

**Luna Community College
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Program of Study: _____

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Produced by
Luna Community College – ACCESS Center
Edited by
Renee Maestas, ACCESS Center Director

LCC, through its governing Board of Trustees, reserves the right to make changes that are deemed appropriate and necessary. All corrections, errors, or omissions, and officially approved changes are filed in the Office of the Registrar. Currently enrolled and prospective students should contact the Office of the Registrar regarding any corrections or changes.

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ACCESS Center

We, at the LCC ACCESS Center, wish to welcome you to “your community college.” Becoming a college student and pursuing your education is a tremendous step that you have taken. Despite one’s background, everyone needs support, guidance and direction in fulfilling one’s educational goals.

The ACCESS Center staff is professional and ready to assist and provide you with the support, guidance and direction that you may require while attending Luna Community College. The ACCESS Center provides several services which include advisement, counseling, career planning, career services, and educational support services that consist of testing, tutoring, services for students with disabilities, study skills, test taking techniques, Veterans Resource Center, Dual Credit/Concurrent Enrollment and various other relevant services.

Again, the ACCESS Center staff welcomes you to “your community college” and encourages you to utilize the Center.

ACCESS Center

Student Government

This is an exciting time to be at LCC--the college is expanding, and so is the LCC Student Government. In the last couple of years, we have seen a great expansion in terms of the size, activity, and student involvement. Student government is an opportunity for you to become more involved in the college and in your own education. By attending our activities, voting, or even running for office, you will make your experience at Luna Community College even more fulfilling and rewarding. We are here to help you get the most of this new and important step in your career.

After you get settled in on campus, look us up. We congratulate you on your choice of LCC, and hope we can help you become an active part of college life.

Student Government

YOUR COMMUNITY COLLEGE

Luna Community College (LCC) is the only community college in northeastern New Mexico. LCC is located in the lower slopes of the majestic Sangre de Cristo Mountain Range overlooking the city of Las Vegas, New Mexico. LCC enjoys an outstanding reputation for its caliber of facilities, teaching methods, curricula, and dedication to excellence.

The College derives its name from Maximiliano Luna, who was Speaker of the House of Representatives for the Territory of New Mexico in 1899. Luna was also a Captain of the Rough Riders, U.S. Voluntary Cavalry, and a First Lieutenant of the 34th U.S. Volunteer Infantry. Many of the Rough Riders, a mounted cavalry unit that fought in Cuba during the Spanish American War, were recruited in Las Vegas. In 1929, the popular training site for the New Mexico National Guard on the outskirts of Las Vegas was renamed Camp Luna after the leader who died in the Philippines in 1899.

In 1967 an Act of the Legislature of the State of New Mexico authorized the establishment of a vocational training facility at Las Vegas, New Mexico. When LCC was founded in 1969, the new board of trustees honored Captain Maximiliano Luna by naming the school, Luna Area Vocational Technical School.

In 1970, the first 5-mill levy election to fund LCC, which at the time was called Luna Vocational Technical Institute (LVTI), was held and overwhelmingly approved by the citizenry to voluntarily tax themselves in support of vocational-technical education. This provided an occupational training opportunity for the people of the following school districts: West Las Vegas Municipal Schools, Las Vegas City Schools, Santa Rosa Consolidated Schools, and Mora Independent Schools. These school districts lie within San Miguel, Guadalupe, and Mora Counties. Later, the Springer Municipal Schools and Maxwell Municipal Schools, both in Colfax County, joined the mill levy. Since its inception, the College has continued to grow and develop its ability to meet the occupational needs throughout Northeastern New Mexico.

LCC has satellite centers in Springer and Santa Rosa, New Mexico. These satellites, in addition to the main campus, serve participants of the Springer Municipal Schools, Maxwell Municipal Schools, Vaughn Public Schools, Raton Public Schools, Wagon Mound Public School, and Santa Rosa Consolidated Schools, which are within Colfax and Guadalupe counties. In January 2004 a site was added in Mora which is currently located at the David Cargo Library and serves the community of Mora County as well as the students of the Mora Independent School District.

All campuses are administered and supervised by LCC and governed by an elected Board of Trustees from the service area. Programs may be offered in any community of the service area where need is demonstrated.

In June 1987, a final tribute was paid to Captain Maximiliano Luna on the LCC campus. A memorial stone monument to Luna was rededicated and now stands in front

of the Technologies Building. It faces the school campus and former training grounds of the New Mexico National Guard and World War II recruits. The monument remains a lone sentinel and witness to the progress and many developments that continue to unfold at LCC.

On December 18, 2000, the Board of Directors approved the adoption of the current name, Luna Community College, to signify that the college was a comprehensive community college. LCC continues to offer a broad range of vocational, technical, and professional education programs.

Accreditation

Luna Community College is accredited to grant certificates, associate of applied science, associate of arts, and associate of science degrees by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504; telephone 800.621.7440; www.hlcommission.org. Luna Community College operates within the guidelines of the New Mexico Department of Higher Education.

Mission of the College—“Creating Opportunities for You!”

Luna Community College is an institution of higher learning committed to serving the changing needs of its student population and the surrounding communities. Its mission is to provide comprehensive education, preparations for relevant employment, and opportunities for lifelong learning. The guiding principles of LCC are to:

- Provide accessible, affordable and quality education designed to optimize opportunities for student participation.
- Prepare students through dual credit and concurrent enrollment and facilitate their aspirations by early admissions with the ultimate goal of earning meaningful employment
- Provide students with greater insight into their strengths, needs, aspirations, and foster a greater appreciation and understanding of their cultural background and experiences.
- Promote general education CORE curriculum to ensure that our graduates possess adequate literacy and general knowledge to function in employment, to pursue additional education, and to participate in the cultural and political life of the community and society.
- Promote collegiality, respect and dignity among staff and students.
- Prepare students for employment through a broad range of vocational, technical, and professional education programs.
- Enhance job effectiveness through promotion of critical thinking skills, continued training, advancement in technology, distance learning, and maintain relevant skills needed in the job market.
- Promote transfer of credits between institutions of higher education.

Equal Educational Opportunity Policy

Luna Community College is committed to providing equal education and employment opportunity regardless of gender, marital status, sexual orientation, color, race, religion, age, national origin or disability. Equal educational opportunity applies to admission, recruitment, extracurricular programs and activities, access to course offerings, counseling, testing, financial assistance and employment.

Inquiries regarding compliance of these laws may be directed to the Human Resource Director at 505.454.5330.

CAMPUS LIFE

College Services

RAVE (Campus Alerts)

Receive notifications regarding **campus closures, campus emergencies, crime warnings, and campus activities.**

To sign up go to: www.getrave.com/login/luna

The only cost to registrants is the standard text messaging costs in accordance with your chosen carriers calling plan.

You can also access the Luna Community College website @ www.luna.edu or listen to your local radio stations to find out about campus closures during inclement weather.

Luna Community College App

The app is a geo-location app that rewards you for supporting the Luna Rough Riders. Check-in to this app when you arrive at events and accrue points to unlock prizes. The app provides features that allows you to keep track of events, see all of the latest social media posts from LCC, gain easy access to map of campus, and events get all the latest Rough Rider news. Download on the Apple Store.

Bookstore

505.454.2569

The LCC Bookstore meets the textbook needs of students. All textbooks needed for LCC classes are available as well as a variety of supplies. Students may also take a break at the bookstore and enjoy an assortment of snacks and refreshments. It is open year-round from 8:00 a.m. to 4:00 p.m. with extended hours during peak registration periods.

Student Supplies and Equipment

In some programs, supplies/equipment are/is required and should be purchased by the student at the beginning of each term. Students are strongly encouraged to contact course instructors regarding any potential additional costs before the start of classes.

Note-LCC is not responsible for lost, stolen, or damaged property.

Food Services

505.454.2581

Food service is available to LCC students at the Instructional Program Center from 11:00 a.m. - 2:00 p.m. The cost to eat on campus is minimal. The cafeteria offers a variety of food selections Monday through Friday.

Housing

It is the responsibility of students to secure their own housing. LCC does not have housing facilities; however, the ACCESS Center will assist students in trying to obtain housing.

College ID Card Service

505.454.2506

All LCC students enrolled at LCC are required to have a college identification card. Students must present a valid identification card when checking out library books and obtaining their financial aid disbursements. LCC student ID cards are issued through the LCC Fiscal Office (Cashiers). Valid identification cards are also required when utilizing the Gerald P. Ortega Wellness Center.

- Validation- Students may obtain their ID card after registering for classes and making the appropriate financial arrangements with the Fiscal Office.
- Benefits of your ID card- With an LCC ID card you will be entitled to check out library books at the Samuel F. Vigil Learning Resource Center. You will also be required to present a valid ID card for your financial assistance disbursement and to utilize the LCC Wellness Center.
- Replacement Fee- All students are required to pay a \$5.00 replacement fee.

Insurance

Luna Community College does not offer any type of insurance coverage to students. If they so desire, students are responsible for purchasing insurance, which covers accidental injury, medical hospitalization, liability, and other similar types of coverage.

Health Insurance

The college does not offer any type of health insurance coverage to students.

Parking

505.454.2577

There are several parking areas throughout the campus. LCC offers free parking. Vehicles parked in loading areas, fire lanes and in parking areas designated for the disabled will be subject to towing at the owner's expense.

Preschool
505.454.5342

Luna Community College Preschool offers its students the opportunity to enroll their children in the preschool while they attend school. The LCC Preschool is located on the west end of the campus in the Nick Salazar Childhood Education Center. The preschool is also available to the community. Additional information about the preschool is available at the site. A parent handbook detailing the preschool is available upon request.

Childcare funding sources for eligible students may be available from the following: N.M. Human Services Department, N.M. Children, Youth and Families Department and Workforce Investment Act (WIA), N.M. Department of Labor. For more information students are encouraged to call the agencies above.

School Closure
505.454.2577
www.luna.edu

During the winter months under poor weather conditions, LCC may close or operate under a delayed schedule. Information may be received by signing up for RAVE Alerts @ www.getrave.com/login/luna, by checking the Luna Community College website @ www.luna.edu, calling the above number, or by tuning in to local radio stations.

Security Services
911 Emergencies
505.454.2577 or 505.429.1159
On-campus extension 1108

The San Miguel County Sheriff's Office, the New Mexico State Police, and the college's security officers provide security and law enforcement. Patrol and dispatch services are provided with access through the emergency telephone number 911 or via a campus phone at ext. 1108. Satellite and off-site locations should contact their local law enforcement authorities. The campus is closed and secured during holidays, weekends when classes are not in session, and Monday through Friday from 10 p.m. to 6 a.m.

Students or visitors witnessing any crime, suspicious activity or anyone on campus in need of emergency assistance are asked to report their observations to the security office located within the Media Arts Building.

Transportation
Meadow City Express
505.454.8583

Transportation is primarily the responsibility of the student. However, the Meadow City Express Public Transportation provides transportation to and from LCC at a reduced student rate. To make arrangements for transportation or for further information, call Meadow City Express.

**Voter Registration
ACCESS Center
505.454.5355**

LCC students interested in registering to vote may do so by visiting the ACCESS Center. This service is available to students who are interested in becoming involved in local, state and national decisions or who may be trying to comply with the requirements of establishing legal New Mexico residence.

**Wellness Center
505.425.8767**

The Luna Community College Wellness Center is intended to provide a kaleidoscope of learning and recreational opportunities for students, staff, and community members. The Wellness Center emphasizes the development of concepts, skills, and interests necessary to sustain a healthy lifestyle that maintains personal health, fitness, and a positive image of one's self. To utilize the center a valid school ID card is required. Community members may enroll in a 1 credit hour fitness class.

COLLEGE PUBLICATIONS

Academic Advisor Listing

Published: ACCESS Center

505.454.5355

The Academic Advisor Listing is published by the LCC ACCESS Center and is available to students. The Academic Advisor Listing includes all programs of study at LCC along with the name of the department director and academic advisors plus their phone number and office location.

Campus Security Services

Published: Security Office

505.454.2577

505.429.1159 (On Duty Security)

The Campus Security Services publishes an annual report in compliance with the Student Right-to-Know and Campus Security Act. The report provides information about the occurrences of the following crimes: murder, rape, robbery, aggravated assault, burglary, motor vehicle theft, liquor law violation, drug abuse, and weapon possession.

COMPASS Study Guide

Published: ACT

505.454.2546

The COMPASS Study Guide is published by the ACCESS Center. The COMPASS placement measures (Mathematics, Reading, and Writing Skills) and is designed to assist the college in placing students into the appropriate course levels. The study guide provides various sample test questions in reading, writing and math and is free to students.

College Catalog

Published: Office of the Registrar

505.454.2596

The LCC Catalog is published every three years by the Office of the Registrar. The catalog contains detailed information on LCC's general institutional policies, program offerings and required courses, course descriptions and the college's official academic calendar.

Community Education Schedules
Published: Recruitment and Admissions
505.454.5335

The Community Education Program at LCC publishes a schedule of classes for each corresponding semester. The schedule contains non-credit courses, workshops, seminars, and special interest courses offered. Courses are scheduled throughout the school year at the LCC Main Campus in Las Vegas, at the Springer and Santa Rosa satellites, and many off-site locations including Mora, Wagon Mound, Cimarron, and Maxwell. Efforts are made to include courses for all interest groups. Planning is ongoing, and new courses are added regularly.

For Community Education courses, evenings and weekends are the ideal time to schedule a course since the students attending these courses are typically working individuals. Community Education offers courses for personal enrichment, professional development, and for recreational purposes.

Adult Education Orientation
Published: Adult Education Program
505.454.2531

The Adult Education Program provides a handbook for all Adult Education students. This handbook provides students with pertinent information in regards to LCC and the Adult Education program. The handbook includes information concerning the HiSet or the Pearson vue (GED Test), websites, program and community partnerships, class policies and procedures, release forms, surveys, Wellness Center agreement, and campus maps.

Luna Connection
Published: Student Financial Assistance
505.454.2534

The LCC Office of Student Financial Assistance publishes the Luna Connection. It contains a broad spectrum of student financial assistance consumer information. Students can benefit from information regarding the initial application process, disbursement of awards; self-help aid from the work-study program, and other sources of financial assistance. The booklet also contains examples of estimated student budgets, financial aid policies, and a listing of names and phone numbers for on campus staff contacts. The booklet is updated every academic year and is available at the Office of Student Financial Assistance.

Preschool Newsletter

**Published: Early Childhood Development
505.454.5342**

The Preschool Newsletter is published by the Early Childhood Development Program. The newsletter contains articles on various monthly activities such as nutrition, enrollment, daily schedules and current events. The newsletter is available to all students and may be obtained at the Early Childhood Development Center.

Preschool Parent Handbook

**Published: Early Childhood Development
505.454.5342**

The Preschool Parent Handbook is published by the Early Childhood Development Center. The handbook provides an overview of the preschool program, mission, licensing regulations, curriculum, parent responsibilities, disciplinary procedures and much more. The handbook is available to all students and may be obtained at the Early Childhood Development Center.

Schedule of Classes

**Published: Office of the Registrar
505.454.2596**

The schedule of classes is published each semester by the Office of the Registrar. The schedule of classes contains all of the course offerings for the term it is published, a final examination schedule and the semester calendar. Schedules for fall, spring and summer are normally published in July, December and May respectively.

Student Handbook

**Published: ACCESS Center
505.454.5355**

The LCC Student Handbook is published every catalog cycle by the ACCESS Center. The Student Handbook complements the LCC Catalog and contains information in reference to policies and procedures, grievance procedures, student services, clubs and organizations, academic calendar and much more.

