NORTHEAST TEXAS COMMUNITY COLLEGE

ATHLETIC HANDBOOK

PURPOSE STATEMENT

The Intercollegiate Athletic Program at Northeast Texas Community College is consistent with the overall educational purpose of the college, which provides opportunities for social, moral, and personal development through competitive team sports. Strong student, faculty, administrative, and community support build our Athletic Department upon a solid foundation of pride and excellence.

DEPARTMENT PHILOSOPHY

The department is committed to the following:

A. Ensuring that intercollegiate competition is an integral part of the total educational offering under the control of those responsible for the administration of the institution.
B. Encouraging the broadest possible student involvement in the competitive program.
C. Maintaining high ethical standards through commitment to the principles of self-monitoring and self-reporting.
D. Evaluating the competitive program in terms of the educational purposes of the institution.
E. Engaging in competition with other institutions having similar philosophies and policies.
F. Impressing upon participants that they are students first, athletes second.
G. To ensure that all student-athletes perform at a high level in the classroom, resulting in graduation from the institution
H. To provide a competitive schedule of intercollegiate contests designed to enable student-athletes to reach their full athletic potential resulting in consistent outstanding achievement.
I. To develop character, commitment, and discipline in every team and every student-athlete who represents Northeast Texas Community College
J. To provide an opportunity for students, faculty, and staff to witness and enjoy quality athletic competition
K. To be a leader in the development and maintenance of ‘Eagle Pride’ throughout the College

Each student-athlete is expected to comply with departmental rules, team rules, and NJCAA regulations as a condition of team membership. The Department of Athletics expects student-athletes to be familiar with the Student-Athlete Handbook. Departmental and institutional policies, procedures, and rules are subject to change at anytime at the sole discretion of the College.
Northeast Texas Community College Athletes

The athlete plays because of an interest in the game and the enjoyment of playing, and because, through playing, he or she may be of service to others and become a better person. Awards, prestige, public acclaim, media, and newspaper articles are incidental. As a member of the great fraternity of athletes, one has certain responsibilities and obligations. Athletes represent themselves, their family, their team, their athletic department and their school. Additionally, they are role models for younger players at all levels and for student body at-large. Their conduct in the classroom, on the playing field and in the community is to be exemplary.

An athlete considers it a privilege to play for their school and recognizes that only because of much money, time, and effort is this privilege made available to them. The good of the TEAM is placed above his or her own good. Individual scoring records and attainment are only worthwhile as they help the team. Instructions of the coach will be closely followed. At the same time, it is appropriate for the student-athlete to suggest possible improvements in the techniques and strategy being used. When a suggestion is made, it is to be discussed with the coach, at an appropriate time, in a respectful manner. An athlete believes that team unity is of paramount importance. When that is jeopardized by a poor attitude or misunderstanding on his or her part, it is immediately taken up with the coach. Discussing faults of the coach and other team members with friends can do no possible good.

An athlete will report to every practice session that it is humanly possible to attend. He or she always reports on time and in the proper frame of mind to make the session productive. A full measure of effort is always given in practice and in competition. A “never-quit” attitude on the playing field and in the classroom, not the level of natural ability, is the mark of a good athlete.

An athlete has respect for the property of others and for what is held in common ownership with others. Equipment is cared for and returned in good shape. He or she is careful not to abuse the locker, training, and playing facilities. An athlete expects to be treated as any other student and does not look for favoritism or special consideration from a coach or any professor. He or she knows that academic preparation is the primary reason for being in school and that a good athlete needs a keen mind.

OVERVIEW

The authority for the administration of the Athletics Department is vested in the President. The responsibility in managing the overall intercollegiate athletic program, including basic policies, personnel and finances, belong to the Vice President for Administrative Services. The Athletic Director, who reports to the Vice President for Administrative Services, is in direct control of the day-to-day workings of the entire intercollegiate program. Each head coach is responsible and accountable for the supervision and control of his/her sport. They report directly to the Athletic Director.

A permanent Athletic Committee shall meet at least once each full semester to review the activities, policies, and status of the college athletic programs. The committee must be comprehensive and broad-based enough to include faculty, staff, administration, and students.
ATHLETIC DEPARTMENT GOAL AND OBJECTIVES

GOAL
Northeast Texas Community College is committed to providing quality educational experiences and to offering intercollegiate athletic programs designed to foster the personal growth of each student without regard to race, sex, age, income, religion, disability, or occupation. These programs encourage individual and team achievement and strive to enhance the academic success, social development, and physical and emotional well-being of student athletes.

OBJECTIVES
To offer a diversified athletic program in which all participants receive fair and equitable treatment.
A. To comply with all institutional, TEAC, NJCAA, and NIRA regulations pertaining to an athlete’s eligibility to participate in intercollegiate athletics.
B. To encourage the academic success of all student athletes.
C. To create a positive academic atmosphere for student athletes by making available counseling and tutoring.
D. To continually monitor, improve, and upgrade athletic facilities to provide safe, up-to-date conditions for all programs and participants.
E. To promote wellness through a sound conditioning program as well as pre-season physicals and careful attention to illness and injury.
F. To teach the student athlete the value of hard work, sacrifice, personal and group discipline, cooperation, honest and fair play, competitiveness, pride, integrity, punctuality, and other values that contribute to success in life.
G. To optimize the marketing of the athletic department in an effort to enhance its image.
H. To encourage community interest, support, and participation.
I. To evaluate, update, and revise on a continuing basis the athletic purpose and objectives through comprehensive planning, management, and evaluation of all aspects of the intercollegiate athletic program.
EVALUATION

The activities designed to address the athletic goals and evaluation criteria will be in the College’s Operational Plan, as coordinated with the Office of Institutional Effectiveness.

RECRUITING, ADMISSION, FINANCIAL AID, AND CONTINUING ELIGIBILITY

In matters of recruiting, admission, financial aid, and continuing eligibility of our athletes, Northeast Texas Community College adheres to the written policies of the Texas Eastern Athletic Conference, and the NIRA. These policies/guidelines may be found in the NJCAA Handbook and Casebook, located in the Director of Athletics office (Baseball and Softball/Fast Pitch), or in the NIRA Constitution By-Laws and Rules (Rodeo) located in the College Rodeo Coach’s office.

ADDITIONAL NTCC POLICIES

A. Each coach is responsible for recruiting athletes under his/her program.
B. Recruits as well as parents and coaches are invited to visit the campus.
C. Recruits are required to submit all paperwork (financial aid, application, transcript, etc.) by the first day of classes.
D. The educational values, practices, and mission of this institution determine the standards by which we conduct our intercollegiate athletics program.
E. Each student athlete in all sports will receive equitable and fair treatment.
F. The admission policy for athletes is the same as for any student. Under the “open door admissions policy,” any graduate of an accredited high school or any person who holds a high school equivalency diploma will be accepted as a student.
G. The Financial Aid Office is responsible for administering and coordinating all financial assistance. All financial awards are made in compliance with institutional, state, and federal guidelines.
H. Each coach awards competitive scholarships to students in their programs in compliance with institutional, state, federal, NIRA, TEAC, and NJCAA guidelines.
I. Continuing eligibility to participate in intercollegiate athletics will be based on the students being able to demonstrate academic eligibility and responsiveness to the standards and expectations of the program as communicated and published on the applicable scholarship agreement form. Other requirements for eligibility include standards set forth by this institution, the NJCAA, the TEAC, and the NIRA as well as the rules/or criterion established by each individual team coach.
J. Funds raised in connection with the intercollegiate athletic program are channeled through the institution’s athletic budget. The Athletic Department budget is monitored in accordance with general budgeting procedures on campus and is audited in normal college audit procedures.
K. All student athletes participating in any one of the NJCAA certified sports must have passed a physical examination administered by a qualified health care professional licensed to administer physical examinations, prior to the first practice for each collegiate year in which they compete.

NTCC CAMPUS AND TEAM RULES – All Sports

A. Student athletes will DRESS NEATLY and use GOOD PERSONAL HYGIENE. We want you to look sharp, clean and neat at all times.

B. Student athletes will be on time and ATTEND all classes. When absences occur, it is the student’s responsibility to make up the work missed. The Athletic Department feels that the regular class attendance is vital for all student athletes. The department recognizes that some athletic events require student athletes to miss class; therefore, no student athlete should miss a class session without prior approval from the head coach and/or the instructor.

C. Student athletes will take extreme care of all equipment and property that belongs to Northeast Texas Community College.

D. Student athletes will be on TIME for all school and team functions. For team functions athletes should arrive fifteen minutes prior to the scheduled time. All curfew times will be observed.

E. Student athletes will show RESPECT for coaches, faculty members, community members, opposing teams, game officials, and fellow players.

F. Student athletes will pay all fees associated with college housing and food services when due. Failure to do so can result in eviction from college housing.
RODEO ELIGIBILITY

Northeast Texas Community College is a member of and competes in the Southern Region of the National Intercollegiate Rodeo Association (NIRA). In order to participate in NIRA sanctioned rodeos, students are required to purchase an NIRA card and are governed by the rules of eligibility as defined in the NIRA Constitutional By-Laws and Rules handbook. (See Appendix A) A copy of the handbook is available at www.collegerodeo.com and in the Rodeo Coach’s office at all times.

