CRN: 80428 - 3 credit hours/3 lecture hrs.  Meeting Time: asynchronous
Course Section: HIST 2112 (ONL) W04
Instructor: Dr. S. Vaught
Location: online
Office Hours: (via appointment only)  E-mail: Please use Desire2Learn messaging
Office Location: Social Sciences Bld. #4085  Phone: 678-797-2937
Syllabus Version: 1.0

Course Description
Examine the major themes of American history since 1890, the multicultural nature of contemporary U.S. civilization, and the nation’s role in the global arena.

As a part of the General Education Program at Kennesaw State University, the aim of this course is to strengthen your understanding of the past and how it influences present U.S. society. We will look at the history of the United States and its role in world affairs from the turn of the twentieth century to the present. This survey will help the student develop an appreciation of the multicultural nature of American society, and give a better understanding of how the United States emerged as world power. There are no prerequisites for this course.

HIST 2112 satisfies one of Kennesaw State University’s general education program requirements. It addresses the US Perspectives learning outcome. The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States. For more information about KSU’s General Education program requirements and associated learning outcomes, please visit: http://catalog.kennesaw.edu/preview_program.php?catoid=10&poid=704

This course addresses four central questions over the semester:

1. What lessons for globally-engaged leadership can we learn from the study of history and popular misconceptions about the past?
2. How do themes in modern American history compare and contrast with global developments?
3. How have paradoxes in domestic and foreign developments shaped the United States and its role in the world?
4. What parallels with the past can we trace in contemporary issues today?

Method and Philosophy of Teaching
I believe in a co-intentional education as defined by Paulo Freire, “Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that
knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators.”

I do not believe in nor do I offer extra credit. In this regard, I emphasize the importance of each student charting out their own goals and completing each assignment to the best of their ability.

In order to address the four major course questions we will focus on the following historical problems: use of evidence, popular misconceptions, and parallels in the present. Each class period focuses on an aspect of American history using documentary evidence and how these documents have been interpreted in the past. We will examine the deep historical causes and effects of contemporary problems in American society and its relevance to the present.

The course lectures integrate major issues from the assigned primary source documents, textbook readings, and module quizzes into stories about people, problems, and policies in the American past. These stories illustrate the complexity of American history in its regional, national and international context. The relevance of these stories will only make sense in the context of the readings and broader questions posed throughout the class so it is critical that students complete every reading assignment and frequently consult the syllabus. Through this course, it is my desire that you are able to think historically and appreciate history as a method of intellectual inquiry.

Course Goals and Student Learning Objectives

Upon successful completion of this course, it is my intention that students will develop proficiency in course content areas evidenced through my evaluation of the following goals:

1. Students will be able to identify selected people, developments, and themes of American history in regional, national, and international contexts. (Knowledge)
2. Students will be able to demonstrate “historical thinking” by questioning assumptions and debunking popular misconceptions about the past. (Skills)
3. Students will be able to discuss meanings of “engaged citizenship” in a multicultural society and the nation’s role in the global arena. (Skills)
4. Students will be able to analyze primary and secondary sources using methods of historical inquiry. (Skills)
5. Students will apply course content to contemporary problems and personal experiences. (Attitude)

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6. Students will be able to identify some of the different ways of thinking historically, globally, and critically about engaged citizenship.
7. Students will be able identify some significant developments, people, and geographic regions in American history.
8. Students will be to able distinguish analytical thinking about primary and secondary sources from in American history from popular misconceptions.
9. Students will be to able identify the significance of selected people and ideas in the development of American society.
10. Students will be able to critically and creatively assess history through collaborative projects that connect course content to real-world experiences and contemporary media.
11. Students will be able to comprehend historical writing at the appropriate level.
12. Students will be able to critically and creatively assess history through print and contemporary media.
13. Students will be able to critically and creatively assess history through historically-informed writing.

Assessment
Each of the above corresponding student learning objectives will be assessed through the following:
1. Pre-Test Entrance Exam (not calculated as part of final grade)
2. Periodically scheduled objective content quizzes
3. Periodically scheduled discussions and voluntary self-assessments
4. Final exam project and essay
5. Comprehensive objective content final exam

Course Requirements, Textbooks, and Materials
This course content is delivered on-line. For this course, it is necessary to have adequate computer skills and access to a reliable computer and high-speed internet connection.

