

**Holleran Center for Community Action and Public Policy
Program in Community Action (PICA) Certificate Gateway Course
Spring 2017**

Days and Times: Mondays 1:15-4:00pm
Wednesdays 1:15-2:30pm

Classroom: Main Street East

Instructor: Rebecca McCue

E-mail: ramcc@conncoll.edu

Office Location: Holleran Center, Cro First Floor

Office Hours: By appointment (e-mail to schedule)

Instructor: Kim Sanchez

E-mail: ksanche1@conncoll.edu

Office Location: CP Office, Cro Second Floor

Office Hours: By appointment (e-mail to schedule)

Professor: Ariella Rotramel

E-mail: arotrame@conncoll.edu

Office Hours Location: Harris Dining Hall

Office Hours: Tuesdays 12pm-1pm or by appointment

*** Please note that this is a live syllabus updated throughout the semester and must be reviewed regularly.**

Course Overview

Our introduction to the Program in Community Action (PICA) Certificate program explores the foundations of community action. We examine the relationship between identity, agency, communities, institutions, policies, and movements. You have a hands-on community-based learning experience, acquire active citizenship skills, and contribute to advancing the New London community. You work with the instructors and divide into groups with each group focusing on a specific community project. Under the guidance of a community partner supervisor and the course instructors, you spend approximately two to four hours per week working on a community project. Projects may require additional time each week to coordinate efforts and make progress towards the completion of the group's terms of reference (see separate "Terms of Reference" handouts).

Learning Goals

We explore the following questions throughout our course:

- How is inequality and injustice produced, perpetuated and maintained systemically?
- How can public policy and/or community engagement exacerbate and/or reduce inequality?
- How do values of ethics, respect, dignity, and service challenge our community practices?
- How can community engagement and/or policymaking be sustained, meaningful, and impactful?

We seek to:

- Develop and use critical discourses related to policy, community, and society;
- Understand the socio-historical and economic context for U.S. public policy;
- Engage in the dialectical relationship between theory and practice (praxis);
- Define and differentiate between different modes of community engagement and policy advocacy;
- Become more intentionally and actively engaged on campus and in your communities; and
- Recognize and respond to our own biases or prejudices as they impact our learning and interactions.

Universal Learning

We are committed to the principle of universal learning. All of us learn in different ways and our course can be organized to accommodate all students. For example, you may learn more effectively through oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning and communication practices should be as inclusive as possible. **Please meet with us as soon as possible to discuss your individual learning needs and how they can be accommodated in this course.** If you do not have a documented disability, please

remember that other support services, including the Academic Resource Center, Writing Center, and Counseling Services are available to all students and offer a range of services that are helpful for everyone.

Course Technology Policy

As laptop usage during classroom engagement often distract students, you will use a notebook in class and bring printed versions of the day's readings with you. As appropriate for specific class exercises, we will use technology and you will regularly bring a charged laptop or tablet to class. Any use of phones is not allowed.

Office Hours

We hold office hours in order to provide you with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit our office hours include: you want to discuss a course topic further; you have questions or concerns about your work in this course; or a personal issue has begun affecting your work and you need to talk with us about possible ways to address this problem. Do not hesitate to meet with us as soon as possible if you are having difficulties with the course, because there is little we can do at the end of the semester.

Grading

You receive your final grade based on your performance in class and course work. The grading scale for this course is: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D = 69-60; F= 59 and below. Late assignments will receive a deduction of one letter grade per 24-hour period they are late. Assignment extensions may be requested with timely notification. This course does not have extra credit work. Please note that while the course is listed as two separate courses in the catalog, you receive the same grade for CA 201 (4 credits) and CA 201a (2 credits).

This course is reading intensive. A foundational expectation is that you schedule enough time to read, take notes, and reflect upon our reading each day in advance of class.