Clubs and Organizations

Getting Involved

505.454.2546

Attending classes is only one part of your college education. Your college education includes getting involved in activities, organizations and clubs that are available to LCC students. Getting involved develops character and citizenship, self-confidence, work ethics, leadership, teamwork and communication skills. It also provides students an opportunity to relax, have fun and build memories and friendships that will last a lifetime. By joining clubs and organizations students are provided opportunities to compete in state and national competitions.

Associated Student Government

505.454.5382

The purpose of the Associated Student Government is first and foremost to represent the student body of LCC. The Associated Student Government of Luna Community College is the student organization that represents the student body and the quality of student life at LCC. It encourages cooperation and communication between students, faculty, administration, and collaboration with all other campus organizations. It provides a forum for student expression and the exchange of student faculty views. It provides an avenue to enhance the quality of student life by offering student activities.

LCC CAR CLUB

505.454.2591

The LCC Car Club promotes community, student events, and recruits students to LCC. It also, raises funds for student scholarships and supports student educational opportunities in the field of Automotive/Auto Collision Repair.

Culinary Arts Club

505.454.5346

The mission of the Culinary Arts Club is to supplement the culinary arts curriculum through participation in food-related events, to build a fellowship of students interested in food and to introduce those students to the culinary community of New Mexico. Some club activities include food and beverage tasting, trips to a local organic seed business during harvest, screenings of food-related movies, and eating meals at ethnic restaurants in Santa Fe and Albuquerque. The club raises money through its catering activities during the academic year and is open to all interested students.

PHI THETA KAPPA
505.454.2558

LCC established its Beta Mu Nu Chapter of Phi Theta Kappa (PTK) in the fall of 2003. PTK recognizes academic excellence at the two-year college level and has become the largest and most prestigious honor society serving two-year colleges around the world. Membership is based primarily upon academic achievement.

The purpose of PTK is to recognize and encourage scholarship among students. To achieve this purpose, PTK provides opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars and for stimulation of interest in continuing excellence. General Beta Mu Nu Chapter eligibility requirements include: 1.) Completion of at least 12 credit hours; 2.) Enrolled as a degree or certificate seeking student; and 3.) Have a cumulative grade point average of at least a 3.50.

PSI BETA & PSYCHOLOGY
505.454.2570

Psi Beta & Psychology is an organization to provide opportunities for students interested in psychology to enhance leadership opportunities and explore areas not addressed in the curriculum.

- To serve as means of national recognition of the student's early interest in and dedication to the field of psychology
- To provide a forum for developing one's perspective about psychology and for building a sense of community and identity with others in the field
- To benefit the campus and community through programs and services

KAPPA BETA DELTA
505.454.2557

The purpose of Kappa Beta Delta is to encourage and recognize scholarship and accomplishments in the pursuit and completion of studies in business. To encourage and reward academic excellence and accomplishment among students. To encourage and promote professional and personal aspirations of students who are enrolled in business, management and administration.

STEM CLUB
505.454.2554/5371

Stem Club is an organization to promote interest in STEM and encourage students to gain understanding of scientific programs. Through coordination of special events and programs we shall increase interest and knowledge of STEM. STEM Club will accomplish its mission through interaction with the educational and local communities.

Student Nurse Association

505.454.5379

The Student Nurse Association of LCC is an organization of students at the local, state and national level that supports the development of professional nurse activities by an approved constitution. The LCC Student Nurse Association sponsors the annual Student Nurse Pinning Ceremony for graduating PN and RN students each May. The organization also sets goals each year for fund raising events to support community health activities as well as sending officers and members to the annual National Student Nurse Association Convention.

Trades SkillsUSA prepares America's high performance workers in technical, skilled, service, and health occupations. The club promotes quality educational experiences for students in leadership, teamwork, citizenship and character development, self-confidence, work attitudes and communication skills. SkillsUSA programs include local, state and national competitions in which students demonstrate occupational and leadership skills.

Procedures for starting LCC Student Clubs and Organizations

Student clubs and organizations at Luna Community College are under the purview of the Vice President of Student Support Services/ACCESS Center-Student Activities Coordinator. In establishing or organizing a student club or organization, proper procedures should be followed in order to include appropriate sanctioning. Each student club or organization must be chartered and approved according to the directions from the VP for Student Support Services. All prospective student clubs or organizations must establish a constitution and bylaws. They should include the following provisions:

- Organization or club name
- Definition and purpose
- When the organization or club meets
- Membership qualifications
- Procedures for selecting officers and their duties
- Definition of the executive board
- How committees are created
- Procedure for amending bylaws and/or constitution
- Title of adopted parliamentary guide
- All further rules necessary for a smooth functioning of an organization or club

Tips for starting a student club or organization

- It is recommended that LCC student clubs and organizations be sponsored through the appropriate academic department
- Obtain similar bylaws and utilize them as a template

Rules of Order

- Robert's Rules of Order are typically the parliamentary rules an organization or club follows and can pertain to all LCC organizations or clubs
- Most organizations adopt rules of order by specifying which book of parliamentary law they will follow when disagreements, conflict, or disputes arise
- When such authority is adopted, its rules are considered binding except where they conflict with the organization's bylaws

Bylaws

Bylaws refer to the specific functions of the organization

*Please refer to LCC's Club and Organization Handbook which can be obtained at the ACCESS Center from the Coordinator of Student Activities.

Intercollegiate Athletics

(505) 454-2512

Luna Community College is a member of the National Junior College Athletic Association (NJCAA). LCC is part of Region V and participates in Division II of the NJCAA. LCC competes in men's baseball and women's softball. Both men and women play against college teams from Arizona, Colorado, Kansas, New Mexico, Oklahoma, and Texas. The athletic department at LCC was formed in August of 2005.

A competition was held to select the name of LCC's first baseball team. A committee was appointed and selected the name and logo which was submitted by the late Gerald Ortega for the baseball team the LCC "Rough Riders". The Rough Riders received their nickname from Theodore Roosevelt's famous Rough Riders, the volunteer cavalry who fought under Roosevelt in the Spanish American War. During the war, the current LCC site was a base of operations for the Rough Riders.

In fall of 2008 the first LCC's women's softball team was formed. The women's team is known as "Rough Rider Softball". The women's softball logo is off of the LCC logo with the flaming ball through one of the "C"s was designed by Denise Montoya, Dawnette Garcia and Dr. Pete Campos.

SUCCEEDING IN COLLEGE

Seeking Support

Staying focused and on track with one's education and career goals takes commitment and hard work. LCC is committed to providing students with high quality programs and student support services that assist students in accomplishing their educational goals. At one time or another, every student will require some type of assistance with academics or student support services. LCC offers a variety of support services that are free and available to all students. The following outlines where students can obtain assistance during the time that they are pursuing their college education.

Advisement

ACCESS Center

Student Services

505.454.5355

E-mail: access@luna.edu

Advisement at LCC is a collaborative venture among the student, the ACCESS Center and the academic disciplines. Since the college admits students with varying degrees of educational preparation, accurate and coordinated academic advisement is crucial to student progress and institutional planning.

Accordingly, new students (first-time enrollees), transfer students, alumni, pre-nursing students, and students who have not declared a program of study are advised through the ACCESS Center. Returning students who have declared a program of study or who intend on pursuing a particular certificate or degree program are advised through the appropriate academic discipline.

Counseling

ACCESS Center

Student Services

505.454.5355

E-mail: access@luna.edu

Counseling and guidance services are available to all students. Professional staff is available to assist students in exploring their interests and needs, educational plans, and identifying possible career, vocational and academic choices. The following resources are available in the ACCESS Center Resource Library: CHOICES (a computerized career-decision making program), program of study forms, career publications, Department of Labor publications and other career related periodicals. Internet access is also available in the ACCESS Center Tutoring Lab room 111.

Community Resource Listing
ACCESS Center
Student Services
505.454.5355
E-mail: access@luna.edu

This is a listing of community services throughout the regional area. While pursuing a college education, a student may need assistance in various areas that affect day-to-day life. This resource listing will assist the student in finding the proper assistance needed to meet these various needs.

Career Services
ACCESS Center
Student Services
505.454.5343
E-mail: access@luna.edu

This service is designed to assist the student who is having a difficult time selecting a career or program of study. Educational advisors are available to assist students in exploring their interests and needs, developing an educational plan, and identifying possible career, vocational, and academic choices. Career Solutions System, a computerized career-decision making program through the NM Department of Labor, is a resource available at the ACCESS Center.

Career Services
Student Services
505.454.5343
E-mail: access@luna.edu

This service is designed to assist students and graduating students with job search strategies, resume writing, interviewing techniques, job retention, and information relevant to the labor market. Individuals are encouraged to visit the ACCESS Center Resource Library. Other resources available are: optimalresume.com, web-site addresses, employment information bulletin boards, and other career related activities.

Scholarships
Financial Aid or the LCC Foundation
505.454.5367
E-mail: scholarships@luna.edu

Scholarship information is available at the Financial Aid Office or the LCC Foundation. The scholarship office is working to help students locate available scholarships locally, regionally, and nation-wide. The scholarship coordinator is available to help students write and proofread essays, and verify that applications are complete. Please visit Financial Aid or the LCC Foundation, both located at the Administration building for assistance.

Tutoring Services

ACCESS Center
Student Services Room 118
505.454.2546
E-mail: access@luna.edu

Tutoring services are available in most academic areas. Any registered student is eligible for free tutorial program services. A tutor schedule is prepared and printed every semester and posted throughout the campus and e-mailed to all students. Tutoring for specific areas not listed on the tutor schedule can be requested by contacting the ACCESS Center. The Tutoring Center is located in the Student Services Building, Room 111. Tutors may also be available at the Learning Resource Center (LRC), Allied Health Department, and satellites upon request and availability.

Through assessment and academic placement, LCC is committed to seeing that students who enroll in certificate or degree programs successfully achieve their career goals. Incoming students are required to take the **Computer-Adaptive Placement Assessment Support System (COMPASS)**, which covers proficiency requirements in reading, mathematics, and writing. Students who have taken the American College Test (ACT) may not be required to take the COMPASS. However, they will be required to satisfy prescribed proficiencies. LCC does not administer the ACT.

A student who has taken the ACT must provide scores to the ACCESS Center who will review the scores for placement purposes. Students are encouraged to complete proficiency requirements within their first two semesters.

COMPASS/ACT are solely used to determine the student's course placement level. If deficiencies are indicated by COMPASS/ACT, students will be required to satisfy proficiency requirements in order to graduate from any LCC program of study. Based on the COMPASS/ACT results, students are placed in the following prescribed **Institutional Proficiency Requirements** (see COMPASS placement matrix at the LCC website):

ENG078	Reading/Writing Strategies
ENG098	Essentials of College Writing
MATH075	General Mathematics

Students who do not complete the required institutional proficiency requirements and withdraw from LCC for at least three years must retake the COMPASS to continue with their coursework.

ACE Lab
Tech. 120
505.455.5306 ext. 1053

When you join the ACE team, you're a part of a great new program that builds on your interests in Science, Technology, Engineering or Math (STEM) fields. ACE provides integrated student support services that build on your strengths and interests.

- Supplemental Instruction Leaders (SIL) for gateway STEM courses
- Tutors for STEM classes
- Academic Coaching
- Access to Calculators
- Educational Resources
- Computer Lab
- Information on scholarships
- Seminars and workshops
- Information on Internships

Writing Center
Humanities Department
505.454.2570

The Department of Humanities provides tutoring services by our qualified tutors in the areas of reading, writing and grammar. The tutors have posted office hours, however a student can either walk-in or make an appointment with the tutor.

Student Success Strategies and Seminars
ACCESS Center
Student Services
505.454.5355
E-mail: access@luna.edu

Student success strategies and seminars are offered to encourage educational and career success. A variety of learning techniques, seminars, and workshops are held throughout the academic year.

Early Alert
ACCESS Center
Student Services
505.454.2546
E-mail: access@luna.edu

Early Alert is an intervention process whereby students who are performing below average and/or have excessive class absences are referred by their instructors to the ACCESS Center for follow-up. This service is generated by the ACCESS Center where the instructor identifies students performing below average and/or those students who are excessively absent. Early Alerts are produced at 4-weeks and 12-weeks during fall and spring sessions and at 4-weeks only during summer sessions based on instructors' recommendation. At 8-weeks, students receiving a "D", "F", or "U" at midterm will be

placed on Early Alert during fall and spring sessions when and only if midterm grades are posted. ACCESS Center staff will also follow-up with a phone call in an attempt to help the student work on a plan for successful completion.

Adaptive Education Services – Americans with Disabilities Act

ACCESS Center

Student Services

505.454.2541

E-mail: access@luna.edu

In accordance with Section 504 of the Vocational Rehabilitation Act of 1973, and the Americans with Disabilities Act, LCC will implement reasonable accommodations to ensure equal access to educational opportunities for persons with disabilities. Contact the ACCESS Center Office of Accessibility Support Services at 505.454.2541 to make requests for such services.

Assessment (Testing)

ACCESS Center

Student Services

505.454.2546

E-mail: access@luna.edu

ASSESSMENT AND ACADEMIC PLACEMENT (utilizing COMPASS) is committed to seeing that students who enroll in certificate or degree programs successfully achieve their career goals. Incoming students are required to take the Computer-Adaptive Placement Assessment Support System (COMPASS), which covers proficiency requirements in reading, mathematics, and writing. Students who have taken the American College Test (ACT) may not be required to take the COMPASS; however, students are expected to satisfy institutional proficiency requirements. LCC does not administer the ACT.

A student who has taken the ACT must make the scores available to the ACCESS Center who will then review the scores for placement purposes. Students are encouraged to complete proficiency requirements within their first two semesters.

COMPASS/ACT are solely used to determine the student's course placement level. If deficiencies are indicated by COMPASS/ACT, students will be required to satisfy proficiency requirements in order to graduate from any LCC program of study. Based on the COMPASS/ACT results, students are placed in the recommended institutional proficiency courses.

In order to complete and graduate from an LCC certificate or degree program, a student must satisfy the institutional proficiency requirements. Additional information may be obtained in the LCC Catalog.

Distance Education
505.454.5361
E-mail: dl@luna.edu

The LCC Distance Learning Network was created to coordinate and support LCC's distance learning initiatives. It is the goal of the DLN to provide greater course access to rural, time and place-bound students of the current LCC servicing area and beyond, as well as offering greater flexibility to student course schedules. LCC offers distance education courses via two mediums, instructional television (ITV) and online (Blackboard w/Wimba). Those interested in taking courses via distance education are urged to visit the official Luna Community College web site at www.luna.edu or contact the LCC ACCESS Center for more information. DLN course offerings are published in the LCC Schedule of Classes each term and are also available on the LCC web site.

LCC online courses offered over the World Wide Web provides students the opportunity to take LCC courses from anywhere the student has access to a computer with an Internet connection. This medium offers greater scheduling flexibility for the student since the course can be accessed at any time. Students are responsible for securing Internet access but LCC campus sites do provide Internet-ready labs for student use.

LCC ITV courses are transmitted from the LCC main campus to its satellite sites in Springer and Santa Rosa and at the Mora site. Students taking ITV courses are required to attend the course at one of the receiving sites, but may actively participate with the live section of the course through audio and visual components of the medium.

