Course Syllabus – Traditional, On Campus – Spring 2025

Faculty and students attend class traditionally, physically in the classroom, on the FM campus. The course has key elements found in Brightspace, such as the course syllabus, the course gradebook, and may have other course materials and/or assessments. See additional detailed information within this syllabus document.

**SOC 230 A – Building Peace: History, Theory and Practice**

|  |  |
| --- | --- |
| Faculty Name: | **John van Bladel** |
| Course Information: | **Building Peace: History, Theory and Practice – Spring 2025** |
|  | **A** |
|  | **Meets M/W/F 9:00 – 9:55 a.m. in O’Connell Hall Room 139** |

# Contact:

|  |  |
| --- | --- |
| Phone Number: | **(518) 762-3622 ext. 8912**  |
| Office Location: | **C 115 K** |
| Email address: | **Use Brightspace to contact me.** **Secondary address: john.vanbladel@fmcc.edu** |
| Student Hours: | **M,W,F: 1-2 p.m.; T,Th: 8:30-9:30 a.m. or by appointment.**  |

# **Brightspace Instructions and Technical Support:**

To log into Brightspace:

1. Go to <https://mylearning.fmcc.edu>.
	* Edge, Chrome, Safari, or Firefox,
2. Enter your FM username (your FM email / Microsoft 365 username).
3. Enter your FM password
4. When asked if you want to stay signed in, you can say yes if you are on a private computer. Otherwise say no.
5. When at the campus home page, click one of the tiles under My Courses to enter the desired course.

If you have any questions, contact one of the following:

* Email:
	+ FM Student Help – student.help@fmcc.edu
	+ SUNY Online Help Desk – SUNYOnlinehelp@suny.edu
* Phone:
	+ SUNY Online Help -1-844-673-6786 (1-518-320-1300 – Direct)
* Web:
	+ <https://online.suny.edu/help/>

## **Netiquette**

You are required to follow the Compassionate Communication Guidelines while in class and on-line. Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Are you communicating your thoughts clearly and accurately? How will the person on the other end interpret the words? We are going to create the conditions where we can discuss course material and apply our critical thinking skills as we seek to determine the validity of the material covered.

# **Communication:**

## Faculty Communication with Students:

Brightspace is the primary form of communication. This is the best and preferred method of communication between us. A secondary source is: john.vanbladel@fmcc.edu. In the past e-mails have been spammed so I strongly encourage you to use Brightspace. I will be available during my posted office hours. If you have an issue that you need to speak with me about stop in during office hours or we can arrange an on-line chat. If it is something pressing you can reach me at 518-330-3754. Send me a text and I will call you. You will also be receiving updates in the Announcement section of Brightspace as needed. Please check Announcements and your e-mail daily as I will be posting information that you will need to complete the course successfully.

## Student Communication with Faculty:

Addressed in Faculty Communication with Students.

# **Course Description:**

This course is designed to explore the concept of peace with emphasis on the rich history, theory, and successful practice of peace through nonviolent action. Students will explore conditions which lead to peace and/or conflict with a focus on structural violence; inequities in economic, political and social conditions, which contribute to the manifestation of either war or peace. Students will explore and develop solutions to these issues both on a theoretical and practical level.

*Prerequisites: PSY 101 or SOC 101 recommended. Hours of class per week 3. DEISJ*

# **General Education Learning Outcomes: Diversity: Equity, Inclusion, and Social Justice**

Students will:

* describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
* analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
* apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

# **Other Learning Outcomes:**

Students will:

* analyze the various philosophies and strategies of nonviolent conflict resolution which individuals, groups, and movements have utilized to affect social change throughout history
* demonstrate effective communication skills: active listening, empathy, compassion, assertion and recognize the study and practice of peace as a viable alternative to violent solutions.

