4.00 GENERAL ACADEMIC POLICY: CURRICULUM AND ACADEMIC PROGRAMS

4.01 CURRICULUM DEVELOPMENT (Revised 7/2013)

The policy on curriculum development at Sul Ross State University is based on the philosophy that the faculty and administration are responsible for developing sound academic programs that are within the role and scope of the institution and that meet the standards of the institution and the appropriate accrediting bodies. The faculty and administration will be involved in all matters relating to curriculum development; these include additions, deletions, and changes in existing courses and programs; the published schedule of course offerings; and the general degree requirements for all academic programs. The following procedures should be followed:

A. At least once each long term (fall and spring semesters), the faculty members of each department shall meet as a curriculum committee to review the course descriptions, degree plans, and proposed changes in the disciplines for which the department is responsible. The departmental curriculum committee will consist of all faculty members in each department with the chairman of the committee determined by the faculty members. Recommendations of this committee will be given directly to the department chairperson.

B. The department chairperson will review the recommendations of the faculty committee, add written comments as appropriate, and forward the recommendations to the appropriate college dean.

C. The college dean will review the recommendations from the departments and submit them with comments in writing to the Provost and Vice President for Academic and Student Affairs. The dean may seek the advice of a college faculty committee composed of representatives from each department in the division if the recommendations are likely to have some effect on courses or programs in other departments in the division.

D. The Provost and Vice President for Academic and Student Affairs will present the curriculum recommendations to the Curriculum Council. The Council will serve as the coordinating body on curriculum matters for the entire institution and will make recommendations to the President. The Council will seek the recommendations of the Teacher Education Council and the Graduate Council on matters relating to programs for which these councils have responsibility before making final recommendations.

E. The President will act on the recommendations of the Academic Policy Council and submit those which he approves to the Board of Regents for its consideration.

F. When the Board of Regents has acted, the results will be communicated by the Provost and Vice President for Academic and Student Affairs to the college
deans, divisions, and departmental chairs. The Provost and Vice President for Academic and Student Affairs will submit the results as may be required to the Texas Higher Education Coordinating Board.

Adoption of a New Course—Main Campus (Alpine):

The following procedures should be followed:

A. Departmental Recommendation. The introduction of a new course into the curriculum is initiated by the chair of the academic department. The department chair considers the number of semester credit hours to be awarded in the course and determines the appropriateness of the semester credit hours based upon the scope of the course as is evident in the catalog description and based upon information provided by the faculty member regarding the course content. The recommendation is transmitted to the dean of the college for review;

B. College Recommendation. The dean of the college reviews the request for the new course considering the appropriateness of the number of semester credit hours among other factors and recommends approval or disapproval of the new course. The dean transmits the request to the Curriculum Council;

C. Curriculum Council Recommendation. The Curriculum Council, a council of the Faculty Assembly, reviews the request for the new course considering the appropriateness of the number of semester credit hours among other factors and recommends approval or disapproval of the new course. The Council transmits the request to the Provost and Vice President for Academic and Student Affairs;

D. Provost and Vice President for Academic Affairs. The Provost reviews the request for the new course considering the appropriateness of the number of semester credit hours among other factors and recommends approval or disapproval of the new course. The Provost transmits the recommendation to the President of the University; and

E. The President. The President either accepts or rejects the proposed course.

Adoption of a New Course—Rio Grande College*

At Rio Grande College the process is slightly different due to the smaller number of faculty and differences in the organization of academic departments. The following procedures should be followed:

A. Departmental Recommendation. The Department Chair sends a proposal to the Associate Provost/Dean of Rio Grande College;

B. Curriculum Committee Recommendation. The Curriculum Committee reviews the request and offers recommendations to the Associate Provost/Dean of Rio Grande College;

C. Department Chairs Committee. The Department Chairs Committee reviews the request and offers recommendations to the Associate Provost/Dean of Rio Grande College;
D. Associate Provost/Dean Recommendation. The Associate Provost/Dean of Rio Grande College reviews the request and sends a recommendation to the Provost and Vice President for Academic Affairs;

E. Provost and Vice President for Academic Affairs. The Provost reviews the request for the new course considering the appropriateness of the number of semester credit hours among other factors and recommends approval or disapproval of the new course. The Provost transmits the recommendation to the President of the University; and

F. The President. The President either accepts or rejects the proposed course.
In accordance with Texas Education Code 51.911, Sul Ross State University shall allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, the student notifies the instructor of each class scheduled on the date that the student would be absent for a religious holy day.