GUIDELINES FOR DISTANCE LEARNING EXAMINATIONS

When examinations are employed, LCC will ensure firm student identification. If proctoring is used, it is the responsibility of the student to identify an appropriate proctor and confirm arrangements regarding the scheduling and administration of the exam directly with the proctor. The following proctor information must be provided 2-3 weeks before the proctored exam:

- Name
- Title
- Company/Agency/Educational Institution
- Address
- Phone Number
- Fax Number
- E-mail Address

In addition to the testing materials, a copy of the Academic Integrity Policy will be included. Both the student and the proctor must review, sign, and return the policy with the examination and a copy of a photo ID. Any violation of this policy is subject to disciplinary action on the part of the college.

Who can be approved to serve as a proctor? An acceptable proctor is someone with no conflict of interest in upholding LCC's Academic Integrity Policy. Relatives, friends, spouses, neighbors, and co-workers are not acceptable proctors. A student's proctor candidate may be one of the following:

- An employee at an educational administrator's office or community college library, university, or high school
- A librarian at a public library
- An employee at a learning center
- An officer of higher rank than the student, if in the military
- An employee at a college, university, or private testing center (in this case, the testing center director should be listed as the student's proctor)
- A direct supervisor at the place of employment, providing the setting is suitable for academic testing

Learning Resource Center

505.454.2540

Email: lrc@luna.edu

The LRC is located at the center of the College and offers a pleasant and comfortable learning environment comprised of a traditional library, a variety of study spaces, carrels, computer workstations, a faculty conference room, a lecture hall, a Southwest research room, and a lounge/break area. A multi-media classroom for technology instruction, Distance Education, Teleconferences, Instructional Television, to include a Recording Studio which is the most recent and exciting new addition. The LRC is open Monday through Friday from 8:00 a.m. to 6:00 p.m.

The Learning Resource Center provides a variety of services and materials to enrich and support the instructional, research, recreational, and informational needs of students, faculty, staff, and community patrons. Collections include over 30,000 volumes and audiovisual materials, audiovisual equipment, over 150 print subscriptions, several online databases, eBooks, and eAudiobooks. Remote access to the LRC's online catalog and full-text online databases are available to Luna Community College students and staff. The LRC's website is <http://lrc.luna.edu>.

COLLEGE TERMINOLOGY

Academic Advisor: An LCC faculty member who provides academic advisement to students within a specific program of study.

Academic Advisor Listing: A brochure located at the ACCESS Center that lists all department directors, academic advisors by program of study, office and phone numbers.

Academic Calendar: Outlines detailed information in reference to the fall and spring semesters and the summer session. Such information includes registration dates, dates classes begin, add\drop dates, holidays, advisement week, final week and much more.

Academic Year: ACADEMIC YEAR LCC operates on a two-semester system (16 weeks each) and one 8-week summer session. The academic calendar applies to instructional programs at all campuses. Modifications will be made only for emergencies or unforeseen circumstances.

Accreditation: LCC is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504. A recognition earned by educational institutions that maintain educational standards and meet the necessary criteria.

Adding Courses: Adding courses, students may add courses through the end of late registration, as specified in the current semester Schedule of Classes. Degree and certificate students wishing to add courses must complete the Schedule Change Form with their academic advisor. Non-major students must complete the Schedule Change Form with an ACCESS Center educational advisor. All adds must be submitted with proper signatures to the LCC Office of the Registrar.

Admission: The process of applying for admissions into LCC. For a description of the admission requirements and admission status criteria refer to the LCC Catalog.

Advisement Week: Is held every semester during “Early Registration for Current Students” with the exception of the summer session. During this time students must meet with their appropriate academic advisor or educational advisor and plan their course schedule for the following semester or summer session. Students may also utilize this time to ask questions in reference to their program of study, relevant career information, request a degree audit, etc.

Associate Degree: A two-year college degree in the United States, awarded by colleges as a community college on completion of a two-year college program of studies. Names of differing types of associate degrees include: Associate in Art (AA), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.). Definition provided by the NM Commission on Higher Education.

Audit: LCC students may enroll in a course for audit, which means they receive neither a grade nor credit. Students must meet the prerequisite(s) for the course. Courses taken for audit will appear on the student's transcript as "AU." Approval must be obtained from the instructor and academic director of the respective department. Refer to the LCC Catalog for detailed information.

Bachelor's Degree: A four-year college degree in the United States awarded by colleges and universities on completion of a four-year college program of study. The two most widely awarded types of such four-year bachelor's degrees are the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). Definition provided by the NM Commission of Higher Education.

Cancelled Course: A course that has been scheduled for the term but has been cancelled due to low enrollment or other circumstances.

Certificate: Awarded upon completion of the required certificate courses and institutional requirements of a certificate program. Completion of a certificate indicates skill competency in a prescribed technical and vocational area.

COMPASS: Computer-Adaptive Placement Assessment Support System is an assessment system that is utilized by LCC to place students in the courses appropriate for their skill level.

Credit by Examination: Examination used to establish credit for courses that a student would like to challenge due to gained academic knowledge through experience or training outside the college classroom. Refer to the LCC Catalog "Credit by Examination" for detailed information.

Credit Hour: Definition of Credit Hour credit in courses offered by Luna Community College is awarded in terms of semester hours of credit. Each semester hour of credit in a lecture class requires a minimum of 750 minutes of instruction per semester; each semester hour of credit in a laboratory class requires a minimum of 1,500 minutes of instruction per semester. LCC operates on a semester contact hour/credit hour system. The credit value in semester hours for each course is indicated after the course number and title in the course description section of the catalog.

Corequisite: A course that is required to be taken in combination with another course. Lectures often have a lab that is a co requisite. Example: BIO217/217L a student who drops one of the co requisites courses must drop the other as well. Meet with your advisor for proper advisement when dropping a course.

Course Load: Student Course Load, the normal course load for a student is 12 to 18 credit hours during the fall and spring semesters. The normal course load for the summer session is 6 to 9 credit hours.

Course Overload: An overload is more than 18 credit hours in a regular semester or more than 9 credit hours in a summer session. Students wishing to take an overload must obtain approval by the academic vice president. Students who have completed one full year of course credits and who are classified as second year students can take an overload. To receive approval for an overload, the student must have attained a 2.5 cumulative grade point average (GPA) with no grade less than a “C” in any course the previous term. Students on academic probation will not be allowed to take an overload of credits. The maximum number of credit hours a student may enroll in shall be 21 semester credits and only with approval by the academic vice president.

Degree Audit: A degree check requested by the student and conducted by the academic advisor. The degree audit indicates the courses and grades that the student has completed in his/her certificate/degree plan, in addition to the courses that are still lacking for completion of the program of study.

Dropping Courses: A student may remove their name from the class roster by dropping the course during the add/drop period. A Schedule Change form must be completed and submitted to the Office of the Registrar. Refer to the LCC Catalog for detail.

Educational Advisor: An LCC ACCESS Center member who provides academic advisement to new students (first-time enrollees), transfer students, and students who have not declared a program of study or who intend on pursuing a particular certificate or degree program.

Early Registration: Early registration allows currently enrolled students to register in classes for the following semester before registration is opened up to the general public. Refer to the academic calendar for dates.

E-Mail: LCC provides all students with an e-mail account. All students must register at the LCC website, www.luna.edu.

Final Grades: End of the semester grades earned by the student for each course the student is enrolled in. Final grades are mailed to each enrolled student at the end of each term. Only final grades become part of the student’s permanent record. Refer to the LCC Catalog for information regarding the grading system used by LCC.
Freshman: A student who has completed fewer than 30 credit hours.

Full-time: A student enrolled 12 or more credit hours during a fall or spring semester or 6 or more credit hours during the summer session.

Identification Number (ID#): Computer generated number assigned to each student upon admissions to LCC.

Institutional Proficiency Requirements: Courses designed to enhance and improve the student’s ability to successfully complete their selected academic program. These

courses are prerequisites to other courses. Proficiency requirements include: ENG078, ENG098, and MATH075. In order to complete and graduate from an LCC certificate or degree program, a student must register for and successfully pass the prescribed institutional proficiency requirements. It is the student's responsibility to register for "all" the appropriate courses. Refer to the LCC Catalog for further detail.

Liberal Arts: Is an AA degree that addresses the entire human being, namely man and woman's psychological/emotional, intellectual and – to an extent – the physical aspects of their humanity. While not from a religious aspect per se, this degree also "treats" woman and man's spiritual characteristics.

Midterm Grades: The academic status of a student at mid-semester is issued through a mid-term grade for the course(s) that a student is enrolled in. Mid-term grades are available on line and are issued at the end of the 9th week each semester with the exception of the summer session.

Open Early Registration: Registration is opened up to the general public who desire to start and complete the enrollment\registration process early. Refer to the academic calendar for dates.

Part-time: A student enrolled fewer than 12 credit hours during a fall or spring semester or fewer than 6 credit hours during a summer session.

Petition to Graduate: Students that are getting ready to complete their program of study must meet with their academic advisor complete and submit a "Petition to Graduate" to the Registrar's Office. Refer to the "Time for Graduation" section of this handbook for deadlines or to the LCC Catalog for further detail.

Prerequisite: A course that must be successfully completed before a student may enroll in a higher-level course. (i.e. ENG115 Freshman Composition II may be taken only upon successful completion of ENG111 Freshman Composition I.)

Proficiency Requirements: Refer to institutional proficiency requirements for description.

Program Declaration/Change of Major: Used to change or declare a specific program of study that the student will follow. The student must complete a program declaration/change of major form and submit it to the Office of Admissions. The form is located at the Office of Admissions or at the ACCESS Center.

Program of Study: Also referred to as a major that is an area of emphasis within a technical, vocational, or occupational academic department.

Repeating a Course: Students may repeat a course; however, the most recent grade earned will be used to calculate the adjusted cumulative grade point average.

Sophomore: A student who has completed 30 or more credit hours.

Syllabus: A summary outline of a course and its requirements outlining the course's competencies and objectives.

Transcript: An official document of a student's educational record listing all the courses the student has taken and their grades. Transcript requests may be obtained and submitted to the Office of the Registrar.

Transfer of Credit: Transfer of academic credits earned from regionally accredited institutions of higher learning and transferred to LCC for credit. For proper credit evaluation the LCC Office of the Registrar requires an official transcript.

Website: LCC's website is <http://www.luna.edu>

Withdrawal: Withdrawing from one or more courses or all courses and not continuing to attend the course or courses. Deadlines apply and may also affect financial aid. Visit the Student Financial Assistance Office or refer to the financial assistance policies. Refer to the LCC Catalog for complete details of this process.

"Additional" Terminology Abbreviations

Days of the Week:

Monday = M Tuesday = T Wednesday = W
Thursday = R Friday = F Saturday = S Sunday = U

Academics

AA Degree = Associate of Arts Degree
AAS Degree = Associate of Applied Science Degree
Cert. = Certificate
CRS NO = Course Number
Cum = Cumulative
FA = Fall Semester
GPA = Grade Point Average
SES = Semester or Session
SP = Spring Semester
SU = Summer Session

Registration for Returning Students

1. Obtain a Schedule of Classes

The Schedule of Classes is available online at www.luna.edu

2. Don't Miss Advisement Week

Advisement week is held every semester with the exception of the summer session. Advisement week is scheduled during the "Early Registration Period for Current Students." During advisement week, currently enrolled students must meet with their appropriate academic advisor or educational advisor and plan their course schedule for the following semester or summer session.

Returning students who have declared a program of study or who intend on pursuing a particular certificate or degree program are advised through the appropriate program of study academic advisor. A listing of academic advisors by major is available at the ACCESS Center.

New/First Time Freshmen, Transfer, Pre-nursing, Alumni and students who have not declared a program of study are advised through the ACCESS Center by an educational advisor. All Dual-Credit/high school students are also, referred to the ACCESS Center for advisement.

3. Be Prepared When Meeting With Your Advisor

Refer to the Schedule of Classes for the course number, section #, course title, days and time of course offerings. Make sure that you have met all the pre- and co-requisites of the course or courses that you would like to enroll into. Be prepared with alternate courses or course sections in case that you are unable to enroll at that particular time.

If you work, have a schedule of the days and times that you are scheduled to work or if you have other commitments be prepared with the days and times that you cannot enroll into a class.

Obtain a registration card for the appropriate semester from your academic advisor, Registrar's Office or the ACCESS Center. Complete the card with your LCC ID # (if available), social security #, name, address, city/state, zip, telephone number, and major. If you would like to update your name, address and telephone number, check the appropriate box. In collaboration with your academic advisor, complete and review the card for accuracy. Make sure that the card has all the appropriate signatures.

Have your financial assistance credit authorization with you. If you did not receive one in the mail and you are eligible for financial assistance visit with the Student Financial Assistance Office.

4. Register for Classes

There are two options for registering:

- a. You may submit your registration card to the Office of the Registrar or
- b. You may go online and register yourself as long as your enrollment status is not First-Time Freshman, High School, or a new/transfer student and you have no holds on your account (Fiscal, Admissions, or Registrar's holds).

The link for online registration can be found in multiple locations on the LCC web page or by going to the following site: <http://pathways.luna.edu/ics/> Once the Office of the Registrar enters and confirms the student's registration or an online confirmation has been displayed, the student may proceed to the Fiscal Office to obtain their printed schedule and make financial arrangements or refer to their schedule online.

5. Payment of fees

In order to complete the registration process, students must pay all tuition and fees before classes begin, unless they have made other payment arrangements with the Fiscal Office. If fees are to be paid by an external agency or third party, or who have applied for and are eligible to receive financial assistance, an LCC Student Credit Authorization will need to be presented to the Fiscal Office. An LCC Student Credit Authorization may be obtained from the Office of Student Financial Assistance.

6. Validate Your College ID Card

Proceed to the Fiscal Office to validate your ID card.

7. Create a Student Account and webmail address online

All students must create their student accounts which will also include a student webmail account at http://luna.edu/create_student_account/.

8. Purchase Your Books

9. Proceed to the LCC Bookstore to purchase your books.

General Information

RIGHT TO INSPECT PUBLIC RECORDS

Under New Mexico law, any member of the public has the right to inspect and obtain copies of the public records of Luna Community College. To make a request or for more information, contact LCC's Human Resource Director at 505.454.5330.

OVERVIEW OF STUDENT CODES AND POLICIES

DISCLOSURE

State and federal statutes, accrediting agencies, and other authorities require that the following information be made available to students, employees and the public.

- Equal Opportunity Policy and Grievances
- Privacy of Student Records

- Campus Crime and Sexual Harassment
- Attendance, Costs, and Refund Policies
- Graduation Requirements
- Americans with Disabilities Plan
- Substance Abuse Policy

General information on these policies is also located in the LCC catalog. Specific policies, procedures, and notifications may also be found at the Human Resource Office.

INSTITUTIONAL REGULATIONS

Students are responsible for complying with all regulations and policies of the college, regulations and policies of the departments from which they take courses, and for fulfilling all certificate and degree requirements. Therefore, students are advised to familiarize themselves with the regulations of the college. These regulations are contained in the catalog and the student handbook which are available at the ACCESS Center.

Student Financial Assistance

505.454.2560

Email: finaid@luna.edu

It has long been recognized that the cost of attending institutions of higher education is greater than many families can afford. Financial assistance provides students with supplementary funds to offset these expenses. The Office of Student Financial Assistance (OSFA) provides financial assistance to students who demonstrate need in order to attend LCC. LCC offers a variety of federal and state financial assistance programs. However, LCC does not provide student assistance from its general operating funds.

Detailed information in reference to financial assistance eligibility, policies and procedures, may be obtained by referring to the LCC catalog or by contacting the Office of Student Financial Assistance. It is each student's responsibility to familiarize themselves with all policies and procedures in reference to financial assistance.

