Stephen F. Austin State University
Department of Kinesiology and Health Science/Dance Program
CRN 28611, DAN 304L-1 Advanced Modern Dance
Spring 2019

Instructor: Heather Samuelson    Course Time & Location: MWF 11-12:30 HPE 201
Office: HPE 211    Office Hours: MT W 8-10 am
Office Phone: 936 468-1614    Credits: 2
Department Phone: 936 468-3503 Email: Samuelsoh@sfasu.edu

Prerequisites: DAN 104.01, DAN 204.01

I. Course Description:
   Modern III is a physical class in which the student will learn advanced fundamentals of four Modern dance techniques. The techniques that will be introduced to this modern class are Graham, Limón, Humphrey, and Cunningham. This course is an advanced course in which the students involved are dance majors and minors who have advanced movement skills. Attached to this course is a $10 course fee. This fee is used for maintenance and upkeep of the dance studio; such as marley tape, floor cleaner, etc.

II. Intended Learning Outcomes/Goals/ Objectives:

   These goals support and reflect the College of Education's Vision, Mission, and Core Values in that they equip those candidates seeking “to achieve professional excellence” with the knowledge, skills, and dispositions that “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”. This course supports the Dance Program Mission Statement related to achieving a high level of creative potential.

Program Learning Outcomes:

   1. Dance Technique The student will be able to execute intermediate/advanced level ballet, modern dance and jazz dance techniques. (Active)

   2. Dance Production The student will be able to Identify and apply production values necessary for concert dance, including lighting, sound, costuming, and publicity. (Active)
3. Choreography The student will be able to identify, distinguish and apply the variety of choreographic devices, structures and forms used in contemporary concert dance. (Active)

4. Dance Kinesiology The student will be able to apply concepts of dance kinesiology to performance and analysis of dance movement. (Active)

5. Rhythmic Analysis The student will be able to identify variations in rhythmic patterns and elements of music such as accents, beats, and phrasing as applied to dance movement. (Active)

6. Dance History The student will identify and discuss seminal works in the development of Western theatrical dance. (Active)

**Student Learning Outcomes:**

1. To learn the basic fundamentals of four different Modern dance techniques and their history and to continue to recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance (PLO 6).

2. Apply strategies linking biomechanics to modern dance practices such as the use of gravity, inversions, spirals, levels, and dynamic alignment while increasing strength, flexibility, coordination, and endurance (PLO 1,4).

3. Demonstrate an expanded understanding of vocabulary, of each technique, both kinesthetically and verbally.

4. Effectively apply artistic choices such as musicality, focus, and use of energy to performed movement (PLO 5).

5. Analyze personal progress within the legacy of modern dance.

For additional information on meaningful and measurable learning outcomes, see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

**III. Course Assignments, Activities, Instructional Strategies, and use of Technology:**

The student will be required to participate in a complete warm up that adheres to each technique that will be taught for the duration of the semester. Upon learning the techniques of Graham, Limon, Humphrey, and Cunningham, the student will be asked to present learned material in the center of the floor and movement that locomotes across the floor. The student will be given activities that include partner work to better understand the dancer body, phrases of movement in which the student will learn modern movement through repetition, and activities that incorporate the knowledge of meter and time for musicality purposes. The student
is not required, but encouraged, to use technology in the attempt to learn the four different modern techniques listed to better understand and appreciate modern dance as an art form. Some use of video may be presented in class to help the student better visualize the techniques being taught. **The student will also be responsible to Attend/Participate in the Danceworks Concert, April 10-13. This is mandatory, not optional, so make arrangements with employers, evening classes and University activities well in advance.**

**IV. Evaluation and Assessments (Grading):**

**Participation:**

Active and committed participation throughout each class is expected. **Students are expected to practice combinations between class sessions. This equates to 2 hours per week outside of class per credit hour.** Each student’s active participation, including both effort and improvement will be assessed based on their individual levels. Dancers with less experience will not be compared with those who have more experience.

Dance is an art form that must be practiced daily for mastery. Students are expected to fully participate in each class. It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed. Any student who opts to observe and not participate will receive partial credit for that class. Class observation gives students a good learning opportunity to listen to explanations and corrections the instructor has given out. **Lack of participation for any sustained period of time due to illness, injury, or University sponsored events may result in needing to drop the course entirely.**

**Daily participation means committing to the class and is worth a considerable amount of the student’s final grade. The student will not receive participation points if they are not in attendance.**

**Grading Percentages:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>15%</td>
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<tr>
<td>Daily Participation</td>
<td>15%</td>
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<tr>
<td>Skills Tests</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Final</td>
<td>25%</td>
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**Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<tr>
<td>B</td>
<td>89-80</td>
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<td>C</td>
<td>79-70</td>
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<td>D</td>
<td>69-60</td>
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<tr>
<td>F</td>
<td>59 or lower</td>
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For each class, the student has the opportunity to earn a total of 10 points by being on time, wearing the proper attire, showing a positive attitude, and giving
100% effort. Students will lose points for being late, or leaving early, not wearing proper dance attire, slacking off, having a bad attitude, or being rude or disrespectful. As stated before, a student who observes class will only earn partial points. **Points cannot be earned if the student is not in attendance.**

**Skills Tests:**

Periodically throughout the semester, the student is required to perform skills tests. These tests usually consist of short combinations that the class has learned during the semester. Students will perform in small groups for their skills tests. These tests are videotaped and are available, to the student, for viewing. The students will be graded on factors, which include alignment, technique, stability, mobility, musicality, memory, coordination, and style. If a skills test is missed, the student **CANNOT** make it up, unless the absence was previously excused.

