

Incomplete Policy

An 'Incomplete' grade may be given only if:

The student has passed all completed work

If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Course Schedule

EDUC 2301 Calendar

Fall 2013

Week	Assignments
1 Aug. 25 to 29	<p>Purchase textbook: Teaching Students with Special Needs in General Education Classrooms by Lewis and Doorlag.</p> <p>Purchase: A Child Called It by Dave Peltzer.</p> <p>Go through each button in blackboard to make sure you understand how this Blackboard Class works.</p> <p>Email ksJones@odessa.edu what district you are planning to do your 6 hours of observation in.</p> <p>Email ksJones@odessa.edu what size T-shirt you need. You must wear the OC uniform t-shirt when observing.</p>
2 Aug. 30 to Sept. 5	<p>Read Chapter 1: "Success for All Students in the General Education Classroom".</p> <p>Listen to lecture.</p>

	<p>Cornell notes on Chapter 1 in textbook due September 5.</p> <p>Complete discussion board assignment</p> <p>Read Chapter 1 in A Child Called It.</p> <p>Respond to “Thoughts to Consider” paper.</p>
<p>3</p> <p>Sept. 6 to 12</p>	<p>Read Chapter 2: “Collaboration and the Team Approach”.</p> <p>Listen to lecture.</p> <p>Cornell notes on Chapter 2 in textbook due September 12.</p> <p>Complete discussion board assignment.</p> <p>Read Chapter 2 in A Child Called It.</p> <p>Respond to “Thoughts to Consider”.</p>
<p>4</p> <p>Sept. 13 to 19</p>	<p>Read Chapter 4 : Diversity in Today’s Classrooms”.</p> <p>Listen to lecture.</p> <p>Cornell notes on Chapter 4 in textbook due September 19</p> <p>Complete the discussion board assignment</p> <p>Read Chapter 3 in A Child Called It.</p> <p>Respond to “Thoughts to Consider”.</p>
<p>5</p> <p>Sept 20 to 26</p>	<p>Read Chapter 5: “Adapting Instruction”.</p> <p>Listen to lecture.</p> <p>Cornell notes on Chapter 5 in textbook due September 26</p> <p>Complete the discussion board assignment</p> <p>Review for test on Exam #1 over Chapters 1, 2, 4, and 5.</p> <p>Take Exam #1. Five bonus points for notes.</p>
<p>6</p> <p>Sept 27 to Oct. 3</p>	<p>Read Chapter 10: “Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorders”.</p> <p>Listen to lecture.</p>

	<p>Cornell notes on Chapter 10 in textbook due October 3.</p> <p>Complete the discussion board assignment.</p> <p>Read Chapter 4 in A Child Called It.</p> <p>Respond to “Thoughts to Consider”.</p>
<p>7</p> <p>Oct. 4 to 10</p>	<p>Read Chapter 11: “Teaching Students with Intellectual Disabilities”.</p> <p>Listen to lecture.</p> <p>Cornell notes on Chapter 11 in textbook due October 10.</p> <p>Complete the discussion board assignment.</p>

<p>8</p> <p>Oct 11 to 17</p>	<p>Review for Exam #2.</p> <p>Take Exam #2 over Chapters 10 and 11. Five bonus points for notes.</p>
<p>9</p> <p>Oct 18 to 24</p> <p>2nd 8 weeks begins</p>	<p>Read Chapter 12: “Teaching Students with Behavior Disorders”.</p> <p>Listen to lecture.</p> <p>Cornell notes on Chapter 12 in textbook due October 24.</p> <p>Complete the discussion board assignment</p> <p>Read Chapter 5 in A Child Called It.</p> <p>Respond to “Thoughts to Consider”.</p>
<p>10</p> <p>Oct 25 to 31</p>	<p>Read Chapter 14: Teaching Students with Autism Spectrum Disorder”.</p> <p>Listen to lecture.</p> <p>Cornell notes on Chapter 14 in textbook due October 31.</p> <p>Complete the discussion board assignment</p> <p>Read Chapter 6 in A Child Called It.</p> <p>Respond to “Thoughts to Consider”.</p>