	Course Participation & Preparation	Reflection Journal	Praxis 1	Praxis 2	Praxis 3	Presentation	Reflection Exam
Due	<i>ongoing</i>	<i>ongoing</i>	<i>Mar. 3 @ 5pm</i>	<i>Apr. 12 @ 5pm</i>	<i>May 1 @ 1:15pm</i>	<i>May 8</i>	<i>May 17 @ 12 pm</i>
Grade %	20	10	15	25	10	10	10

Course Participation and Preparation

Participation and preparation are critical to your successful work in both seminars and your community placement. Participation includes engagement in and outside of the classroom including your community placement work, class discussions, group work, and online communication. Consistent, critically engaged participation is crucial for a successful and productive course. Class discussions are in relationship with the course readings and themes, and you must come to class having completed all assigned reading. As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions and hostile remarks will not be tolerated. Use of electronic devices in class is solely for work related to our course.

Day 1 Class Brainstorm around Participation and Ground Rules

- Small groups are helpful, gaining confidence for seminar discussion
- Challenge ideas, not the person

- Active engagement with classmates - ask questions
- Advance questions are helpful for readings - also ask questions of yourself in relation to reading
- Step out of your comfort zone
- Make connections to other coursework and share

Please add other suggestions that would be helpful!

Homeless Hospitality Group Guideline:

1. Communicate with group
2. If possible, go to the center with someone else
3. Create a group chat to check in
4. Set up meeting times to plan events
5. Be aware of the language being used at the center, ask questions, and apologize for saying something that could be offensive

Reading Discussion Questions and Comments

Your preparation is buttressed by your daily reading discussion question and comment that are submitted via our course Google Form (<https://goo.gl/forms/HIL27yNA3RIEJKpE2>) in advance of our class meeting (preferably by 9:00 am) the day that class meets. **Please ensure that you select “Send me a copy of my responses.”** Your discussion questions and comments must engage all of the day’s readings. Your questions identify points in the readings that you would like clarified or analyzed further. Your comments present overarching themes from the readings and your own response to these ideas.

Attendance

You are required to come to class on time. Lateness and unexcused absences will count negatively towards your grade. Attendance is mandatory on class presentation days and for required outside class events. You provide proper documentation for unavoidable absences in order for them to not negatively impact your final grade.

Reflection Journal

Reflection on practice combined with the integration of theory and policy analysis in reflection is a foundational activity of community engagement and the pedagogical practice known as community-learning. At the end of each month, we will collect your journals to confirm your active, thoughtful completion of this component. The expectation is that as the weeks progress so too will your integration of readings, policy, and theory into your reflection papers. We will not be responding to the content of your journal, as this assignment is to support your own reflective work. You are encouraged to draw upon your work in this journal to support your course engagement.

Praxis Assignments

Over the semester, you will complete assignments that synthesize your academic and experiential learning. Each assignment’s instructions will be available in our Google Drive folder. Praxis 1 will explore your community learning site and topic, Praxis 2 will delve into your policy area of interest, and Praxis 3 will focus your community learning group’s preparation for the end of semester presentation.

Presentation

The final presentation represents the culmination of the semester’s coursework. In groups you educate audience members about the policy topic or issue you worked on and communicate what you accomplished in your community learning projects over the course of the semester. This presentation takes place on May 8 during class time. This is a formal presentation. Audience members may include: community partners, faculty, staff, Holleran Center scholars, and other students. The event is open to the public and will be publicized on campus.

Reflection Exam

This take home exam is completed within three hours total (you may schedule your work as appropriate) during

the finals period. You receive the essay prompt at the start of the finals period. You will write a short essay response. The exam will be open note and journal, and closed book/readings/online resources.

All formal written work is submitted through your Google Drive student folder. Further information about each component is provided during the semester.

Course Texts



Baldwin, James. *The Fire Next Time*. New York: Vintage, 1992 (reissue). ISBN: 978-0679744726.



Shepard, Benjamin. *Community Projects as Social Activism: From Direct Action to Direct Services*. Thousand Oaks, CA: SAGE Publications, Inc., 2014. ISBN: 978-1412964265.