# **Program Learning Outcomes:**

N/A

# **Course Resources:**

|  |  |
| --- | --- |
| Textbook: | [Rosenberg, Marshall. Nonviolent Communication: A Language of Life, 3](https://www.amazon.com/Force-More-Powerful-Non-violent-Conflict/dp/0312240503/ref%3Dsr_1_1?crid=3D39AJOOFJ9W1&keywords=a+force+more+powerful+ackerman&qid=1674230087&sprefix=a+force+more+%2Caps%2C106&sr=8-1)[rd](https://www.amazon.com/Force-More-Powerful-Non-violent-Conflict/dp/0312240503/ref%3Dsr_1_1?crid=3D39AJOOFJ9W1&keywords=a+force+more+powerful+ackerman&qid=1674230087&sprefix=a+force+more+%2Caps%2C106&sr=8-1) [Edition,](https://www.amazon.com/Force-More-Powerful-Non-violent-Conflict/dp/0312240503/ref%3Dsr_1_1?crid=3D39AJOOFJ9W1&keywords=a+force+more+powerful+ackerman&qid=1674230087&sprefix=a+force+more+%2Caps%2C106&sr=8-1)[Puddle Dancer Press, 2000.](https://www.amazon.com/Force-More-Powerful-Non-violent-Conflict/dp/0312240503/ref%3Dsr_1_1?crid=3D39AJOOFJ9W1&keywords=a+force+more+powerful+ackerman&qid=1674230087&sprefix=a+force+more+%2Caps%2C106&sr=8-1)[ISBN: 9781892005038](https://www.amazon.com/Force-More-Powerful-Non-violent-Conflict/dp/0312240503/ref%3Dsr_1_1?crid=3D39AJOOFJ9W1&keywords=a+force+more+powerful+ackerman&qid=1674230087&sprefix=a+force+more+%2Caps%2C106&sr=8-1)McCart McCarthy, Colman. Teaching Nonviolence. Center for Teaching Peace, 2010. (Handouts and on-line materials)Hanh, Thich Nhat. Creating True Peace: Ending Violence in Yourself, Your Family, Your Community, and the World. Atria Press, 2015.ISBN: 9780743245197 |
|  Materials: | None |
| Access: | N/A |

# **Computer Requirements:**

Click link to see current requirements: <https://fmcc.edu/images/Downloads/FMCC%20Computer%20Requirements%20for%20Students.pdf>

## **Traditional, On Campus Course Delivery:**

#### Course Content:

For assigned readings see the Syllabus and the Weekly Assignments folder in Brightspace. The Course Materials/Assigned Readings Folder on Brightspace will contain assigned articles, podcasts, videos, and recorded lectures.. You are required to attend all Tuesday and Thursday classes. That means being physically and mentally present in the classroom (see mindfulness readings). \*\*You are required to complete the readings for the scheduled class prior to attending class for that day\*\*.

#### Lecture Format:

Traditional, On Campus format. On Campus, in class delivery. Live Online streaming as needed with permission of Instructor. In documented cases of illness or specific hardships such as car trouble or sudden child care issues you may be permitted to participate though on-line streaming for a class. This is for the occasional issue that arises. If it becomes a pattern develops you will be considered absent and your grade will be reduced accordingly (see Attendance Policy in syllabus).

**Life-Enriching Activities - Student Responsibilities and Expectations:**

***Article Summaries***

You will be required to submit three articles from magazines or journals relevant to the topics covered in class. Newspaper or internet articles will need to be extensive and in-depth to earn credit. Complete a brief write-up (minimum 350 words) which includes a summary of the article, how the topic is relevant to peace, and what you have learned. Make sure you apply assigned readings to support your work. Attach to the article or provide a live link and submit. Be prepared to discuss your summary in class. Each summary is worth 30 points. 90 points total.

***Nonviolent Communication Exercises***

You will have 10 exercises to complete. They will be posted on Brightspace. This is an opportunity for you to practice Nonviolent Communication and reflect on the process. 100 points total.