	<p>Review for Exam #3 over Chapters 12 and 14.</p> <p>Take #Exam #3 over Chapters 12 and 14.</p>
<p>11</p> <p>Nov. 1 to 7</p>	<p>Read Chapter 15: "Teaching Students with Physical and Health Impairments".</p> <p>Listen to lecture.</p> <p>Cornell notes on Chapter 15 in textbook due November 7.</p> <p>Complete the discussion board assignment.</p>
<p>12</p> <p>Nov 8 to 14</p>	<p>Read Chapter 17: "Teaching Students Who Are Gifted and Talented".</p> <p>Listen to lecture.</p> <p>Cornell notes on Chapter 17 in textbook due November 14.</p> <p>Complete the discussion board assignment</p> <p>Compare and contrast the two articles "Difference Between a Bright Child and a Gifted Child" and "The Nine Types of Intelligence".</p> <p>Read Chapter 7 in A Child Called It.</p>
<p>13</p> <p>Nov 15 to 21</p>	<p>Read Chapter 18: "Teaching English Learners".</p> <p>Listen to lecture.</p> <p>Cornell notes on Chapter 18 in textbook due November 21.</p> <p>Review for Exam #4 over Chapters 15, 17, and 18.</p> <p>Take Exam #4 over Chapters 15, 17, and 18</p>
<p>14</p> <p>Nov. 21 to 28</p> <p>Thanksgiving</p>	<p>Submit any missing assignments.</p> <p>Begin working on Final Project</p>
<p>15</p> <p>Nov. 29 to Dec. 5</p>	<p>OBSERVATION HOURS DUE!!!!</p> <p>Complete one of the projects and submit before December 5.</p> <p>Review for the Final</p>

16	TAKE FINAL BEFORE TUESDAY, DECEMBER 10.
Dec. 6 to 10.	

Institutional Core Objectives (ICOs)

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: Odessa College Catalog of Courses 2012-2013, page 73)

Odessa College's Institutional Core Objectives (ICOs):

Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

ICOs 1 and 3 are applicable to EDUC 2301.

Course Objectives

To provide an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity through:

Participation in field observations of special populations

Analysis of current educational trends, issues, and topics related to special populations

Application of the Pedagogy and Professional Responsibilities Standards to the field observations

Learning Outcomes

Discuss the Pedagogy and Professional Responsibility Standards as applicable to the 16 hours field experience

Explain major political economic, legal and social issues affecting the education of students identified in special populations

Discuss major educational trends related to special education, bilingual education, gifted and talented, and at risk students

Formulate and describe a personal philosophy of education as it related to special populations

Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities
<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a

test, plagiarism and collusion.

"Cheating on a test" shall include:

Copying from another student's test paper

Using test materials not authorized by the person administering the test.

Collaborating with or seeking aid from another student during a test without permission from the test administrator.

Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.

The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.

Substituting for another student, or permitting another student to substitute for one's self, to take a test.

Bribing another person to obtain an unadministered test or information about an unadministered test.

"Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

"Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: Odessa College Student Handbook 2012-2013, page 29-30)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA), unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities

which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: Odessa College Catalog of Courses 2012-2013, page 52)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F." (Source: Odessa College Catalog of Courses 2012-2013, page 36)

Student Support Services and Technical Support

Blackboard Support

I can't log into my Blackboard Course, who do I contact?

Contact the Student Success Center: 432-335-6673 or online at

https://www.odessa.edu/dept/ssc/helpdesk_form.htm. The SSC can provide you with your Blackboard login name. If you are not sure what your password is, they can reset your password.

I'm having a problem in my Blackboard Course, who do I contact?

For any problem that you have in your online course, always contact your Instructor first. Refer to the Instructor's Contact Information area of the Syllabus for their preferred method of contact and the expected response time.

Additional Blackboard Help Resources:

Service	Assistance Provided	Available
Blackboard Help for Students	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online Click here.
Blackboard On Demand Learning Center for Students	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online Click here.
Blackboard Collaborate: First Time Users	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online Click here.
Blackboard Collaborate: Essentials for Participants	This website provides essential information for Participants of Collaborate sessions. Any Collaborate user, whether first-time or experienced, would benefit from reviewing the information here.	Online Click here.