The course books are available at our campus bookstore for sale and on reserve at our library for your use. All other sources for our course are available via our course Google drive folder, listed by author name(s) and title.

Course Schedule

Week 1

Monday, January 23 Introduction

Wednesday, January 25 Entering Community

What does it mean to take a social justice approach to community-based learning? Why does the reduction/oversimplification of others' issues need to be challenged? What are the key observations and arguments about social (in)justice that Dr. King identifies? What did you learn about our community partners? What were important terms and/or confusing points from the readings today?

- [Rosner-Salazar, "Multicultural Service-Learning and Community-Based Research..." 64-76.](#)
- [Martin, "The Reductive Seduction of Other People's Problems."](#)
- [King, Jr., "Letter From Birmingham Jail."](#)
- Review Websites for the four community learning projects and complete your Community Placement Information Form
 - Equity in Education Project:
www.ctlandmarks.org
<http://bdjms.org>
<http://bdjms.org>
 - New London Homeless Hospitality Center:
www.nlhhc.org
 - Petey Greene Program at York Correctional Facility:
www.peteygreene.org
www.ct.gov/doc/cwp/view.asp?q=265454
 - Sages and Seekers at New London Senior Center:
www.sagesandseekers.org

Sunday, January 29 11am-3:15pm Class Retreat Cro 1941 Room

Read in advance, bring notes and notetaking materials to the retreat on the following sources:

- [Morton, "The Irony of Service," 19-32.](#)
- [Tryon and Stoeker, "The Unheard Voices: Community Organizations and Service-Learning," 47-59.](#)
- [SONG, "Being an Ally," 1-3.](#)

Week 2

Monday, January 30 **Researching Public Policy**

- ❑ [Cochran et al., “Public Policy: An Introduction,” 1-19.](#)
- ❑ [Ley, “The Costs and Benefits of American Policy-Making Venues,” 91-126.](#)
- ❑ [Schoolhouse Rock, “How a Bill Becomes a Law.”](#)
- ❑ [Mic, “How to Raise Hell for Members of Congress.”](#)
- As executive orders have become a major flashpoint this week in policy, we will be looking at these sources (and others you find in class) - please review as possible prior to class:
 - <https://www.archives.gov/federal-register/executive-orders/about.html>
 - <https://www.whitehouse.gov/briefing-room/presidential-actions>
 - https://www.nytimes.com/interactive/2017/us/politics/trump-agenda-tracker.html?_r=2
 - https://www.washingtonpost.com/news/the-fix/wp/2017/01/27/what-is-an-executive-order-and-how-do-president-trumps-stack-up/?utm_term=.d4ac35d711c1
 - Morning additions - <https://www.congress.gov/bill/115th-congress/senate-bill/103/text> (Look at Section 3 language - what is it prohibiting and why?), information and advocacy organizing - https://docs.google.com/spreadsheets/u/1/d/1hSGjyWJZIQJpGz4V2ftX_qioCgBtL59oJkkhx146nFE/htmlview?usp=sharing&sle=true

3:30-4:00pm Time w/ Ashley

- ❑ [Orr, “Thinking Outside the Academic Box” - Read 79-82.](#)
 - ❑ Optional: for students interested in learning more about self-care practice, please see scholar Sara Ahmed’s essay, [“Selfcare as Warfare.”](#)

Wednesday, February 1 **Roots of Oppression**

- ❑ [Young, “The Five Faces of Oppression...” 39-65.](#)
- ❑ [Lazare and Spade, “Now Is the Time for ‘Nobodies.’”](#)

FYI, re: the example of executive orders and their undoing -

http://www.thenewcivilrights_movement.com/brody_levesque/exclusive_sources_possible_executive_order_to_roll_back_obama_s_federal_protections_for_lgbt_employees_in_the_works