Types of Assistance Available

There are three types of assistance available to students: 1) grants, which do not have to be repaid; 2) loans, which must be repaid with interest; and 3) student employment based on financial aid approval. A detailed listing may be found in the LCC Catalog and at the Office of Student Financial Assistance (OSFA).

Foundation

505.454.5367

Email: foundation@luna.edu

A Board of Directors whose priority is educational support governs the LCC Foundation. These leaders represent the diversity of business, industry, education, community service, and the arts throughout LCC's service district, and beyond. The Foundation was established as a not-for-profit 501(c) three educational trust to provide student scholarships for post-secondary, concurrently enrolled high school and GED students, enrolled at LCC. A coordinator administers the Foundation. The LCC Foundation operates on a fiscal year from July 1 through June 30.

TIME FOR GRADUATION

Graduation Procedures

**Office of the Registrar
Student Services Building
505.454.2596**

LCC students that are getting ready to complete their program of study must meet with their academic advisor to complete and submit a “Petition to Graduate” to the Office of the Registrar. The deadlines to submit the “Petition to Graduate” are as follows:

The student meets with his/her faculty advisor and submits (for each certificate or degree) a Petition to Graduate to the Office of the Registrar by one of the following deadlines:

Semester of Final Graduation	Early Deadline	Deadline
Fall 2016	July 29, 2016	Nov. 18, 2016
Spring 2017	December 9, 2016	April 14, 2017
Summer 2017	May 12, 2017	July 19, 2017
Fall 2017	July 28, 2017	Nov. 17, 2017
Spring 2018	December 8, 2017	April 13, 2018
Summer 2018	May 11, 2018	July 13, 2018
Fall 2018	July 27, 2018	Nov.16, 2018
Spring 2019	December 7, 2018	April 12, 2019
Summer 2019	May 10, 2019	July 12, 2019

Only students meeting the early petition to graduate deadline will benefit by receiving a formal review of their petition and PASSport, and will also receive a letter from the Office of the Registrar detailing their final graduation requirements. Notification by the Office of the Registrar will be mailed to the address indicated by the student on their Petition to Graduate and will be mailed approximately one week prior to the beginning of the term of anticipated graduation.

Students are strongly encouraged to meet the early petition deadline not only for the formal review, but also because communication regarding the graduation ceremony is sent to petitioning students in February.

The required graduation steps are outlined in the LCC Catalog. Please refer to it for detailed information.

Graduation Commencement

At the end of the spring semester LCC holds a graduation commencement for students that have completed their program of study during the academic year. LCC encourages graduates to participate in this important and unforgettable life-event. This unforgettable celebration recognizing LCC graduates is held in May.

Seeking Employment after Graduation

**Career Service Center
Student Services Building
505.454.5343 Room 104
E-mail: abromero@luna.edu**

Visit with the LCC Career Services Center for assistance leading to employment opportunities. The Career Services Center provides various job search related services. Some services included resume writing and interviewing techniques, internet access, referrals to employers, job posting bulletin board, on-campus career fairs, job search workshops and other relevant services. Services are free and available to all students. Students and graduating students are encouraged to visit the Career Services Center for assistance.

FINDING YOUR WAY AROUND CAMPUS

Important LCC Phone Numbers

TO LEARN ABOUT	CHECK WITH	TELEPHONE
Academic Program Information	ACCESS Center	454-5355
Activities	Facilities Office	454-2559
Adaptive Education/Advisor	ACCESS Center	454-2541
Admissions	Recruitment & Admissions	454-5312
Adult Learning	ABE/GED	454-2531
Advisors	ACCESS Center	454-5355
Assessment Testing	ACCESS Center	454-2546
Athletics	Athletic Department	454-2512
Audio Visual Materials	Samuel F. Vigil LRC	454-2540
Bookstore	Bookstore	454-2569
Business Studies	Business Studies	454-2543
Career Planning	ACCESS Center	454-5355
Catalogs of Other Colleges	Samuel F. Vigil LRC	454-2540
Community Education	Recruitment & Admissions	454-5335
Community Use of Facilities	Facilities Office	454-2559
Computer Support Services	Computer CNTR	454-1206
Computer Use		
On Campus	Samuel F. Vigil LRC	454-2540
On Campus	Tutoring Center	454-2546
Copy Machines	Book Store	454-2569
Counseling	ACCESS Center	454-5355
Declaring a Major	Admissions & Recruitment	454-5312
Dropping a Class	Registrar's Office	454-1224
Dual Credit Program	Dual Credit Office	454-5355
Early Alert	ACCESS Center	454-2546
Early Childhood Programs	Education Department	454-2504
Emergency Number	Security Office	454-2577
On Duty Security		429-1159
Employment (Student)		
On Campus	Student Financial Aid	454-2552
Off Campus	Career Services	454-5343
English as a Second Language	ABE/GED	454-2569
Financial Aid Scholarships, Grants & Loans	Student Financial Aid	454-2534
General Information	LCC Operator	454-2500
General Core Requirements	Humanities Department	454-2565
Grades	Registrar's Office	454-2596
Graduation	Registrar's Office	454-2596
Grants: PELL, SEOG & SSIG	Student Financial Aid	454-2534
Health Occupations Programs	Allied Health Bldg.	454-2523/5340

Housing	ACCESS Center	454-5355
Career Service Office	Student Support	454-5343
Library	Samuel F. Vigil/LRC	454-2540
Loans	Student Financial Aid	454-2534
Lost and Found	Security Office	454-2577
Maintenance	Physical Plant Dept. t	454-5305
Off-Campus Emergency Number	911	911
Operator	LCC Operator	454-2500
Parking Permit	Security Office	454-2577
Parking Violations	Security Office	454-2577
Preschool/Childcare	Education Department	454-2504
Pell Grants	Student Financial Aid	454-5324
Posting Materials	LCC President's Office	454-2500
Registration	Registrar's Office	454-2596
Resume Writing	Career Services Center	454-5343
Returning Students	ACCESS Center	454-5355
Room and Facilities Scheduling	Facilities Office	454-2559
Scholarships	LCC Foundation	454-2534
Security	Security Office	454-2577
Student I.D. Cards	Fiscal/Business Office	454-2506
Student Government Information	Student Gov. Advisor	454-5382
Technologies Programs	STEM	454-2510
Testing COMPASS/E-write	ACCESS Center	454-2546
Adult Education	ABE	454-2531
KAPLAN	Allied Health Bldg.	454-5340
LCC Toll Free Number	LCC Operator	1-800-588-7232
Tours	Admissions & Recruit.	454-2550
Trades	Vocational Ed. Dept.	454-2530
Transcripts	Registrar's Office	454-2596
Transportation	Meadow City Express	454-8583
Tuition Payment	Fiscal/Business Office	454-2506
Tutoring Services	ACCESS Center	454-2546
Veteran's Affairs	Registrar's Office	454-5313
Withdrawal from Classes	Registrar's Office	454-5314
Work-study	Student Financial Aid	454-2552

CODES AND POLICIES

Student Code of Conduct

LCC provides students an opportunity for learning and succeeding in the College through its academic offerings and student support services. LCC takes pride in its program offerings, state of the art facilities, excellent and caring faculty and staff. It is the student's responsibility to take advantage of all the excellent opportunities that the college has to offer.

It is the student's responsibility to become fully acquainted with all published regulations and policies of LCC. Students are responsible for complying with all regulations and policies of the College, the departments from which they take courses, and for fulfilling all certificate and degree requirements. Therefore, students are advised to familiarize themselves with the regulations of the College. These regulations are contained in this student handbook and the LCC Catalog, which is available for student reference at the ACCESS Center or at the Office of the Registrar as well as on the LCC website at luna.edu.

Institutional Regulations

Students are responsible for complying with all regulations and policies of the college, regulations and policies of the departments from which they take courses, and for fulfilling all certificate and degree requirements. Therefore, students are advised to familiarize themselves with the regulations of the college. These regulations are contained in the LCC catalog as well.

Student Rights and Responsibilities

Academic Responsibility

Attendance

Student attendance is expected at all sessions of an enrolled course. Participation in chat sessions and/or posting to a discussion link may be considered attendance for online courses. Each instructor will establish specific attendance requirements for each course and will inform students of those requirements at the beginning of the semester. Any student who violates the established attendance requirements jeopardizes his or her good scholastic standing in the course.

Punctuality

Excessive tardiness is disruptive to the overall classroom environment. Students must be sensitive to the learning of fellow classmates. Excessive tardiness may jeopardize scholastic standing in enrolled courses.

Academic Dishonesty and Plagiarism

Students are responsible for achieving academic goals, course goals, objectives as prescribed by their instructors, and for demonstrating academic achievement in an honest manner. Luna Community College is committed to excellence in teaching and learning. We believe that students will pursue their studies with integrity and honesty. However, all students should know that incidents of academic dishonesty are taken very seriously.

It is important to a student's academic success to understand what constitutes academic dishonesty at Luna Community College.

What is Academic Dishonesty?

The most common types of academic dishonesty are cheating and plagiarism.

- Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means
- Plagiarism is representing the work of someone else as one's own, whether it was done deliberately or unwittingly, and submitting it for any purpose

The following list identifies some of the activities defined as academic dishonesty:

Cheating

- Use of materials, notes, information, or study aids not permitted by the instructor during tests, quizzes, or other graded in-class activities
- Use of electronic equipment including cell phones, PDA's, and calculators not authorized by the instructor
- Unauthorized possession of examinations, quizzes, or instructor records

- Obtaining information during an examination or obtaining an assignment from another individual and/or assisting others in cheating
- Unauthorized collaboration to include intentional sharing of information or working together on an academic exercise not approved by the instructor
- Alteration of grades on an examination, assignment, or records of an instructor or the college

Plagiarism

Plagiarism means any use of another person's work without proper acknowledgment. Academic dishonesty including cheating may result in immediate suspension from the College. Examples of plagiarism:

- Offering the ideas, words, sentences, or parts of another person's writings without giving appropriate credit and representing the work as one's own, including quotations or identical expressions of material from books, reference works, and encyclopedias
- Undocumented World Wide Web source usage
- Submitting a paper purchased from a research or term paper service, including the Internet
- Copyright infringement- unauthorized use of copyrighted material

Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from one's paper during a test
- Giving homework, term papers, assignments, or other academic work to another student to plagiarize
- Having another person submit any work in a student's name
- Not being truthful with an instructor to improve a grade
- Altering graded work after it has been returned and re-submitting the work

Consequences of Academic Dishonesty

Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Academic consequences may include:

- Receive a failing grade on the assignment, paper, quiz, or exam
- Have the final grade in the course lowered
- Receive a failing grade in the course

Administrative consequences may include:

- Academic probation
- Academic suspension
- Expulsion

Academic Appeals

Students, when warranted by special circumstances, may petition for relief of academic hardship brought about as a result of an institutional academic regulation or requirement. A student filing an academic petition must clearly specify their request, provide supporting documentation and justification, and fully explain how the requirement or regulation would create a hardship. Academic petition forms are available and administered through the Vice-President of Student Support Services and Institutional Research. Petitions must be submitted in a timely manner.

Satisfactory Academic Progress

A grade of “C” or better is required in all program requirements in the student’s concentration of study. An “S” grade is also acceptable. However, in some cases a “D” grade is allowed for credit in some general education courses.

Students receiving financial assistance must also comply with the LCC Financial Aid Satisfactory Academic Progress Policy as described in the Student Financial Assistance section of the LCC Catalog.

Unsatisfactory Progress

A student is not making satisfactory progress whenever one or more of the following conditions occur:

- Having failed a course
- Violation of probation, or
- Suspension for prohibited activities
- Students performing below average or having excessive absences

Prohibited Activities

Luna Community College prohibits the following acts:

- Criminal or delinquent acts.
- Harassment of any kind
- Disruptive conduct.
- Refusal to identify self.
- Refusal to cooperate with LCC personnel.
- Violation of valid rules of student conduct established by the Board of LCC or by its administrators to whom the Board has delegated rulemaking authority, if the student knew or should have known of the rule in question or that the conduct was prohibited.
- Commission of any act which endangers the health or safety of students, personnel, or others for whose safety LCC is responsible, or for conduct which reasonably appears to threaten such dangers if not restrained, regardless of whether an established rule of conduct has been violated.

Appropriate disciplinary actions may be taken against students regardless of whether criminal charges are also filed in connection with an incident.

Definitions of Prohibited Activities

1. "Criminal Acts" are defined as criminal under the New Mexico Criminal Code (Section 30-1-1 et seq., NMSA 1978), the Liquor Control Act (Section 60-3-1 et seq., NMSA 1978), and any applicable municipal or county criminal ordinances.
2. "Delinquent Acts" are acts so defined in the New Mexico Children's Code (Section 32-1-1 et seq., NMSA 1978).
3. "Disruptive Conduct" means willful conduct which:
 - a) Materially and, in fact, disrupts or interferes with the operation or the orderly conduct of any LCC activity, including individual classes; or
 - b) Leads a person or persons authorized by LCC to act officially in a matter involving LCC discipline or the maintenance of order reasonably to forecast that such disruption or interference is likely to occur unless preventative action is taken.
 - c) Use of unauthorized electronic devices. Disruptive use of a cell phone, laptop, or any electronic device.
4. "Refusal to identify self" means a person's willful refusal, upon request from LCC personnel, known or identified as such to the person, to identify himself or herself accurately.
5. "LCC personnel" means all administrators, members of the staff, faculty, board members, and security personnel employed by or affiliated with LCC. The term includes LCC bus drivers and their aides, and authorized agents of LCC such as volunteer teacher aides or chaperones whose responsibilities include supervision of students.
6. "Refusal to cooperate with LCC personnel" means a student's willful refusal to obey the lawful instructions or orders of LCC personnel whose responsibilities include supervision of students. This offense includes, but is not limited to:
 - a) Refusing a directive to cease any conduct, which a supervisory person in charge of a class or other school activity has clearly identified to the student as a hindrance to that activity;
 - b) Refusing a directive to cease disruptive conduct;
 - c) Refusing or failing to leave a school facility or school-sponsored activity after being directed to do so by LCC personnel; and
 - d) Refusing or failing to abide by restrictions on student privileges or other lawful conditions imposed by LCC personnel as disciplinary measures.

7. "LCC" denotes Luna Community College and the campus of and any building, Facility, vehicle, or other item of property owned, operated, controlled by, or in the possession of the College. For purposes of student discipline, the term also includes any non-school premises being used for LCC sponsored activities.
8. "Student" means a person who is enrolled in one or more classes through LCC, inclusive of ABE and GED

Disciplinary Proceedings

The procedures in this section apply only to disciplinary violations relating to "prohibited activities" as defined in the regulations. They do not apply to disposition of academic questions, including violation of LCC's attendance policy, unless they are specifically defined in the LCC Student Handbook.

Disciplinary procedures that apply to disciplinary violations relating to "Prohibited Activities: are addressed by the Vice President of Academics and Institutional Research, ACCESS Center, Security Office and appropriate state and local officials if necessary.

LCC has provisions for immediate removal under emergency conditions, provisions for Temporary Suspension and Long-term Suspension are located in the office of the Vice-President of Academics and Institutional Research.

Violation of Law and College Discipline

1. College disciplinary proceedings may be instituted against a student charged with violation of a law which is also a violation of this Student Code, even if both violations result from the same factual situation, without regard to pending civil litigation in court or criminal arrest and prosecution. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceeding off-campus.
2. When a student is charged by federal, state or local authorities with a violation of law, the College will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also the subject of a proceeding before a judicial body under the Student Disciplinary Code, however, the College may advise off-campus authorities of the existence of the Student Code and of how such matters will be handled internally within the College community. The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting in their personal capacities, remain free to interact with governmental representatives, as they deem appropriate.

