



Teaching English Language Arts II

ENED 4416 (CRN 14305)

Spring 2019

Tuesday, 5:00-7:45 p.m., EB 253

Course Syllabus & Calendar

I. Course Description (from catalog):

3 Class Hours, 0 Laboratory Hours, 3 Credit Hours

Prerequisite: ENGL 3241, ENGL 3310, ENGL 3391, and admission to the English Education program and Yearlong Clinical Experience. Corequisite: ENED 4660

This course addresses the practical application of English Language Arts curricula, learning theories, teaching strategies, instructional materials, and assessment choices within specific teaching contexts. The course emphasizes justifying teaching decisions based on clear rationales anchored in practice, theory, and research; refining the facilitation of high levels of learning in all students through effective practices; and adjusting teaching moves based on evidence, such as classroom self-observation, student response and performance, and student products.

II. Instructor Information:

Name: Dr. Clarice M. Moran

Office: EB 120

Office hours: Tuesdays, 2-4 p.m., Thursdays, 2-3 p.m., or by appointment

Office phone: 470-578-3654

Email: cmoran6@kennesaw.edu

Course website: Google Drive --

https://drive.google.com/drive/u/0/folders/1FgUFYb7Ei0g_vcmCUXzMV9ZxWyUqZukv

III. Course Requirements:

Textbooks:

One professional reading book, selected from the provided list

Supplementary articles and/or chapters (TBA)

Admission to the National Center for Civil and Human Rights (\$16)

Technology Resources:

Google Drive

Chalk and Wire Account that does not expire prior to May 10.

IV. Classroom Protocol

Communication: Face-to-face communication is ideal. Feel free to speak with me before or after class, during my office hours, or whenever my office door is open.

Email: Please use cmoran6@kennesaw.edu email address. I will reply to all of your emails within 24 hours (except on the weekends). I expect the same timeframe for responses from all of you. The

University provides all KSU students with an official email account. As a result of federal laws protecting educational information and other data, *this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.*

Phone: 919-539-7526 (cell phone); (470) 578-2616 (office). Please state your name when you call. You may text my cell phone. However, please provide your name when you text.

Course Attendance Policy: Because so much of your learning will depend on our in-class activities (including discussions and presentations), you must attend class on a regular basis to receive credit for the course. I expect you to attend class for each scheduled session and engage fully in this class and to conduct yourself as a professional-in-training.

Absences: You should strive for no absences in this course. If you miss **three** class meetings, your final course grade will be lowered by **one letter grade**. **If you miss four class meetings, you cannot pass the class.** There is no distinguishing between “excused” and “unexcused” absences, so please factor in travel plans, holidays, schedules, traffic, parking, and your life obligations. In the case of a major emergency or drastic life event, please speak with me.

Tardiness: Arriving late to class and leaving early will also result in consequences; if you arrive after roll has been taken or if you depart before class is dismissed, you are tardy. **Three (3) tardies equal one absence.** If you miss 30 minutes of class at any point during the class meeting times, you will be counted absent—keep in mind, you can still remain in class to participate and receive credit for work completed after your arrival and/or before your departure. *If you can't make it to class on time throughout the semester, please reconsider taking this course.* If you find you have to be absent or tardy, I expect that you will **act in a professional manner** and inform me as soon as possible regarding your absence or delay.

Additionally, if you find you have to be absent or tardy, all assignments and readings stated as being due that day on the course calendar are still due by the start of class. It is your responsibility to send your work with a peer (or provide it electronically) for it not to be considered “late.” **In-class discussions and activities cannot be made up.**

Policy on Late or Missed Work: As a general rule, minor assignments--homework, drafts, and in-class work--will not be accepted. All final drafts of major assignments will be lowered one letter grade for each day they are late. Work is considered late if it is not submitted by the date and time specified on the assignment sheet (i.e., if you post your work late by ten minutes, it is still considered late and will lose points).

If you must turn in a major assignment late, you have three days (72 hours) to receive any credit towards that assignment (losing 10% each day it is late). This includes weekends! After this three-day window, you may not receive points towards that project. However, you must turn in all assignments (whether or not you receive credit) in order to pass the course.

Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a meeting with me (and never on the day the assignment is due). **Because you must turn in all assignments in order to pass this course, you must turn in all major work even if it's late.**

Please note: If you are absent, you are still responsible for material covered in class, and for coming to the next class adequately prepared. Get to know your fellow students, exchange phone numbers and e-mails, and create a supportive network so that if you are absent, you can keep up to speed with the course.