ELIGIBILITY RULES – BASEBALL AND FAST PITCH SOFTBALL

GENERAL INFORMATION

A. Ineligible students shall not be allowed to dress for any contest.
B. Students who falsify their academic and/or athletic participation record shall be ineligible for further competition in any NJCAA member college at any time.
C. The word “term” as used within the Eligibility Rules, refers to quarter, semester or trimester, whichever applies as the official unit of class attendance at a college. Summer sessions shall also be considered as a term of college if the student athlete completes 12 semester hours.
D. A student athlete’s grade-point average will be determined by dividing the accumulated quality points by the corresponding credit hours at each institution of attendance.

REQUIREMENTS FOR ENTERING STUDENT ATHLETES

A. Students must be high school graduates or ones who have received a high school equivalency diploma or have been certified as having passed the General Education Development Test (GED).
B. Students who are completing high school and are simultaneously enrolled in twelve or more credits at a college are eligible for athletic participation with the completion of the NJCAA High School Waiver Form (Form 3-e). The student’s high school principal and the college president must sign this form. This provision is applicable to only those students whose high school class has not graduated at the time of college enrollment. Use Form 3-e. (All forms can be downloaded from the NJCAA website)
REQUIREMENTS FOR ATHLETIC ELIGIBILITY

The following rules shall be used to determine a student’s eligibility for athletic competition in any one of the certified sports of the NJCAA. THIS ENTIRE SECTION MUST BE READ BEFORE A STUDENT’S ELIGIBILITY STATUS CAN BE DETERMINED.

A. Student athletes must be making satisfactory progress within an approved college program or course as listed in the college catalog.

B. Students must be in regular attendance within fifteen (15) calendar days from the beginning of classes of the term in which the students choose to participate. This fifteen (15) day rule can apply to the starting date of a mini-session within a regular session and shall be a published date in the college catalog or schedule of classes for that term. The mini-session must begin prior to the date of the first contest and have a common ending date with the regular term. Students that do not conform to this rule are ineligible throughout the remainder of the term. Students must maintain enrollment in twelve (12) credit hours of college work as listed in the college catalog during each term of athletic participation. Students that drop below twelve (12) credit hours become immediately ineligible for athletic participation.

SEMESTER ELIGIBILITY

A. Prior to the last official date to register for the second full-time semester, as published in the college catalog, a student must have passed twelve (12) semester hours with a 1.75 GPA or higher.

B. Prior to the last official date to register for the third full-time semester, and all subsequent semesters thereafter, as published in the college catalog, a student must satisfy one of the following two (2) requirements to be eligible for the upcoming term:
   1. Pass a minimum of twelve (12) semester hours with a 1.75 GPA or higher during the previous semester of full-time enrollment OR
   2. Pass an accumulation of semester hours equal to twelve multiplied by the number of semesters in which the student was previously enrolled full-time with a GPA of 1.75 or higher.

C. Prior to a second season of participation in an NJCAA certified sport, students must pass a minimum accumulation of twenty-four (24) semester hours with a 2.00 GPA or higher.

D. Students must be enrolled full-time (twelve or more credits) at the college where they have chosen to participate when the regular season schedule of a sport begins. Students not enrolled during the term when the season begins remain ineligible throughout the season schedule unless they enroll on the first possible enrollment date following:
   1. Their release from Active Armed Services of the United States with a discharge other than dishonorable.
   2. Their return from a religious mission.
   3. Their graduation from a high school or receipt of an equivalency diploma.
4. Their transfer from an NJCAA member college, which has dropped a sport after the school year begins. Students that satisfy one of the four exceptions become eligible after the previous term has ended upon registration as a full time student for the new term. (Students must be added to the eligibility form before participating.)

E. In Baseball and Fast Pitch Softball, students are not required to be enrolled during the fall term to be eligible to participate in the sport during the spring season unless the records are carried over into the spring season. If the fall records are carried over into the spring season, all students must be enrolled full-time (twelve or more credit hours) during the fall term when the schedule begins.

F. Students who have never been full-time at any college may become eligible for a season of participation in a sport by meeting the following conditions:
   1. The students attend the same institution at least one academic year as part-time students prior to the year of his/her participation passing at least twelve (12) credit hours with an overall grade point average of 1.75 or better during the year.
   2. During each term of participation, the student must carry at least six (6) credit hours in the same institution.
   3. Prior to a second season of participation in any sport, the students must pass a total of twenty-four (24) credit hours with a 2.00 GPA or higher.
   4. If in any term the students enroll full-time, they forfeit the privileges under this provision of the part time eligibility rule.
   5. Students, who withdraw completely, or to less than six (6) credit hours, become immediately ineligible.
   6. Institutions who apply for this provision of the rules must submit a transcript to establish the eligibility of the students.

ELIGIBILITY OF STUDENTS WHO WITHDRAW FROM CLASSES

The following withdrawal policy applies to students that are attending any college.  
A. Students are allowed fifteen (15) calendar days from the beginning date of classes to withdraw completely or to withdraw to less than twelve credits (part-time) and not have that term affect their future eligibility, provided they have not participated in any athletic competition. (Refer to Section 4.g of the NJCAA Handbook)

B. Students that have participated and withdraw within the first fifteen (15) calendar days of a particular term are not eligible for athletic participation and must re-establish their eligibility in accordance with the provisions of section 4.d and 4.e of the NJCAA Handbook. The term in which the student participates must be considered the same as a term of full-time attendance.

NUMBER OF SEASONS A STUDENT CAN PARTICIPATE

A. Students must not have previously competed during two (2) seasons in a given sport at any intercollegiate level.

B. Participation in any fraction of any regularly scheduled contest during the collegiate year shall constitute one (1) season of participation in that sport. Participation includes entry into an athletic contest and scrimmages and does not include dressing for such an event.
TRANSFER RULES

A. General provisions which apply to any transfer student:
   1. Transfer students are those who have attended any college beyond the first fifteen (15) calendar days of a term of have participated in an athletic contest and at a later date enroll and attend classes at another college.
   2. Students may not participate in the same sport during the same academic year at two different colleges. Fall participation in the sports of Baseball and Softball/Fast Pitch, shall not prevent students from competing in the same sport during the spring season of the same academic year after having transferred from another college and satisfied all the transfer provisions of the eligibility rules. An exception to this rule is: Students who transfer from a college which has dropped a sport. (Documentation of the program being dropped must be provided when submitting the eligibility.)
   3. Students who participate in a sport before a term begins, between terms, or within the first fifteen (15) calendar days of a term and subsequently transfer before or within the first fifteen (15) calendar days of the term, must serve probation before they are eligible to participate in athletics.
   4. Students serving probation (academic or disciplinary) shall not be allowed to dress for any athletic contests.
   5. When students are required to serve probation, they must be enrolled full-time (12 or more credits) at the institution where they will be participating.
   6. To be eligible in a sport that spans two terms, transfer students must be enrolled in twelve (12) or more credits (full-time) during the term when the season of that sport begins. The student must also be enrolled at the college where they have chosen to participate. There are four exceptions to this rule as found in Section 4.g.

B. Transfers from a NJCAA Member College.

Students transferring from a NJCAA member college are either immediately eligible upon transfer or must serve a probationary period. The following rules determine the student athlete’s eligibility status.

1. Immediate Eligibility – To be immediately eligible upon transfer, a student must comply with both of the following two requirements:
   (a) Satisfy one of the following provisions of Section 4.d or 4.e. (use the rule which is applicable to the transfer student) and
   (b) Satisfy one of the following provisions numbered I through iv.
      (i) The college from which the students are transferring does not have a particular sport(s). (The students are immediately eligible only on the sport, which is not offered.)
      (ii) The Athletic Director and Chief Executive Administrator of the junior college from which the students are transferring sign an NJCAA Waiver Form. USA FORM 10. (b). (2).
      (iii) Students who have not participated in any junior college within their home district, county, or service area.
      (iv) Students enroll at the first possible opportunity in a newly established college or a college that initiates an intercollegiate
athletic program within the student’s home district, county, or service area.

2. Probation Period – a probation period of sixteen (16) calendar weeks and the completion of one academic term with twelve (12) passing credit hours and a 1.75 GPA or higher is required of students who did not satisfy the academic provisions of Section 4 and if any one of the provisions number 1 through 4 of Section 10.b.1.(b) does not apply to their transfer. NOTE: Before a student can participate in a second season of a NJCAA certified sport, the provisions of Section 4.f must be satisfied.

C. Transfers From a Senior College or From a Non-NJCAA Member College. Students transferring from a Senior College or a non-NJCAA member college are either immediately eligible upon transfer or must serve a probationary period of sixteen (16) calendar weeks. The following rules determine the student athlete’s eligibility status.