Notification of planned absences must be in writing and must be delivered by the student no later than the fifteenth class day of each long semester or the fifth class day of each summer term either (a) personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor or (b) by certified mail, return receipt requested, addressed to the instructor of each class.

When an instructor is notified of a planned absence by a student, the student shall be informed by the instructor as to the amount of time allowed for completing the missed assignments and consequences of failure to complete assignments.

The deadline dates for notification by students to faculty members shall be included in the Official Academic Calendar published in the Catalog, schedule of classes, and other official bulletins.
The academic advisement program is in many ways the most important service provided to students by the University. Careful, professional advisement can help entering students begin their college work properly, make systematic progress toward fulfilling requirements for a degree as they progress from semester to semester, ensure that they will be eligible for graduation upon satisfactory completion of the requirements, and assist students in making career choices.

In addition, proper advisement can be of benefit to the University by providing better communication between faculty and students and providing an avenue for student input relative to academic programming and University life in general. Also, proper advisement can be of substantial aid in retaining students who are thinking about dropping out of school or transferring elsewhere and who are eligible to remain in school. A higher retention percentage is a University goal that can be achieved, in part, by more careful attention to student needs and a willingness to listen to their problems and to help find solutions.

**Undergraduate Advising**

**A. Lobo Den—Entering Students**

The Lobo Den at Sul Ross State University is located on the first floor of Lawrence Hall. This freshman center has been established to help meet the needs of first- and second-year students at the University. The Lobo Den works closely with faculty from across campus to facilitate initial, first-year advising.

The Lobo Den houses advising for all new students. In initial Lobo Den advising, a student's advising status will be determined as incoming freshman, TSI compliant or non-compliant, on probation or fully admitted, and/or declared or un-declared major. New students can have secondary, academic advisors once they have declared a major, but the Lobo Den will have primary authority for advising until these new students change their status from freshman to sophomore and from TSI/Developmental Education non-compliant to TSI/Developmental Education compliant or from probation to off-probation.

Lobo Den advisors will act on behalf of students as the primary advisors, but a student may seek advice from a secondary advisor in his or her major field for courses that pertain directly to the major. However, secondary advisors in a major field cannot supplant courses recommended by primary advisors, override them, or reduce in number the courses that the primary advisor has determined to be optimal for student progress within a given semester.
**Students non-compliant with minimum TSI requirements**

At the time of a student's initial enrollment his or her Lobo Den advisor will use the student's Texas Success Initiative (TSI) scores (explained in Section B, below) to determine whether or not the student meets the minimum TSI requirements. Students with developmental-course needs will be identified according to the criteria established by the Texas Success Initiative (TSI) (Section B, below).

A student who does not meet TSI minimum standards (Section B) will continue to be advised by a Lobo Den advisor until the student is TSI clear and he or she moves from freshman status to sophomore status.

Students who are non-TSI compliant will have Lobo Den advisors as their primary source of advising, but they can also elect to have secondary advisors in academic units to help determine which courses they should take in the major that they have declared. Primary advisors will have greater authority to determine a student's class schedule, especially regarding courses not in a student's chosen major.

**Students admitted on probation**

A student who is admitted on probation will be assigned a Lobo Den advisor and will continue to be advised by the Lobo Den advisor until that student has completed Core Curriculum requirements and has moved from freshman status to sophomore status. If the entering student is also non-TSI compliant, the TSI requirements must also be met.

Until a student admitted on probation has moved to off-probation status, his or her Lobo Den advisor will remain the primary advisor, although a student on probation who has declared a major may also have a secondary advisor in his or her major field who will advise the student about courses in the major. In such a case, the primary advisor will have greater authority to determine the student's class schedule, especially regarding courses not in a student's chosen major.