***Personal Peace Plan:*** Develop a plan for the semester. What are your goals? How do you plan to achieve them? Were you successful? What would you change? Your plan should you live a more peaceful life and/or make the world a more peaceful place. You will then share your experiences with the class. See the scoring matrix posted on Brightspace for further details. 70 points total.

***Presentation I:*** Choose a Nobel Peace Prize Winner, someone who earned the Right Livelihood Award or someone who was nominated for either award you feel was deserving of the honor. Sign up on Brightspace listing your choice so we do not have duplications. You will then make a presentation to the class explaining their contribution to the world. You may use PowerPoint or any other method which you choose. Feel free to be creative. You may choose to work with another class member on the presentation. 10 points for the selection, 90 points for the Presentation. Total 100 points.

***Presentation II:*** This project will be a culmination of what you have learned during the semester and an application of theory to practice. In essence this exam begins on the first day of class and includes participation in one or more “field trips” or volunteer experiences. You will explain your contact with an agency or group which works to facilitate peace. Based on your experiences during the semester you will be asked to elucidate your own definition of peace, how it can be furthered, and what contributions you feel you can make. 10 points for your selection, 20 points for the outline, 100 points for the Final Presentation. 130 points total.

***Class Participation***: ***Class Participation and In-Class Group Work***: This will be an important part of creating an effective learning community. It is important that we take the time to share our knowledge and perceptions with each other. Respectful discussion is critical when attempting to develop peace and we will be experimenting with a way of communicating which enhances the process of peace. This process works best if assignments are read prior to coming to class. We will attempt to provide an environment in which each person is given equal space to participate. This process works best if reading assignments are completed prior to coming to class as we will be discussing them during class. You can earn a maximum of 100 points. 2.38 points per class, for intelligent and thoughtful participation. This will also include several projects during the semester. You may choose to work with another person on class projects. Please follow the Learning Community and Compassionate Communication Guidelines.

***Communication with your Professor:*** Stopping in during Student Hours or contacting me through Brightspace are your options. Before or after class works for a quick question but I generally am preparing for the immediate class or have a class or meeting scheduled afterwards so my time is limited in those instances. If you choose to communicate with me electronically***. Use Brightspace so you don’t get spammed.*** There are just too many technical problems that arise otherwise. You can also send me a text message at 518-330-3754.

This class is largely experiential, learning through doing and reflection, so you will need to be “fully present”. You are encouraged to practice mindfulness, utilize Rosenberg’s communication suggestions, and have an intention for each class that supports your growth and the growth of the class as a whole. ***It is crucial that you follow the Compassionate Communication Guidelines and the Student Code of Conduct when it comes to classroom behavior.***

Cell phones are to be turned off prior to entering class. If a potential emergency situation exists please put the cell phone on vibrate and notify the instructor. If you are on your cell phone I do not consider you to be in attendance. Initially you will be given the opportunity to practice Walking Meditation to change your habit of using your phone in class. If you cannot master the urge you will be asked to leave the class and receive an absence for the day.

***\*\*You are required to read the assigned chapters before coming to class. Failure to do so will result in a lower class participation grade.\*\****

\*\****Detailed Scoring Matrixes will be posted on Brightspace for each activity.***

***It is important that you be fully present in body, mind, and intention for each class (see Mindfulness literature) as it engenders a sense of community and helps facilitate discussion. Your perceptions are important to us. It is equally important that you learn to develop a voice rooted in an informed, assertive compassion.***

***Late work will be accepted at the discretion of the Instructor. I will be flexible but within reason. Any late assignments that are accepted are subject to a minimum 10% grade reduction. It is important get off to a quick start so you do not fall behind. If you are struggling, feeling overwhelmed, or just have a question that needs to be answered so you can get to work, call me and do it ASAP!***

**Plagiarism and AI:** Ethical behavior with the parameters of the FMCC Student Conduct Code is required in all activities related to FMCC: <https://fmcc.edu/images/Downloads/2023-2024%20The%20Source%208.5x11%20August%209%202023.pdf>

We have seen several high-profile individuals resign their positions, including the President of Harvard, due to plagiarism. This is a serious issue, and it is not going away. Anything you submit must be entirely yours and reflect your engagement knowledge or in the assigned readings, and evidence your critical thinking skills. When you use any sources in your submissions, you must cite your sources accurately.