1. Immediate Eligibility – To be immediately eligible, with no probation required, students must satisfy the provisions of Section 4.d or 4.e. (Use the rule which is applicable to the transfer student.) NOTE: Before a student can participate in a second season of a NJCAA certified sport, the provisions of Section 4.f must be satisfied.

2. Probation of Sixteen Calendar Weeks – A probationary period of sixteen (16) calendar weeks and the completion of one academic term with twelve (12) passing credits and a 1.75 GPA or higher is required of students who did not satisfy the academic provisions of the probation period. NOTE: Before a student can participate in a second season of a NJCAA certified sport, the provisions of Section 4.f. must be satisfied.

RULES GOVERNING THE AMATEUR STATUS OF STUDENTS

Amateur players are those who engage in sports for the physical, mental or social benefits they derive in participation and to whom athletics is an avocation and not a source for personal financial remuneration. When the amateur standing of a student is questionable, and before competition begins in an activity sponsored by the NJCAA, it is the responsibility of an administrative officer of the college where the student is enrolled to clear the status of the student in question. In determining amateur standing of students the following guidelines have been established.

A. Students are permitted to:

1. Accept scholarships and educational grants-in-aid from their institution in accordance with the provisions of Article VIII of the By-laws of the NJCAA.

2. Officiate sport contests, providing the compensation received does not exceed the going rate for such employment.

3. Serve as coaches or instructors for compensation in a physical education class outside of their institution provided the student athlete’s institution or a representative of its athletic interests does not arrange the employment.

4. Serve as paid supervisors of children’s sports programs, such as counselors in a summer camp, or in a recreation department program. Their duties may include
teaching techniques or skills in their sport, provided that any instruction is a part of the overall terms of employment (teaching and coaching shall not exceed more than half of their employed time) and not on a fee-for-lesson basis.

5. Participate in professional baseball for no more than ninety (90) days at a level of higher than Class A. If this can be confirmed by the National Association of Professional Baseball Aguces, the student shall be eligible to compete in baseball at an NJCAA member college. Any participation beyond the first ninety (90) days shall cause a student to be ineligible in the sport of baseball.

6. Participate in women’s softball if the women were involved in the Professional Softball Association and have been reinstated by the appropriate amateur governing body.

7. Have their names or pictures appear in book, other publications, or films without jeopardizing their amateur status, but only under the following conditions:
   (a) Appearance in such publications of films is for the purpose of demonstrating athletic skill, analysis of a sports event, or instruction in sports.
   (b) There is no indication that the athlete expressly or implicitly endorses a commercial product or service.
   (c) The athlete is not paid.
   (d) The athlete has signed a release statement detailing the conditions under which his or her name or image may be used and have filed a copy of that statement with the institution he or she attends.

B. Students shall not:
   1. Receive money or other forms of remuneration beyond actual expenses for participating in any athletic contest or programs.
   2. Give lessons on a fee-for-lesson basis.
   3. Be employed to teach physical education classes or coach any sport for their college.
   4. Be employed or receive compensation for teaching or coaching sports skills or techniques, if the student athlete’s institution or representative of its athletic interests arranges the employment.
   5. Take any financial assistance, or enter into an agreement of any kind, to compete in professional athletics, with the exception of the student who participated in professional baseball for not more than thirty (30) days as provided in Section 11. Students who violate this provision shall be ineligible for participation in the sport for which they received financial assistance.
   6. Try out with a professional sports organization while enrolled full-time during any part of the academic year unless they have exhausted their eligibility in that sport. (This includes any time from the beginning of the fall term through the completion of the spring term, including any intervening period.) Part-time students who are not participating under the provisions of Section 4.6 may try out provided they do not receive any form of compensation other than actual expenses from the professional organization.
   7. Contract orally or in writing to be represented by an agent in the marketing of athletic ability or reputation in a sport.

TRAVEL AND TRANSPORTATION
Travel and Conduct Rules

1. Dress for travel on a Northeast Texas Community College sanctioned trip should be appropriate and tasteful.
2. Alcohol use is prohibited at any time while representing Northeast Texas Community College.
3. Drugs other than for medical purposes shall not be taken at any time. Failure to observe this rule will result in disciplinary action and may result in scholarship revocation and/or dismissal from the College.
4. Transportation:
   a) Students involved in athletic events away from campus are expected to travel to and from events by means of school provided transportation. The head coach must approve alternative modes of transportation.
   b) Permission to go out after arriving at a given destination must be granted by the coach. The team will be expected to remain together unless the coach gives specific permission.
   c) If you are given permission, by the coach, to leave with parents or legal guardians, written notification must be given to the coach stating the intentions of the Student-Athlete’s parents and approximate arrival time back to campus or hotel. In addition, you will be traveling at your own risk.

Student-Athlete Absences from Class

The Athletic Department staff recognizes and is committed to the concept that our students’ primary focus at the College is academic in nature. We also believe that participation in athletics can greatly enhance an educational experience. By working cooperatively with the Athletic Department and academic departments, our Student-Athletes can meet the demands and requirements expected of them both academically and athletically. Primary responsibility for meeting these requirements rests with the Student-Athlete. Because participation in athletic contests (practices shall never conflict with classes) may conflict with class times, Student-Athletes must make the following preparations and arrangements with professors to be excused from class for competition.

1. Student-Athletes are expected to notify their instructors as soon as they know they will be missing classes due to an athletic contest.
   a) In most cases this can be done as soon as the Student-Athlete receives the game schedule, departure times for away games, and game times for home contests.
   b) This communication should be made in writing and in person on a season and weekly basis.

2. Class examination attendance
Each faculty member shall establish his/her own rules regarding make-up exams, quizzes, tests, and projects based on the academic requirements of the particular class. Faculty should include the policy on make-up exams, quizzes, tests, and other work as part of the class syllabus at the beginning of the class so that the student-athletes can determine whether compliance is possible in conjunction with athletic participation. Faculty should implement such policies based upon a reasonableness standard. The determination of “reasonableness” varies depending upon the requirements of each course.

3. Participation in internships, clinical experiences, etc
Each student will need to determine whether participation in internships, etc, which are a required part of graduation from certain degree programs is compatible with participation in athletics. All students shall attend certain required university functions, such as Orientation, and the Athletic Department shall ensure that no athletic activities are scheduled to interfere with these functions.

Off-Season/In-Season Conditioning

Championships are won in the off-season. The athlete is expected to make significant gains in size, strength, flexibility and speed in the off-season. The philosophy of the athletic department includes a belief in the benefits of strength training, aerobic, anaerobic, and stretching activities. Additionally, off-season training will help prevent injuries that in turn will make the athlete more durable and productive.

By direction of the head coach and the head strength coach, all athletes are to strive for maximum improvements in strength and conditioning. Our belief is that a basic weight-training program coupled with sport-specific and heart-lung conditioning will help provide the athlete with superior strength, confidence and attitude with which to compete at the highest level.

Fundraising Activities

In order to fund “extra” items such as banquets, letter-awards, charters, non-essential equipment, spring trips, etc., fundraising is a required activity for all NTCC student-athletes. Money raised by the student-athlete and turned in is non-refundable.
ADDITIONAL POLICIES AND PROCEDURES

HOUSING

The Athletic Department reserves the right to impose the following rules on its athletes concerning housing:
A. Every athletic participant is encouraged to live in housing approved by the administration of the college. Scholarship recipients must live on campus.
B. All students living in the college residence halls must abide by all rules and regulations stated in the Residence Hall Handbook and the Student Handbook.

SCHOLARSHIP RENEWAL AND CANCELLATION

The scholarship agreement is signed for a period of one academic year. Any injury or resulting athletic performances would not cancel the scholarship agreement. However, any misconduct, including but not limited to academic or behavioral misconduct by the athlete, that is unrelated to athletic ability and serious enough to warrant permanent suspension or dismissal from the program after due process, would annul the scholarship agreement. The head coach has full discretion on the renewal of scholarship agreements.

TEXTBOOK LOANS

Under some scholarship agreements, the student athlete may be issued textbooks for each semester of enrollment. These textbooks are on loan to the student, and must be properly cared for. All textbooks must be returned to the coach at the end of the semester. Any losses or damages to the textbooks will be charged to the student. Failure to follow the rules concerning textbook loans will result in the student being charged for the book and possibly forfeiture of the scholarship agreement.

INSURANCE

Athletic accident insurance is provided by our institution for the benefit of our student athletes. This coverage is offered on an “excess” basis only. Under the terms of the policy, this coverage is considered to be excess to all other valid and collectible medical insurance policies. Most notable is parental insurance coverage under which the student athlete is covered as an eligible dependent. It is important that the head coach has each student athlete’s parents fill out and sign a parent information form and return it to him to be kept on file. The coach will have copies of each parent information form which will contain information regarding the student’s insurance coverage, including address and phone number of insurance company, policy number, etc. This information should be given to the provider each time an athlete is taken for medical treatment. It should be noted that this insurance policy covers only those injuries and sicknesses that are a direct result of the sport in which the student athlete participates.
After the student’s primary insurance has paid all available benefits, the College athletic insurance will then begin paying providing the injury meets the specified requirements of the schools insurance policy. The student athlete will sign a claim form in the Athletic Office and submit claim form to the provider.

