

# CDEC 2304 W50C

## Child Abuse and Neglect

### Spring 2014

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#### Faculty Information



**Name:** Mary L. Hanson

**E-Mail:** [mhanson@odessa.edu](mailto:mhanson@odessa.edu)

**Phone:** 432-335-6483

**Office:** Rm 120 in Sedate Hall located in the Children's Center, the day care here on campus.

#### Office Hours

##### Campus Office Hours:

Monday 9-1  
Tuesday 11-11:30  
Wednesday 9-1  
Thursday 11-11:30  
Friday 12-1

##### Online Office Hours:

Same as campus office hours. I check my email twice a day M-F and once a day on Sat and Sun.

#### About Your Instructor

*I have been a teacher for over 20 years. As it does age me, it has also provided me with knowledge that a textbook alone could never do. My background includes teaching kindergarten, preschool and as you'd guess, college. The age gap from teaching the very young to the adult may seem odd. However, I enjoy working with persons who want to learn; to improve themselves. It keeps me positive and energied. As an academic language therapist, I've also tutored individuals of all ages who have dyslexia*

or some other form of learning disability. It is my mother's legacy to me as she was the best teacher ever:). I have adopted her theory that all persons can learn. If they are having difficulty mastering a concept, it is the teacher's responsibility to provide the information in such a way that the students will be successful. The following is a list of my educational background: Bachelor's of Science degree in Elementary Education with a minor in Special Education; Kindergarten/Early Childhood Endorsement Certification; Master's of Arts in Educational Administration from UTPB; certification in Mid-Management; Academic Language Therapist from the Southwest Multisensory Training Center in Daolas, TX; Dyslexia Therapist; Qualified Instructor for dyslexia.

### **Preferred Method of Communication:**

Please call or email me when you have questions/concerns. The quickest way to get in touch with me is gthrough email: [mhanson@odessa.edu](mailto:mhanson@odessa.edu). I check my email twice a day M-F and once on Sat and Sun. My work number is 432-335-6483. I will call you back that weekday if you have called before 1pm. If is is after 1pm, then I'll call you the following day. Call my home, please, with emergencies only, and never after 8pm: 432-272-3436. Most importantly, do not hesitate to communicate with me. I'm here to help. I'm excited about your future.

Because I teach several courses, please state your first and last name when calling and/or emailing me. Each time you communicate with me, state or write which class you are referring to via EDUC 1301 or Intr to teaching. This one step will make both of our lives easier not to mention that I'll be able to get back to you quicker:).

### **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):**

*Understanding Child Abuse and Neglect by Cynthia Crosson-Tower, 8th edition. I'm not picking on the edition. The information is essentially the same. Pearson is the publisher and the ISBN is: 0-205-76915-2.*

### **Hardware:**

#### **BASIC**

computer skills:

- a. Use a mouse to select and highlight menu commands and tools
- b. Open, close, and re-size windows
- c. Use scroll bars and otherwise navigate in a Windows environment as well as on the Internet

- d. Send and receive email
- e. Attach and retrieve files (such as Word, WordPerfect, or rich text format files)
- f. Copy and paste documents into an email or other electronic document

## **Software:**

*Adobe Reader for viewing PDF articles in the course*

## **Information About the Course**

### **Course Description**

CDEC 2304 Child Abuse and Neglect

(19.0709) (3-0) 3 hours

Methods used in the identification of physical, emotional and sexual abuse and neglect with an

emphasis on developing skills for working with children and families. Includes methods of referral to public and private agencies that deal with investigation and treatment. Reviews current federal, state and local child abuse laws, including Texas licensing standards. (ICO 6) Prerequisite: None.

### **Course Student Learning Outcomes**

1. Explain historical/legislative developments related to child abuse and neglect.
2. Distinguish between "child abuse" and "child neglect".
3. Identify types of abuse and types of neglect.
4. Describe characteristics of abused and/or neglected children.
5. Analyze characteristics of abusive/neglectful adults.
6. Describe methods for child abuse prevention.

7. Identify sources of support & assistance for abusive and/or neglectful parents.
8. Describe actions teachers should take in cases of suspected child abuse.
- 9. Plan techniques that teachers can utilize to help abused/neglected children.**
10. **Suggest program practices to help protect teachers from allegations of child abuse.**

## Course Prerequisites:

None

## Course Topics:

### Grading



Type of Assignment	Percentage/Points	Learning Objective
Discussion Questions	10%/100 points	
Sections/Review Questions	50%/500 points	
Volunteer	10%/100 points	
Helping Someone	10%/100 points	
Paper	10%/100 points	
Final	10%/100 points	
	<b>100%/1000 points</b>	<b>TOTAL</b>

## **Grading Scale:**

"A" = 900-1000

"B" = 800-899

"C" = 700-799

"D" = 600-699

"F" = 0-599

## **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.

**As a student, I understand that I will have the opportunity to provide feedback on my experience in this course through an end-of-course Student Evaluation of Instruction (SEI).**

## **Course Policies**

### **Disclaimer**

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in a timely manner.

### **Original Effort**

The work submitted for this course must be original work prepared by the student enrolled in this course.

**For online submissions, 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 students with pertinent information and status reports. Assignments submitted electronically need to follow the file-type requirements provided by the instructor.