***This brings us to another issue, Artificial Intelligence. All submissions in this course will be reviewed for plagiarism and the use of AI and AI-assisted writing technologies. Plagiarized or AI-generated content will earn you an automatic grade of zero for the assignment where it was detected. You cannot use AI in this class. A second infraction will result in disciplinary action.***

**Attendance Policy and** **Expectations Attendance Policy and** **Expectations**:

**Attending On-Campus (Required)**

* Attend classes during scheduled days and times in person.
* Be fully present (see mindfulness literature and Learning Community Guidelines on Brightspace) in the classroom.
* Read course materials and resources posted on Brightspace prior to the scheduled class.

**Attending Live, On-Line (only with permission of Instructor):**

* If you have a documented illness and provide me with proof you have the option and attending on-line for the duration of your illness. COVID 19 or other illness that require medical attention are examples.
* Attend class virtually during scheduled times days and times ***with camera/microphone (MS Teams) turned on.***  If there is a reason you cannot have them turned on you must notify me prior to the scheduled class.
* Be fully present (see mindfulness literature and Learning Community Guidelines on Brightspace) in the classroom.
* Read course materials and resources posted on Brightspace prior to the scheduled class
1. It is expected that students will attend each class, having read all assigned materials. More than 4 absences will result in a letter grade reduction on your final grade, for example an A will be reduced to a B. Further absences will reduce your final grade by one half-grade per absence, for example a B will be reduced to a B-. Leaving at the break will be considered an absence,
2. Lateness is discouraged and repeated lateness will lead to a 2.0 point reduction in your points for that day. Be respectful of your classmates – coming to class late is disruptive to everyone. Please follow the Compassionate Communication Guidelines.
3. Cell phones are to be turned off prior to entering class. If a potential emergency situation exists please put the cell phone on vibrate and notify the instructor. Text messaging during class is not allowed and will result in a partial or full loss of your participation points for that day (maximum of 3.85 points). If you are on your cell phone I do not consider you to be in attendance.
4. Once you have entered the class I expect you to be there for the entire class. Take your bathroom or “bagel break” prior to or after the class. If you leave you will not be allowed back for that class and you will be marked absent. If you are ill or have an emergency you may leave but make me aware of the situation.

***These expectations are in place to support each of you in being successful in class and in reaching your full potential. If I determine your behavior in class is impairing the ability of your classmates to learn you will be directed to leave the class. Please familiarize yourself with the FMCC Student Code of Conduct. I expect you to follow the Code. It is part of your education (see socioemotional education).***

# **Live, On-Campus Outline and Schedule**

***Module 1 – Week of 1/20/25***

*January 22, 24*

* Introduction
* Creating a Learning Community – The Companionate Communication Guidelines
* What is Peace?
	+ Negative Peace and Positive Peace
	+ Structural Violence

***Module 2 - Week of 1/27/25***

*January 27*

* Chapter 1 – Giving from the Heart (Rosenberg)
* Chapter 1 – What is True Peace? (Hanh)
* Learning to Listen: Calming the Body and Mind
	+ Building awareness, concentration, and insight
* Complete Assigned Readings on Brightspace
* A Force More Powerful Video: India and Gandhi: <https://www.youtube.com/watch?v=O4dDVeAU3u4>

*January 29*

* Beginning Your Mindfulness Practice

*January 31*

* + *\*\*Class Discussion – Readings for Lesson 1 from Teaching Nonviolence*
	+ *\*\*Complete NVC Exercise #1 – Due 1/31 at the start of class*