3. Culpability is not diminished for acts in violation of this Code that are committed in ignorance of the Code or under influence of alcohol, illegal drugs, or improper use of controlled substances.

JUDICIAL PROCESS, SANCTIONS, AND CONSEQUENCES

A. Charges and Hearings

1. Any member of the College community may file charges against any student, for misconduct. Charges shall be prepared in writing, along with recommended sanctions using Student Disciplinary Code guidelines, and directed to the ACCESS Center Director and the Human Resources Director. Any charge should be submitted as soon as possible after the event takes place, preferably within five (5) working days. Any and all Student Disciplinary Code infraction charges must be filed with the ACCESS Center.
2. The ACCESS Center may conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the ACCESS Center and the Vice-President of Academics and Institutional Research. Such disposition shall be final, there shall be no subsequent proceedings, and agreed upon sanctions shall be immediately imposed. If the charges cannot be disposed of by mutual consent, the Vice-President of Academics and Institutional Research may later serve in the same matter as the judicial body or a member thereof.
3. All charges shall be presented to the accused student in written form, with sanctions using the Student Disciplinary Code guidelines included. A time shall be set for a hearing, not less than five (5) nor more than fifteen (15) calendar days after the student has been notified. Maximum time limits for scheduling of hearings may be extended at the discretion of the Vice-President of Academics and Institutional Research.

Hearings shall be conducted by a committee according to the following guidelines:

Hearings normally shall be conducted in private.

- a. Admission of any person to the hearing shall be at the discretion of the committee and/or the Vice-President of Academics and Institutional Research.
- b. The committee shall choose a chairperson, and all proceedings may be recorded in written form, and retained in the Vice-President of Academics and Institutional Research' office.
- c. In hearings involving more than one accused student, the chairperson of the committee, in his or her discretion, may permit the hearings concerning each student to be conducted separately.
- d. The complainant and the accused have the right to be assisted by any advisor they choose, at their own expense. The advisor may be an attorney. The

complainant and/or the accused are responsible for presenting his or her own case and, therefore, advisors are not permitted to speak or to participate directly in any hearing before a committee.

- e. The complainant, the accused and the committee shall have the privilege of presenting witnesses, subject to the right of cross-examination by the committee. Pertinent records, exhibits and written statements may be accepted as evidence for consideration by a committee at the discretion of the chairperson. All procedural questions are subject to the final decision of the chairperson of the judicial body.
- f. After the hearing, the committee shall determine (by majority vote if the committee consists of more than one person) whether the student has violated each section of the Student Disciplinary Code which the student is charged with violating. The committee, within the Student Disciplinary Code guidelines, will recommend sanctions, not necessarily those recommended by the individual bringing the charges.
- g. The Vice-President of Academics and Institutional Research will have the authority to impose sanctions (or to modify them as necessary) recommended by the committee.
- h. The committee's determination shall be made on the basis of whether it is more likely than not that the accused student violated the Student Disciplinary Code.

There shall be a single summary record of the incident and its resolution. The record shall be the property of the College.

4. Except in the case of a student charged with failing to obey the summons of a committee or College official, no student may be found to have violated the Student Disciplinary Code solely because the student failed to appear before a committee. In all cases, the evidence in support of the charges shall be presented and considered.

B. Sanctions

1. The following sanctions may be imposed upon any student found to have violated the Student Disciplinary Code. Failure of a student to complete an imposed sanction will result in a hold being placed on the student's grades, or the imposition of higher level sanctions i.e. fines, further loss of privileges, etc.:
 - a. Warning: A notice in writing to the student that the student is violating or has violated institutional regulations.
 - b. Probation: A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.
 - c. Loss of Privileges: Denial of specified privileges for a designated period of time.

- d. Attendance at educational/counseling sessions related to reason for disciplinary action, i.e. alcohol/drug abuse resistance education, anger management training, etc., at offenders own cost.
 - e. Restitution: Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
 - f. Discretionary Sanctions: Work assignments, service to the College or other related discretionary assignments (such assignments must have the prior approval of the Vice-President of Academics and Institutional Research).
 - g. College Suspension: Separation of the student from the College for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
 - h. College Expulsion: Permanent separation of the student from the College.
 - i. Restriction Order: Limits the student's visitation privileges from certain areas on campus. This may be placed in conjunction with the State Police Department's assistance.
2. More than one of the sanctions listed above may be imposed for any single violation.
 3. Other than College expulsion, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's confidential record. Upon graduation, the student's confidential record may be expunged of disciplinary actions other than housing expulsion, College suspension or College expulsion, upon application to the Vice-President of Academics and Institutional Research. Cases involving the imposition of sanctions other than housing expulsion, College suspension or College expulsion shall be expunged from the student's confidential record three years after final disposition of the case.
 4. The following sanctions may be imposed upon groups or organizations:
 - a. Those sanctions listed above in Section B 1, a through e.
 - b. Deactivation: Loss of all privileges, including College recognition, for a specified period of time.
 5. In each case in which a committee determines that a student has violated the Student Disciplinary Code, the committee shall recommend the sanction(s), and the Vice-President of Academics and Institutional Research will impose them. The Vice-President of Academics and Institutional Research is not limited to sanctions recommended by members of the committee. Following the hearing, the committee and the Vice-President of Academics and Institutional Research shall advise the accused in writing of its determination and of the sanction(s) imposed, if any.

C. Interim Suspension

In certain circumstances, the Vice-President of Academics and Institutional Research or a designee may impose a College suspension prior to the hearing before a committee.

Interim suspension may be imposed only: a) to ensure the safety and well-being of members of the College community or preservation of College property; b) to ensure the

student's own physical or emotional safety and well-being; or c) if the student poses a definite threat of disruption of or interference with the normal operations of the College. During the interim suspension, the suspended student(s) shall be denied access to the campus (including classes) and/or all other College activities or privileges for which the student might otherwise be eligible, as the Vice-President of Academics and Institutional Research may determine to be appropriate.

D. Appeals

A decision reached by the committee or a sanction imposed by the Vice-President of Academics and Institutional Research may be appealed in accordance with the Student Grievance procedures. A copy of this process may be obtained from the office of the Vice-President of Academics and Institutional Research.

No Sanctuary Rule

LCC can meet its goals as an educational institution when the individuals working within its environment abide by its established procedures and regulations. Certain acts are inconsistent with the goals of LCC, as are the individuals who commit them. The College cannot serve as a sanctuary for those individuals accused and arrested for any of the following acts:

- Murder;
- Arson;
- Rape;
- Armed robbery;
- Assault with a deadly weapon;
- Aggravated assault; or,
- Any other criminal acts.

Student and Non-Student Conduct

Rules of Student and Non-Student conduct at LCC include all rules promulgated by the LCC Board of Trustees or Administrators to whom the Board has delegated authority.

Smoking:

The New Mexico Clean Indoor Act, (Section 24-16-1 through 24-16-11 NMSA 1978), prohibits the smoking of cigarettes, e-cigarettes, cigars, pipes or other smoking materials in any public building, facility, bus, or vehicle of LCC.

Fire Drills:

All students must participate in periodic fire drills by evacuating all buildings and facilities upon the appropriate signal or direction, moving a safe distance away from all buildings, and promptly returning to the appropriate building or facility when an "all clear" signal is given

Traffic and Parking:

Students must obey all applicable state, municipal and county statutes and ordinances concerning motor vehicles. In addition, they must obey all posted speed limits, road markings, parking restrictions and traffic signs at LCC. LCC is not responsible for theft, damage or loss to vehicles or the contents thereof.

Dress Code:

Students shall comply with reasonable dress requirements specified by administrators or individual faculty for professional appearance, safety and health in particular subject areas. Additionally, student dress shall not be immodest or distracting.

Animals:

Animals other than guide dogs for the visually impaired are not permitted on any LCC campus, building, facility or vehicle.

Non-Students:

Non-students shall not enter LCC without identifying themselves to school authorities and having and stating, a lawful purpose for entering. Non-students entering the LCC premises shall comply with all rules applicable to students and shall not engage in any prohibited activities.

Children on Campus:

Due to liability issues, it is not permissible for students to have their children accompany them to class. An adult must accompany all children on campus at all times.

Electronic Devices:

Students are expected to turn off or switch to silent or vibration mode all electronic devices while attending class or in a lab. Such devices may include but are not limited to cellular telephones, laptops, and entertainment devices.

Solicitation and Sales:

Solicitation or sales by non-LCC groups are not allowed on campus without the written permission of the LCC president. Students or student organizations wishing to engage in fund-raising projects on or off campus must receive approval from their respective club sponsors and the ACCESS Center.

Posting of Signs:

Posting of signs or other materials must receive an “Approval for Posting” stamp from the LCC president. Approval postings may be posted on bulletin boards only. Posting of signs on walls, doors or permanent structures (buildings) are prohibited.

Learning Activities and Administrative Directives

Extra-Institutional Learning Activities

A basic premise held by the college is that permitting students to participate in “Extra-Institutional Learning Activities” should serve to enhance and broaden their training potential.

Students participating in “Extra-Institutional Learning Activities” will be treated as excused and grades will not be affected, provided that the missing work is satisfactorily made up under the instructor’s approval and supervision.

All college related trips and/or activities (whether on or off campus) must be coordinated through the appropriate academic director and vice president. Trips and/or activities must be cleared ten (10) school days prior to the scheduled event. An approved “Extra-Institutional Learning Activity” form must be submitted to the Executive Director for Budget and Finance along with release of liability forms and all other supporting documentation at least five (5) days prior to the scheduled activity.

Specific procedures relative to activity, date, location, transportation, and release of liability, proper signatures by responsible parties, and other items are contained with the Extra-Institutional Learning Activity Request Forms. These forms are available at the Office of the Vice President for Student Support Services.

The academic director and the appropriate LCC sponsor(s) of the approved trip/activity will be responsible for reporting student participation and attendance to all appropriate instructors.

Official Administrative Directives

Student absences that are a result of official administrative directives will be treated as excused absences and shall not affect grades, provided that the missing work is satisfactorily made up under the instructor’s supervision.

Legal, Military and Other Call to Duty Obligations

Absences resulting from jury duty, military or other call to duty obligations will be treated on an individual basis by the academic vice president and will be asked upon based on the duration of the absence.

Computer Use Policy

Computer & Information Services

Student Services Building

505.454.2556

E-mail: cis@luna.edu

Purpose

The purpose of these policies and procedures is to encourage computer use at LCC and to regulate computer use as necessary to protect individual privacy, to provide an equitable sharing of limited resources, to maintain standardization with the college assets, and to promote responsibility in the use of LCC's computer systems.

Policy

The LCC Computer and Information Services Department provides computer services to faculty, staff and students as well as a limited number of outside clients of LCC. All computer users have two basic rights—privacy and a fair share of the resources.

All computer users have the responsibility to use the LCC computer systems in a respectful, efficient, ethical and lawful manner. The ethical and legal standards that are to be maintained are derived directly from standards of common sense and common decency that apply to the use of any public resource within LCC.

LCC's policy for use of its computing facilities is based on the US Copyright Law and the laws of the State of New Mexico Computer Crimes Act: Sections 30-45-1 to 30-45-7, NM Statutes Annotated (1978). This policy incorporates the definitions in the law, provides guidelines for appropriate use of computers and outlines the administrative procedures that will be imposed on any computer users who fail to comply with the policy.

The following policies, rules and conditions apply to all users of LCC computer services. Violations of any of these conditions are considered a violation of LCC policy and will be treated as such. LCC views the use of computer facilities as a privilege—not a right — and seeks to protect legitimate computer users by imposing sanctions on those who abuse the privilege. Eliminating computer abuse provides more computing resources for users with legitimate computing needs.

Sanctions

In accordance with established LCC practices, violations may result in disciplinary action, which could lead to expulsion from LCC, temporary or permanent loss of computer privileges, or dismissal from a position and/or legal action. All computer users have a right to appeal any disciplinary action through established college procedures.

The following provisions, which apply to all use of computer and network interconnections owned or administered by LCC, including campus-wide computer facilities, govern computer users.

Computer users shall:

- ✓ Respect the intended use of accounts established for their use;
- ✓ Respect the integrity of LCC's computer systems and networks;
- ✓ Respect the privacy of other computer users;
- ✓ Respect the rules and regulations governing the use of facilities and equipment;
- ✓ Respect the proprietary rights of software owners and comply with all copyright laws.

The Computer and Information Services is responsible for administering these policies and procedures, with oversight by the LCC President. The policies will be reviewed at least every two years and modified and approved as necessary.

Acceptable Use of the Internet and Campus Networks

Computer users shall respect the intended use of user accounts established for their use. The departments, divisions, and other authorized units of LCC give authorization for the use of accounts for specific academic, administrative or other authorized purposes.

Computer accounts are the property of LCC and are to be used only for LCC related work. The contents of LCC's accounts shall be the property of the authorized user, subject to applicable LCC copyright, intellectual property policies, and applicable federal and state laws. If staff feels that the integrity of the system is threatened, access by the Computer and Information Services Department staff to information within these accounts may be granted by the system administrators.

In other cases, authorization for non-authorized user access shall be sought from the vice president to whom the account user reports. The respective vice president shall notify the account user in writing. If the user is a student currently enrolled in a computer science course, the student's instructor should also be notified.

Prohibited are attempts to:

- ✓ Defeat the security systems of any LCC computer;
- ✓ Circumvent the account system;
- ✓ Use an account without authorization; or
- ✓ Use accounts for other than their intended purposes.

Use of an account which invades the rights of privacy or which misappropriates the data or files of others may subject the wrongdoer to both criminal and civil liability. LCC reserves the right to bar a computer user from an account if the designated LCC officials determine impropriety.

LCC reserves the right to limit a computer user's session if there are insufficient resources or if the user is determined by the designated authorities to be acting in an irresponsible or unlawful manner. LCC also reserves the right to cancel, restart or place on hold a job, process or program to protect or to improve system performance if necessary.

Computer users shall respect the integrity of the system. Computer users shall not intentionally develop or use programs or engage in behaviors that harass other computer users, infiltrate the system or damage the software or hardware components of the system. Uses of the network to access or process pornographic material, inappropriate text files, illegal activities, or files dangerous to the integrity of the network are prohibited.

Computer users shall use great care to ensure that they do not use programs or utilities that interfere with other computer users, infiltrate the system, modify the system, modify an account or damage computer data. This includes all network connections.

Network connections shall be used only as permitted in network guidelines (e.g., INTERNET, BITNET). The use of any unauthorized or destructive program or access may result in legal civil, and/or criminal action for damages by any injured party, including LCC.

LCC acknowledges the value of academic program development, research on computer security, and the investigation of self-replicating code (VIRUS). However, LCC and each computer user have the responsibility to use each of the computers systems, which are public property, in a manner related to the educational process for which they are intended. Individuals who wish to use LCC computer facilities for these purposes must plan and consult with CISD. Limitations may be imposed on these activities to minimize the effects. Restrictions on computer security and self-replicating code are defined in a manner that protects LCC and individual computing environments, but does not restrict or limit legitimate academic pursuits. Students must create an LCC Student Account in order to obtain access to the LCC network, software applications, Internet, and a personalized drive.