Ariella has set up a glossary doc for students to use - it is up to you to voluntarily take this opportunity to collaborate and learn together (e.g. someone starts an entry and others add more information) -

https://docs.google.com/a/conncoll.edu/document/d/1Mz98I_0C1PNIkS6OOxwpZZwn0PkJHWGSuRQBL9WsVDU/edit?usp=sharing

From Tracee - <http://www.osc.ct.gov/public/news/releases/20170131.html> (proposed equity pay legislation)

Week 3

Monday, February 6 **Framing Immigrant Rights** **Class Meets in PC Classroom**

- ❑ [Bejarano, Greene, and Lara, “A Critical Analysis of Immigrant Advocacy Tropes,” 21-37.](#)
- ❑ [García, “9 Phrases the Migrant Rights Movement Needs to Leave in 2015.”](#)

Introduction to **Praxis 1 Assignment**

3:45-4:00pm Time w/ Ashley

Wednesday, February 8 **Framing Economic Inequality**

- ❑ [Mullany, “World’s 8 Richest Have as Much Wealth as Bottom Half, Oxfam Says.”](#)
- ❑ [Allison, “A Question of Class,” 13-36.](#)
- ❑ [Nelson and Robison, “Which Americans Are More Equal And Why...” 294-306.](#)

[Federal Budget in 2015 infographic - other info is available on CBO’s site](#)

Week 4

Monday, February 13 Governmental Research and Policy Making

Guest Speaker: John Nugent, Connecticut College Director of Institutional Research and Planning

- ❑ [Brooks, "The Snapchat Presidency of Donald Trump."](#)
- ❑ [Klein, "How Politics Makes Us Stupid."](#)
- ❑ [Teles, "Kludgeocracy: The American Way of Policy."](#)

3:45-4:00pm Time w/ Ashley

Wednesday, February 15 Economic Inequality Up Close

- ❑ [Glasmeyer, Living Wage Calculation for New London County, Connecticut.](#)
- ❑ [Sommelier and Price, "The Increasingly Unequal States of America."](#)
- ❑ [Anzilloti, "Mapping Where the Gap Between Richest and Poorest Is Widest."](#)
- ❑ [United Way, "Making Tough Choices."](#)
- ❑ [Survey reveals staggering discrimination and harassment against transgender workers](#)

Week 5

Monday, February 20 Prison Industrial Complex

- ❑ [Sudbury, "Celling Black Bodies: Black Women in the Global Prison Industrial Complex," 162-179.](#)
- ❑ [Taylor, "Barack Obama's Original Sin: America's Post-Racial Illusion."](#)
- ❑ [Yancy, "It's Black History Month. Look in the Mirror."](#)

3:15-3:45 [Praxis 1](#) Research Check-In with Ashley and Andrew

3:45-4:00pm Time w/ Ashley

Wednesday, February 22 Dr. Natasha Kay Mortley Class Visit

- Group check-in - bring questions re: placements and Praxis 1
- Team building exercise
- Please bring questions for Prof. Mortley re: her research and policy work
- ❑ [Mortley, "Strategic Opportunities from Diaspora Tourism: The Jamaican Perspective," 171-185.](#)
- ❑ [Scheyvens, "Poor Cousins No More: Valuing the Development Potential of Domestic..." 307-325.](#)

Week 6

Monday, February 27 History of Connecticut College and New London Engagement

3:45-4:00pm Time w/ Ashley

Wednesday, March 1 Fellowship Opportunities with Dean Dreher

Friday, March 3 @ 5pm

Praxis 1 Paper Due in Group Work Folder

Week 7

Monday, March 6 The Fire Next Time

- ❑ Baldwin, *The Fire Next Time*, 1-47.