Once the core curriculum has been completed and the student has moved from freshman to sophomore status, the student will be assigned to a faculty advisor in his or her major department.

**Students without declared majors**

Students who are TSI-compliant and not on probation but who have not decided on a major are advised in the Lobo Den until such time as a major is declared and Core Curriculum requirements are met; at that time an advisor will be assigned from the major department. The Lobo Den advisor will remain the primary advisor until the student moves from freshman status to sophomore status.
Entering freshmen with declared majors

An entering student who meets TSI minimum standards, is not on probation, and has a declared major will be assigned an advisor in his or her major field, but that student's primary advisor will remain the Lobo Den advisor until he or she changes status from freshman to sophomore. An entering student who has declared a major may receive advice concerning courses in the major field from the advisor from the academic department, but that major-field advisor will be the secondary advisor until the student becomes a sophomore.

All students

In all cases, once a student is assigned a major advisor, that major advisor will remain the student’s official academic advisor for the duration of his or her undergraduate work unless the student changes majors or requests a different advisor.

B. Guidelines for Advising Freshman Students using Texas Success Initiative Scores

All entering students must meet Texas Success Initiative (TSI) requirements and will be advised by TSI advisors in the Lobo Den. Students must present to advisors their placement test scores in the areas of Reading, Writing, and Math from the TSIA exam. Detailed information about the minimum passing standards for state-approved assessments and the requirements for coursework for students whose scores are below the minimum standards may be found in the Faculty Handbook in Section 4.04 Developmental Education.

1. Students who score at or above the minimum in each area may enroll in appropriate courses provided course prerequisites have been met as outlined in the University Catalog.

2. Students who score below the minimum standards will meet with a TSI advisor for initial advisement and to complete an Individualized Developmental Education Plan (IDEP). The IDEP will include an appropriate and best course of action for each of the sections where the student did not achieve the minimum score. A copy of the plan will be submitted to the Registrar, and one will be retained in the student’s TSI file.

3. As determined by a TSI advisor, students must participate in developmental education activities for each area of TSI that they are out of compliance (mathematics, reading, and/or writing) during each semester the student is enrolled and appropriate coursework is available.

4. A student who has been placed in a developmental course as a result of the TSIA test must remain continuously enrolled in remediation until each
section of the TSIA has been passed. Advisors may not allow a student to drop out of remediation or to avoid remediation courses.

5. All students with a TSI placement must register for a six-hour NCBO in one subject area during the week before classes begin their first long semester.

6. Students may not enroll, at any time, in a college-level course corresponding to the areas for which the student has not met the minimum standards and has not completed his/her IDEP (except under the advisement of a TSI advisor).

7. If a student fails to clear TSI standards within 18 semester-credit hours (SCH) of developmental education coursework within the first 30 SCH of University enrollment, then the student will not be allowed to re-enroll at SRSU until the student is TSI clear.

8. Advisors may obtain additional information about policies relative to the Texas Success Initiative (TSI) by going to the web site of the Texas Higher Education Coordinating Board.

C. Faculty Advisors

Once it has been determined in Lobo Den advising that a new student (entering freshman or transfer) has met the minimum requirements of TSI, is not on probation, and has decided on a major, he or she is assigned a faculty advisor in the chosen department.

The faculty advisor is expected to be familiar with the degree options in the major field for which he or she is responsible and to be familiar with the academic regulations of the University as stated in the current Catalog. The advisor should provide general academic counseling to students, initiate degree plans upon the request of students, assist in the implementation of policies for students who have been admitted to the University on probation, and keep files on all students advised. The advisor will be expected to post office hours and to be available throughout the periods of orientation and registration each semester in order to assist students in planning schedules and degree programs.

D. General Degree Requirements and Probation

In working with students, all advisors should give careful attention to the following items:

1. General degree requirements as stated in the current Catalog and on the degree plans for which the student is eligible. The Catalog regulations must be followed explicitly unless approval for exceptions has been given
in advance by the Provost and Vice President for Academic and Student Affairs.