The value of all computer usage depends on the availability and integrity of the system. Any defect discovered in system accounting or system security is to be immediately reported to the Computer and Information Services Department, so that steps can be taken to investigate and resolve the problem. The cooperation of all users is needed to ensure prompt action. The integrity of the system is maintained by password protection of accounts. A computer user who has been authorized to use an account may be subject to both civil and criminal liability if the user discloses the password or makes the account available to unauthorized persons without permission.

Use of electronic communication utilities (such as e-mail, chat rooms, and CARS MAIL) to transmit fraudulent, harassing, obscene, indecent, profane, intimidating, or other

unlawful messages is prohibited by state and federal law. Loading or intentional receipt of hate mail, harassment, and other antisocial behaviors are prohibited on the network. Also, the electronic communications facilities are not to be used for the transmission of commercial or personal advertisements, solicitations, promotions, and destructive programs or for any other unauthorized use.

Computer users shall respect the privacy of other computer users. Computer users shall not intentionally seek, provide, modify information in, gain access to accounts or obtain copies of files, programs, or passwords belonging to other computer users without the permission of those other computer users. This includes all system files and accounts.

The LCC system provides mechanisms for the protection of private information from examination by others. Attempts to circumvent these mechanisms in order to gain unauthorized access to the system and or to private information are unlawful and will be treated as a violation of LCC policy. Searching through non-public directories, libraries or any other storage media to find unauthorized information is also a violation.

Computer users, when requested in writing, shall cooperate with system administrators in investigations of system abuse. Users are encouraged to report suspected abuse, especially any damage to or problems with their files. LCC recognizes that files and mail messages are confidential; however, authorized LCC employees may access computer users' files at any time during system maintenance and report suspected unlawful or improper activities through the proper channels.

Computer users shall respect the rules and regulations governing the use of facilities and equipment. LCC departments and divisions may have specific rules and regulations that govern the use of computer data, equipment and facilities. They may have operators, consultants, and/or supervisors who are given the responsibility to supervise and manage access to department and division computer data and resources. The user's cooperation with these individuals and adherence to LCC policies are expected at all times. Students are encouraged to utilize the support services of CISD or lab staff; however, obtaining program code from the labs, CISD or other staff, when forbidden by an instructor, is prohibited.

Reasonable personal use shall be allowed, provided such use does not interfere with academic use. All such improper uses cannot be anticipated or listed here, but examples may be:

- ✓ Playing computer games when such use would interfere with the availability of facilities and academic use;
- ✓ Commercial activities or advertising;
- ✓ Libelous statements that would damage a person;
- ✓ Dissemination of licensed software;

- ✓ Invasion or violation of personal privacy or WWW personal home pages which could reasonably be misconstrued to be official representations of LCC.

Use of official LCC logos on such pages, without express written consent of LCC, is prohibited. LCC cannot accept responsibility for personal home page content.

Computer users shall respect the proprietary rights of software. All software are protected by copyright shall not be copied except as specifically stipulated by the owner of the copyright, or the original software is clearly identified as "shareware" or in the public domain. Protected software is not to be copied into, from, or by an LCC facility or system, excepting by license. This means that such computer and microcomputer software may only be copied in order to create backup copies, if so licensed. The number of copies and distribution of the copies may not be done in such a way that the number of simultaneous users in a department exceeds the number of original copies purchased unless otherwise stipulated in the purchase.

Attributions of authorship will follow the copyright rules for material obtained via the network. Users will not install software on the network or individual computers; only the network administrator can authorize installation of software.

Sexual Harassment Policy

Human Resource Office
Technology Building
505.454.5330
E-mail: hr@luna.edu

ACCESS Center
Student Services
505.454.5355
e-mail: access@luna.edu

Luna Community College is an academic community which seeks to foster the fullest development of people's' abilities and aspirations. The mission of Luna Community College can be realized only in an atmosphere of civility, mutual trust, and respect. Actions which diminish such an atmosphere shall not be condoned and tolerated.

The purpose of this policy is to inform all Luna Community College students and employees that sexual harassment is illegal and that the College will not tolerate sexual harassment of its students or employees, nor will the College tolerate unprofessional conduct which leads to sexual harassment. The College intends, first, to deter sexual harassment through the posting of the policy on the LCC Website, publishing the policy, secondly, implement corrective action of those individuals who disregard this policy. Employees are cautioned that a retaliatory action directed towards persons initiating complaints is unacceptable conduct. The College will provide appropriate educational materials and programs related to understanding and implementing this policy for students and employees which will be coordinated through the Human Resource Office.

Sexual harassment may be used to describe a wide range of behavior between students, between employees, or between students and employees. These behaviors are described in the Equal Employment Opportunity Commission guidelines below. For students, the references to "employment" or "work" in the EEOC guidelines include the entire range of academic and non-academic functions of the college community.

The EEOC defines sexual harassment as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when (1) Submission to such conduct is made either' explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

In determining what conduct constitutes sexual harassment, the question shall be determined from the perspective of a reasonable person of the gender and position of the person filing the complaint.

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act 1964.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- A supervisor fails to take corrective action when he or she knows, or reasonably should have known, that a subordinate employee or student is being subjected to sexual harassment
- The harasser's conduct must be unwelcome.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use the LCC complaint process or grievance system available.

Getting Help

Any student, employee, or job applicant who feels he or she has been sexually harassed should promptly report such incidents to the LCC Human Resource Director without fear of reprisal. In the event that the harassment occurs between two students, ACCESS Center should also be notified of the situation. All such reports, whether written or made orally, will be seriously reviewed. No employee, student, or job applicant who files a complaint in good faith shall suffer retaliation for filing the complaint. The college shall take necessary action to assure that there is no retaliation against persons who file complaints in good faith. The confidentiality of all parties involved in sexual harassment charge shall be strictly respected insofar as it does not interfere with the LCC's legal obligations to investigate allegations of misconduct and to take corrective action. The Human Resource Department is responsible for investigating and resolving complaints of sexual harassment involving students, employees or applicants. For assistance, contact the Human Resource Office at 505.454.5330 or 454-2500 ext. 1062 or the ACCESS Center at 505.454.5355 or 454-2500 ext. 1213.

Drug-Free Awareness Policy

In conjunction with LCC's Drug-free Awareness Program, all LCC employees and students are notified that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on LCC grounds as provided by law and as provided in LCC's Board of Directors Policy Manual, LCC's Employee Policy Manual, and in this student handbook.

Any violation of this policy will result in corrective disciplinary action in the case of an employee or suspension in the case of a student and will be referred to proper criminal law enforcement authorities.

All employees and students must become familiar with these policies and abide by them.

Pursuant to requirements insured by the federal government, employees must notify the LCC Office of the President of any criminal drug statute conviction for a violation occurring upon the property of LCC no later than five days after such conviction.

Drug-Free Schools and Communities Act Alcohol and Drug Abuse Prevention Program Notice

All LCC employees are notified that it is the policy of LCC that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance and the unlawful possession, use or distribution of alcohol on LCC property, or as a part of any LCC function, are strictly prohibited.

Any violation of the above-described policy by any LCC employee will result in corrective discipline up to and including termination. Any violation of the above-described policy by any LCC student will result in discipline up to and including expulsion. All violations of these policies will be referred to the appropriate Office of the District Attorney or the Office of the United States Attorney for prosecution. The New Mexico State Criminal Code provides for criminal sanctions for the unlawful possession or distribution of illicit drugs and alcohol including imprisonment, fines and forfeiture of property. Federal law provides for criminal sanctions ranging from imprisonment for not more than five (5) years to life in prison, and fines ranging up to ten (10) million dollars. This is not inclusive of all the possible sanctions.

Grievance Procedures

Students wishing to pursue a grievance or a “conflict” are encouraged to resolve the issue, if possible, at the “point of origin,” i.e., with the affected staff-person and, if it becomes necessary, the department director or the academic director. If the issue is still unresolved the following steps are to be adhered to.

If the grievance or conflict is with another student, the student is encouraged to resolve the issue at the “point of origin”, i.e., with the affected student. If necessary, a meeting may be scheduled for both parties to meet in the presence of a counselor from the ACCESS Center who will serve primarily as a mediator. These meetings are to be documented in the event that a resolution is not reached. The grievance forms on which this is to be documented can be obtained and filed at the ACCESS Center. The purpose of the initial meeting will serve as a proactive approach to maintain an environment that is safe and conducive to learning. In the event that the conflict is considered criminal in nature (misdemeanor or felony), an incident report shall be filed by LCC Security and reported to the local law enforcement agency (San Miguel’s Sheriff’s office or New Mexico State Police).

Definition of a Grievance

A student grievance is a complaint regarding a school matter, problem or condition alleging that there has been a violation, misinterpretation or inequitable application of LCC policies or practices, or, applicable state, or federal law, rule or regulation.

Any student may initiate a grievance action by initiating the following procedures within fifteen (15) days of the occurrence of the event-giving rise to the complaint, or, within fifteen (15) days of when the student learns of or should have known of the occurrence of the event-giving rise to the complaint.

Procedures for Initiating Grievance

1. The student must attempt to informally resolve the complaint at its source of origin, i.e., with the affected person. The date this takes place will be documented by the grieving party on a grievance form which will be filled at the ACCESS Center in the event a resolution is not reached.
2. If a student is unable to resolve the complaint at its source of origin, the student has five (5) calendar days to attempt to formally resolve the complaint at the departmental level, by submitting a written grievance with the department director or academic director for that specific division. The department director or academic director shall render a written decision with all related supportive documentation within five (5) calendar days thereafter.
3. If the student is unable to resolve the complaint at the departmental level, the student must submit a written grievance to the LCC ACCESS Center director

within (5) calendar days to be attached to the grievance form which was filed when the initial meeting took place (see step 1). The ACCESS Center director will attempt to resolve the complaint within five (5) calendar days thereafter. The LCC ACCESS Center director shall render a written decision or recommendation to the appropriate vice president with all related supportive documentation.

4. If the student is aggrieved by the decision or recommendation of the ACCESS Center director, the student must submit a written statement setting forth the grounds upon which the student disagrees with the decision or recommendation of the ACCESS Center director with the appropriate vice president within five (5) working days after receipt of the decision or recommendation. The appropriate vice president shall review the matter and shall, within five (5) days of submission of the grievance, allow the student to present his or her complaint in person and by witnesses of the student's choosing at an informal meeting to be held at a time and place upon the LCC campus as determined by the vice president. The vice president shall give ample notice of such meeting to all persons necessarily concerned. The vice president shall render a written decision within five (5) calendar days thereafter with all related supportive documentation.
5. If the student is aggrieved by the decision of the vice president, the student must submit a written statement within five (5) calendar days setting forth the grounds upon which the student disagrees with the decision of the vice president with the LCC Office of the President. *The president, or his designee, shall review the matter, including all documentation submitted by all persons necessarily concerned, and shall render a decision within ten (10) calendar days after receipt of the complaint. The President's decision is final, cannot be appealed, and shall be considered resolved.

*The LCC Office of the President may extend, for good cause shown, the time limitations set forth in number 5, above.

STUDY SKILLS TIPS

What does it take to succeed in college? Many people would answer “intelligence.” They believe that if you are intelligent enough, you will succeed in college, and if you are not intelligent enough, you will fail. Actually, the quality called “intelligence” rarely is a major fact in college success. Much more important are study skills: how you study, what you do in and out of the classroom, and how you manage your time. The good news is that good study skills are something that anybody can learn. Because of this, virtually anybody can succeed in college, with enough hard work, effective time-management, and proper study habits.

General Study Habits

In-class

Don't miss class unless you absolutely have to: Some people, for example, use minor health problems like mild headaches as a reason for missing classes. Don't fall into this habit! If you are well enough to sit on a couch at home and watch TV, then you are probably well enough to make it to class. At any rate, making it to class will probably help you avoid having bigger headaches later. College classes cover material at a much faster rate than high-school classes do, so missing classes can cause you to fall behind quickly. Why make college difficult on yourself by not attending class? Especially, try to avoid missing math classes, because missing just one can make catching up very difficult.

Be aware that most instructors have specific standards as to how many classes that a student needs to attend in order to pass a class (usually, you need to show up for at least 70% of the sessions of a particular course), and if you wish to get an A or a B, you should have much better attendance than that.

Of course, you will probably sometimes have emergencies that prevent you from attending class from time to time, but if you usually have good attendance, then you should be able to miss class for such situations without hurting yourself too much. If, however, you miss classes for minor reasons, then you may not be able to take class off when you really need to.

All in all, simply making it to class regularly is probably the most important thing that you, the student, can do to ensure your college success.

Arrive on time: Many instructors take tardiness seriously, and you will miss important information by arriving late.

Sit in the front of the room: This helps you in a number of ways: It helps you see the board, it helps you hear the teacher, and it helps the teacher notice you and pay attention to any difficulties you might be having.

Try to meet some of your classmates and exchange contact information: This can be a valuable way to clarify things that you don't understand in class. A classmate who seems to have a good grasp of the material can be a particularly good resource. Also, collaboration with other students is often more effective than studying alone.

Before or after class, introduce yourself personally to the instructor: If you have any special concerns or difficulties, let the instructor know about them. Exchange contact information. Ask what your instructor's office hours are.

Let the instructor know that you are sincere about doing well: By participating, asking questions, introducing yourself to the instructor, and showing real interest in the subject, you are letting the instructor know that you are a serious student who wants to do well. Teachers will often go out of their way to pay attention to and help such students. Also, if "participation" is part of the class grade, doing these things will almost certainly increase your participation grade.

Read the syllabus carefully and hold on to it: Most college classes will include a syllabus, and this will give you very important information as to what is expected of you. In addition, it will usually give you the instructor's contact information and office hours. This is invaluable information that you will benefit greatly from knowing.

Out-of-class

Set yourself a regular study routine: This will help you manage time, and it will also help you make yourself study. Research shows that when students have a habit of studying at a certain time every day, they are able to learn more efficiently, because their brains have become conditioned to studying at that time. They don't have to spend as much time "getting into the right frame of mind." For more information about making a study schedule for yourself, see the time management section, below.

Find a good environment to study: Many people have difficulty studying in an effective way simply because they are studying in an inappropriate environment. Try to find the most appropriate part of your house or apartment, and if that doesn't work, look for another convenient place. Libraries or college learning centers can often be quite good. The place should have good lighting and comfortable chairs, and it should not be too hot or too cold. Things to avoid are places where people often interrupt you or where there are many distractions like phones ringing, people talking, or music playing.

Also, there is an advantage to regularly studying in the same place or places. Like studying at the same time, studying in the same place helps you become conditioned to learning. When you sit down at your regular study place, your brain knows why you are there.

Be honest with yourself about what distracts you: For example, some people actually do study well with music: it may relax them, or drown out other distractions. But, for other people, it may be a distraction in itself. If you find yourself being distracted,

remove the object of distraction, and if you can't, find a place to study which doesn't have that distraction.

Have the necessary materials: When you find a good place to study, make sure you have the materials you need. Pens, pencils, papers, notebooks, a clock (to keep track of the time), a calculator, erasers, white-out, pencil-sharpeners, rulers—all of these are examples of things you may need.

When you study, give the subject your full attention: Often, more can be accomplished in one hour of studying with complete attention than with a few hours of studying with distractions.

Don't try to study too long at one time: While college may require hours of studying at one time, studying too long can make you exhausted. At least, you should take short breaks from time to time, in order to not to tire your brain out too much.

Study difficult or boring subjects first: If you have to study more than one subject in one session, study the difficult or boring subjects first, so that when you get tired, you can go on to something which is easier or more interesting. If you do it the other way around, you may find yourself unable to face the more difficult subjects later in the study session when you are more tired. Think of it this way: it is often easier to go uphill first and then go downhill than it is to go downhill first and then go uphill.