[2:45-3:45pm Introduction of Praxis 2 assignment w/ Ashley and Andrew](#)

3:45-4:00pm Time w/ Ashley

Wednesday, March 8 [International Women's Strike US](#) - Class does not meet

*****Stop by the Holleran Center by Friday, March 10 at 3pm to hand in your journal for review*****

Week 8 & 9 - Spring Break March 10-March 26

Week 10

Monday, March 27 The Fire This Time: Critically Engaging Racism and Inequality

- ❑ Baldwin, *The Fire Next Time*, 47-106.
- ❑ Praxis 2 Public Policy Topic Summary due by 1:15pm (bring 2 print copies to class & have in individual Google student work folder)
 - In class midterm feedback collection

3:45-4:00pm Time w/ Ashley

Wednesday, March 29 Ageism and Adulthood

- ❑ [Blancato and Ponder, "The Public Policies We Need to Redress Ageism," 91-95.](#)
- ❑ [North and Fiske, "An Inconvenienced Youth? Ageism and Its Potential Intergenerational Roots," 982-997.](#)
- ❑ [Kray, "Adults Just Don't Understand: Checking Out Our Everyday Adulthood."](#)

Week 11

Monday, April 3 Homelessness

- ❑ [Lee, Tyler and Wright, "The New Homelessness Revisited," 501-521.](#)
- ❑ [Gibson, DW, "New York Spends \\$1.2 Billion a Year on Homelessness."](#)
- ❑ An example of organizing we'll look at in class - <http://picturethehomeless.org/>
- ❑ Prepare and practice your [elevator speech](#)

3:45-4:00pm Time w/ Ashley

Wednesday, April 5 Public Education, Inequality, and Social Identities is

- ❑ [Listen to and read "How The Systemic Segregation Of Schools Is Maintained By 'Individual Choices'"](#)
- ❑ [Moya, "What's Identity Got to Do with It? Mobilizing Identities in the Multicultural Classroom," 96-117.](#)

SATURDAY, APRIL 8 - PICA Class of 2017 Conference and Banquet – MANDATORY EVENT
Attend at least one panel (for sure) and dinner (strongly encouraged)

Week 12

Monday, April 10 Direct Action to Direct Services I

- ❑ *Community Projects*, "Foreword," xi-xii.
- ❑ *Community Projects*, "Acknowledgments," xiii-xiv.
- ❑ *Community Projects*, "About the Author," xv.
- ❑ *Community Projects*, "On Community Practice," 2-12.
- ❑ *Community Projects*, "Activism in a Changing World—Looking Back to Move Forward," 13-23.
- ❑ *Community Projects*, "Learning from Community Projects," 24-31.
- ❑ *Community Projects*, "Part One – In Conclusion," 32.
- ❑ Explore <http://bigdoorbrigade.com/>

3:45-4:00pm Time w/ Ashley

Wednesday, April 12 Direct Action to Direct Services II

- ❑ *Community Projects*, "Introduction to Part II on Social Action and Power," 34-42.
- ❑ *Community Projects*, "Identifying Issues," 43-47.
- ❑ *Community Projects*, "Research as Action," 48-57.
- ❑ *Community Projects*, "Mobilization and Spreading the Message," 58-72.

Wednesday, April 12 @ 5pm

Praxis 2 Paper Due in Individual Work Folder

Week 13

Monday, April 17 Direct Action to Direct Services III Class Meets in PC LAB

- Community Projects*, “Direct Action and ‘Getting the Goods,’” 73-88.
- Community Projects*, “Legal Strategies,” 89-94.
- Community Projects*, “From Joy to Justice: Mixing Fun and Community Building,” 95-109.
- Community Projects*, “Part Two—In Conclusion,” 110.
- ★ Introduction of Praxis 3 and Final Presentation

3:45-4:00pm Time w/ Ashley

Wednesday, April 19 Direct Action to Direct Services IV

- Community Projects*, “Part III: Praxis: From Direct Action to Direct Services,” 111-112.
- Community Projects*, “Social Movement to Social Services: From the Black Panthers...” 113-117.
- Community Projects*, “From Critique to Coexistence with Capital: The Woodlawn Organization...” 118-122.
- Community Projects*, “ACT UP to the World: Direct Action to Direct Services,” 123-128.
- Community Projects*, “Affinity Group to Movement Organization: Housing Works,” 129-135.
- Community Projects*, “Harm Reduction and Human Services: Experiments in Syringe Exchange,” 136-155.