INJURIES AND ILLNESS

If an injury or illness occurs, the student athlete should notify the head coach so that the head coach can make adjustments for participation and assist in the rehabilitation of the student athlete.

UNIFORMS AND EQUIPMENT

It is the responsibility of the head coach to issue and inventory all items of equipment that are necessary for the student athlete to participate properly in the sport. All issued items remain property of Northeast Texas Community College Athletic Department. Loss or damage to the issued items will be charged to the student athlete. Failure to properly care for or replace lost or damaged items could result in forfeiture of the scholarship agreement and/or the college may refuse to release the student athlete’s transcript.

There are certain items that will be regarded as personal items that the Athletic Department will not furnish. The coach will list those items, and it is the responsibility of the student athlete to obtain these items for his/her own use.

CERTIFICATES AND PLAQUES

The awarding of certificates and plaques is the responsibility of the head coach. All awards procedures will follow the NJCAA and Athletic Department guidelines.

CLASS SCHEDULES AND DROP/ADD

It is the responsibility of the head coach to monitor the student athlete’s selection of courses. This will ensure that the student athlete is taking courses that will apply to curriculum he or she has chosen for a degree. The head coach should have each semester’s class schedule on file in the Athletic Department. It is the student athlete’s responsibility to notify the head coach and the Athletic Director of any change in the schedule.

Student athletes are not permitted to drop or add a course during the Semester without prior approval from the head coach.

ADVISING AND COUNSELING

Prior to registration for each semester, the head coach will arrange for the student athlete to be advised and counseled concerning the curriculum of his/her chosen field of study.
INSTITUTIONAL POLICIES
The institutional policies found in the general catalog are the minimum requirements for students attending at this college. The Athletic Department recognizes that athletics require more guidelines to insure proper function within the system. Therefore, student athletes must adhere to all policies of the institution and the Athletic Department.

APPEAL PROCESS
In the event that a student athlete has a complaint, the matter should be resolved by following the athletic chain of command. The student athlete should first notify the head coach and together with the coach try to resolve the matter. If the complaint cannot be satisfactorily resolved, the coach, student athlete, and athletic director, should meet to solve the problem. In the event that the complaint cannot be settled to the satisfaction of all parties involved, the Athletic Director will request a meeting with the Student Grievance Committee.

GOVERNING STANDARDS
In case of a discrepancy between college standards and the requirements of other organizations, the more stringent will apply.
Academic and Study Strategies

Why work on Study Skills?

As a college student, you will sometimes notice times when two friends put in the same amount of work in a course but get very different grades. This is usually because the student who gets the better grade knows how to use his or her study tome more effectively.

Successful students have learned that there is more to studying than reading textbooks and memorizing notes. They know that there are certain strategies and approaches to study – to taking notes, taking tests, talking to instructors – simple common sense things that can make a big difference in the results the get and in the amount of time they need to spend studying.

The strategies for giving you better study skills presented here can give you the benefit of others’ experience so you can get off to a good start in college and avoid making the same old mistakes that students often make.

Following these practical guidelines based on psychologists’ research will make study more enjoyable and rewarding for you because you will get more done in less time and your efforts will pay off.

But remember, habits are hard to break, and you may have a hard time changing your old study habits overnight. So, don’t get discouraged if you fall back into old habits and can’t seem to put all these strategies to immediate use.

Just study these guidelines and try to implement more and more of them into your study routine, and gradually they will become established habits.

Another thing to keep in mind is that no matter how you approach it, study is hard work, and there is no way around it. There are no super students or magic shortcuts. Good students, like good athletes, work hard. So if you have trouble making yourself sit down and study, it may help to realize everyone else has the same trouble.

What it finally comes down to is getting to work and avoiding distractions. When it is time to study it is not time to call a friend or go downtown, or do your laundry.

One way to ease the pain of getting started is to get started. Sit down. Open your books. Look over your notes. Begin with an easier, more automatic task and gradually start work on a harder one.

Once you have started, be persistent. Do not give up the minute you encounter something hard or frustrating. Keep going and you will gradually settle down and start concentrating.

As a Northeast Texas Community College student/athlete you must realize that how you schedule your classes in and out of season can have a large impact on the success of your college career. Student-Athletes must assume a proactive role in their scheduling. When a Student-Athlete schedules courses for a semester that is out of season they must realize that their class load can be larger and more strenuous than during a semester that is in their season. If a Student-Athlete were to take a lighter load during the course of an academic year they must realize to graduate in four years that these hours must be made up during the summer months or the following semesters.
Study Skills – Get Motivated

Some students spend all their time in college fighting it – complaining about how they hate school and finding excuses for not doing their work. When it is all over, they have spent their entire four years with a negative attitude, avoiding what they should do.

When they leave they are no further ahead than when they came. In fact their bad college record will hurt them in the job market and may keep them from getting into graduate or professional school.

Taking a long-range view of things can help you put your college years in a different perspective. If you think about it, college is just four years of your life, but you have over 40 years to work after graduation. And how well you do in those four years in college can be a big factor in determining how you spend the rest of your working life.

It sometimes helps to remember that what you do in college, you are doing for you and for no one else. Don’t think you’re studying to please your parents, your coaches, or your teachers; study to please yourself. Set goals for yourself. Ultimately it is your future that is involved, and you will benefit from your work.

Take Responsibility for Yourself

College is different from high school in many ways and students often find that what worked for them in high school doesn’t work as well in college. One way to adjust better to college life is to be aware of these differences and to develop new ways of behaving as a student.

For many students, the biggest adjustment problem is getting used to taking total responsibility for getting their work done.

One of the good things about college is the increased freedom and independence – no one stands over you watching your every move. But this freedom can make it tempting to just coast along.

It may seem like there are fewer daily assignments than in high school, and you may go for weeks in a class without having a test or a paper due. But even though the teacher is not checking on you, you are expected to be doing the reading and completing the course assignments on your own. If you are absent, it is up to you to make up for what you’ve missed.

In college your success in a course and in managing your time is up to you. You are in charge of your life and your future.

Set Goals You Can Believe In

One reason some students cannot get themselves to study in college is that they don’t really know why they are in school or what they want to do. They have no specific career in mind and they get discouraged when they look around and everyone else by them seems to know exactly what they want to do.

It might help these students to realize that many students are unsure about their majors. As many as one-half of the students in college may change their major at some point during their attendance. So it may take some students a few years to discover what they really want to do.

But in the meantime, it is important for them not to let their grades slip. Otherwise, by the time they have decided on something they would like to do, it may be too late to improve
their grade-point average enough to get into that major, or into graduate school, or do whatever they need to do to achieve their goals.

So, even if you are not really sure at first why you are making the effort, it is best to study now so that when you acquire a goal, you won’t have wrecked your chances of achieving it.

And in the meantime, you can see your athletic counselor and your academic adviser about how you can get help with choosing a major and defining career goals.

Set Realistic Short-Term Goals

Even if you have no clear long-range goals in mind, it is best to set your own temporary goals. As you know from your athletic training, most people do better when they are working toward a goal they set for themselves and believe in.

Since goals you choose for yourself are the most motivating, the key is set goals that will motivate you.

In doing this, take things one step at a time. Don’t aim only for a long-range goal like graduating or becoming a lawyer or accountant. Instead choose realistic, short-term goals. Set doing well on a particular exam or in a particular course as your goal. Short-term goals are more manageable and keep you focused on what you need to do right now.

You also need to be realistic about what goals you set. If you are a perfectionist or set your goals too high, you will get discouraged when you fail. Shoot for a “B” in a course instead of an “A” if that seems more realistic.

Once you have gotten specific short-term goals in mind, you can make step-by-step plans to achieve them instead of worrying about how you will ever pass your courses or get all your work done.

Get Interested

You will often hear students say that the reason they are doing poorly in a course is that they are not interested in the subject. But complaining about how you hate poetry or can’t stand math will not get you anywhere when it comes to doing well in class.

In fact, one of the surest ways to succeed in a course is to try to develop an interest in what you are studying. It is true that you will probably resent having to take certain required courses. But since you have to take them anyway, you might as well be open-minded and try to like the subject. You will enjoy the course more, you will learn more, and you will get a better grade.

Get Involved

One way to make a course more interesting is by reading the assigned material before coming to class. It will help you know what is going on, and you can be more involved in the lecture or discussion.

This means not giving up on the reading because you find it boring. Keep charging through until you get to an interesting part. Try to think of reasons why you might be interested in the material instead of dwelling on reasons why you are not. Most students report that the more they learn about a subject, the less boring it becomes.

Think Positive
In class, adopt a positive attitude. Pay attention. Follow the lecture of discussion closely. Act as though you are interested, and you may get interested. Ask questions during discussion. It is surprising how much more interested you can get just by paying attention and joining in class discussion.