**Midterm and Final Exam:**

The midterm will be conducted in a way that resembles a skills test. The midterm exam will consist of materials and dance mechanics that the student has learned up to the mid semester point. **The final exam will be composed of all elements that have been learned during the semester and will be performed in an Informal Concert, May 8, 2019 from 4-6:30 for a final grade.** These two exams will be videotaped and assessed. If the midterm or final is missed the student **CANNOT** make it up!

**Concert:** Attend an approved Dance Concert and write a 400-word critique. Critiques are due one week after you see the performance. Be sure to include a picture of the program and ticket stub within the file you submit on D2L. **Rubric will be given online. Critiques will be submitted through D2L in either Word or PDF format ONLY.**

**Make-Up Policy:**

Written assignments will be accepted late, however 1 letter grade will be deducted for each day the assignment is late. If the student is in good standing with the course, the instructor may allow absences to be made up by other assignments, or attending another technique class of the same level or higher that the student is NOT currently enrolled in with the instructor’s permission. **Proof of the make-up class will be submitted within 2 days of taking the approved class.**

**Attendance:**

Each absence, after 2, will drop the student’s final grade by 1 full letter grade, assuming each student begins the semester with an A. For example: 3 absences = B, 4 absences = C, 5 absences = D. **Any student who has 6 absences or more will result in an automatic failing grade and will not pass the class.** An absence will be excused if the
student notifies the instructor via email immediately, and presents a doctor’s note the 
very next class period that he/she is approved to return to class. Doctor’s notes will not 
be accepted at the end of the week, month, or semester if the student has already 
returned to class and forgot to bring the doctor’s note. The same consideration will be 
given for funerals and University sponsored events. Points will be deducted for students 
who leave class prior to dismissal. If the student is tardy (more than 10 minutes late), 
they will be counted absent! **For every 3 tardies, the student will receive 1 absence!** Attendance will be strictly enforced. It is the responsibility of the student 
to keep track of their number of absences.

<table>
<thead>
<tr>
<th>Assignment/ Assessment</th>
<th>CAEP/AAHE</th>
<th>TEA</th>
<th>ISTE</th>
<th>InTasc</th>
<th>NDA/SHAPE</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>1.3</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 2.2k, 2.3k, 2.10k, 2.11k</td>
<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
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<td>1.6k, 1.7k, 1.8k, 1.9k, 2.2k, 2.3k, 2.10k, 2.11k</td>
<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
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<tr>
<td>Exam 3</td>
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<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
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<tr>
<td>Critique</td>
<td>1.3</td>
<td>1.7k, 1.8k, 1.9k, 3.8s, 3.9s, 3.13s</td>
<td>3g, 5i</td>
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<td>Journal/Reflections</td>
<td>1.5</td>
<td>1.1k, 1.2k, 1.11s, 2.2k, 2.5k</td>
<td>1c, 2a</td>
<td>3m, 5c, 6i, 6q</td>
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V. Tentative Course Calendar:

Week 1-2
1/23  Introduction/syllabus
1/25-2/1  Bartenieff Fundamentals and Graham Technique. Focus on core strength within the abdominal cavity.

Week 3-4
2/4-11  Bartenieff Fundamentals and Graham Technique. Learn a Graham based combination for testing purposes.
2/13  Review
2/15  Graham Skills Test
2/14-16  RDC Concert in Cole Auditorium.

Week 5-6
2/18-22  Cunningham technique. Begin working on Cunningham technique and chance dance.
2/25-3/1  Cunningham technique. Learn a Cunningham center floor combination for testing purposes.

Week 7
3/4-6  Continue working in the Cunningham technique. Prepare for skills test.

Week 8
3/13  Review
3/15  Cunningham Skills Test

Week 9
3/16-24  SPRING BREAK

Week 10
3/25  Outside Humphrey class trip to the intermural fields to better grasp the concept of fall and recovery.
- weather permitting. Begin Humphrey technique of fall and recovery.
3/27-29  Humphrey technique. Participate in an outside

Week 11-12
4/1-5  Humphrey Technique of fall and recovery; learn a combination for skills test purposes.
4/8-10  Clean and Review Humphrey combination.
4/12  Humphrey Skills Test
4/8-13  DANCEWORKS CONCERT

Week 13-14
4/15-17  Begin Limón Technique focusing on rebound and breath.
4/18-21  EASTER BREAK
4/22-26 Begin Limón Technique. Begin working on rebound technique developed by José Limón and learn his warm-up syllabus.