Make sure when you enter Desire2Learn (D2L) that you run the “Browser Check” (if prompted), which you can begin by pressing the gray "Check Browser" button beside the login square.

Pay attention as the browser check runs. Make sure you address any problems, such as pop up blockers that are on. In addition, you may be asked whether or not you want to accept unsecure information or items.

Software and Digital: Online access to Desire2Learn (http://d2l.kennesaw.edu/). Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, Windows Movie Maker
(or iMovie, or another comparable video editing software program) and Flash. You can download a free clone version of MS Office at http://www.openoffice.org

Other Skills
You will need basic computer skills. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and internet service. You can use the labs on campus if you buy a set of headphones. Consider backup places that you will go if your preferred computer access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your Aunt's house? If you have no backup places, you probably don't need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you check every day, and your instructor needs that account address.

Required Textbook(s) and Course Materials:

4. Access to the Kennesaw State University Library or your local public library, preferably with an account in good standing.

How the Course Works: An Overview
HIST 2112 is a survey course of the long twentieth century. The course is divided into 16 online modules that run on a weekly schedule. Access to course content in the module folders will be available for two weeks in advance. Once the deadline for one module has passed, the next module will be opened following the course schedule. All the materials from past modules (except past quizzes) are available for access in the module folders.
Steps to Complete Each Module

1. **Complete the Assigned Reading** – Check the syllabus for the assigned chapter. The readings usually can be found in the assigned course textbook(s) but sometimes may include links to audiovisual materials on the internet. The readings can be found in the course textbook *Major Problems in American History, Volume II: Since 1865* or hyperlinks to websites in the syllabus and modules.

2. **Post to the Discussion Board** – Post your response to the selected questions in the appropriate online discussion board. Every week the discussion board posts a question that will focus on a major theme from the reading. *Usually, each discussion board post should be made before midnight on the day the module is scheduled.* Post a brief but detailed response to this question AND a multiple choice quiz question of your own that you think reflects historical thinking about the subject. Try to pose a question that you think the professor would ask you in a quiz about some aspect of the reading. Be sure to provide the answer for your question and the page number from the book for reference. Finally, take some time to read through what your classmates are posting and rate their posts and questions. The discussion posts are graded based on how well you integrate course themes, your acknowledgement of themes in the discussion, and depth of thought. Half of the grade reflects the quality of your posts (and responses); the other half evaluates the quality of your question. You should think of the weekly discussion board posts as the equivalent of attending class—sort of like proof of your attendance.

3. **Listen to the Lecture** – I have tried to make the lectures as concise as possible. Please rely on the readings and the discussion board for coverage of the course content and refer to the lectures as a supplement to the readings and the discussions. Again, the lecture is not meant to be a summary of the readings but complementary to the readings.

4. **Take the Assessment Quiz** - Fourteen weekly content quizzes will be administered online via D2L over the semester. Content quizzes are objective, fact-oriented, periodic evaluations of course content that are administered online. Content quizzes require you to engage aspects of the course readings derived from the course questions, discussion board, and lectures. Your understanding of the content covered in these quizzes will be explored in greater detail during the examinations, both of which are open book and open note, so preparing for them and keeping organized notes is very important. *Usually, each content quiz due before midnight the day the module is scheduled to close unless noted otherwise.* You may use your books, notes, and other resources to complete the quizzes but you should read the assigned material, discussion board, and listen to the lecture beforehand.

After you complete the module quiz, you should proceed to prepare for the next module, repeating the steps listed above for each subsequent module. As the class proceeds it is
important that you keep good notes on previous modules, past quizzes, and discussions to be adequately prepared for the future quizzes and the exams.

All quizzes build upon past quizzes, discussions, and lectures from previous modules encouraging you to consider connections from one module to another. At the end of the semester, I will drop the four lowest scores out of the fourteen content quizzes and discussions taken toward your final grade. Quizzes cannot be made up. Students who cannot take a content quiz due to unforeseen events, emergencies, computer malfunctions, etc. will use their allotted dropped quizzes to cover these situations. I suggest taking all of the content quizzes as a preventative measure for the unexpected. Students may who miss a discussion due to a unforeseen circumstance may make-up the discussion by transcribing the lecture for the module or outlining the chapter or other reading as determined by the instructor.