Friends vs. Studying

Contrary to what many students believe, you do not have to choose between having a good time with your friends and studying in college. In fact, real freedom is having your work under control so you can relax and have fun.

Yet one reason some students find it hard to study is because their friends do not study or go to class and they are always encouraging them to go out. They feel that doing their work will make them unpopular with their friends.

If you find yourself in this position, you might want to ask yourself, “Are my friends forcing me to make a choice between spending time with them now and my future success?” (Walter and Siebert, 7). If so, then think about your future. In a few years you will graduate and be away from these friends. What will matter then? Who will your friends be? What will you be doing? Will you be glad you stuck to your goals and went ahead and went to class and did your work?

If you find you are wasting a lot of time with your friends, try to get to know some better students. Their study habits and routines may rub off on you.

Internalizer vs. Externalizer: Which type of Student are You?

Psychologists have found that when it comes to learning and success in school, there are two basic types of people: internalizers and externalizers.

Internalizers believe that they can control what happens to them, so they try to do their best. Externalizers believe that they have little control over what happens to them, and tend to blame others for their mistakes. They do not try because they do not believe it will do any good.

Externalizers are not good students because they have a negative attitude and think getting good grades is mainly a matter of luck. They may believe they are trying but they give up easily and always have an excuse: “I would be able to study if my roommate wasn’t so noisy,” “I would do better if the teacher didn’t have it out for athletes,” “I can’t do well in college because I didn’t learn anything in high school.”

Internalizers or successful students take a more positive attitude. If they fail at their goal, they don’t give up or blame others. They ask themselves what they can do to do better next time. They then set out step-by-step plans to achieve their goals.

If you think you tend to have a negative “externalizer” attitude, try to get into the habit of thinking more positively and of accepting responsibility for your own behavior. Realize you are in control of how thing go for you and that you can improve things.

Instead of complaining about everything that is wrong with a course in which you’re doing poorly, talk to a tutor about how you can do better and then start taking steps to get your work done.
A Quick List of Study Tips*

Here is quick summary of some key steps in becoming an active, successful learner.

Getting Going
1. Make a list of things to do.
2. Identify the tasks that are most important.
3. Adopt realistic (not perfectionists) goals for each task.
4. Break each task down into a number of smaller pieces or steps.
5. Develop a schedule for completing these steps.
6. Begin working on your important tasks, taking a small step at a time.
7. Record your progress toward your goals.
8. Reward yourself for completing major parts of your tasks by allowing yourself to do something that you particularly enjoy.
9. If you find yourself procrastinating on a task, break the task down into even smaller parts, then take the first small step toward completing it.

In Class
1. Take notes. Check them with your classmates or tutor.
2. Skim notes from previous lecture
   - Refresh your memory.
   - Formulate questions.
3. During the lecture or after class, ask questions of yourself when pauses allow.
   - Why did the professor say that?
   - What are the major points he or she just said?
4. Formulate questions you want to ask the instructor.
   - Ask in class, if time allows.
   - Jot the question down for your discussion section of for the instructor’s office hours.

Reading
1. Don’t get hung up on reading speed alone.
2. Familiarize yourself with the text on day one.
3. Pre-read a chapter before it’s discussed or before you are going to read it.
   - Examine its structure.
   - Skim subheadings, summaries, topic sentences and boldface type.
4. Involve yourself in your reading.
   - Ask questions of yourself.
   - Underline.
   - Take notes.
Studying for Exams

1. Rephrase material in your own words.
2. Find examples of material
3. Form seminars and discuss material with others
4. Think up possible exam questions and answer them mentally, verbally, or in writing.
5. Over learn! Don’t stop at memorizing.
6. Give yourself time for a quick review before your exam.


Steering Clear of the “I Give Up” Trap

Do not get discouraged and fall into the “I Give Up” trap. Some students use failure as an excuse for not trying anymore.

Learning effective study skills such as how to write papers and take good notes takes time and practice. If something doesn’t work the first time and it seems like your efforts did not pay off, do not give up. See your tutors and instructors and keep trying.

If you teachers and tutors see that you are really trying, they will be more willing to help you do better next time.

Making the Most of Your Study Time

Find Study Time

The two main things to learn about managing your study time are how to find time to study and then how to make the most of every hour you study.

Although participating in athletics can be very time consuming, it is usually not an excuse for not finding time to study. Many other students work part-time jobs for 20 to 30 hours a week while in school and still find time to study. And many athletes manage to do well both in their sport and in their schoolwork.

Studying works best when you find regular times and places to work. Find a place to study where you will not be distracted. If it is too noisy in your room, try somewhere else. Other good places to study at night are empty classrooms in buildings such as Burton. And if you are assigned to study table, you might as well really use the time there to get work done.

The main thing to remember is not to waste your study time. Do not stretch an hour’s worth of work over an entire evening. Sitting at a desk for two or three hours means nothing if you are not getting anything done. Two hours of concentrated study is worth more than several hours of half-hearted effort spent socializing and daydreaming.

Taking a 15 or 20 minute break every two hours will help you maintain your concentration.

Use “Hidden Hours”

While it is a good idea to set aside big blocks of time to study, remember that there are also “hidden hours” during the day that can be put to use for study time. Put to good use those twenty minutes you are waiting to go to lunch or the time you have between classes.

Use the hours between your classes to study for the class you just finished or to prepare for the next class. It is easy to waste this extra time. Fifteen minutes or a half-hour of studying here or there add up and can give you more free time for other things later.
List Goals

When you begin a study session, make a quick list of what you intend to get done. Setting definite goals will help you organize your time. Be specific and realistic in setting goals— not “study history chapters two and three.”

Keep in Touch

Keep in touch with all your classes. Study your class notes as soon as possible after each class period. Don’t fall into the habit of working only on the courses you find the easiest or the most interesting. Make a regular weekly review of material in all your courses by glancing over a few pages of notes.

You will be surprised how much this occasional review will help you remember the material when it is time to study for exams.

Plan Ahead

Check your schedule frequently to note when papers and exams are coming up. When you have a paper or other assignment due, don’t put off starting to work on it. Begin it or talk to a tutor about it and it will seem easier to handle. Once a task is started, it always seems more manageable.

Don’t let worrying about all the work you have to do take the place of doing it. This kind of worry can turn into an excuse for not getting anything done. Instead of worrying, get started.

Borrow, Don’t Steal

Borrow time, don’t steal it. When an unexpected activity comes up that takes up time you had planned to use for studying, find another time in your schedule to study to make up for the time you’ve lost.

Doing Your Best in the Classroom

Case Out Your Courses

Good students do not just sit back and take things as they come in a course. They find out at the beginning of the semester exactly what is required of them and what they will need to do to succeed in the class.

A “Class” Act

Sometimes, without really meaning to, students give teachers the impression that they do not care about their classes or that they dislike them. On the other hand, good classroom behavior can demonstrate to a teacher that you are trying to do your best in class.
Be There

The surest way to show a teacher that you could not care less about a course is to miss lots of classes. Although many instructors do not say so directly and do not take attendance, class attendance is very important to most of them and as an athlete your coach probably requires you to attend all classes.

Few things are more damaging to grades than missing class. One study found that 85 percent of students with a “B” average or higher were “always or almost always present,” while 45 percent of students with a “C” average or lower were “often absent” (Walter and Siebert, 62).

If you miss class, you are telling the teacher that you don’t care enough about his or her class to bother to come to it. And when it comes time for grading, chances are the instructor will not feel like bothering with you, no matter what you have done to make up for your absences. If you do miss class, show that you are concerned. Ask the instructor what you can do to make it up. Find out from other students what you missed and borrow their notes.

Be Up Front

When you come to class, look and act like a student. Be ready to start on time. (If you come in late, enter quietly without disrupting the class).

Always sit in the front of the class, not in the back. Research shows that students who sit up front get better grades than students who sit in the back.

Teachers often feel that students who sit in the back aren’t as interested in the course. You will also find that it is easier to get involved in the class and pay attention when you are sitting in front.

Avoid guilt by association. Sit with friends only if they are good students who are quiet and attentive in class.

Key Questions for Class Preparation

During the first week of classes find out the answers to these questions and write them in your notes so that you and your tutors will have the information when you need it.

<table>
<thead>
<tr>
<th>Subject:</th>
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<tbody>
<tr>
<td>o How much does the teacher stress attendance and class participation?</td>
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<td>o Are points taken off for work handed in late?</td>
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<td>o Which chapters in the text will be covered?</td>
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<td>o Should you read the chapter before the lecture each time?</td>
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<tr>
<td>o When will exams be given and what material will be covered?</td>
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<td>o What kinds of exams will be given? (Essay, multiple-choice, or take home?)</td>
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<tr>
<td>o What other work is required and when is it due?</td>
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<td>o What, overall, does the instructor seem to want you to learn from the course?</td>
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<tr>
<td>o Where is the instructor’s office and when can you see him or her for help in the course?</td>
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Join In

Keep your notebook, textbooks, and pen out in front of you. Keep your eyes on the teacher; look like you are paying attention. Participate in class discussion and ask questions if you do not understand a point. When a student’s grade falls on the borderline between two grades, the teacher often decides on the basis of the student’s attendance and classroom participation.