Doing Assignments

When reading an assignment, first read the material quickly to get a general idea of the scope of the assignment. Then, read it over again for detail: This will enhance your understanding, and may actually be more time-efficient than trying to get all the details the first time.

Make sure that you are clear about your instructor's expectations: Different instructors have different standards about doing assignments. For example, they may require a certain style of bibliography for papers. Some instructors are strict about the length of assignments; others are not. Knowing these things will help you get the best possible grades. As mentioned above, reading the syllabus can be invaluable for understanding your instructor's expectations.

Give yourself plenty of time; do not procrastinate: Assignments will often take longer than you anticipate.

Do things in stages: Often, the best results can be achieved by working on an assignment in stages. When you go back to the same assignment repeatedly, you will be able to look at the quality of your work in a more objective way, and this will help you keep your standards high. This is another reason why it is a good idea to give yourself plenty of time, because if you do things at the last minute, you won't have time to do assignments in stages.

If you get frustrated, take a break and go back to it later: When you become frustrated, the quality of your work will usually diminish, and you will not use time efficiently, either. Taking a break may well be more time-efficient than forcing yourself to continue working on an assignment that you are stuck on. Of course, you will be able to do this only if you give yourself plenty of time to complete the assignment.

Avoid plagiarism at all costs: Plagiarism is a particular problem when doing papers, because now papers on most subjects can be easily downloaded and bought on the Internet. Doing this not only deprives yourself of the valuable learning experience of writing a paper, it also puts you in grave danger of being caught. Be aware that software exists that allows an instructor to easily find whether a paper is available online, simply by typing in a few sentences from that paper, in other words, while downloading a paper on the Internet is very easy, catching a student who does so can be even easier. The consequences for being caught committing any kind of plagiarism generally range from failing the entire course to expulsion from the institution.

Also, keep in mind that instructors get to know their students' work, which makes it relatively easy for them to spot plagiarism. If you generally write in a certain style and produce average work, then the instructor will most likely notice it if you suddenly turn in a flawless paper written in a very different style from that you usually use.

Plagiarism is wrong, it cheats yourself out of your own learning experience, and it endangers your academic career. The best advice is simply "just don't do it."

Other Suggestions

Keep a good attitude towards your instructors: Of course, you will find that you like some instructors more than others. Sometimes, you may find that you don't like an instructor's teaching style or personality. However, unless you feel that the teacher is genuinely incompetent or negligent, you should try to keep a good attitude towards him or her. The important question is not "Do I like this teacher?" but "What can I learn from this teacher?" In fact, many students find that they ended up learning a great deal from teachers whom they initially disliked, found difficult, or disagreed with. Even if you feel that the teacher isn't very good, remember that a good student can usually learn from a bad teacher, but a student with a bad attitude may not learn from even the best teacher. At any rate, keeping a positive attitude towards your instructors will help you maximize your learning.

Take advantage of all campus learning resources: Luna has a free tutoring center and learning resource center. Instructors are required to keep office hours in which they can help their students. The Destinations program is available for students who wish to improve their ability in certain subjects. These resources are there for you, and don't hesitate to use them.

Become involved in your college: Becoming involved with college life has become more difficult for many students, because more and more college students have families

and/or jobs in addition to their schoolwork. Still, the college experience is not solely an academic one, and becoming involved in activities can both give you a more well-rounded education and make the whole experience more enjoyable. The enjoyment that they give you can also make you a more enthusiastic, committed student, which will probably help you excel in your studies as well. At the very least, activities will help you get to know other students, who can in turn give you academic and social support. Luna has an active and expanding student government, so that is one way that you can become more involved in college life.

Time Management for College Students

There is no mystery about managing time. Everyone has 24 hours each day and 168 hours each week to eat, sleep, work, relax, exercise, attend class, and study. There is nothing magical about getting the most from these hours; it just takes planning. For college students, however, who have an unusual amount of choice in terms of how they use their time, time management is especially crucial; perhaps even more than “intelligence” your ability to manage your time will determine whether you succeed or fail in college.

Techniques for Time Management

Use the “two for one” rule: The rule-of-thumb in college is to spend two hours each week studying for every one hour in class. For example, if a class meets three hours a week, plan to spend six hours studying that subject each week. If a student has 12 hours of class each week, he or she should spend at least 24 hours studying per week. All in all, going to college can take up as much or more time as a full time job.

Actually, if you find that a class is quite easy for you, you may find that you can get away with studying only one hour per hour spent in class, but, conversely, if you find that the class is difficult, you may need to spend more than two hours per hour spent in class.

At any rate, the “two for one” guideline is a good way to begin to approach time management for college—it will at least give you a rough idea of how much time you need to set aside to study. In the first few sessions of your class, you can also ask the teacher about how much time he or she thinks will be needed for out-of-class study.

Stay at least one day ahead: Unlike high-schools teachers, most college instructors will provide you with a syllabus telling you what your readings and assignments are going to be in advance. This gives you the opportunity to always stay at least one day ahead of your schoolwork. This not only helps manage time, but it also makes it much easier to understand and gain from lectures, because you will have more familiarity with the subjects being discussed before you go into the classroom.

Also, you will have experiences in which assignments turn out to take more time than you expected, so if you are already ahead, you will be prepared when this happens.

Don't let yourself get behind: As noted above, sometimes things will take longer than you expected. You will probably "get behind" sometimes, but don't let it get out of hand. The problem is that if you get behind in a certain class, you may find yourself having too much to do, and in trying to get caught up in one class, you may actually get behind in other classes as a result. To avoid getting caught in this kind of negative cycle, do your best to avoid getting behind, and if you do get behind, do your best to set aside some time to get caught up or (better yet) ahead. Studies show that students who fail most often cite "getting behind" as the biggest factor in their failure, so it is crucial to avoid falling into this trap.

Plan ahead for major papers and exams: Some parts of the semester will take more time than others. Especially, major exams and papers will take more of your time than you usually have to spend. It's a good idea to set aside more time for these things. Also, you should set yourself a date for completing each task, so that you can get the entire job completed on time.

Prioritize: In addition to school, a college student may have work, family, boyfriends or girlfriends, social life, housework, hobbies, entertainment and activities. Obviously, some of these things cannot be ignored, but you do have to remember why you started going to college in the first place: to get an education. It is quite possible that with good time management, you will be able to fit everything in, but you may well have to prioritize. If, for example, watching two hours of TV every night makes you unable to work and keep up with your homework, then you may have to decide that TV, being non-essential, will have to be cut back so that you will have time to get caught up.

Make a schedule: As mentioned above, you have 168 hours a week. This gives you time to do a lot of things, but only if you use your time efficiently. Making a schedule can really help you prioritize and give yourself enough time to do your schoolwork. If you schedule yourself enough time to do the more essential things like sleep, eating, studying, and taking care of important errands, you may find that you still have plenty of time for entertainment and friends.

Don't overdo your scheduling: You have to be realistic about your time planning; if you make impossible demands on yourself, or if you don't give yourself enough time to get proper sleep or nutrition, you may do more harm than good. It is better to schedule more time for a particular task and actually follow through than it is to over-schedule yourself.

Get a calendar and/or a personal organizer, and use it: This is a technique that many people find useful, because it allows you to organize your time clearly. If you've written down that you have to do a certain thing at a certain time, even if this is not something you absolutely have to do, having it written down can make it easier for you to enforce your own schedule on yourself.

Stick to your schedule: Having a schedule does not mean anything unless you can enforce it on yourself. You have to learn to develop a certain amount of willpower so that you will be able to make your schedule stick.

Be prepared to be flexible: You must also be prepared to be flexible, because things will come up which will force you to deviate from your plan. Leaving some extra “free” time on your schedule can help you make up for lost time if something else comes up.

Use your “best time”: Different people perform better at different times of the day. Many people perform well in the morning, but others don't. Some people are tired and distracted in the evening, but others are most awake and capable of efficient studying at night. If you understand what your “best time” is, you may be able to schedule your studying during times when your brain is working at its best.

Learn to say “no”: One of the good things about college is that it offers a lot of opportunities for social interaction with other people. However, you do have to watch your time; if you cannot say no to invitations, you may find yourself not having enough to study. If your friends care about you, they should understand if you say “Sorry, I can't go out tonight because I've got to finish my paper.” Hanging a “do not disturb” sign outside your door may also be effective.

Reward yourself after studying instead of getting caught in avoidance behaviors: Putting off studying for leisure activities can make you feel guilty and make those activities harder to enjoy. It can also result in you not having enough time to get everything done. When you have a choice between studying first or relaxing first, it is usually a better idea to get your studying out of the way. Doing that will make you feel responsible about yourself, and will allow you to enjoy your relaxation, knowing that you are caught up with your studies.

Note-taking and listening

You may feel that you are not good at taking notes and listening in class. Here's some good news: listening and note taking are skills that can be practiced and improved. Since you will have to do a lot of listening and note taking in college, it is very worthwhile improving to try to improve these skills.

Mechanical tips on taking notes:

1. Keep all your notes for various classes clearly organized, in a separate notebook or section of a notebook: Doing this will help keep your notes well-organized and easy to find.
2. Always write the name and date of the class when you are taking notes: This is another way to keep your notes organized.

3. Always use standard-size (8.5 by 11 inch) paper for your notes: Using smaller paper may force you to cram too much information later, making it harder to read your notes later.
4. Enter your notes clearly: Even if writing clearly takes more time than scrawling, it will save time later, and it will also ensure that you are able to read your notes.
5. Use abbreviations: All subjects have standard abbreviations for special terms. Using these abbreviations will save you time when taking notes.
6. Box or circle all assignments: This will make them easier to find later.
7. Use a special symbol (for example, an arrow) to mark ideas that the lecturer emphasizes: Doing this will help you identify the important points when you review your notes later.
8. Write down charts and pictures that the lecturer writes on the board: These can be helping learning tools, and a useful addition to written notes.
9. Write down examples, and indicate them with EX: Clearly noted examples can also be very helpful when reviewing your notes.

Some good strategies for listening and taking notes:

Listening and note taking are not just activities that you do during class. Preparation for effective listening and note taking should start before a class session begins, and the note taking process should continue after the class session is over.

Before the lecture

Check the course syllabus to see if the instructor has specified the lecture topic for that particular day: If you know what the topic is in advance, you will be more ready for it, and you will be able to get some understanding of it before listening to the lecture.

Get caught up on all reading and assignments for that day: Doing this in advance will also give you the chance to get familiar with the topic before listening to the lecture, which will help you understand.

Prepare some questions to ask the instructor: When looking at the topic or reading the material related to it, you may find that there are some points that you are not clear about. It's a good idea to write these questions down, so that you can remember them during the lecture.

During the lecture

In the first few class sessions, pay attention to how the teacher lectures: Some teachers only repeat information from the text. Others elaborate on or explain information from the text. Some will use the lectures to introduce new material. By paying attention to how the teacher lectures during the first few class sessions, you will get important information about how to effectively take notes for that lecturer.

Listen carefully to the introduction (if there is one): This will help you get mentally prepared for the topic and anticipate which points will be important.

Don't try to write down everything: It will be impossible to write down everything, so you need to learn how to efficiently summarize as you write.

Summarize in your own words, not the speaker's: Using your own words is usually easier and more efficient than trying to use the lecturer's words. Also, paraphrasing can help you to actually understand the topic, rather than just repeating what you are hearing.

Learn to listen for main points: Remember, your goal of note taking is to help you understand and remember, not to record all information. You have to learn to identify the main points, so that you will be able to efficiently summarize.

Listen for "signal words": Instructors often give you clues to the main points by using "signal words," like "the most important..." "the three main..." Learn to listen for these signal words, and use them to determine what the instructor thinks is important. Listing or numbering is another good indication that important information is being given.

Listen for change in voice or rate of speech: Lecturers' voices or rate of speech may change as they discuss important topics. When the speakers' voice gets louder or softer, or higher or lower, it is usually an indication that he or she considers the point being made to be important. Speaking very slowly, as if the speaker is dictating, is another good indication that a main point is being discussed.

Watch for nonverbal clues: When a speaker walks towards the audiences, paces, uses hand or finger gestures, or strikes the podium, it usually shows that he or she is making an important point.

Remember that the instructor will tend to talk about the parts of the text that he/she thinks is important, and that those things will likely be on the tests: Usually, the instructor cannot cover everything in the text in his or her lectures, so he/she will cover the more important points. He or she is giving you clues to what you should study for the tests.

If the instructor talks about subjects that are not covered in the text, write them down, because those subjects may be on the test, and the lectures may be the only source of

information about them: Some instructors only summarize, expand on, or clarify points from the text in their lectures. However, others will use lectures to introduce new subjects, and this may be your only source of information about those subjects.

Focus on the speaker: Obviously, being distracted can seriously impair your ability to follow what the speaker is saying.

Avoid “Mentally Arguing”: You may find points that you don’t agree with or understand. However, dwelling on these points will break your concentration. It is better to write them down so that you can talk about them with the teacher later.

Prepare questions to ask after the lecture: Some of the things you didn’t understand before the lecture will hopefully be clarified during the lecture. However, if anything is still unclear, or if new questions come up in your mind during the lecture, write them down, and be prepared to ask the teacher before the end of the lecture.

If there is a summary at the end of the lecture, pay close attention to it: Like introductions, summaries tend to be a list of the most important points. You can use them to check the organization of your notes. Should your notes seem disorganized, copy down the main points mentioned in the summary. It will help in revising your notes later.

After the lecture

Review notes after studying: Notes should be reviewed as soon as possible after studying, while they are still fresh in your mind.

Expand on your notes when you review: If you review your notes after the class, you will often be able to remember other details and ideas that relate to the notes you took. Writing those details down will make your notes even more useful.

Compare notes with other students: During a lecture, different people will write down different things. Comparing notes with a classmate can help you remember points that you missed.

Review your lecture notes at least once a week: Also, review the lecture notes before the next lecture. Doing so will help you remember the material, and make studying for tests much easier.

Reading Strategies for College Students

Most college work involves reading! For many subjects or majors, you may spend more time reading than in class, and the higher you climb the educational ladder, the more reading you will do. Obviously, learning to become an effective reader is one of the most important factors in whether you will succeed or fail in college.

Before Reading

First, look at the chapter or book title: What does it tell you concerning what the reading material is about? What do you already know about this subject? What can you expect the chapter to say about it? Thinking about these things will activate your previous knowledge, and make you more mentally prepared to understand the material.

Look at the author's name: If you know the writer, reflect on what you know about him or her. Knowing, for example, what his/her credentials or affiliations are can help you get some perspective on the material. You may be aware of the writer's usual point of view on a particular subject, and that may give you valuable information as well. Knowing these things will help you anticipate what you are going to read, and to be prepared for the author's biases as well.

Look at when the material was written: This too can give you useful perspective. Material written more recently will tend to be more up-to-date. Material written at a particular time may reflect biases or points of view that were popular during that time. Of course, it is also important to remember that new material may be similarly affected by current trends and tastes.

Scan the chapter: See how the material is organized. Look for chapters, sub-chapters, titles, and topic sentences. This is another way of getting an idea of what the material is about before you start to read.

If there is a summary at the end of the chapter, read it first: Summaries often will give you a condensed version of what the chapter was about. Reading them first can often greatly facilitate your understanding.

While Reading

First read a section of the textbook chapter: It is a good idea to start with just getting a general idea of what the material is about. At this point, you do not need to take notes or look up words; the most important thing is just getting a better idea as to what the material is about. Once you understand this, you can start reading the chapter from the beginning again.

