Instructor: Heather Samuelson  
Office: HPE 211  
Office Phone: 468-1614  
Department Phone: 468-3505  
Office Hours: MTW 8-10 am  
Email: Samuelsoh@sfasu.edu  
Credits: 3

Prerequisites:  
4 hours of dance technique and DAN 300

Co-requisite:  
Regular attendance in a level II technique class or higher.

I. Course Description:  
Improvisation and Composition is a physical and intellectual course in which the students will learn the basic skills needed to create choreography. This course is an advanced course in which the students involved are dance majors and minors; having advanced movement skills and background in dance technique to which they may apply to choreographic projects. The students’ main focus is on movement exploration through improvisation, composition with emphasis on spatial design, rhythmic and dynamic structure.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
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 disposition 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. The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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. Demonstrate choreographic principles such as motif, theme and variation, use of space, time, and energy, positive/negative space through creation of solo and duet movement studies. (PLO 3)
2. To learn the proper language and terminology needed to create choreography on one’s self or on a peer. (PLO 1)
3. Edit, refine, embellish and amplify movement content while maintaining personal movement style, inspiration, and technique. (PLO 1,3)
4. Develop musicality, spatial and rhythmic awareness while choreographing, and dancing to improve movement memory and personal style. (PLO 5)
5. Distinguish the responsibilities of choreographer and dancer in the symbiotic relationship.

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

The students will be required to create a number of choreographic projects based on stimulating activities learned throughout the semester. Approaching each choreographic assignment, the students will journal their process, keeping record of where their motivation came from, how the process matures, the outcome of the process, and these journals are to be turned in at the midterm and final exam. The students will be given partner work to better understand the choreographic process on how to create choreography for small groups and large groups. Each choreographic project will contain aspects of research to better engage each student in their journey through choreographing substantial work. The students are encouraged to use
technology such as Youtube and DVD to observe substantial choreography in an effort to create personal, creative work.

**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**

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

Choreographing 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 the 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 or injury may result in the possibility of dropping out of the class entirely. **Daily participation means committing to the class and is worth a considerable amount of a student’s final grade.**

**Grading Percentages:**

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<thead>
<tr>
<th>Grading Percentage</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Attendance 15%</td>
<td>100-90 = A</td>
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<tr>
<td>Daily Participation 15%</td>
<td>89-80 = B</td>
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<tr>
<td>Projects 20%</td>
<td>79-70 = C</td>
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<tr>
<td>Midterm 25%</td>
<td>69-60 = D</td>
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<tr>
<td>Final 25%</td>
<td>59 or lower = F</td>
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**Daily Participation:**

For each class, the students have the opportunity to earn a total of 10 points by being on time, wearing the proper attire, showing a positive attitude, having material ready, keeping up with their journal entries, and giving 100% effort. Students will lose points for being late or leaving early, not wearing proper attire, slacking off, having a bad attitude or being rude or disrespectful, and not having journals entered and ready.
As stated before, a student who observes class will only earn partial points. No points can be earned if the student is absent.

Choreographic Projects:
Periodically throughout the semester, the students will be given instructions on specific choreographic projects and how to create them. These projects will include material discussed in class per each stage of the students’ choreographic journey. These projects are electronically recorded and are available for viewing upon a scheduled request. Each choreographic project will be graded on time (duration of material), content (consistency with classroom instruction), memory, use of space, and ability to make clear the content of the project.

Midterm and Final:
The Midterm will consist of a written midterm and a choreographed piece which will include all elements learned up to the mid semester point. The choreography journal of each student is to be submitted on this date. The midterm choreography will not exceed 3 minutes per student and can be no less than 1 minutes. The midterm is also electronically recorded and available for viewing upon scheduled request. The Final is similar to the midterm, in that it consists of a written final and a choreographed piece that will cover all elements learned throughout the entire semester and may be set in a site specific location; being no less than 2 minutes and no longer than 4 minutes. The final is also electronically recorded and available for viewing upon scheduled request. The students’ journal is to be submitted on this date. **As part of the final grade, each student will also attend Danceworks, April 8-13. Attendance for this concert will be taken daily.**

Make-Up Policy:
Written assignments will be accepted late, however 1 letter grade will be deducted for each day the assignment is late. NO assignments will be accepted after the 5th day. If the student is in good standing with the course, the instructor may allow absences to be made up by 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, in the form of a signed document will be submitted within 2 days of taking the approved class.

