Stephen F. Austin State University
Department of Kinesiology and Health Science/Dance Program

CRN 23061, DAN 301.01 Rhythmic Analysis of Movement
Spring 2020

Instructor: Heather Samuelson  Course Time & Location: TTH 2:30-3:45, HPE 201
Office: 211  Office Hours: MW 1-3p, Tues 8-10a
Office Phone: 936 468-1614  Credits: 2
Dept. Phone: 936 468-3503  Email: samuelsoh@sfasu.edu

Pre-requisite: Four hours from DAN 202, 203, 204, or higher-level courses in the same discipline.

Co-requisites: Enrollment in a technique class – Ballet, Modern, or Jazz level 2 or higher.

I. Course Description:
Rhythmic Analysis of Dance is worth two semester hours, one hour lecture, two hours lab per week. This course will analyze rhythmic movement in relation to beats, measure, accents, and rhythmic patterns. It also focus’ on creating personal musical, rhythmic phrases; outside practice and rehearsals for projects will be need. There is not a course fee associated to this class.

Students should expect a response to emails and phone calls within 24-48 hours from their contact efforts. This will only be available Monday through Friday.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Justification
Rhythmic Analysis of Dance Movement (2 credits) meets for 150 minutes per week for 15 weeks. Course assessments are both theoretical and practical. Assigned readings and subsequent comprehensive exams require students to study between class sessions. This equates to 2 hours per week outside of class per credit hour. Students are assessed through 2-3 major music theory and dance application
presentations. Students are required to utilize additional practice and rehearsal outside of class and in assigned locations. Students will present a major group creative composition and performance project to the class which will require meetings and collaboration outside of class as a final assessment.

II. Intended Learning Outcomes/Goals/Objective:

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:

- To gain a basic understanding of music theory including but no limited to note value, meter, accents, pulse and phrasing (PLO 5).
- To be able to create and identify distinctive rhythmic patterns, visually, aurally, and kinesthetically (PLO 4,5).
• To be able to create choreography based upon music composition techniques (PLO 3).
• To develop skills in writing dictation of given rhythmic phrases and in reading musical notation (PLO 5).
• To improve ability to maintain accurate pulse within the body and to execute movement in precise rhythm and tempo (PLO 4).
• To be able to communicate with a musician who may serve as a dance accompanist, composer or advisor.

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).

**Injury/Accident Statement:**

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Procedures to be Followed for Injury or Accident of an SFA Student:

1. Administer appropriate first aid.
2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD) (911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.
3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.
4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 936-468-2608.
5. The instructor should complete an accident report which can be obtained from the department office.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

See calendar for assignments and activities. Methodology includes lecture, lab and projects. Video, DVD, CD, CD-ROM and internet resources will be used.

IV. Evaluation and Assessments (Grading):

- Theory Unit 45%
- Movement Unit 45%
- Final Summary 10%

A = 90-100%
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%
F = less than 60%

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.

Failure to satisfy co-requisites

- Technique class- Students who do not meet the minimum attendance requirements in technique class will not receive a grade in DAN 301. Be sure to drop DAN 301 by mid-semester if you are unable to satisfy this co-requisite.
- Repertory concert- You must be involved either as an audience member, performer or crew member. Failure to successfully complete this co-requisite will result in a drop in final grade up to 10% for each concert or a withheld grade at the instructor’s discretion.

Performance evaluation will be conducted on a daily basis for all of the above. The final grade will be affected by the student’s participation, punctuality, concentration, observation of the dress/course guidelines for both of the theory and movement units, preparedness to work, contribution to the class and/or group work, progress, ability to apply feedback, and classroom etiquette.
Absences and Make-up Policy:

Due to the unique nature of music theory in relation to dance training and group work, missed classes may not be made up. If the student is absent, they will receive a zero for that day’s participation grade. In addition, the student’s final grade will be lowered one full letter grade for each absence in excess of 2. To attain the highest grade possible, an “A”, the student cannot miss more than 2 classes. If the student misses 3 classes, the highest grade possible is a “B”. The highest grade possible after 4 classes is a “C”, after 5 absences is a “D”. After 6 absences, the student will fail automatically. Late registrants will not be penalized with regard to daily points; however, if the student misses a class due to late registration, the maximum number of absences allowed will be reduced accordingly. For example, if the student misses two classes due to late registration, the maximum number of absences allowed is 3.

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>
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<td>2b</td>
<td>2c</td>
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<td>4c</td>
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<td>4c, 4d</td>
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<td>4.8k</td>
<td>3a, 3b, 4a</td>
<td>2c, 3j, 3q, 8n</td>
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<td>1a, 4a</td>
<td>6i, 8n,</td>
<td>7</td>
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**Dress Code:**
- Comfortable clothing that the student can move easily in (no skirts or dresses). If a student wears a skirt or dress they will be asked to sit out during movement exercises and will receive a zero for that day,
- Bare feet.
- No cumbersome jewelry, no hats or hoodies, nothing with zippers, and absolutely NO GUM.

**Tentative Course Outline/Calendar:**

**Week 1-2**

1/16          Introduction/syllabus

1/20          MLK Day. No Classes.
1/21-23  Begin learning about the origin of the canon; start Reading Assignment over Ch. 1 (Holland).

Week 3-4

1/28-30  Canon Cont. Break into groups to create a canon through choreography, Group Assignment

2/4     Group Assignment Cont.

2/6     Group Assignment Showings. Perform the canon.

Week 5-6

2/11-13  Begin learning the origin of the Rondo; start the Powerpoint Assignment over Ch. 9 (Kaplan).

2/13-15  RDC Concert in Cole Concert Hall.

2/18-20  Rondo/Group Assignment. Break into groups to begin creating a rondo through choreography.

Week 7

2/25-27  Rondo/Group Assignment. Break into groups to begin creating a rondo through choreography.

2/27     View Group Assignments over Rondo

Week 8

3/3      Review for Written Midterm.

3/5      Midterm

Week 9

3/7-15   SPRING BREAK

3/11-16  RDC and Faculty at ACDA Conference, El Paso.

Week 10

3/17-19  Reading assignment and discussion over Chapter 2 Elements of Musical Time.
Week 11-12

3/24-26 Begin reading Chapter 3 Elements of Melody; discuss.
3/31 Continue reading and discussing chapter 3.
4/2 Begin learning about Time Signature, Meter, read Chapter 4 Texture.

Week 13-14

4/7 Time Signature, Meter Chapter 4 continued.
4/9-12 EASTER BREAK

4/14-16 Begin Group Score Project. Each student will select a percussive instrument and create an individual score for that instrument. All members of each group will create an individual score, but all scores are played together to create a song/musical composition.

4/13-18 DANCEWORKS CONCERT WEEK.

Week 15

4/21-23 Continue working on the group score project.

4/23 AUDITIONS for Fall Danceworks and RDC. 4-7pm. In the dance studio.

Week 16

4/28 Present Group Score Project for Final.

4/30 Review for written final. Content over Chapters 2, 3, and 4.

Week 17

5/8 (Friday) Written Final 1-3pm. Content over Chapters 2, 3, and 4.

5/9 Commencement 9:30 at Coliseum.

<table>
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<tr>
<th>Monday, May 13</th>
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<tbody>
<tr>
<td><strong>Class Period</strong></td>
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<td>9 a.m.</td>
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<td>1 p.m.</td>
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<td>7 p.m.</td>
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<td>Class Period</td>
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**Tuesday, May 14**

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<td>12:30 p.m.</td>
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<td>3:30 p.m.</td>
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**Wednesday, May 15**

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<tr>
<td>10 a.m.</td>
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<td>4 p.m.</td>
<td>MWF or MW</td>
<td>4 - 6 p.m.</td>
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<tr>
<td>5 p.m.</td>
<td>MWF or MW</td>
<td>6:30 - 8:30 p.m.</td>
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**Thursday, May 16**

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<td>8 a.m.</td>
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<td>8 - 10 a.m.</td>
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<tr>
<td>11 a.m.</td>
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<td>10:30 a.m. - 12:30 p.m.</td>
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<td>2 p.m.</td>
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<td>1 - 3 p.m.</td>
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<td>5 p.m.</td>
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<td>4 - 6 p.m.</td>
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<td>6:30 p.m.</td>
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**Friday, May 17**

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<td>3 p.m.</td>
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<td>6 p.m.</td>
<td>MWF</td>
<td>6 - 8 p.m.</td>
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<td>Conflicts</td>
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**Tentative Danceworks Schedule (May be subject to change): April 13-18, 2020**

- **04/13**: Set up light trees prior to class, Light Tech full show 4pm. **Dances have a limit of 4-5 light cues.**
- **04/14**: Complete Light Tech if needed 4pm. Dry tech for tech crew. **Dances have a limit of 4-5 light cues.**
04/15  Dress Rehearsal: call 4pm, warm up 4:30-5:30pm, crew sweep 5:45pm, 6pm run the show. Possible second run.

04/16  Opening night: Crew call 4:00pm to mop, Dancer call 5pm, warm up 5:15-6:15pm, Show 7pm.

04/17  Second show. Crew call 4:30pm, Dancer call 5pm, warm up 5:15-6:15pm, show 7pm.

04/18  Final show. 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. Textbook and Readings:

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 https://www.sfasu.edu/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 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 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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

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/](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:**