***Module 3 - Week of 2/3/25***

*February 3*

* Watering the Seeds of Compassion
* Chapter 2 – Communication that Blocks Compassion (Rosenberg)

*February 5*

* + *Article Summary #1 Due 2/5 at the start of class*

*February 7*

* Understanding, Compassion and Forgiveness
* The Amish, Nelson Mandela: Truth and Reconciliation, 9/11 Families for Peace
	+ *\*\*NVC Exercise #2 – Due 2/7 at the start of class*

***Module 4 - Week of 2/10/25***

*February 10*

* Chapter 3 – Observing Without Evaluating (Rosenberg)
* Chapter 4 – Identifying and Expressing Feelings (Rosenberg)
* Chapter 2 – Turning Arrows Into Flowers (Hanh)

*February 12*

* A History of Peace: Some Notable People and Movements
	+ *\*\*Personal Peace Project Outline Due 2/10 at the start of class*
	+ *\*\*Class Discussion – Readings for Lesson 2 from Teaching Nonviolence*

*February 14*

* + *\*\*NVC Exercise #3 Due 2/14 at start of class*
	+ *\*\*Final Project/Presentation Selection Due 2/14 at the start of class*

***Module 5 - Week of 2/17/25***

***February 17 – Presidents Day – No Class***

*February 19*

* Chapter 5 - Taking Responsibility for Our Feelings (Rosenberg)
* Causes of Non-Peace: Ideology, Structural Violence
	+ *Mid-Term Selection – Due 2/19 at start of class*
	+ *\*\*Article Summary #2 Due 2/21 at the start of class.*

*February 21*

* + *\*\*Class Discussion – Readings for Lesson 3 from Teaching Nonviolence*
	+ *\*\*NVC Exercise #4 Due 2/21 at start of class*

***Module 6 - Week of 2/24/25***

*February 24*

* Chapter 6 – Requesting That Which Would Enrich Life (Rosenberg)
* Chapter 7 – Receiving Empathically (Rosenberg)
* Chapter 3 – Peace Begins With Us (Hanh)

*February 26*

* Human Rights:
* The U.S. Bill of Rights
* The U.N Declaration of Human Rights
* The Geneva Convention
	+ *\*\*Personal Peace Plan Progress Update Due 2/26 at start of class*

*February 28*

* A Force More Powerful Video: South Africa and Apartheid: <https://www.youtube.com/watch?v=O4dDVeAU3u4>
	+ *\*\*Class Discussion – Readings for Lesson 4 from Teaching Nonviolence*
	+ *\*\*Final Presentation Selection Due 2/28 at the start of class*
	+ *\*\*NVC Exercise #5 Due 2/28 at the start of class*

***Module 7 - Week of 3/3/25***

***March 3, 5, 7 Midterm Presentations: Nobel Peace Prize or Right Livelihood Award Winners***

***Module 8 - Week of 3/10/25***

*March 10*

* Reflections on the Class: Where Are We? Where Do We Go From Here?
* Chapter 4 – Right Action Comes From Right Understanding (Hanh)

*March 12*

* Religion: Conflict, Peace, and Reconciliation

*March 14*

* \*\*A Force More Powerful Video: South Africa and Apartheid: <https://www.youtube.com/watch?v=O4dDVeAU3u4>
	+ *\*\*Class Discussion – Readings for Lesson 5 from Teaching Nonviolence*

***Week of 3/17 – 3/21: \*\*\*Spring Break\*\*\* No Class***

***Module 9 - Week of 3/24/25***

*March 24*

* Chapter 8 – The Power of Empathy (Rosenberg)
* Chapter 9 – Connecting Compassionately with Ourselves (Rosenberg)

*March 26*

* + *\*\*Article Summary #3 Due 3/26 at the start of class*

*March 28*

* Eco-Spirituality and Interdependence
* Consuming with Awareness
	+ *\*\*NVC Exercise #6 Due on 3/28 at the start of class*