Week 14

Monday, April 24 Non-Profits as Sites of Change and Complicity

- Community Projects*, “The Perils of the Non-Profit Industrial Complex,” 156-162.
- [Farnia, “Sitting Silently at Home,”](#) 269-304.
- ★ Come to class having reviewed your project group’s terms of reference and group guidelines
- ★ Rotramel NPIC [Prezi](#)

3:45-4:00pm Time w/ Ashley

Wednesday, April 26 Direct Action to Direct Services V

- Community Projects*, “DIY Politics and World-Making: Mutual Aid, Anarchism...” 163-175.
- Community Projects*, “Multi-Issue Organizing From the Women’s Movement to Struggles...” 176-191.
- Community Projects*, “Community Building against Inequality: Zapatistas, Occupations...” 192-204.
- Community Projects*, “Postscript: Concluding Notes on Friendships, Social Networks...” 205-206.

Week 15

Monday, May 1 Project Presentation Practice & Feedback Session Class Meets in PC Lab

- Praxis 3 Outline and Slides due by start of class time

Wednesday, May 3 Community Learning Project Presentation Practice Class Meets in PC Lab

- Presentation self evaluations due
- Those doing the opening and closing remarks will practice remarks with slides (slides optional)
- Decide on details for final class meeting

Week 16

Monday, May 8 Community Learning Project Roundtable Presentations - Cro 1941 Room

- Revisit PICA applications 1:15-1:45pm
- Centering with Ashley 1:45-2:00pm
- Final presentations 2:30-4pm
- Journal assignment due

Wednesday, May 10

Conclusion, Reflection and Celebration Class meets in Blaustein Ernst

Common Room

☐ [Zinn, "The Optimism of Uncertainty."](#)

Reflection Essay Due by Wednesday, May 17 at 12pm in Google Drive Student Work Folder

[The Connecticut College Honor Code](#)

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. It is your responsibility to ask for assistance if you need clarification or support with any academic concerns, such as how to properly cite sources or prepare for course assignments.

[Title IX Statement](#)

As faculty and staff members, we are deeply invested in the well-being of each student we teach. We are here to assist you with your work in this course. If you come to us with other non-course-related concerns, we will do our best to help.

It is important for you to know that all faculty and most staff members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that we cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Darcie Folsom, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Darcie can also help you access other resources on campus and in the local community. You can reach Darcie at [860-439-2219](tel:860-439-2219) or darcie.folsom@conncoll.edu, and her office is in Cro 222.

The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the Student Handbook, which can be found on Camelweb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures and resources. If you have any questions about the policy, you can contact Melissa Pierce, the Title IX Coordinator. You can reach Melissa at [860-439-2597](tel:860-439-2597) or melissa.pierce@conncoll.edu; her office is in Fanning 104.

[Library Research Liaison](#)

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at ashley.hanson@conncoll.edu and her campus phone is x2653.

[Academic Resource Center](#)

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Our offices are located on the second floor of Shain Library. Please visit us or call [860-439-5294](tel:860-439-5294) for more information or to schedule an appointment.

[Writing Center](#)

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call [860-439-2173](tel:860-439-2173) or stop by the

Writing Center at 214 Blaustein. If you're a confident, experienced writer we can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer we can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work before you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please present your Accommodation Memo privately during my office hours as early as possible in the semester. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439- 5428 or sas@conncoll.edu.

Student Health Services

[Student Health Services](#), located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. □ To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

Evaluation	Individual and group counseling	Crisis intervention services	Psycho-educational forums
Outreach and consultation to the College community			
Psychopharmacological evaluation and medication management			
Referral to off-campus clinicians for specialized and/or intensive treatment			

Connecticut College [Student Counseling Services](#) has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at SCS@conncoll.edu.