Some students say they do not talk in class because they don’t want to speak in front of a group. But, as one study skills expert has said, “Shyness pays no dividends and most teachers expect you to participate whether you are shy or not” (Green, 7). When class is ending, do not begin putting your notebook away while the teacher is still talking.

Make A Good First Impression

And remember, first impressions tend to last. If you begin the semester by missing class, doing poorly on quizzes, and turning in late work, that impression is liable to stay with the instructor no matter what you do later to make it up. So get off to a good start, and the teacher will assume that you intend to do well in the course.

Get Help from Your Instructors

One difference between high school and college that bothers many students is that in college you are often more anonymous and unknown to your teachers. Feeling like they are “just a number” makes some students shy away from getting to know their teachers or speaking to them about their problems in a course.

Actually, instructors can give you much valuable advice about their courses and getting to know your teachers, particularly in small discussion classes, can be very helpful.

If the instructor is familiar with you as a person, he or she will be more likely to help you when you need it because teachers usually respond better to students when they know them as individuals. And you will find that most teachers will be more concerned about the grade they give you if you have sought their help and shown them that you have been trying to improve.

So try to make some personal contact with your teachers early in the course, perhaps by asking questions before or after class.

Get Help Early

To get the instructor’s help, it is very important to see him or her early in the semester when you are first having problems. This will show that you have been trying your best in the course all along.

Teachers do not like to bail you out at the last minute. So do not ask for help the day before a paper is due or an exam is coming up. Ask for help will in advance to show the teacher that you have been sincerely working on the assignment.

And when you meet with the teacher, show up prepared. Teachers do not like to do your work for you. Be sure you have read the material or have tried to do the problems you will be discussing and have specific questions ready. If you are discussing a paper, have an outline ready.
Find Out What Went Wrong

If you do poorly on your first paper or exam, do not put off seeing the teacher. Ask him or her what you did wrong and how you can do better next time. (Do not, however, seek the teacher’s help if you did poorly on the exam simply because you didn’t do the reading or didn’t come to class.)

When you meet with the instructor, be careful not to criticize or question his or her judgment. Ask for suggestions on how you can do better on your next assignment.

Be sure to follow any suggestions the instructor makes. For example, if he or she suggests that you go to the Writing Lab or bring in an outline of your next paper, do so.

Overall, you need to show your instructor that you are trying. Instructors, like most people, respond more favorably to people who seem to be trying, even if they don’t always succeed.

Taking Notes

If, when it comes time to study for a test, you find your notes are disorganized, unreadable, and have big gaps in them, you’ve probably lost your best weapons for preparing for the exam. A good set of notes where the key points have been written down in each class period is important for test study.

Studies have shown that several days after hearing a lecture, most students can only recall about 10 percent of what was said. Yet many students give up on note taking because they are bored or feel it is impossible to get down everything the instructor says. Following a few simple note-taking guidelines can help you avoid these problems and make the time you spend in class more productive.

Take Your Own Notes

First, don’t rely on purchased lecture notes or on notes borrowed from a friend. Experts have found that the process of taking your own notes helps you learn the material. As you write down the key ideas, you begin to sort them out and memorize them. That is why your own notes are much more valuable to you.

Be Organized and Neat

Organize your notes. Keep a separate notebook or separate section of a notebook for each class. If you take notes on odd scraps of paper here and there, you won’t have things in order when it is time to study.

To keep track of days when you missed a class, date your notes and draw a line across the bottom of the page to show where each class ends.

It is best to write your notes in ink because pencil smears and can be hard to read. Don’t crowd your notes on the page. Leaving blank spaces between the lines will allow you room to add additional points and make your notes easier to read.

It is also a good idea to leave an extra wide (2") left hand margin. You can use this space to summarize your ideas and write key phrases when you are reviewing your notes for study for exams.
Listen and Learn

The key to taking notes is listening. In fact, good note taking encourages listening because in order to take notes, you must pay attention.

You need to listen and interpret what the lecturer is saying so you can sort out the important points. To do this, you must be an active listener, not merely a tape recorder taking down every word. If you try to mechanically copy down everything the teacher says, you will be too busy to really listen. Putting what is said into your own words will help you remember the material.

Force yourself to listen. Try to avoid daydreaming or getting distracted and keep your mind on the lecture even if the material is uninteresting. Since you have made the effort to come to class and since you have to be there anyway, you might as well pay attention and get the most out of being there.

You may feel that the teacher is boring, talks too fast, or is disorganized, but don’t let your dislike for the teacher or the material interfere with your success in the course.

One way to practice concentration is to make a check mark on your notes every time you catch yourself letting your mind wander off. You may have twenty or more check marks at first, but after a week or two you should be able to reduce the number to two or three (Apps).

Be sure to listen for key points that the instructor seems to be emphasizing. At the beginning of the class, many teachers will outline what will be discussed and give clues as to what is most important.

Involve yourself in the material. During pauses in the lecture ask yourself questions: Why did the teacher say that? What support is there for that statement? How is point one related to point two?

The Outline Method

The outline method is probably the note-taking method most used by students. In this method you write down a main idea (heading) and its sub-points (statements).

You don’t need to make a formal outline with roman numerals and capital letters. Just list sub-topics and examples under your main points, indicating them with a dash placed in front of each. This way you are picking out the main ideas in the lecture, organizing them and putting them into your own words all at the same time.

Be sure to write down as many examples or details as you can. These “specifics” will help you remember and understand key concepts when it comes time to study for exams. Try to write in complete phrases or statements.

Also, remember to write down in your notes all the teacher’s comments about paper assignments or what will be covered on exams. Don’t trust your memory. It is easy to get confused when you are taking four or five different classes.
Keep Moving

When you are taking notes, don’t get bogged down worrying about spelling or your writing skills. Just write down the words the best you can and underline key words that you don’t know how to spell so you can look them up later.

Use abbreviations to help you get done more. For example, you might use “fd” for federal government or “e” for economics. But be sure to keep track of what your abbreviations mean.

When you miss an idea, leave a blank space to fill in later, using notes borrowed from a classmate.

Although it is a good idea to look over your notes as soon as possible after class, don’t waste time recopying or typing them. It is better to use this time reviewing and completing the notes you have taken. And studies have shown that students get better recall from their original notes than from retyped notes. This is because a doodle or a coffee stain sometimes triggers a memory (Green).

Use What You’ve Got

When it comes time to study for an exam, really use your notes. Go through them and underling or highlight the main ideas. Then go through them repeatedly, reciting the main ideas to yourself.

Always Take Notes

It is a good idea to always take notes in all your classes. Many students feel that there is no need to take notes in small discussion classes such as Rhetoric, Intro to Lit, or Problems in Human History because other students rather than the teacher do most of the talking. Although taking notes in these classes is different than in lecture classes, it is just as important because most teachers rely heavily on what was said in class discussion when they make up their exams.

Take down key points made in discussion and listen for times when the instructor steps in and clarifies the major points or interrupts discussion to give a brief lecture. Even though the class may not be a lecture class, you will still cover a lot of material, and you can’t rely solely on your memory to retain it.

If you are having problems taking notes in a class, go over your notes with a tutor or the instructor to see how you can improve.

Becoming a Active Reader

One of the most surprising things about college for many students is the amount of reading most courses require. Some students do more reading in their first semester at college than they had to do all through high school.

To cope with all this new material, most freshmen have to learn a new way to read. Otherwise they may find that they are reading too slowly, can’t identify the most important points, or are skimming through their assignments in last-minute panic.

Some students believe that “speed reading” is the answer. But in most cases there is no real way to speed over the material. The real problem is learning how to remember or retain what you read.
Concentrate
The first thing you need to do is concentrate. Students who can’t concentrate waste hours staring blankly at pages without really knowing what they are reading. To combat the concentration problem, you need to attack the material in an active way.

The trick is to have a purpose and some questions in mind when you read. If you read to look for the answers to questions instead of merely running your eyes mechanically over the pages, you are more likely to become involved in your reading and focus in on the key points that you need to remember.

Do a Sneak Preview
The basic technique for active reading is to skim over a chapter before beginning it to “preview” the main ideas you will be reading about. To preview the material, look over the chapter subheadings and other main ideas and read the chapter summary.

Then think about the ideas that the chapter will be covering before you begin reading. This will give you a focal point as you read, and you will remember the material better because you have already “covered” it once.

Underline
As you read, underlining or highlight key words and phrases (unless you are reading a library book). You can also draw stars of vertical lines in the margins to emphasize points.

Underlining helps you remember the material by making the important ideas stand out when you read or scan the chapter when studying for a test. It can turn your book into a valuable notebook.

Yet many students have a problem with underlining. Because they are not sure what is important, they find themselves underlining every sentence. Skimming and previewing the entire chapter before reading will help you get a better idea of what the important ideas are.

Don’t get discouraged. Keep at it and eventually you will become more skilled at picking out what needs underlining.

You can also make notes in the margins of your book and write a summary of what you’ve read on an empty page at the end of a chapter or in the front or back of the book. Your personal notes will help make the material meaningful for you.

Make the Material Relevant to You
As you read, try to relate what you are reading to your own experience or to what the instructor has said in class. This will help you remember it.

Writing Papers
Students often aren’t sure what teachers are looking for in papers or what makes the difference between a good and bad paper. That is why it is important to listen carefully and take notes when teachers explain paper assignments in class.
How Teachers Judge Papers

In general, when a teacher evaluates a paper he or she is likely to ask:

1. Does the paper cover the assigned topic?
2. Did the student put real thoughts and effort into this paper or does it seem to be just thrown together at the last minute?
3. Has the student just written the paper off the top of his or her head or has he or she bothered to back up ideas presented by referring specifically to the material covered?
4. Has the student put in the time and effort to write smooth, clear sentences and to organize his or her ideas so that I don’t have to read the paper two or three times to make sense of it?
5. Has the student shown that he or she cares about the finished product by typing the paper neatly and proofreading it to fix typographical errors?

Get Started

Some students find writing papers difficult and thus avoid getting started. The fact is that just about everyone finds it hard to make themselves sit down and write. Writing is difficult and demanding, and there really is no “easy way out” or shortcut to writing a good paper.

Getting an early start and allowing yourself the time you need is the best approach. Papers written at the last minute usually show it. They lack the kind of depth and polish college instructors expect. You can do a lot more with your ideas if you get started earlier.

Choose a Topic

First, be sure you understand the assignment. Take notes when the teacher explains what he or she wants in the paper: How important is length? Should you use outside sources and footnotes? Make certain you understand clearly what is expected before you begin.

If the teacher gives you a list of possible topics to choose from, try to choose a topic you find interesting. Putting your topic in the form of a question will often help generate ideas on the subject and help you figure out where to begin.

Gather Materials and Resources and Do the Necessary Reading

Give yourself time to carefully read the background material for your paper. If you start writing before you are familiar with your topic, you will be very unsure about what you are saying.

If you will need library books as resources, check them out early or else you may find that they have already been checked out when you need them.

Make an Outline

Organizing your paper allows your reader to grasp your ideas quickly and follow your line of thought easily.

Your paper should be organized around a central thesis or idea, and each point you make should be related to this main idea. This will keep you from jumping from one idea to the next without making connections between them. You can relate the points you make to your main idea so that a whole picture emerges.

Write the main idea of your paper in one sentence at the top of your outline. Using your main idea as your guide, outline or list the main points you plan to cover in the paper.

A paper may be viewed as having three parts. An introduction, a body, and a conclusion.

One old formula to follow in organizing your paper is (1) “Tell them what you are going to tell them” (introduction); (2) “Tell them” (body); and (3) “Tell them what you have told them” (conclusion).

The introduction, your first paragraph, should state your main idea and give a brief summary of the key points you plan to bring up so that the reader knows what you intend to provide or do in the paper.

By giving the reader a “road map,” the introduction “sets up” the entire paper and helps the reader focus on what you are saying. Your conclusion should repeat your main idea and sum up your main points for the reader.

Write Your Rough Draft

Following the points in your outline, write your rough draft. Remember to develop your ideas.

Teachers’ main complaint about students’ papers is that they are too general and not specific enough in developing their points.

Even though it is quicker and easier to just write down a lot of opinions and generalizations off the top of your head, you need to take the time to look up examples and illustrations to prove your point.

Don’t leave the reader with “unmade connections” or with questions about what you really mean. Say enough to get your point across and to prove it. You must pin yourself down and make the effort to be specific if you want your paper to say anything valuable or interesting.

Edit Your Rough Draft

Now that you have your basic ideas sown, don’t rush straight to the computer.

You can improve your paper tremendously by taking the time to edit and revise it carefully. Use a red pencil to mark paragraphs that need rearranging, sentences that need rewriting, or parts where you need to elaborate more.

Be sure that your paper is written clearly. The reader should not have to work to figure out what you mean. To check the clarity of your sentences, read your rough draft aloud slowly. Mark any sentence that doesn’t sound right to you or seems tangled, awkward, or incomplete and circle any words that might be misspelled.

Take the time to go back over the sentences and rewrite them and look up the circled words.

Face Facts: “Little Things” Do Count

Some students complain when teachers take points off for spelling. They argue that papers should be judged on the basis of “what they say” not “how they say it.”

But the fact is that you can’t really separate what you say from how you say it. If your ideas are not expressed clearly, they will not come across to the reader. The reader should not have to wade through confusing, twisted sentences to figure out what you really mean.

And although spelling and proofreading errors may seem minor to you, to the teacher they are big mistakes that indicate a carelessness that is unacceptable in a college-level paper.
Type Your Final Draft

Be sure your first draft is completely written and checked before you start typing. Sentences written at the last minute at the computer usually do not improve a paper.

In fact, if you have time, it is a good idea to type a draft of your paper before you type a final version. It is easier to edit and improve a typed draft. And since this draft is for your own use, you can type quickly without worrying about typing errors.

Neatness Counts

Unless the teacher specifies otherwise, double-space your paper using standard margins. Neatness counts. Studies have shown that instructors give neatly typed papers a grade higher than messy or handwritten papers that say the same thing.

Proofread your paper after it is typed and make neat corrections in black ink or pencil. Students often skip this important last step, giving the teacher the impression they didn’t care enough about the paper to check it over.

If you are not good at catching spelling or typing mistakes, have a reined or tutor check your paper after you do. Do not let these easily preventable mistakes undermine an otherwise successful paper.

Lateness Hurts

Turn your papers in on time. Most teachers grade late papers lower even if they don’t have set rules about taking points off for late work.

When your paper is returned, study the teacher’s comments carefully so you can improve on your next paper for the class and for other classes.

It is a good idea to save your papers and review the teacher’s comments again before you begin work on your next paper for the class. This will help you remember what you need to improve on.

A Note on Plagiarism

Plagiarism is copying words or ideas from other sources and presenting them as your own. Although they may not explicitly warn you about it in class, most teachers consider plagiarism to be a very serious offense.

If you use the exact words of another, you must put quotation marks around them and use a footnote.

If you present someone else’s ideas in your own words, you do not need to use quotation marks, but you do need to footnote the statement. Lifting ideas and presenting them as your own is plagiarism.

Although students often believe they can get away with copying, most college instructors can spot plagiarism easily. They can usually tell by the writing style or the ideas that the work is not the student’s own work.

The official WWU penalty for plagiarism can be an automatic “F” in the course. Students caught plagiarizing may be put on academic probation or suspended.

If you are unsure whether or not you are plagiarizing material, check with a tutor or your instructor.
Studying for Exams

In general, whether you are studying for an exam or not, the key is to be an active student. You should never study by just running your eyes over the textbook or glancing over your notes. Reading material over and over again is also an inefficient way to learn.

If you want to really learn and remember the material, you must take a more active approach. You need to do something to help you become involved with what you are studying. In fact, experts suggest that you should always study as though you were studying for an exam.

To improve your concentration, design specific tasks in which you actively “play” with the course material. You might make a list of study questions, outline the material, work the problems in the book, think of practical application of the ideas, or ask yourself questions out loud and rephrase the material in your own words.

If you put information into your own words and “play” with it in other ways, you will remember it better. With outlines, lecture notes, textbook, and notes on outside reading in front of you, prepare an outline of main topics in the course. There will usually be no more that 10-12 main divisions.

The outline will help bind together the details of the course so that you will recall them more readily and be more likely to use them in their proper contexts. Go back over all course materials and highlight facts and details such as laws, principles, theories, formulas, illustrations, events and definitions.

Sift out the less important material and actively decide to retain the important points. Recite and repeat. Few people can retain or remember information seen only once. Learning often involves going over material several times.

Putting technical terms and names of theories and key concepts on flash cards is one way to review.

Asking yourself questions about the material and reciting the answers to yourself is also helpful because reciting information aloud helps you remember.

Anticipate Questions

As you are studying, try to anticipate the questions that may be asked on the test. Then so some self-testing. Answer your questions verbally to yourself or write out sample answers.

Get together with one or more students who are doing will in the course. Organize a series of questions that may be on the test and quiz each other. This will reinforce and review the material you have learned and will point out the areas where you need to study more.

Go back and review quizzes, tests or papers that have been returned to you during the term.

Divide and Conquer

If you feel overwhelmed by the amount of studying ahead, it may be helpful to break down the work into smaller pieces based on the general outline of the course. List these smaller unity in order of priority, given the amount of time that remains.

Review Works Best the Second Time Around

Remember, these techniques of studying for exams work best when you are reviewing the material that you have already covered once. Frequent short reviews help you retain the material better than cramming. Studies indicate that cramming works best when the material has already been studied over a period of days or weeks.
Test Taking

Get Ready

Be “exam wise.” Find out what kind of test the teacher plans to give. Write down in your notes all comments he or she makes about what will be on the test and how to study for it.

Find out exactly what material will be covered. Get an idea of the type of questions the instructor asks – essay, true-false, or multiple-choice – and find out how much of the exam will be based on class lectures and how much on textbook reading.

If possible, look at previous exams for the class and talk to students who have taken the class before to get an idea of the type of questions asked and how difficult they are.

Look over your previous tests in the class to determine where and why you lost credit. Anticipate questions. As you review your notes and textbooks, try to predict the questions the instructor will ask, and then work on answering them. Plan your studying time so you get enough sleep before the exam.

Tips for Guessing on Multiple-Choice Exams

- Eliminate and cross out all the alternatives you can, and then make your best guess.
- Alternatives with words like “all,” “every,” and “never” tend to be wrong.
- Statistically, more right alternatives are put in the B or C position.
- Longer alternatives tend to be right.
- Vague alternatives tend to be wrong.
- Watch out for alternatives that are true but have nothing to do with the question.
- If the alternative does not fit well grammatically with the question, it is probably wrong.
- If two or more alternatives say the same thing, they are probably both wrong. (You can have two wrong answers but not two right answers on a multiple-choice test.)
- If two alternatives seem to be opposites, one of them is probably correct.
- Alternatives with a technical term you’ve never seen before tend to be incorrect (assuming, of course, that you have studied the material).
- The answer to one question is sometimes given away in another question. (Tests contain a lot of information that you can use.)

None of these rules apply all the time, so use them only if you have to.

Take the Exam

Be sure to be on time for the exam so you don’t miss any special instructions. Listen for these instructions when the teacher is handing out the test. He or she may tell you how many points questions are worth, or that you may choose between two questions. Some students do poorly on exams simply because they don’t follow instructions carefully.

Before beginning, look over the entire test quickly. If you don’t do this, you may spend too much time struggling over one section when you know the answers to another. But don’t spend too much time previewing the test. Just get a basic idea of how it is set up so you can plan how you want to divide up your time.

Next, plan your time, allowing the most time for the questions worth the most points. Don’t panic if the test looks too hard or too long. Answer the questions you know best first, being careful to spend the most time on the questions that are worth the most points. Later questions may remind you of the answers to some of the earlier ones.
Read the instructions for each part of the test carefully and read every work in the test questions so that you are sure you know what the instructor is really asking.

**Stick Around**

Use all the time available to you. Don’t panic and tense up because others seem to be finishing faster than you. It is not a good idea to leave early even if most other students are leaving. You can use this time to check your answers and to fill in extra points and ideas on essay questions.

Taking this extra time often can mean getting a letter grade higher on the test. If you leave early, you may also give the instructor the impression that you don’t care about doing your best.

**Surviving Essay Exams**

New students often feel overwhelmed by essay tests and end up writing sketchy, panicky answers even when the know the material. The main points to remember when taking an essay exam are to truly answer the questions the teacher asks, be well organized and write legibly.

Study the questions to determine just what the instructor wants and then answer them. Don’t waste time bluffing with irrelevant information. Just writing down everything you know about the subject, whether it answers the question or not, will not help.

Avoid padding with excess words just to fill up space. Teachers can spot padding easily and will feel you are wasting their time.

**Preview the Test**

Look over the entire test first to see how long it is and to determine which questions are worth the most points and how you should budget your time. Plan your time carefully. Don’t get carried away writing on one question and neglect the others. Each question is worth only so many points. Don’t write a long answer to a short 5-point question and neglect a 20-point question.

If you are given a choice of questions, make your choice carefully but quickly and stick to it. If you shift from one choice to the other, you will lose too much time.

**Double-Check the Question**

Make sure you understand the question. Students often find out too late that their answer does not really answer the question. Read it twice and underling key terms that will help you focus on the main point of the question. If the question says, “describe,” “list,” or “compare,” do exactly what the question asks. If you misread the question, your entire answer will be off the point.

**Jot Down Some Ideas**

Take the time to think out and organize your answer before writing. Quickly jot down in the margins or on a scratch sheet a list of reminders of the points you intend to bring up. It will not take much time to do this. You will feel more organized when you begin to write, and you won’t leave out any of your ideas.

If new ideas occur to you as you are writing, jot them down on this list immediately. That way you won’t forget them when it comes time to use them.
**Be Specific**

Begin with a strong introductory thesis statement that summarizes your main position on the question. You can then proceed to back up this statement with proof. Many teachers say that students are too vague and fail to support broad generalization in their exam answers. Use details and examples to support your ideas and be specific whenever you can. Use appropriate technical terms from the course whenever possible and try to spell these correctly. Taking the time to be specific will add depth to your answer and show you really know the material.

Also, remember to keep your instructor’s point of view in mind when answering the questions.

Conclude with a summary statement that summarizes and reemphasizes the main points you have been developing.

When you are finished writing your answer, quickly go back and look at the question again to be sure you have really answered every aspect of it.

Leave space after each question to add more information that may come to you later.

I you are running out of time and cannot write out the entire answer to a question, jot down an outline or a list of major points. You may get some credit.

**Write Neatly**

Be sure to write legibly. Use ink because pencil can be hard to read. (If you don use a pencil, be sure you are not writing too lightly.) Experiments show that, on average, teachers give a lower grade to illegible papers that say the same thing as legible papers. Most instructors resent having to take the time to decipher bad handwriting, and they can’t give you credit for answers they can’t read.

**A Final Look**

When you are finished, look over the exam with a critical eye, pretending you are the instructor or grader. Have you made any glaring or careless mistakes? Did you leave out anything? Is there anything you can add? Sometimes just going back and adding a sentence or two to an answer can make a big difference in your grade on the test.

**Taking Multiple-Choice Tests**

Many freshmen are unpleasantly surprised by their first college multiple-choice exam. Because college tests are usually carefully designed and very detailed, students find that it is harder to “ou tmart” them or guess their way through them than it may have been in high school. So don’t assume that because a test is multiple-choice you don’t need to know the material well. Most college tests are carefully designed to weed out students who rely on guessing.

Before you begin, find out if the test is set up so that you lose points by guessing. If it is, you should avoid wild guesses.

Begin by looking over the entire exam answering the questions you are positive about and putting an “X” next to the ones you don’t know. Once you have answered the easy ones, go back to the harder ones and work on those.

The important thing is to consider each question carefully but keep moving. Don’t get bogged down with one or two questions.

When you are finished, if you have time, go back over the questions you marked with an “X” the first time through. But never change an answer unless you are really sure your new answer is correct. Experiments have shown that your first choice is more likely to be right.
**Other Kinds of Exams**

**True-False Tests**

Be careful not to waste too much time making up your mind about true-false questions. Consider each question carefully, answering those you can and putting a check mark next to more difficult ones to come back to later.

If there is no penalty for guessing, guess. In general, words like “only,” “never” and “always” are clues that the statement is probably false, while words like “usually,” “most” and “some” tend to appear in true statements. As with multiple-choice questions, it is usually best not to go back and change your answers when you are finished. Your first answer is more likely to be correct.

**Problem-Solving Exams**

Problem-solving exams are usually given in courses such as math, computer science, and accounting. The best way to study for these tests is to work practice problems. When taking these exams, it is usually important that you show how you solved the problem. To do this, you need to present all your work in an organized, clear fashion. You should also label your final answer so the instructor can find it easily.

**Open-Book Exams**

In an open-book test, you are allowed to bring your books and notes to class with you to use during the exam. But this does not mean that you do not have to study for the test. Open-book exams are usually constructed in such a way that you will have little time to spend looking through your books because you will be busy writing your answers. The answers will involve interpreting and analyzing material in the books, not merely repeating what is in them.

So study as you would for an essay test. You must be familiar with your books and notes so that you can find the information quickly.

**Take-Home Exams**

A take-home exam is a test that the instructor gives you to take home and do, usually within two or three days’ time. Because you have more time and can take the exam home, your answers are expected to be more elaborate and detailed than on an in-class essay exam.

In this sense, doing a take-home exam is more like writing a paper. You need to write a clear, well-organized, in-depth answer to each of the questions.

Be sure to take the time to refer back to class books and notes to find specific points and examples to use in your answers.

Unless your instructor specifies otherwise, take-home exams should be typed.
References


Green, Kenneth A. *Better Grades in College with Less Effort*. Woodbury, New York: Baron’s Education Series, Inc. 1971


The Study Skills Section was taken from *The University of Iowa Student Athlete handbook*
ATHLETIC POLICY CONTRACT

It is a privilege, not a right, to play intercollegiate athletics at Northeast Texas Community College. I have read the Northeast Texas Community College Athletic Policy Handbook and agree to all the rules, regulations, and guidelines outlined within.

__________________________       ___________________________
Player’s Printed Name                                 Social Security #

__________________________       ___________________________
Player’s Signature                                                   Date

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