***Module 10 - Week of 3/31/25***

*March 31*

* Chapter 10 – Experiencing Anger Fully (Rosenberg)
* Chapter 5 – Reconciliation (Hanh)
* Being Peace as a Daily Activity
* Building a Global Community; Think Globally, Act Locally
	+ *\*\*Final Project Outline and Update due on 4/2 at the start of class*

*April 2*

* Peace Movements

*April 4*

* *\*\* A Force More Powerful: Denmark and Resisting the Nazis* [*https://youtu.be/cM695veBSUU*](https://youtu.be/cM695veBSUU)
	+ *\*\*Class Discussion – Readings for Lesson 6 from Teaching Nonviolence*
	+ *\*\*NVC Exercise #7 Due on 4/4 at the start of class*

***Module 11 - Week of 4/7/25***

*April 7*

* Chapter 11 – The Protective Use of Force (Rosenberg) A Moral Equivalent
* Chapter 6 – To Love Means to Be Present (Hanh)
* Responsibility to Protect
* Affecting Change
* Volunteer Activities
* Political Action
	+ *\*\*Final Presentation Outline Due 4/7 at start of class*

*April 9*

* + *\*\*Class Discussion – Readings for Lesson 7 from Teaching Nonviolence*

*April 11*

* \*\* A Force More Powerful: Denmark and Resisting the Nazis <https://youtu.be/cM695veBSUU>
	+ *\*\*NVC Exercise #8 Due 4/11 at the start of class*

***Module 12 - Week of 4/14/25***

*April 14*

* Chapter 12 – Liberating Ourselves and Counseling Others (Rosenberg)
* Chapter 7 – Protecting Peace (Hanh)

*April 17*

* \*\* A Force More Powerful: Chile: Removing a Dictator: <https://youtu.be/cM695veBSUU>
	+ *\*\*NVC Exercise #9 Due 4/19 at the start of class*

**April 18 School Closed - No Class**

***Module 13 - Week of 4/21/25***

*April 21*

* Chapter 13 – Expressing Appreciation in Nonviolent Communication (Rosenberg)
* Chapter 8 – A Call for Great Compassion (Hanh)

*April 23*

* + *\*\*Personal Peace Plan Due 4/23 at the start of class*

*April 25*

* \*\* A Force More Powerful: Poland and Solidarity: <https://youtu.be/cM695veBSUU>
	+ *\*\*Class Discussion – General Topics, Your Choices.*
	+ *\*\*NVC Exercise #10 Due 4/25 at the start of class*

***Module 14 – Week of 4/28/25***

***\*\*Presentation II Due on 4/28 at the start of class***

***Module 15 – Week of 5/6/25***

May 5, 7

Culminating Activities

* *Lessons Learned****:*** Where we started, where we are, where we are going.
* Epilogue (Hanh)
* A Force More Powerful: The Orange Revolution: <https://www.youtube.com/watch?v=YzleiHyxq7M>
	+ *\*\*Post a Quote and a Song related to Peace –* Due at start of class 5/5

May 8-9 – Make Up Classes If Needed.

**Grading Method:**

Student performance will be measured as follows:

Article Summaries (3) 90 pts A- = 90% - 92%, A = 93% and above

Nonviolent Communication (10) 100 B- = 80% - 82%, B = 83% - 86%, B+ = 87% - 89%

Presentation I (MT) Selection 10 pts C = 70% – 76%, C+ = 77% - 79%

Presentation I (MT) 90 pts D = 60% - 69

Personal Peace Plan Outline 10 pts F = below 60%

Personal Peace Plan Update 10 pts

Personal Peace Plan Final 50 pts

Final Project Selection 10 pts

Final Project Outline 30 pts

Final Presentation 100 pts

Class Participation 100 pts

 *600 points total*

You may calculate your grade at any point in the course by adding up your total points accumulated and dividing by the total points possible. Example: 600/700\*100 = 85.7%