First read for what you DO understand: You can mark points that you don't understand and come back to them later.

Read the first sentence of each paragraph carefully: This should inform you what the paragraph is about, and will help you understand.

Pay close attention all the underlined, italicized, bold printed words or phrases: These are highlighted because they are important.

Read more slowly when you come to difficult passages: Doing so will help you keep your comprehension of the material. Remember, different kinds of reading require different speeds; you can't read everything at the same speed.

If a part isn't clear, stop and re-read it: Very often, it will become more clear after reading it two or three times.

Underline and highlight main ideas: This will both help you remember and help you find these ideas when you read again.

Underline and highlight examples of the supporting ideas that help you understand the main ideas: When you re-read, this will help you find these sections. Highlight only what helps you understand the main ideas.

Underline and highlight unfamiliar vocabulary and definitions: This will help you keep track of these words later if you want to look them up or ask the teacher about them.

Look up words you don't understand, but don't overdo it: Some words you may be able to guess from context, but others will be more crucial to understanding the material. Look up the words that you feel you need to look up, but also try to guess words from context. If you spend too much time looking up words, it may be very time consuming and/or distract you from the overall meaning of the text. Consider looking up unfamiliar words AFTER you have read through the material once, and then reading it again.

Write down the main ideas as notes: This is something you can do either while you read the first time, while you read the second time, or after you read. If you don't understand the material well the first time you read, it may be better to take notes later, because taking down notes without understanding is not helpful. Write down only the main ideas, not the details, because doing this will help you identify the main ideas, and also, trying to write down everything will just waste your time. Write down only the details that help you understand the main ideas.

When take notes from reading material, always paraphrase instead of writing directly from the book: Paraphrasing, which means "repeating in your own words," forces you to understand the material, rather than just repeating what you've read.

When you are reading, practice the "look away" method: From time to time, look away from the text and ask a question relating to what you read. Doing this will help you think about the material you have gone over and learn actively.

Read to the end; don't give up: Do not stop and give up if a passage seems to be too difficult in the beginning. Usually, the meaning will become clearer as you continue to read.

After reading

Look up unfamiliar vocabulary (if you haven't already): Again, remember that, if you can guess the meaning of the words from context while you are reading, it may be better to look up words you don't know after reading, rather than while you are reading.

Read your notes, if you have taken them: This will help you remember and further understand what you have read.

If you have not taken notes, write down your understanding of the main ideas, as described above: Whether you do this during or after your reading, it is a very helpful way to consolidate your understanding of the material. Also, the notes will help you review later.

When you write down your understanding of the main ideas, don't limit yourself to words: Charts, diagrams and pictures may also help you understand certain subjects.

If you still don't understand what you have read, get help: You can talk to your teacher, your academic counselor, a tutor, or a reading specialist. Do try your best to get an understanding of your reading material, but if it doesn't work, don't hesitate to seek help.

Once you have finished an article or chapter, reflect on:

What you have learned.

How it relates to what you already know.

If you found the argument convincing on its own terms.

Considering what you know about the subject, whether the argument may have been correct even if it was poorly stated.

Considering what you know about the subject, whether the argument may have been misleading even if it was argued well. You have to keep in mind that an effective argument may support a point of fact that is not in fact true.

How the essay relates to previous material that you have read; in other words, how it relates to the historical literature.

Also...

Consider taking a speed-reading class: If you find that reading takes too much of your time, a speed-reading class could save time and make you a better reader.

Taking Tests Successfully

You may feel that you are not good at taking tests. This is nothing unusual; many people are not particularly good at taking tests. However, test taking is a skill that can be developed and improved. It is better to look at it as a skill that can be improved upon, rather than something that you are not good at. In college, you will have to take a lot of tests, so if you are not good at taking tests now, why not work on becoming better at it?

Dealing with Test Anxiety:

What is Test Anxiety?

Test anxiety is nervousness, fear or panic that students may feel before or during a test. Test-taking anxiety may cause:

Mental blocks: you can't think, your mind "goes blank," you can't remember material you knew before you started taking the test.

Mental distractions: while studying or taking the test, you cannot concentrate, or you may be easily distracted by outside noise, other people, etc.

Physical symptoms: sweaty palms, fast heartbeat, butterflies in your stomach, sick stomach, and nausea.

A little anxiety is good; it sharpens our minds and prepares us for action. However, more than a little is not good; it can significantly impair our ability to take a test.

How can I minimize Test Anxiety?

Before Testing

Avoid "cramming"; give yourself enough time to absorb the material: You are not likely to absorb and remember material if you only study at the last minute. Also, "cramming" may stress you out and deprive you of sleep, which may hurt your ability to take the test. Several shorter study sessions started well before the test will be much more effective and less stressful than a marathon session the night before the test.

Get as much information about the test as you can: This is not only good for practical reasons, but also helps reduce anxiety. Ask the teacher about what will be covered, the format of the test and so on; knowing these things will help avoid worrying about the test. Make sure that you are sure about things like time, place, what materials you need to bring. Again, these things will help you feel relaxed and confident about the test.

Get sleep: Sleep is very important for proper mental functioning, including minimizing anxiety. Giving yourself enough sleep before a test will allow your mind to work clearly, as well as reducing the possibility of anxiety.

Eat properly: Being hungry is not a good idea, because it impairs proper mental functioning, and also tends to lead to anxiety. “Junk food” should be avoided, too, as food with a lot of sugar can make you first overexcited, and then leave you with no physical and mental energy when the effect wears off; both extremes are stressful and work against clear thinking.

Avoid alcohol and other drugs: Alcohol and other drugs will negatively affect both your mind and body, and will certainly increase the likelihood of both test anxiety and general poor performance. Excessive caffeine use should also be avoided.

During Testing

Arrive a little early: Feeling like you have plenty of time will keep you from worrying about being late, and give you time to collect your mind before the test starts. However, you probably shouldn’t arrive TOO early; a long waiting with nothing to do may also produce anxiety.

Don’t talk to classmates about the exam material just before going into the exam: Other students may be experiencing anxiety, and hearing them worry aloud may make you nervous as well.

Do the easy questions first, then come back to the difficult ones: Getting a number of easy questions taken care of first can really give you confidence, reduce worries about time, and also show you that even if there are some answers you are not sure about, you may still do well on the test.

If you find a question you can’t answer, don’t dwell on it, instead mark it and go back to it later: Getting stuck on a difficult question will likely just increase your anxiety. Conversely, **ACTIVITY REDUCES ANXIETY**, so going on to easier questions is likely to calm you and make you more able to tackle the difficult ones later.

Budget your time: If you can budget your time and not spend too much time on particular sections, you are less likely to think “I’m not going to finish this test in time,” which can lead to panic.

Focus your attention on the test: Don’t waste time and energy worrying, thinking about the consequences of not doing well, or wondering what others are doing. Think about the test items rather than how well you are doing—thinking about the test items will help you to do better, but thinking about how well you are doing will NOT help you!

Relax yourself physically during the test: If you are relaxed physically, you are more likely to be relaxed mentally as well. If you notice that you are not thinking well, pause, lay your test aside, and take several slow, deep breaths. Concentrate on your breathing.

If you find yourself panicking, take a moment and collect your thoughts. People can get caught in panic and stay there, but often it takes only a moment to get out. Stretch your arms and legs, take some deep breaths, think some positive thoughts (“I can pass this test,” “I will be OK”), and go on to an easier problem. Above all, remember that worrying will only hurt you, as even if the test is difficult, worrying will only make it more difficult; conversely, relaxing will clear your mind and make your performance better. The best frame of mind for taking tests is a state of relaxed concentration. When you are concentrating on the task at hand, you can focus all of your energy on your work, instead of wasting your time on worry.

General Test-Taking Guidelines

- 1) Arrive early and take a moment to relax and reduce your anxiety: Being early will prevent you from one source of stress: worrying about being late. It will also give you some time to relax, think some positive thoughts, and focus your mind before starting the test.
- 2) Listen carefully to last minute instructions: Most instructors will give you some useful or essential information about the test before starting.
- 3) Try “memory dumping” (taking some notes from memory) at the beginning of the test: This will help you retain information that you may forget later when your mind is tired. Not all instructors will allow this, so you should ask first.
- 4) Read the directions very carefully, looking for specific instructions on how to proceed: This alone can often greatly improve your test performance; conversely, not following instructions can sometimes result in much lower scores. By reading the directions, you may learn, for example, that more than one answer is possible on multiple-choice sections, or that you need to write only three out of six essay questions given. The time you take to read the test instructions will usually end up paying for itself in spades.
- 5) Plan how you will use the time for the test: It is a good idea to see how many sections there are and get a rough estimate of how much time you will need to finish each test section in order to finish the test on time. Follow your own plan and do not become nervous if other students finish the test before you do.
- 6) Determine which test sections will receive priority: As mentioned above, it is a good idea to find the sections that will be easiest for you and do those sections first. If you start with the more difficult sections first, then you may not leave enough time for questions that would have been sure points. Doing the easier questions first not only helps you to get as many sure points as possible and to

feel more confident, it may also help you answer the more difficult questions, because if all the material is related, many questions will contain clues to the answers of other questions.

- 7) Keep working steadily; don't dwell on difficult questions: Getting stuck on a difficult question can lead to test anxiety and panic. It is a better idea to move on to easier questions. If you still cannot figure out the more difficult questions when you go back to them later, then give them your best guess. Unless you are penalized for wrong answers, then it never hurts to guess.
- 8) Rely on knowledge rather than patterns: If you notice, for example, that your last few answers have been "b," it does not mean the answers are wrong. Most test-writers deliberately avoid varying answers in predictable ways. Trust your own knowledge to answer the questions, and do not pay attention to patterns.
- 9) Change answers only when you are certain: Of course, if you notice that an earlier answer is clearly wrong, by all means change it. But, if you are not sure that your original answer is incorrect, it is usually better to leave it as it is, because the first answer that comes to mind is most often correct. Be careful of changing answers while reviewing the test with a tired or anxious mind. Randomly changing answers that you are not completely sure about can often do more harm than good. It is indeed a good practice to review your test after completing it, but the best principle is to change answers only when you are fairly sure that they are wrong.
- 10) When you have completed your test, use the remaining time effectively: As long as you follow the principle above of not changing answers unless you are fairly sure that they are wrong, reviewing your test will usually improve your score. Make sure, for example, that you have answered all questions. If it is an essay test, proofread your essays and check your grammar.
- 11) Make sure that you have completed all sections: It is very common for students to fail tests simply because they do not bother to turn over their test sheets to see if there is another section on the back. Do not let this happen to you!
- 12) Learn from your tests: Many students, understandably, do not want to look at and analyze their returned tests, but the fact is, being aware of where you went right and wrong can be very beneficial for improving your test-taking skills. When tests are returned, go through them and look at each section to identify where you succeeded or failed. You can consider each test to be a practice session, and hopefully you will learn from every test taken.

True/False Questions

- 1) Make sure every detail is true: Instructors often try to use true-false questions to test your knowledge of detail, so they may include one false detail in an otherwise true statement. Remember that for an answer to be true, every detail must be true.
- 2) Watch for words with absolute meanings: Words like never and always have absolute meanings, and as such, often (but not always!) make a statement false.
- 3) “Qualifiers” often make a statement true: “Qualifiers” are words like sometimes, often, and usually. They tend to make a statement true because they allow for exceptions.
- 4) Be careful of questions with negatives: Questions with negatives (words like not or never) often require more thought to answer. Also, remember that double negatives equal a positive statement, so a statement like “It is not unhealthy” actually means, “It is healthy.” It is often a good idea to underline all negative words to make sure that you do not accidentally miss them

Multiple Choice Questions

- 1) Use the process of elimination: It is difficult to consider a question and four or five answers at once. Using the process of elimination can make your choice easier. If you can rule out a couple of the answers, your job becomes much simpler.
- 2) Look for obviously false answers and eliminate those first: Many test-writers will include one or more obviously false answer. Finding these and getting rid of them first is a useful first step in the process of elimination.
- 3) Treat the question and each individual answer as a separate true/false question: This is a useful way of both eliminating the obviously false answers and finding the true answer.
- 4) Choose only answers which are grammatically correct: Grammar can give you useful clues as to which answers may or may not be right. If one of the possible answers does not fit the sentence grammatically, eliminate it. For example, in the sentence “The issue is _____,” the use of the verb is shows that the answer must be singular, so if any of the possible answers are plural, you can assume that they are incorrect.

Matching Questions

- 1) Look at both lists first to get a good idea of their relationship: Understanding the two lists before you try to match them will help facilitate the matching process.
- 2) Use one list as a starting point, and go through the second list to find matches: It is generally easier to keep your choices clear and organized if you do it this way.
- 3) Look through the whole list before you select a match: There may be more than one likely match for some items, so if you choose an answer before looking through the whole list, you may miss a better answer for those items.
- 4) Do not guess until you have picked all the matches that you are sure about: If you guess early in the process, you may eliminate answers that you otherwise could have gotten right.

Sentence Completion or Fill-in-the-blank Questions:

- 1) Always pay attention to grammar when you choose your answers: How the sentence is written will give you important clues to the answer. For example, if the blank is preceded by an, then you know that the answer should be a noun beginning with a vowel sound.
- 2) Look at how many spaces there are, and how long the spaces are: This lets you know how many words you need to write, and it gives you useful clues as to how long those words should be.
- 3) If you cannot think of the right words, write a descriptive answer: Many instructors will give you partial or full credit if you can show that you have studied the material and can give a credible answer, even if you don't know the exact word.

Essay Questions:

- 1) Read the directions very carefully: Directions on essay questions are often even more important than on other kinds of test questions, since there are many possible ways an essay can be written, and many instructors have specific guidelines as to how they want students to answer the questions. Also pay attention to things like how much time you have to answer the questions and whether you have to answer all the questions or not. Knowing these things before you start writing will make you much better prepared.
- 2) Pay attention to "keywords": Test-writers will give you instructions on what they want you to write by using "key words" such as analyze, evaluate, explain, and summarize. Other common keywords are discussed, compare, and

enumerate. Knowing the meaning of these words is essential for answering essay questions properly.

- 3) Organize your thoughts before you begin to write: Just like writing a paper for a class, having your thoughts organized before you start to write an essay question for a test can be very helpful. The time you take to write an outline, for example, can often save you time in the long run, as well as help you write a better, more organized essay.
- 4) In the first paragraph, paraphrase the test question: This is helpful for a few reasons. First, answering the paraphrased question can give your essay a clear thesis statement. Paraphrasing the question can help you to understand it as clearly as possible. Finally, if you understand the question differently from how the test-writer intended you to understand it, paraphrasing it can protect you, the teacher sees how you interpreted the question, you may be more likely to get credit for it anyway.
- 5) Write double-spaced: This will give you room for additions or corrections if needed.
- 6) Write clearly: Obviously, you may not get credit for something that the instructor cannot read. Also, although instructors try to grade essays on content, it is still true that the essay may be judged in part by its appearance. Writing on only one side of a paper, if possible, can help make your writing more clear and attractive.
- 7) Use the principles of good English composition: no matter what subject you are writing about, you will improve your chances of getting a good grade if you follows the principles of English composition. Using good spelling, grammar, and organization helps convey the message of your essay more effectively.
- 8) Use examples in your essay answers: These will help show your understanding of the question, and will set your writing apart from that of other students.

Disclaimer: Some of the tips above may appear to be “tricks” that can substitute for commitment and preparation. Be aware that there is nothing that can help you as much as hard studying and knowing the material!