2. Probational Admissions. Students who are admitted on probation are required to meet regularly with an assigned Lobo Den advisor. Courses should be chosen carefully to provide the students with an opportunity to attempt work which will maximize the chances of success. Lobo Den advisors should schedule regular monthly visits with students to discuss their progress. Students admitted on probation will be granted full admission upon completion of twelve semester hours with a cumulative grade-point average of 2.00.

E. Guidelines for Students Enrolled on Probation:

1. Each advisor should be thoroughly familiar with the Admissions Policy, as outlined in the current Catalog. A list of persons admitted on probation will be provided prior to the new-student orientation session each semester. A list of returning students who remain on probation also will be provided.

2. Students who are admitted on probation should be enrolled in English and other basic courses at the freshman or sophomore level which the student will have a reasonable chance of successfully completing. A student will remain on probation and may register for no more than 14 semester hours until his or her grade-point average reaches 2.00. Any exceptions must have the approval of the Provost and Vice President for Academic and Student Affairs. The Director of Records and Registration will send back to the advisor any student who has probational admission status and who attempts to exceed the 14-hours limit. Therefore, to avoid unnecessary delay in a student’s registration, advisors should rigidly enforce this policy.

F. Information for All Students

All advisors should inform students of the following:

1. To review the online Catalog under which they expect to graduate and to become familiar with its content, particularly the sections on academic regulations, general degree requirements, and their major fields of study.

2. To make application through the major advisor for a degree plan as soon as a major has been decided upon but, in any case, no later than after the completion of 45 semester hours. Students should be informed that changes can be made but that often a change from one major to another after the completion of one year’s work will require additional work which may extend the time they will have to spend in completing their degrees.
3. To return to the Lobo Den or faculty advisor as necessary throughout their college career for assistance in working out problems that may occur relative to their academic standing and enrollment.

4. To read carefully the class schedules for each semester and to be alert for any changes in registration procedure which may have been made.

5. To meet with the advisor well in advance of registration each semester, if possible, in order to discuss the proposed schedule for the semester and to secure the advisor’s approval of the registration schedule. In any case, students should be prompted to see their advisors for this purpose each semester prior to registering for classes.

6. To be prepared to pay all financial obligations at registration or to have worked with the Director of Financial Assistance on ways to satisfy their obligations.

7. To be responsible for fulfilling all requirements for their degree as outlined in the Catalog.

G. Scheduling

All advisors should pay careful attention to University requirements in scheduling advising to ensure

1. that the courses a student is taking fulfill the Core Curriculum requirements for a degree. Ordinarily, students should complete Core Curriculum courses during their freshman and sophomore years. English, history, language, math, government, physical education, communication, electives, and group requirements should be explained and the student’s progress in meeting these carefully monitored from semester to semester.

2. that the student is enrolling in courses at the proper level. Ordinarily, a freshman should not enroll in an advanced course; exceptions should be checked with the departments concerned and prerequisites, if any, satisfied prior to enrollment in the advanced course. An undergraduate within 12 hours of graduation may enroll for graduate courses with the approval of the appropriate dean.

3. that work transferred from other colleges and universities has been properly entered on degree plans after being officially evaluated by the Admissions Office. No degree plans should be prepared from a student’s copy of the transcript or before the official evaluation has been made. Communications with the Admissions and Records Office can expedite service in this regard. Tentative advisement may be made using a student's transcript, but he or she should be informed of any questionable courses shown.
4. that schedule conflicts are avoided. It is the student’s responsibility to draft a schedule and submit it to the advisor for approval. Care should be taken to avoid schedule conflicts.

5. that special scheduling, class, or enrollment requirements in the student's major field are met. Students should be advised of any unusual expense, field trips, class activities, or other matters that might be a determining factor in a student’s desire to enroll or capability of enrolling in the course at a particular time or semester. A student should indicate clearly on his or her class schedule any courses which he or she is repeating for credit.