***\*\*Your grades will be posted on Brightspace\*\****

**How to Find Your Grades in Brightspace:** Go to Navbar and click on Grades.

# **Grading Scale:**

| Letter | Grade Range |
| --- | --- |
| A | 93% and above |
| A- | 90-92% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 70-76% |
| D | 60-69% |
| F | Under 60% |

# **Students with Disabilities Policy:**

Fulton-Montgomery Community College is committed to providing reasonable accommodations, including core services, to qualified students with disabilities. For additional information, go to:

<https://fmcc.edu/student-experience/accessibility-services>

# **Academic Integrity Policy:**

Academic integrity refers to a code of values that support and direct the education process. This code is based on legal, ethical, and educational concerns. Education in large part consists of the acquisition and demonstration of knowledge according to acceptable standards. Students must be familiar with these standards and will be held accountable for their use. Not being familiar with these standards is not an excuse for their breach.

<https://fmcc.edu/images/Downloads/2023-2024%20The%20Source%208.5x11%20August%209%202023.pdf>

# **Campus Civility Statement:**

FM is committed to fostering an environment of civility. All members of the FM community and visitors have the right to experience and the responsibility to create and maintain an environment of mutual respect and support that is civil in all aspects of human relations. Civility facilitates professional growth and achievement and promotes an environment where each person can reach his or her full potential.

**Diversity, Equity, and Inclusion Vision Statement**

FM strives to represent and embrace students, faculty and staff from a variety of cultures and backgrounds and celebrate all people in a dynamic and inclusive culture. FM will be the multicultural center of the community it serves.

<https://www.fmcc.edu/about/about-fm/diversity-inclusion/>

**Student Handbook, Code of Conduct:**

It is the responsibility of all students at the College to adhere to the letter and spirit of duly enacted College policies, rules, and regulations. Students who violate said policies, rules, and regulations are likely to face disciplinary action.

Disciplinary action may be taken against students for violations of college policies, rules, and regulations. These include forgery, alteration, or unauthorized use of any College documents or instruments of identification and willful defamation of a member of the academic community.

<https://fmcc.edu/images/Downloads/2023-2024%20The%20Source%208.5x11%20August%209%202023.pdf>

# **Basic Needs Assistance**

It can be challenging to do your best in class if you have trouble meeting basic needs. At SUNY FMCC, we are committed to ensuring our students have the resources to achieve their full potential. We define basic needs as the essential resources that have an impact on your health, academic performance, and overall well-being. Please check our website for information on how we can help, or email student.help@fmcc.edu

* Basic Needs website link: <https://fmcc.edu/student-experience/student-basic-needs>
* Community and Mental Health Assistance website link <https://fmcc.edu/student-experience/community-and-mental-health-resources>

# **FREE Tutoring:**

# FM’s Learning Commons, Evans Library, first floor, is an academic space where students are invited to use and develop their academic college skills related to their coursework. Peer and professional tutors are available to assist you in writing, math, and other select courses, from improving study skills, time management to test taking strategies.

# Drop-in tutoring is available Monday – Friday, 8:30am - 4:30 p.m.

# Weekend and Evening hours appointments are also available.

# Questions, contact Colleen Sanders, Coordinator of Academic Tutoring, csanders@fmcc.edu

# **Library Information**

# The building, The Commons, is open 8am-5pm Monday - Thursday and 8am-4pm on Friday.

# Library Services are available 9:00am-5:00pm Monday – Thursday, 9:00pm – 4:00pm on Friday. Closed weekends. The library can also be contacted by telephone at 518 736-3622 X8058 or by email at libinfo@fmcc.edu.

# **Earn an FM Micro-credential Badge:**

Check this link to see if this course meets a requirement for an FM Micro-credential Badge:

<https://www.credly.com/organizations/fulton-montgomery-community-college/badges>