Student E-mail Support

How do I set up, access, or update my Odessa College Student E-mail account?

Go to this website and follow the directions on the page: <http://www.odessa.edu/gmail/>.

I can't access my student email! I forgot my password!

Contact the Student Success Center: 432-335-6673 or online at

https://www.odessa.edu/dept/ssc/helpdesk_form.htm. They can provide you with assistance in accessing your student email (created by OC) and can also assist with resetting your student email password. Make sure to have your student ID number available!

Your Blackboard login name is associated with your OC created student email account. All Correspondence for this course will be submitted using your Odessa College student email address.

Support for Students with Disabilities

How do I contact the Office of Special Populations?

Main Number	432-335-6861
Campus Location	SUB 204N in the Student Union Building
Email	Becky Rivera-Weiss - brivera@odessa.edu
Website	To find out more about services provided by the Special Populations office, please visit: http://www.odessa.edu/dept/counseling/disabilities/index.htm

Learning Resources Center (LRC; Library)

How do I contact the Learning Resource Center?

Main Number	432-335-6640
FAQ Service	LibAnswers: http://libanswers.odessa.edu
Contact a Specific OC Librarian	Pat Quintero at 432/335-6350 or pquintero@odessa.edu Donna Clark at 432/335-6645 or dclark@odessa.edu Carolyn Petersen at 432/335-6641 or cpetersen@odessa.edu
LRC Services and Guidelines Website	https://www.odessa.edu/dept/library/services/index.htm

Equipment and Services Provided:

The Murry H. Fly Learning Resources Center (LRC) supports the college's curriculum resulting in a primary emphasis on each student's individual study and research needs. The faculty and staff work with the LRC's Technical Services and Public Services Departments in choosing materials to support all college programs. More than 59,000 books, 50,000 electronic books, 350 current periodicals, 6,700 media holdings, eight newspapers, and 60 databases are available to enhance the educational process.

Equipment/Services Available	Used For	Available
Books, videos, CDs	Research	On Campus and Online
Specialized databases not available online for free	Research	On Campus and Online
Magazines, newspapers, & scholarly journals	Research	On Campus and Online
Computers	Research & word processing	On Campus
Selected textbooks for short-term use	Course work	On Campus
Trained staff	Answer "where do I find?"	On Campus and Online
Tutorials	Tips for research strategies	On Campus and Online
Photocopiers, VHS/DVD players, FAX service	For course work	On Campus
Quiet study areas	For course work	On Campus

Student Success Center (SSC) / AVID Center

How do I contact the Student Success Center?

Appointments are preferred, but walk-ins will be served as soon as possible.

Main Number	432-335-6673
Campus Location	1st floor of the Library
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Assistance / Chat	Click Here (If no one is currently available, please put your email and question(s) in the appropriate areas of the form and hit 'send.' Your question(s) will be addressed as soon as an SSC staff member becomes available.)

Equipment and Services Provided:

The purpose of the Odessa College Student Success Center is to provide assistance to students in meeting their academic and career goals. The SSC strives to continually provide new and updated resources that will empower all Odessa College students to succeed at OC and beyond.

Equipment/Services Available	Used For	Available
Tutoring by CRLA & Avid trained tutors	Understanding course work and motivation	On Campus and Online Click here for more information.
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online Click here for more information.
Study Skills	Tools needed to succeed	On Campus and Online Click here for more information.

Basic Technology	To navigate classes, email, etc.	On Campus and Online
Plato Web	Practice for TEAS test and basic math, science, etc.	On Campus and Online Click here for more information.
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online Click here for more information.
Student Orientation/Tour	Show individual students where their classes will be. SIS presentation	On Campus
M.O.R.E. Mentoring Program	Networking, tips to navigate college life successfully	On Campus Click here for more information.
Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online Click here for more information.

Veterans Support

How do I contact the office for Veteran's Outreach?

Main Number	432-335-6833
Campus Location	204M (Help Center) in the Student Union Building
Email	Gloria Rangel - grangel@odessa.edu
Website	To find out more about services provided by the Veteran's Outreach office, please visit: http://www.odessa.edu/dept/counseling/veterans/index.htm