V. Tentative Course Outline/Calendar:

**Week 1&2**

1/23 Syllabus
1/28 Begin reading and discussing Chapters 2 over the Essentials (Blom); Chapter 1: First Steps (McPherson)
1/30 Begin researching a theme and find ways to clearly articulate a chosen topic through dance movement. (30 sec-1 minute)
### Week 3&4
- **2/4-6**: Cont. reading and discussing the Essentials & the First Steps. Begin reading Chapter 3: The Speaking Body (Blom) and Chapter 2: Dance and the Camera (McPhereson).
- **2/11**: Perform the Themed project
- **2/13**: Begin assignment for the “Body part” project, which consists of 2 parts. Part 1 - each member will select a body part to manipulate and dance about. Part 2 - create choreography based on the body part chosen and then teach to group members. (2 minutes)

### Week 5&6
- **2/18-25**: Cont. reading and discussing The Speaking Body/Dance for the Camera and working on the “Body parts” project. Begin reading Chapter 4: Phrase.
- **2/27**: Perform the “Body parts” project. Receive instruction for the movement midterm. (1-3 minutes).

### Week 7
- **3/4**: Review all course material for the written midterm.
- **3/6**: Choreo II Movement Midterm/Journals Due
- **3/7-11**: RDC to ACDA

### Week 8&9
- **3/13**: Take the Written Midterm
- **3/16-24**: SPRING BREAK

### Week 10&11
- **3/25**: Begin reading and discussing Chapter 12: Group Work (Blom), Chapter 3: Developing the Work (McPhereson). Receive instruction for the small group project, which consists of 2 parts.
- **3/27-4/1**: Continue reading and discussing Chapter 12: Group Work/Developing the Work and cont. working on the small group project. Begin reading Chapter 10: Style (Blom), Chapter 4: Creating your On-Screen World (McPhereson).
- **4/3**: Perform the “small group” project (Assign final movement project: Site Specific and Video)
Week 12&13

4/8  Continue discussing Chapter 10: Style/Creating your On-Screen World.
4/10  Conclude Chapter 10: Style/Creating you On-Screen World.
4/18-21  EASTER BREAK

Week 14&15

4/22-24  Work weeks on final movement project

Week 16

4/29  Written Review, review final choreography.
5/1  Present movement Final during class for video recording and at the informal concert 4-6:30 pm.

Week 17

5/17(FRIDAY)  Written Final 10:30-12:30 pm/ JOURNALS DUE

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<tr>
<th>Monday, May 13</th>
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<td><strong>Class Period</strong></td>
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**Thursday, May 16**

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**Friday, May 17**

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<td>6 p.m.</td>
<td>MWF</td>
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Conflicts: 1 - 3 p.m.

**Tentative Danceworks Schedule (May be subject to change): April 8-13, 2019**

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- **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

**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.

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<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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<tr>
<td>Exam 1</td>
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<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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<tr>
<td>Exam 2</td>
<td>1.3</td>
<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>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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<td>1.6s</td>
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<td>Critique</td>
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<td>1.7k, 1.8k, 1.9k, 3.8s, 3.9s, 3.13s</td>
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<td>3g, 5i</td>
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<td>Journal/Reflections</td>
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<td>1.1k, 1.2k, 1.11s, 2.2k, 5.5k</td>
<td>1c, 2a</td>
<td>3m, 5c, 6i, 6q</td>
<td>6</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):


FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

(With the new roll out of mySFA and the email process, titan mail is changing to ___@jacks.sfasu.edu.)

Required Attire:
Women: Black leotard, tights (pink or black), no shoes. You may wear jazz pants or hot shorts.
Men: White T-shirt, jazz pants or knee length shorts, dance belt, no shoes.
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 and choreography. 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:
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 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:
Classroom Etiquette
Classroom Rules of Conduct:
1. Please be on time. 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. Please no cell phones in the dance studio while class is in session. Cell phones can be very distracting and annoying.
3. Please no food or drink in any of the dance studios. Please help keep the dance space clean and bug free! Bottled water is acceptable. Please pick up after yourself and throw away any trash you might bring into the dance space. ABSOLUTELY NO GUM!
4. 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.