6. that a student is not re-scheduled for courses which are titled and described “Individual Instruction” or “Individual Research” unless there is no other alternative to satisfying a degree requirement. Substitute courses should be considered first.

7. that a student does not exceed the maximum course load requirement; the Director of Records and Registration will turn back students whose schedules exceed the maximum allowed.

Any questions not covered in the preceding guidelines or in the Academic Regulations section of the current Catalog or which arise and which cannot be answered by the advisor should be directed to the Provost and Vice President for Academic and Student Affairs.

**Graduate Advising**

**Guidelines for Advising Graduate Students:**

1. Ordinarily, graduate students should enroll only in 5000-, 6000-, and 7000-level courses. A graduate student needing "Leveling" work may take undergraduate courses to remove deficiencies in the student's field of study.

2. Major advisors should make sure that graduate students have completed the admissions process satisfactorily and should check each graduate student’s degree plan before approving the schedule. If a course is approved which is not on the degree plan, the advisor must send a memorandum to the college dean requesting that the course be added to the student’s degree plan. If the added course is intended to substitute for a course already on the degree plan, that must be noted.

3. In general, graduate students should be advised to work closely with their major advisors. All academic regulations will be enforced.
A. Summary

As mandated by the 78th Texas Legislature and instituted by the rules of the Texas Higher Education Board, Chapter 5 section 51 through 60 and the 79th Texas Legislature, Chapter 907 section 51.3062, Sul Ross State University participates fully and without reservation in the Texas Success Initiative (TSI).

Under the rules of the TSI, all students enrolling in Sul Ross State University (SRSU) as their initial enrollment in a Texas institution of higher education will undergo an initial educational assessment before the first day of classes of the first semester of enrollment; a student who can provide other evidence of college readiness will not require an assessment. The results of the assessment will be used to provide evidence of college readiness or identify deficiencies in reading, writing, and/or mathematics. Students not meeting minimum requirements on an assessment instrument will be required to meet with a TSI advisor and establish an Individual Developmental Education Plan (IDEP).

Students who transfer from an in-state, public institution will make their scores from the initial assessment, as well as transcripts, available to personnel from SRSU for purposes of evaluating compliance with TSI rules and regulations at SRSU. SRSU will not require a student to participate in developmental education if a student provides evidence of completion of the transferring institution’s TSI requirements.

Students who transfer from out-of-state institutions or from in-state, private institutions will be required to provide transcripts from the transferring institution so the students’ status in regard to TSI requirements can be evaluated.

All initial advisement for purposes of compliance with TSI will be done by a TSI advisor. TSI advisors are designated by the Director of the Academic Center for Excellence (ACE). A TSI advisor will be responsible for posting the IDEP to the student’s academic records. Students should complete the basic education skills requirement before 30 semester credit hours have been earned. In addition, TSI affected students must be registered for a developmental education course every semester that such courses are available until they have cleared TSI status. The student’s IDEP may contain courses that are prerequisite for college-level courses.

B. College Readiness Criterion (CRC)

Students who meet one of the following criteria prior to enrollment at SRSU satisfy Texas Success Initiative requirements at SRSU and will not be required to take an initial assessment.

1. Initial College Enrollment (First time college student):
   a. Complete Exemption:
      i. For a period of five years from the date of testing, a student who performs at the following levels will be completely exempt:
         1. ACT: a composite score of 23 and a score of 19 or higher on the English test and the mathematics test;
         2. SAT: a combined verbal and mathematics score of 1070 with a minimum score of 500 on both the verbal and mathematics test;
      ii. For a period of three years from the date of testing, a student who scores Texas Assessment of Knowledge and Skills (TAKSTM) a minimum of 2200 in math and/or 2200 in English/Language Arts (ELA) with a writing sub-core of at least “3” will be completely exempt.
Partial Exemption

i. For a period of five (5) years from the date of testing, the following scores achieved on the ACT or SAT tests will exempt a student from the corresponding developmental education courses:
   1. ACT: composite score of 23 with a minimum of 19 on the English test and/or the mathematics test;
   2. SAT: a combined score of 1070 with a minimum of 500 on the critical reading/verbal test and/or the mathematics test.

ii. For a period of three (3) years from the date of testing, the following scores on the Eleventh grade exit-level Texas Assessment of Knowledge and Skills (TAKS) will exempt a student from the corresponding developmental education courses:
   1. A minimum scale score of 2200 on the math section and/or the English Language Arts section with a writing subsection score of at least 3 or (+).

2. Transfer Student Enrollment [Transfer from another college (public or private, in-state or out-of-state)]
   a. College-level course (common course number) work completed with a minimum grade of “C” or equivalent as per the following:
      i. Writing: ENGL 1301, 1302, or other writing intensive course (as determined by the ACE Director or a designated TSI advisor).
      ii. Reading: ANTH 1301, ANTH 1302, BIOL 1401, BIOL 1402, ECON 2300, ECON 2305, GEOG 1302, HIST 1301, HIST 1302, PSY 1302, PS 2305, PS 2306, SOC 2303, or sophomore, junior, or senior level literature course, or other reading intensive course (as determined by the ACE Director or a designated TSI advisor).
      iii. Mathematics: MATH 1310, MATH 1315, MATH 1316, MATH 1342 or other mathematics intensive course (as determined by the ACE Director or a designated TSI advisor).

   A student is required to participate in developmental education for each of the areas that have not been satisfied by the above course work prior to taking college-level course work in a related area. This means that a student is required to register for developmental education coursework every semester that such courses are available until s/he clears TSI status.

3. Other Criteria
   a. A student who on or after August 1, 1990, was released from active duty as a member of the armed forces of the United States or Texas National Guard; or is currently a member of the armed services of the United States or Texas National Guard and has been for the preceding three years.
   b. Any student who has graduated with an associate or baccalaureate degree from an institution of higher education.
   c. Any student who is enrolled in a certificate program of one year or less [Level-One certificates, 42 or fewer semester credit hours (SCH)].

4. High School Students – Dual/Concurrent coursework
   High School students who want to enroll in dual credit courses must meet the same TSI requirements as entering students. They must pass the assessment in each discipline area they wish to take dual credit courses as they will be earning college credit.

5. Initial Assessment
   Students who do not meet any of the criteria in Section B/Sub-sections 1-4 must undergo an initial educational assessment and make their scores available to TSI advisors prior to enrollment.
Approved Assessment Instruments:
1. ASSET
2. COMPASS
3. ACCUPLACER
4. THEA – Texas Higher Education Assessment

6. Minimum Passing Standards for State Approved Assessments

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<tr>
<th>Test</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Writing</th>
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<tr>
<td>ACCUPLACER</td>
<td>Elem. Alg. – 63</td>
<td>78</td>
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<td>ASSET</td>
<td>Elem. Alg. – 38</td>
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<tr>
<td>THEA</td>
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(* A passing score on the Writing section is either (1) a score of “6” or higher on the essay OR (2) a score of “5” on the essay with a passing score on the Writing/Objective section.)

C. Initial Advisement and Placement

Students who score at or above the minimum in each area may enroll in appropriate courses provided course prerequisites have been met as outlined in the college catalog. Students are strongly encouraged to get advisement from their assigned major advisor.

Students who score below the minimum standards will meet with a TSI advisor for initial advisement and to complete an Individualized Developmental Education Plan (IDEP). The IDEP will include an appropriate and best course of action for each of the sections where the student did not achieve the minimum score. A copy of the plan will be submitted to the Registrar and one will be retained in the student’s TSI file.

As determined by a TSI advisor, students must participate in developmental education activities for each area of TSI that they are out of compliance (mathematics, reading, and/or writing) during each semester the student is enrolled and appropriate coursework is available.

All students with a TSI placement must register for a six-hour NCBO in one subject area during the week before classes begin their first long semester.

Students may not enroll, at any time, in a college-level course (see Section B.2.a) corresponding to the areas for which the student has not met the minimum standards and has not completed his/her IDEP (except under the advisement of a TSI advisor).

1. Individualized Developmental Education Plan (IDEP)

An individual’s plan may include, but is not limited to, the following:

a. Enrollment in developmental course work [3 semester credit hours (SCH) course(s)].

b. Enrollment in a college-level course (listed in Section B.2.a) paired with a developmental course, and/or an appropriate non-course based learning. Due to the extraordinary advantages associated with participation in a paired course, registration in a paired course will be required for students who qualify.

c. Participation in academic study skills workshops throughout the semester for which the student is enrolled.

d. Enrollment in non-course based learning activities.

2. Guidelines for Placement in 3 SCH Development Courses

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<tr>
<th>Course</th>
<th>Test</th>
<th>Placement Score</th>
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<tr>
<td>Mathematics MATH 0300</td>
<td>ACCUPLACER (Elem. Algebra)</td>
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<td>ASSET</td>
<td>24 or below</td>
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<tr>
<td></td>
<td>COMPASS (Algebra Test)</td>
<td>25 or below</td>
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<tr>
<td></td>
<td>THEA</td>
<td>219 or below</td>
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MATH 0301

ACCUPLACER (Elem. Algebra)  42-62
ASSET                        25-37
COMPASS (Algebra Test)       26-38
THEA (Mathematics)           220-229

Integrated Reading and Writing (effective Fall 2013)

ENG 0310

Reading
ACCUPLACER                      68 – 77
ASSET                           31 - 40
COMPASS                         71 – 80
THEA                            220 - 229

OR

Writing
ACCUPLACER                      Objective  Essay
79 or below                    5
39 or below                    5
58 or below                    5
219 or below                   5

Reading
ED 0300

ACCUPLACER                      67 or below
ASSET                           30 or below
COMPASS                         70 or below
THEA                            219 or below

Writing

NOTE: Any essay score of “4” or below automatically places a student in ENG 0300. If a student has an essay score of “5,” then the objective score determines placement.

ENG 0300

ACCUPLACER                      Essay
4 or below                      5
4 or below                      5
4 or below                      5
4 or below                      5

3. Participation in Developmental Courses

TSI affected students must participate in developmental coursework in every discipline area that the student is not TSI clear.

a. If a student’s IDEP includes any developmental course, a student must complete all requirements and earn a grade of “C” or better.

b. TSI affected students who do not pass all of their mandated TSI coursework with a grade of “C” or better each semester will not be permitted to represent SRSU in intercollegiate activities (i.e. athletics, student government, fine arts productions).

c. For non-course based learning activities, a student must complete all requirements. Students who fully participate in the course will receive either a grade of “Passing” or “PR.” Students who fail to attend an NCBO or who fail to fully participate will a grade of “Failing.”

D. Completion of IDEP and Demonstration of College Readiness

To indicate college readiness, a student must complete all requirements and /or course work in the IDEP. All course work must be completed with a minimum grade of “C.” When other arrangements are made for an IDEP, the student must complete all requirements to the satisfaction of the supervising instructor(s)/
presenter(s). Completion of the IDEP will be monitored by the student’s TSI advisor and reported to the Registrar as necessary. The Registrar will indicate a student’s readiness on each student’s transcript.

Note: For students whose major requires only one college-level math course, MATH 0300 is the pre-requisite course for MATH 1310. Students must make a grade of “D” or better in MATH 1310 to be considered TSI clear in mathematics. Should the student change to a major that requires two college-level math courses, the student will be required to take MATH 0301.

E. Transient Students

For purposes of TSI, the SRSU Developmental Plan defines a transient student as any student (meeting admission requirements and who is admitted) wishing to enroll in courses without the goal of earning a degree from SRSU. If in a non-summer semester a student registers for more than 12 SCH, he/she will be declared a permanent student of SRSU and must comply with all TSI requirements. Examples of transient students are:

- Students who show proof of enrollment in another institution of higher education during or prior to enrolling at SRSU and does not transfer hours to SRSU.
- Students wishing to enroll in undergraduate courses for personal enrichment.
I. Introduction

The Digital Millennium Copyright Act (DMCA) amends federal copyright law to provide certain liability protections for online service providers, when their computer systems or networks carry materials that violate (infringe) copyright law. To qualify for liability protection, the University is required to have a policy under which the computer accounts of users will be terminated if they repeatedly infringe the copyrighted works of others.

The objectives of this policy are to minimize liability while also providing support for the activities of faculty and staff. In the context of copyright and other intellectual property, this means that the Chief Information Officer should be advised as soon as possible of any suspected infringement. As is feasible, the Chief Information Officer will work with the University content provider to establish any defenses. However, if there is inadequate information to provide a defense, or it appears that no defense exists, the best route to minimize University damages will be prompt removal of the allegedly infringing material.

II. Policy Statement

Compliance with federal copyright law is expected of all students, faculty, and staff at Sul Ross State University. "Copyright" is legal protection for creative intellectual works, which is broadly interpreted to cover just about any expression of an idea. Text (including email and Web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

All or part of a copyrighted work may be "used" only if (a) the user has the copyright owner's permission (in writing—either email or letter), or (b) the user qualifies for a legal exception (the most common exception is called "fair use"). "Use" of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work.

Copying, distributing, downloading, and uploading information on the Internet may infringe upon the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the University's networks or other computer resources may create liability for the University as well as the computer user. Accordingly, repeat infringers are subject to the
appropriate disciplinary review procedures as set forth in disciplinary policies for students, faculty, or staff. Violations of law may also be referred for criminal or civil prosecution.

The University has a legal duty to ensure that official web sites, official email, and other official communications and expressions do not violate the intellectual property rights of third parties. The most common intellectual property rights found on the Internet involve copyright and trademark/service marks.

"Official" web sites and communications include those that are funded or otherwise sponsored by the University for a university purpose, or which are created by an employee or agent of the University who is acting within the authorized scope of employment or agency on behalf of the University (e.g., posting course materials on the web for educational use of enrolled students).

Removal of official University content, especially course materials, can be harmful to academic freedom, to teaching effectiveness, and to the University's educational mission. Therefore, faculty and staff are encouraged to secure copyright permission, a license, or a legal basis for use of someone else's intellectual property, before using the material.

III. Procedures

Notice and Counter Notice for material that may infringe on Intellectual Property Rights

Notice: A copyright owner, or person acting for the owner, must provide the University's designated agent, the Chief Information Officer, with written notice that information residing on the University's computer systems or networks is an infringement of the copyright. The notice requirement also applies to information in system cache and to information location tools (e.g., hypertext links) that infringe on copyright.

[Note: if a person working for the University has independent knowledge of a copyright violation on a University computer system or network, the University may have a duty to remove the infringing material. This is true even if there is no "notice" from the copyright owner. Therefore that person should report the violation to the Chief Information Officer as soon as possible.]

The University has "notice" of possible infringement when a third party advises a university official that there is an infringement, or when it appears to a university official that material is likely to be infringing based
on the circumstances (e.g., copies of nationally syndicated cartoons appear on a university web site without any statement of copyright permission).

When the University has notice of a possible intellectual property infringement in official University-provided content, it will in good faith:

- Attempt to establish who truly owns the copyright (or other intellectual property) through consultation with the author of the University content and the party claiming ownership.
- Attempt to determine if any legal defense (e.g., "fair use") exists to allow the material to be used by the University.
- Attempt to negotiate a permission or settlement if it appears that the content is infringing or if it appears that settlement is preferable to litigating an unclear claim. If permission or settlement is not feasible and it appears that the material is infringing, the University will promptly remove the material, and the designated agent will notify the computer user and the person who complained of infringement.
- Determine if any disciplinary action is appropriate against the person who posted infringing content. In the case of repeated infringement or bad-faith infringement, disciplinary action may include suspension or termination of computing privileges, disciplinary review, termination of employment, and/or legal action.

Questions regarding this policy and notice of any possible infringement should be directed to:

Chief Information Officer  
Office of Information Technology  
Sul Ross State University  
P. O. Box C-81  
Alpine, TX 79832  
432-837-8702