### **Attendance Policy**

Students are expected to attend class regularly. (provide attendance process for your class) Your attendance for this class are completing discussion questions as well as communicating with me each week. Please contact each week by Tuesday. Email is the best method. In the email, place the name and number of this class in the subject area. You can send an assignment to get attendance, you can mention in the email that you have completed a discussion question. You can simply say hi. Just make sure that you communicate with me via email EACH week!! Thank you.

## AVID

Avid strategies are designed to further your success in class. Volunteering for the communicating and helping others through another assignment are two examples of AVID strategies in class. Regularly communicating with me and with the other members of the class also make for AVID strategies.

## Grade Inquiry

It is the responsibility of the student to keep track of assignment submissions and grades. At any point, you are welcome to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. [mhanson@odessa.edu](mailto:mhanson@odessa.edu)

You can also click on My Grades to view your grades at any time. If I have not placed your points in within a week of you submitting work, please email me so that your hard work will be recognized.

## General Course Requirements

1. Contact me weekly, preferably by Tuesday of each week.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. All of the assignments are shared on the front end of the class. You are welcome and encouraged to complete assignments early. Late assignments will mean fewer points given; therefore, avoid late assignments when you can. However, late assignments are better than no assignments.**

## Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. 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.



3. An Incomplete form is submitted

## **Course Schedule**

**1. Please contact me each week by Tuesday. The best way to reach me is via email: [mhanson@odessa.edu](mailto:mhanson@odessa.edu). The first email needs to be sent to me by Jan 22nd.**

**2. Start reading your textbook as well as familiarize yourself with the class. The first discussion question is due no later than Jan 27th.**

**3. Section one is due by Feb 3rd. Section one involves chapters 1-4. You are to choose any 8 questions that come from the end of each chapter. Write out the questions, the answers, and the page numbers. Please email me your work. Name the assignment. Please send all four chapters together. I do not mind early work.**

**4. Discussion question 2 is due by Feb 17th.**

**5. Section two is due by Feb 24th. Section two involves chapters 5-8. You are to choose any 8 questions that come from the end of each chapter. Write out the questions, the answers, and the page numbers. Please email me your work. Name the assignment. Please send all four chapters together. I do not mind early work.**

**6. The volunteer work from Harmony Home needs to be going on early on in the semester. More information on this will be sent in your announcements.**

**7. Discussion Question 3 is due by March 17th.**

**8. Section three (chapters 9-12) is due March 24th.**

**9. There is an assignment designed to help others. That assignment is due by March 31st.**

**10. Your paper is due by April 7th. The fourth discussion question due by this date as well.**

**11. Section four is due by April 14th.**

**12. The volunteer work from Harmony Home needs to be complete by March 4th.**

**13. The final is due by April 28th.**

## General Education - Core Objectives (COs)

### Description of Core Objectives (CO'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 (COs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013*, page 73)

### Odessa College's Core Objectives (COs):

1. *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
6. *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### Student Learning Outcomes (SLOs)

The following table details how this course's STUDENT LEARNING OUTCOMES (SLOs) align with COs.

Student Learning Outcome(s)	Core Objectives (CO's)
	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
The students will volunteer at Harmony Home, a child advocacy center.	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## Odessa College Policies

### Tuition Discounts

The **“First Course is Free”** discount waives standard tuition and fees for the first 3 credit hours taken at Odessa College. The discount applies to high school graduates taking their first class at Odessa College as well as transfer students taking their first class at Odessa College.

The **“Academic Progress Discount”** provides a 10% tuition discount upon completion of 30 credit hours until reaching 45 credit hours. It provides a 20% discount upon

completion of 45 credit hours until reaching 60 credit hours. Student must maintain a 2.0 GPA to remain eligible for the discount.

## 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 <http://www.odessa.edu/dept/counseling/disabilities/index.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](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
<b>Blackboard Help for Students</b>	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online <a href="#">Click here.</a>
<b>Blackboard On Demand Learning</b>	This website provides an extensive list of short tutorial videos for student	Online <a href="#">Click here.</a>

<b>Center for Students</b>	activities performed in Blackboard.	
<b>Blackboard Collaborate: First Time Users</b>	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online <a href="#">Click here.</a>
<b>Blackboard Collaborate: Essentials for Participants</b>	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 <a href="#">Click here.</a>

## 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](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?

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

## Learning Resources Center (LRC; Library)

### How do I contact the Learning Resource Center?

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

### 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.*

<b>Main Number</b>	432-335-6673
<b>Campus Location</b>	1st floor of the Library
<b>Website with Additional Help and Information</b>	<a href="http://www.odessa.edu/dept/ssc/">http://www.odessa.edu/dept/ssc/</a>
<b>Live Online Assistance / Chat</b>	<a href="#">Click Here</a> <i>(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</i>

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 <a href="#">Click here for more information.</a>
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online <a href="#">Click here for more information.</a>
Study Skills	Tools needed to succeed	On Campus and Online <a href="#">Click here for more information.</a>
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 <a href="#">Click here for more information.</a>
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online <a href="#">Click here for more information.</a>
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 <a href="#">Click here for more information.</a>

Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online <a href="#">Click here for more information.</a>
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## Veterans Support

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

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