Week 15

Week 16
5/8 Informal Concert 4-6:30 in HPE 201 for final grade.

Week 17
5/13-17 FINALS WEEK
5/18 COMMENCEMENT

<table>
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<tr>
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<th>Week Day</th>
<th>Exam Time</th>
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<td>10:30 a.m. - 12:30 p.m.</td>
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<td>1 - 3 p.m.</td>
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<td>7 p.m.</td>
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<td>8 - 10 a.m.</td>
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<tr>
<td>10 a.m.</td>
<td>MWF</td>
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<td>10:30 a.m. - 12:30 p.m.</td>
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<td>Noon</td>
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<td>4 p.m.</td>
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<td>4 - 6 p.m.</td>
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<td>5 p.m.</td>
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<th>Week Day</th>
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8 a.m. | TR | 8 - 10 a.m.
11 a.m. | TR | 10:30 a.m. - 12:30 p.m.
2 p.m. | TR | 1 - 3 p.m.
5 p.m. | TR | 4 - 6 p.m.
6:30 p.m. | TR | 6:30 - 8:30 p.m.

**Friday, December 14**

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<td>2 p.m.</td>
<td>MWF</td>
<td>8 - 10 a.m.</td>
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<tr>
<td>3 p.m.</td>
<td>MWF or MW 2:30 p.m.</td>
<td>10:30 a.m. - 12:30 p.m.</td>
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<tr>
<td>6 p.m.</td>
<td>MWF</td>
<td>6 - 8 p.m.</td>
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<tr>
<td>Conflicts</td>
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<td>1 - 3 p.m.</td>
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**Tentative Danceworks Schedule (May be subject to change): April 8-13, 2019**

- **04/08** Set up light trees 4pm, Light Tech Show A and B. **Dances have a limit of 4-5 light cues.**
- **04/09** Dress Rehearsal: call 4pm, warm up 4:30-5:30pm, crew sweep 5:45pm, 6pm Show A, Show B 8pm.
- **04/10** Opening night: **Show A.** Crew call 4:00pm to mop, Dancer call 5pm, warm up 5:15-6:15pm, Show 7pm.
- **04/11** Opening night: **Show B.** Crew call 4:30pm, Dancer call 5pm, warm up 5:15-6:15pm, show 7pm.
- **04/12** Show #2: **Show A.** Crew call 4:00pm to mop, Dancer call 5pm, warm up 5:15-6:15pm, show 7pm.
- **04/13** Show #2: **Show B.** Call 1pm, warm up 1:15-2:15pm, show 3pm

**STRIKE AND FLIP/MOP MARLEY**

**Classroom Etiquette**

1. Be ON TIME to class. It is considered disrespectful to walk into a dance class late. If the student is tardy, he/she should first ask the instructor for permission to join class. If the warm-up is missed, the student may stay and observe the rest of the class.
2. NO TEXTING & Silence all cell phones.
3. Always come prepared to work both mentally and physically.
4. Do not give corrections to other students unless they ask for your help or if you are asked to provide observations by the instructor.
5. Do not speak while instruction or correction by the instructor is occurring.
6. Be respectful of others. This is a place of learning and once you step into the studio, you are all on the same level. Be positive with yourself and with others. This should be a safe place for you to grow as a dancer and to feel comfortable with yourself.

**Dance Studio Rules**

1. **No street shoes.** All street shoes must be removed before walking on the dance floor.
2. **No gum chewing, eating or drinking.** Water with secured lid is permitted. Please pick up after yourself and throw away any trash you might bring into the dance space.
3. No wet umbrellas, etc. Please shake off & store any wet items before entering the studio.
4. **All cell phones must be silenced in the dance studio.**

**VI. Recommended Reading:**

There is not a book for this course but there will be packets handed out that you, the student, need to read and study. You will be tested over the history and content in each packet.

**Exams will be done in **BLACK LEOTARD AND TIGHTS. NO EXCEPTIONS.** If you come to class in something other than the required uniform, you will not be allowed to take the exam.**

**Required Attire:**
Women: Black Leotard, **Black tights or leggings** and no shoes. No shorts of any kind. Lines need to be seen so form-fitting clothing is a must. Hair must be pulled back out of the face, preferably in a bun.

Men: Form fitting White t-shirt, Black jazz pants or black leggings, dance belt, no shoes.

*No baggy clothing! Lines need to be seen, tight, form-fitting clothing is necessary!* Hair should be pulled up and away from the face. This is best for the dancer’s safety and it also helps in the mastery of dance technique. Please do not wear dangling jewelry and there should be absolutely **NO GUM IN CLASS!**
VII. Course Evaluations:

“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes’ and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports, including the first 12 day attendance report and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be
provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F
and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information: