

Adopted by the General Education Council

**Minimal Expectations for All Course and Section Syllabi
In
General Education Core Curriculum Courses
(See also, Academic Affairs [PPS 02.03.01](#), Section 36)**

Faculty are expected to use the model template available on the Academic Services website at <http://www.avpas.txstate.edu/General-Education-Council/Syllabi-Templates.html>.

- Course prefix/number and title
- Academic semester/term (i.e., Fall, Spring, Summer)
- Course description and objectives
- Instructor's name, course section number, classroom, meeting time, office number, departmental phone, and email address
- Names and email addresses of teaching assistants, graduate assistants, laboratory assistants, graders or supplemental instructors as appropriate
- Office hours
- General Education Learning Outcomes for designated courses
- Required textbook(s) and materials (authors, title, publication date and/or edition, etc.)
- Brief course outline and schedule for semester
- Any special requirements (especially those introducing students to the library as a resource for research or those which make use of computer applications)
- Instructor's grading policy
- Instructor's attendance policy
- Date/time for final examination
- A statement for students with special needs that might read: "If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact me in a timely manner may delay your accommodations."
- A statement describing Texas State's honors code policy and a web reference (currently <http://www.txstate.edu/effective/upps/upps-07-10-01.html>)

Texas State University Honor Code

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it.

We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

THE PLEDGE FOR FACULTY AND ADMINISTRATION

Faculty at our university recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place.

I recognize students' rights and pledge to uphold the principles of honesty and responsibility at our university.

ADDRESSING ACTS OF DISHONESTY

Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.