If you are having particular trouble with some aspect of the course—such as completing an assignment, keeping regular attendance, or otherwise meeting expectations—please speak to me right away. Make an appointment with me, or talk to me before or after class.

Just like any commitment, this course requires substantial time and effort. **Expect to spend at least three hours a week *outside of class* on coursework:** reading, taking notes, working on projects and assignments, preparing materials, meeting with other students, etc.

Course Expectations and Etiquette:

- Please give your attention to whomever is speaking or leading a classroom activity. **This may mean closing your laptop, staying off your phone, or otherwise exercising self-discipline.**
- Please follow [general expectations for etiquette](#) with internet/online communications.
- Please demonstrate respect for others in all facets of the course.
- Control your phone; don't let your phone control you.

PROFESSIONALISM STATEMENT

The English Education courses you take provide you with the opportunity to develop the habits essential to successful teachers. These include regular attendance and punctuality; successful completion of work prior to deadlines; active and engaged participation in class activities (including productive collaboration with colleagues); careful revision and proofreading of your written work; proactive research and preparation of course and/or teaching content with which you are unfamiliar; and responsible communication with your instructors and/or supervisors when problems arise. It is vital for you to model the habits of work and of mind that you want your own students to demonstrate, and the English Education faculty expects you to demonstrate these habits throughout your coursework at KSU. Failure to do so will not only impact negatively on your grades in these courses, but could also affect your future success in your own English Language Arts classroom. Take this opportunity to begin transitioning from seeing yourself as a student to imagining yourself as a future teacher.

V. Course Objectives and Professional Standards

This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards:

Organizations and Standards

- [NCTE](#) (National Council of Teachers of English) Standards
- [GAPSC](#) (Georgia Professional Standards Commission)
 - [Teacher Preparation Program Standards](#)
 - GA Educators [Code of Ethics](#)
- [CAEP](#) (Council for the Accreditation of Educator Preparation) Standards
- [InTASC](#) (Interstate Teacher Assessment and Support Consortium) Standards

Candidate Assessment Instruments

The English Education program uses several formal instruments to measure knowledge, skills, and dispositions.

- CAPS (Candidate Assessment on Performance Standards)
- CAR (Candidate Attitudes Rubric)

Learning Outcomes	CAPS	NCTE	InTASC	CAEP	PSC	Aligned Coursework
1. Create lessons that demonstrate backwards design concepts through explicit and coherent connections between objectives, standards, instruction, and assessments.	1, 2, 3, 4, 8	3.1, 3.2, 3.4, 3.6, 4.2, 4.4	2, 3, 4, 5, 6, 7, 8	1.2, 1.3, 1.4	3i, 3viii, 4ii, 4iii, 4iv, 4xi	Task 1 Task 2 Task 3 PBW RN&I
2. Articulate how research and theory supports one's own specific instructional decisions.	3	3.1, 4.2	4, 5, 7, 8	1.2, 1.3	2iv, 3i, 3ii, 3viii, 4iii	Task 1 Task 2 Task 3 TI PRP RN&I
3. Demonstrate how specific knowledge of student differences impacts planning, instruction, and assessment.	1, 2, 3, 4, 5, 6	3.1, 3.2, 4.2, 6.2	1, 2, 3, 5, 6, 7, 8	1.2, 1.3, 1.4	2ii, 2iii, 4i, 4v, 4viii, 4ix, 4xi	Task 1 Task 2 Task 3 TI TAS RN&I

4. Create lesson plans and materials designed to support student development of academic language, including use-based grammar, vocabulary, syntax, and discourse supports.	1, 2, 3, 8	3.1, 4.4, 6.2	2, 3, 4, 5, 6, 7, 8	1.2, 1.3, 1.4	2ii, 3i, 3ii, 3iii, 3viii, 4ii, 4iv, 4v, 4viii	Task 1 PBW RN&I
5. Critically assess student work in order to improve one's own practice and plan for specific future student learning.	5, 6	3.2, 3.4, 4.2	2, 3, 4, 5, 6, 7, 8	1.2, 1.3, 1.4	2i, 2iv, 3v, 4i, 4xi	Task 3 RN&I
6. Demonstrate critical reflection about one's own teaching performance, practice, and feedback on student work.	7, 9	7.1, 7.2	4, 5, 6, 9	1.2, 1.3, 1.4	2i, 2iv, 2v, 3i, 4i, 4v, 4xi	Task 1 Task 2 Task 3 TI TAS RN&I
7. Demonstrate professional behavior (e.g. punctuality, professional appearance, collegiality, etc.)	9, 10	7.1, 7.2	9, 10		2i, 2iii, 2iv, 4i, 4v	TAS PRP RN&I

VI. Evaluation & Grading Scale

Below are brief explanations of the major assignments and projects for this course, along with their point value and percentages. A short description follows, and more detailed explanations and expectations (including scoring criteria) will be provided throughout the semester.

Overview of Assignments

(75 pts.)	Participation
(75 pts.)	Teaching Inquiry
(75 pts.)	Social Justice Presentation
(75 pts.)	Professional Reading Presentation
(80 pts.)	Teaching as Storytelling (20 pts. each)
(30 pts.)	edTPA drafts completed by deadline (10 pts. each)
(175 pts.)	Reflective Narrative & Interview

Assignments/Requirements (see individual assignment sheets for detailed instructions)

1. Participation (P)

75 pts.

Each class session will include various opportunities for you to demonstrate your engagement with and understanding of course topics. To earn the five points available in each class you should come prepared to discuss the evening's topics (which may include supplemental readings), give and receive feedback on written work, and actively participate in other discussions and activities as they arise. **Note: In the event of absence, these points cannot be made up.**

2. Teaching Inquiry (TI)

75 pts.

In a small group setting you will present a scenario you have encountered in your classroom (with a description, artifact, and guiding questions) and facilitate a focused discussion of the scenario, including possible solutions.

3. Social Justice Presentation (SJP)

75 pts.

We will take a group field trip to The National Center for Civil and Human Rights in downtown Atlanta. Following this trip, you and a partner will design a social justice activity inspired by our visit and write a lesson plan. You will demonstrate a portion of the lesson to our class in a 10-15 minute presentation.

4. Professional Reading Presentation (PRP)

75 pts.

In a small group setting you will read a common professional text, write a review of it (including implications for classroom use), and lead the entire class in an activity, lesson, discussion, or other learning task that captures the essence of the text.

5. Teaching as Storytelling (TAS)

80 pts.

Following from Tom Romano's belief that narrative writing – or rendering experience – can be a logical, analytical way for students to “deepen and communicate their learning,” (8) you will write four short stories centering on your student teaching experience and submit them to our course blog. Remember that because this is a public forum, **you should be sure to remove all identifying characteristics from school and student information. Use pseudonyms!**

6. edTPA drafts

30 pts.

In order to help you stay on schedule to complete edTPA in a timely manner, your workshop drafts will be worth points. Having a workable draft for scheduled workshops will automatically earn you these points (10 pts. per workshop). If you know you can't make any of the deadlines due to circumstances beyond your control, you must establish an alternate deadline with me in order to earn the points for the draft.

7. Reflective Narrative and Interview (RN&I)

175 pts.

This is the culminating project of your English Education degree. You will write a prospectus for your first semester in your own classroom and participate in a 15-minute panel interview that will include KSU English Education faculty and at least one practicing teacher and/or administrator.

VI. ENED 4416 Course Calendar

Note: This calendar is subject to revision or abandonment at any time.

Important benchmark dates:

1/31: Education Career Fair, KSU Center, 3-6 pm

2/27: Last day to withdraw without academic penalty

3/21: All edTPA work submitted on C&W for technical review

3/28: edTPA portfolio transferred to Pearson for official scoring

Week 1

Date	Topics	Assignments Due & In-Class Experiences
1/8	Welcome Back!! Introduction to Course What trends and patterns did we notice in your practice edTPA?	<i>English Journal</i> article share Explain Teacher Inquiry (TI) assignment Explain Professional Reading Group assignment and Sign-up edTPA Conference Sign-up edTPA trends and patterns: reviewing your feedback

Week 2

Date	Topics	Assignments Due & In-Class Experiences
1/15	Working with Students in Crisis & Honoring Teacher Self-Care	Guest speakers: Middle & High School Counselors, Professor Stewart

Week 3

Date	Topics	Assignments Due & In-Class Experiences
1/22	Advice from first-year teachers What factors do you need to consider when designing your own syllabus? Writing Lesson Plans & Objectives edTPA Commentary Prompt & Rubric Alignment	Guest speakers: Early Career Panel Designing your syllabus

Week 4

Date	Topics	Assignments Due & In-Class Experiences
1/29	Advice from veteran teachers Questions about edTPA Task 1	Guest speakers: Veteran Teacher Panel edTPA Task 1 Workshop-draft due Explain Teaching as Storytelling (TAS) assignment

Week 5

Date	Topics	Assignments Due & In-Class Experiences
2/5	Advice from a human resources perspective Working with TI #1	Guest speaker: Former Cobb County Human Resources TI #1 due

Week 6

Date	Topics	Assignments Due & In-Class Experiences
2/12	Advice from administrators and department chairs Questions about edTPA Task 2 Working with TI #2	Guest speakers: Administrators and Department Chairs edTPA Task 2 workshop-draft due TI #2 due

		<p>TAS #1 due 2/14 by 11:59pm</p> <p>Explain Reflective Narrative and Interview (RN&I) assignment</p>
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Week 7

Date	Topics	Assignments Due & In-Class Experiences
2/19	Preparing for the Job Search	Interviews

Week 8

Date	Topics	Assignments Due & In-Class Experiences
2/26	Preparing for the Job Search	<p>Interviews</p> <p>TAS #2 due 2/28 by 11:59pm</p>

Week 8

Date	Topics	Assignments Due & In-Class Experiences
3/5	<p>Advice from mid-career teachers and handling extra-curriculars</p> <p>Questions about edTPA Task 3</p> <p>Working with TI #3</p>	<p>Guest Speakers: Mid-Career Teacher Panel</p> <p>edTPA Task 3 workshop-draft due</p> <p>TI #3 due</p>

KSU NCTE Student Affiliate Mini-Conference: Saturday, March 9, 8:30am-2:00pm

Week 10

Date	Topics	Assignments Due & In-Class Experiences

3/12	Social Justice and the Classroom (SJP explained) Working with TI #4	TI #4 due TAS #3 due 3/14 by 11:59pm
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3/15: The National Center for Civil and Human Rights Field Trip

Week 11

Date	Topics	Assignments Due & In-Class Experiences
3/19	Teaching Poetry and Performance	Social Justice Presentations in-class work

REMINDER: All edTPA materials submitted to C&W for technical review by 11:59pm March 21

Week 12

Date	Topics	Assignments Due & In-Class Experiences
3/26	Social Justice and the Classroom, cont.	Social Justice Presentations

REMINDER: All edTPA materials submitted to Pearson March 28

April 1-5: Spring Break

Week 13

Date	Topics	Assignments Due & In-Class Experiences
4/9	Sharing your expertise about a professional text	Professional reading presentations TAS #4 due 4/11 by 11:59pm

Week 14

Date	Topics	Assignments Due & In-Class Experiences
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4/16	Placed-Based Writing	Review Reflective Narrative assignment-due 4/23 Guest speakers: Dr. and Mrs. Montgomery
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Week 15

Date	Topics	Assignments Due & In-Class Experiences
4/23	Final Celebration (location TBD)	Reflective Narratives due to Chalk and Wire by 11:59pm

VII. University policies and statements**DIVERSITY STATEMENT**

A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of coursework is raising candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender identity and expression, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region. An emphasis on cognitive style differences provides a background for the consideration of cultural context.

Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (770-423- 6443) and develop an individual assistance plan. In some cases, certification of disability is required. Please be aware that there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above. For more information contact the Student Life Center at 770-423-6280.

Please be aware that there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

From KSU Handbook:

Disability Statement: Any student who, because of a disabling condition, may require some special arrangements in order to meet the course requirements should contact the instructor as soon as possible to arrange the necessary accommodations. Students should present appropriate verification from KSU Kennesaw Student Support Services. No requirement exists that accommodations be made prior to completion of this approved University process. Kennesaw Student Services can be reached here: http://www.kennesaw.edu/stu_dev/dsss/dsss.html or Ph: 770-423-6443, Fax: 770-423-6667, 770-423-6480TTY

Intellectual Diversity Statement: Kennesaw State University is an educational community comprised of individuals from different ethnic, racial and religious groups and of different genders, political beliefs, ages, abilities and sexual orientations. In light of this diversity, Kennesaw State University is resolved to contribute to the development of an integrated, pluralistic society in which individuals model and support humaneness and respect for the individual. Kennesaw State University is committed to a diversity of intellectual viewpoints. We trust in a genuine free marketplace of ideas where faculty and students are encouraged to express their considered opinions openly. We further believe that this intellectual exchange is healthy, democratic, and produces new insights. The exchange of ideas is also a splendid means of encouraging “critical thinking” as long as it is conducted within an atmosphere that respects the dignity of all concerned. The University is committed to providing quality education, which is enhanced by the perspectives provided by individuals and groups with varying backgrounds and views. Racism, sexism and other discriminatory attitudes and behaviors impede learning and working. Conversely, respect for differences enhances educational and work experiences. Kennesaw State University is dedicated to creating an environment that cherishes and nourishes this diversity.

Kennesaw State University Diversity Vision Statement: It is our vision to create a strong multicultural and diverse educational environment at KSU in order to increase student satisfaction and to promote an understanding and awareness of people from various backgrounds upon graduation. In this way, KSU students will be educated for, and can effectively compete in the global society.

KSU Position Statement on Environmental Awareness: Kennesaw State University endeavors to encourage in each student, faculty, staff member, and the community, a respect for the worth of the environment and a desire and capacity to recycle, to conserve energy and to take other measures to help conserve limited resources. This institution focuses on developing an environmental ethic that promotes excellence, responsibility and stewardship in environmental affairs and is committed to educating the community about environmental issues.

From the [Code of Conduct](#):

Academic Integrity

Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.
- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

Accessibility

Kennesaw State University provides program accessibility and accommodations for persons defined as

disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

edTPA Information and EPP Policy Statements:

Important information about edTPA and the following EPP Policy Statements

1. edTPA Information
2. Video Recording Release Forms for Assignments Other than edTPA
3. KSU EPP Conceptual Framework
4. Use of Technology Statement
5. School-Based Activities Statement
6. EPP Diversity Statement
7. Campus Resources Statement

Plagiarism and Cheating

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.

Disruption of Campus Life:

It is the purpose of the institution to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found responsible for such misconduct may be subject to immediate dismissal from the institution. In addition, university disciplinary proceedings may be instituted against a student charged with a violation of a law which is also a violation of this student code without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this student code of conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.

XII. Student resources:

- [English Education Undergraduate Advising Page](#)
- [Secondary and Middle Grades Education](#)
- [Georgia Standards of Excellence](#)

CAMPUS RESOURCES

[Undergraduate Advising Center \(UAC\)](#)

The College of Humanities and Social Sciences is pleased to offer academic advising to students in the Undergraduate Advising Center (UAC). The UAC is located in Pilcher 129 (the library building), on the first floor near the Foreign Language Resource Center. Their hours are **Monday - Thursday** 8 am - 6 pm, and **Friday** 8 am to 5 pm. Students are encouraged to make appointments using the website or by calling the Center during office hours at **770-794-7728**. For more information, visit the UAC website.

Teacher Resource and Activity Center (TRAC)

TRAC is a curriculum center designed to help education students, educators, and community members plan and prepare effective and creative classroom instruction and activity. TRAC houses over 8,000 books, more than 2,000 DVDs and videos, 500 kits and games, and 66 professional journals and periodicals. Visitors can check out books, DVDs, videos, and instructional enhancement items, conduct educational research, access the Internet, preview videos, make copies, and much more! Visit our workroom to find everything you need to create manipulatives and projects. Friendly staff is available to assist visitors. The center is located in Room 2005 on the 2nd floor of Kennesaw Hall on the Kennesaw State University main campus. It is open to all KSU students, faculty, and staff.

Writing Center

The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit writingcenter.kennesaw.edu or stop by English Building, Room 242 (Kennesaw campus) or Building A, Johnson Library Room 121 (Marietta campus).

disAbled Student Support Services

disAbled Student Support services is the first contact for students with disabilities to arrange accommodations and locate campus and community resources. To make arrangements for special services, students must provide documentation that meets University System of Georgia requirements, and arrange appropriate accommodations.

ESL Tutoring Center

The ESL Tutoring Center provides computers for academic work and an extensive selection of ESL textbooks in an attractive, comfortable space located in the Library, room 442. At the Center, students are offered tutoring in writing, reading, pronunciation, and reviewing grammar as well as general education academic advisement.

KSU Safe Space Initiative

The KSU Safe Space Initiative offers teacher candidates resources and strategies for working with and supporting their future students.

Counseling and Psychological Services (CPS)

Counseling and Psychological Services helps students to recognize their potential and overcome any obstacles that are preventing them from succeeding through individual or group personal counseling, career counseling, workshops, or class presentations. Appointments can be made by calling 770.423.6600 or by dropping by our office located on the 2nd Floor of Kennesaw Hall, Room 2401.