Each week you will also progress towards the completion of a selected midterm and final exam project. Every person will select one of the ancillary readings on the course reading list to read over the semester. (An ancillary reading is a supplementary book that is designed to augment the course.) This book will be a major component of a semester-long final project that will evaluate your understanding of the course goals and objectives. I will assist you in developing your project over the semester through check-ins during the weekly quizzes and self-assessments that connect content from each module to your final exam project.

Preparation for this course should take you about 2-3 hours per module—the same as an in-class version of this course. Please do not expect this course to be less rigorous than it would be in a physical classroom. The advantage of taking this course online is that it gives you some flexibility on when you choose to complete assignments and attend the lectures. It is advisable to plan in advance for possible breaks, interruptions, and technical difficulties. Be careful to set aside regular time for this class, waiting until the last possible moment to access the material will negatively impact your performance. If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead on the next module’s material.
# Outline of Course Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Module</th>
<th>Discussion Board/Lecture Topic</th>
<th>Required Reading/Assignment</th>
</tr>
</thead>
</table>
| Aug 16-19 | 0 | Orientation: The Historians  
- What is the study of history and how do you use it? | Syllabus  
*Why Study History?*  
*How to Read a History Assignment*  
Entrance Examination |
| AUG 22   |        | LAST DAY OF DROP/ADD 8/22                                                                      |                                                                  |
| AUG 19-23 | 1 | The Peacemakers  
- Was Reconstruction a success or a failure? | Reading – *Major Problems* Ch.1  
Discussion Board Post – Due 8/19  
Quiz – Due 8/23 |
| AUG 26-30 | 2 | The Indigenous  
- What popular misconception do people have about frontier settlement? Is frontier settlement best understood as the story of competing ethnic, religious, and racial groups or the place where capitalism made its mark? | Reading – *Major Problems* Ch.2  
Discussion Board Post – 8/26  
Quiz – 8/30 |
| SEP 2-6  | 3 | The Titans  
- Did big business crush immigrants or provide them with new opportunities? | Reading – *Major Problems* Ch.3  
Discussion Board Post – Due 9/2  
Quiz – Due 9/6 |
| SEP 11   |         | LAST DAY TO WITHDRAW WITH A W 9/11                                                              |                                                                  |
| SEP 9-13 | 4 | The Immigrants  
- How did immigrants cope with conditions in America’s cities at the turn of the twentieth century? | Reading – *Major Problems* Ch.3  
Discussion Board Post – Due 9/9  
Quiz – Due 9/13 |
| SEP 16-20 | 5 | The Imperialists  
- How did Americans justify expansion and oppose it? | Reading – *Major Problems* Ch.4  
Discussion Board Post – Due 9/16  
Quiz – Due 9/21 |
| Unit II  |        |                                                                                               |                                                                  |
| SEP 23-27 | 6 | The Progressives  
- What was Progressivism—a international movement to further democratic ideals or an attempt by middle- and upper-class elites to control the masses? | Reading – *Major Problems* Ch.5  
Discussion Board Post – Due 9/23  
Quiz – Due 9/27 |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| SEP 30 - OCT 4 | 7 | **The Warriors**  
▪ Why did Progressives both support and oppose World War I? Who won the debate over the future: modernists or fundamentalists? | **Reading** – *Major Problems* Ch.6-7  
**Discussion Board Post** – Due 9/30  
**Quiz** – Due 10/4 |
| OCT 7-11 | 8 | Midterm Assignment Due | |
| OCT 14-18 | 9 | **The Unfortunate**  
▪ Was FDR a man of the people or a ruthless opportunist? | **Reading** – *Major Problems* Ch.8  
**Discussion Board Post** – Due 10/14  
**Quiz** – Due 10/18 |
| OCT 21-25 | 10 | **The Patriots**  
▪ How did the war transform the nation internally? | **Reading** – *Major Problems* Ch.9  
**Discussion Board Post** – Due 10/21  
**Quiz** – Due 10/25 |
| OCT 28 – NOV 1 | 11 | **The Affluent**  
▪ Were the 1950s as happy as they are remembered? | **Reading** – *Major Problems* Ch.11  
**Discussion Board Post** – Due 10/28  
**Quiz** – Due 11/1 |
| | | **Unit III** | |
| NOV 4 - 8 | 12 | **The Ideologues**  
▪ Who is to blame for causing the Cold War? | **Reading** – *Major Problems* Ch.10  
**Discussion Board Post** – Due 11/4  
**Quiz** – Due 11/8 |
| NOV 11 -15 | 13 | **The Discontents**  
▪ What was more important in bringing about fundamental changes during the 1960s: black leadership, the radical left and right, or the new world role for the United States? | **Reading** – *Major Problems* Ch.12-13  
**Discussion Board Post** – Due 11/11  
**Quiz** – Due 11/15 |
| | | **Unit IV** | |
| NOV 18-22 | 14 | **The Conservatives**  
▪ Why did the New Right become more appealing to the nation’s electorate following the Vietnam era? | **Reading** – *Major Problems* Ch.14-15  
**Discussion Board Post** – Due 11/18  
**Quiz** – Due 11/22 |
| NOV 25-29 | 15 | **The Cosmopolitans**  
▪ How has globalization transformed American society? | **Reading** – *Major Problems* Ch.16  
**Discussion Board Post** – Due 11/25  
**Quiz** – Due 11/29 |
| | | **Unit V** | |
| DEC 5-11 | 16 | **FINAL EXAM**  
PART I – OBJECTIVE ASSESSMENT | **Due by FRI 12/6 before midnight** |
| | | **FINAL EXAM PROJECT**  
PART II – OPTION AND WRITTEN COMPONENT | **Post your project essay on**  
[www.turnitin.com](http://www.turnitin.com)  
**Due on FRI 12/9 before midnight** |
Required Course Materials

Software and Digital:

Online access to Desire2Learn (http://d2l.kennesaw.edu/).

A computer with high-speed, dependable Internet access.

Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash. You can download a free clone version of MS Office at http://www.openoffice.org

If you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with GAView/Vista, and the file won't run. RealPlayer (http://www.realplayer.com) and iTunes will work fine. You can learn to change your default settings from this quick video.

You will also need Adobe's Flash Player and Adobe reader, both available free from http://www.adobe.com/

Major Assignments

Quizzes 40%

Content Quizzes (Best 10 Quizzes Out of 14 x 100 points each = 1000 pts possible)

All quizzes and exams are designed to evaluate how well you understand the major questions of the course as listed in the syllabus.
Fourteen content quizzes will be administered online via GAView Vista over the semester. Content quizzes are objective, fact-oriented, periodic evaluations of course content that are administered online. Content quizzes require you to engage aspects of the course readings derived from the course questions. The readings can be found in the course texts, hyperlinks to websites, or primary sources in the module folders. Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final exam project so preparing for them is very important.

Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final exam project so preparing for them is very important. Each content quiz is accessible for a window determined by the due date. There are 5-10 questions per quiz and usually a 60-minute time frame to complete the quiz once you begin. You may use your books and notes to complete the quiz but you should read the material and review the study questions beforehand.

I will drop the four lowest scores out of the content quizzes taken toward your final grade. Missed quizzes cannot be made-up under any circumstance. Students who cannot take a quiz due to unforeseen events, emergencies, computer malfunctions, et cetera, will use their allotted dropped quizzes to cover these situations. I suggest taking all of the content quizzes as a preventative measure for the unexpected.

Exams 50%  
(500 Points for Midterm + 500 Points for Final Exam = 1000 pts possible)

Overview of Final Exam Project

Some of the most important skills that students of history need are:

1. the ability to challenge oversimplifications to embrace nuance and contradiction (paradox)
2. the ability to identify how the present influences and distorts our understanding of the past (popular misconceptions)
3. the ability to describe how stories from the past help us to better understand the present (parallels)

The purpose of the final exam project is to apply skills of historical interpretation. The final exam project has three components:
1. an activity component that gives you a chance to “do history” and see how a knowledge of history is relevant to the present
2. a written component that allows you to summarize your ideas and to analyze what you have learned about how a topic changed over time
3. a reflective component that allows you to evaluate one of your peer’s projects and a self-assessment to summarize what you have learned

Please refer to the handout distributed in class or the appropriate module folder for further directions.

Exam Point Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>400pts</td>
</tr>
<tr>
<td>Peer Review/Self-Evaluation</td>
<td>100pts</td>
</tr>
<tr>
<td>Final Exam Project Essay</td>
<td>300pts</td>
</tr>
<tr>
<td>Final Objective Exam</td>
<td>200pts</td>
</tr>
</tbody>
</table>

Discussion/Participation 10%

(200 Points at Midterm + 300 Points at Final = 500 pts possible)

I will review your posts to the discussion board (e.g., answers to discussion questions, ratings and responses to posts by your classmates, multiple choice quiz questions over reading) and determine a grade based on your overall participation in the class. I will award points based on the quality and consistency of your submissions. I am particularly interested in your demonstration of the ability to think historically about the readings, engaging parallels in the present, paradoxes, and popular misconceptions. I am interested in seeing how you are able to learn to post better answers and questions over the semester.

Attendance Policy

While attendance is not tabulated into the final grade for online courses, you should understand that missing modules and/or failure to schedule time to regularly complete the readings and assignments will negatively impact your grade. The information in this course is sequentially organized and will help you to complete later assignments and content quizzes often contain major points from the lectures. You are responsible for all information disseminated in the course.
If one of the required assignments is due on a day that you cannot attend due to some event (athletic engagement, ROTC, etc), you should make arrangements to submit your assignment before the due date.

**There are no make-up quizzes whatsoever, whether the absence is excused or unexcused.** If you miss the final exam due to illness or a family emergency, you must provide proper documentation before a make-up exam is scheduled. The History Department make-up day for final exams is not offered for online courses.

I will not tolerate rudeness, harassment of any kind, threats towards other students and any other behavior that disrupts the class or violates the university standard of ethical behavior.

**Grading Policies and Procedures**

In accordance with the Kennesaw State University’s grading scale, please consider the following:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
<td>Passable</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Strive to complete each assignment to the best of your ability because **there is no extra credit.** Your participation in this course is based entirely upon the goals and expectations you set for yourself.

Reading is an important part of this course. Much of your grade in this class is dependent on how effectively and efficiently you read and engage course material. It is not possible for you to critically engage concepts in this class unless you complete and contemplate the reading assignments. You may find this particularly challenging but this is one of the most important attributes of this course. Learning to read efficiently and critically is an important part of your academic experience.

Being honest with yourself includes setting goals that you can reach. If you desire to achieve a certain grade in this course, set goals and work toward that objective. You cannot learn the course material if you do not take time to read and study. Research tells us that the most of learning occurs outside of the classroom and that reading directly and positively affects grades. I strongly suggest consulting “**How to Read a History Assignment**” as a starting point on managing and understanding the reading.
All work must be submitted on time. Quizzes cannot be made up and make-up exams will not be offered without a proper documentation (e.g., doctor’s note). A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop. Office hours are kept specifically for this purpose.

Please practice courtesy in contacting me. As a rule of thumb, **ask three of your classmates your question before asking me.** I have created numerous methods of communicating with your classmates and me via d2L. If your question requires more than a paragraph of a response, you should schedule a consultation during online office hours.

**Grade Challenges**

All grade challenges (including quiz errors) should be submitted **in writing** within 48 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e., specific examples from the assignment in question and evidence) that warrants the change. The steps for this process appear below:

1. Read through the assignment and make note of any comments in the paper.
2. Next read the rubric for the assignment in the syllabus (if applicable) and compare your assignment against the criteria marks you received in the rubric.
3. If there are segments or aspects of a question where you think you deserve higher marks, then provide evidence that supports your assertion for the points in question—-if from a course text, provide page numbers.
4. Explain how and why this evidence warrants a change in the grade. Again, you **must** give specific examples that support your assertion before you explain why you feel you deserve a higher mark.
5. Type your concerns in a formal email and submit it to me within 48 hours of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision or return my response via email.

Students must address any discrepancies in their grades (errors in grading, mistakes by the instructor, etc.) within a reasonable time. A reasonable time means any mistakes in assignments completed before the midterm should be addressed before the midterm exam is taken.
Academic Honesty

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it. 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 (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. 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. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link:
https://web.kennesaw.edu/scai/content/scai-misconduct-procedures

Students caught cheating will be given a grade of F for the assignment.

Websites designed to help students avoid plagiarism:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

Electronic Devices Policy

Electronic devices such as cell phones, iPads, etc. may be used as long as they are used in accordance with university policy and with the consent of the instructor. Students may not record or redistribute course materials including the instructor or any guests of this class without the express written permission of the instructor.

Students with Disabilities

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group
in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please contact: Ms. Carol Pope, ADA Compliance Officer for Students 770-423-6443.

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations.

Counseling Services and Academic Support
The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. Counseling and Psychological Services is staffed by psychologists and licensed professional counselors who provide treatment for personal, interpersonal, and vocational issues. To make an appointment, come by the front desk in Kennesaw Hall Room 2401, or call 770-423-6600.