

## Change or Adapt a Registered Program

Use the [Request to Change or Adapt a Registered Program](#) form to request program changes that require approval by the State Education Department (see chart).<sup>\*</sup> For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

### Exceptions:

- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

### Changes and Adaptations Requiring State Education Department Approval

#### Changes in Program Content (all programs)

1. Any of the following substantive changes:
  - Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
  - Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area
  - Adding or eliminating an option or concentration
  - Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
  - Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

#### Other Changes (all programs)

2. Program title
3. Program award (e.g., change in degree)
4. Mode of delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)
5. Discontinuing a program
6. A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
7. A change in the total number of credits of any certificate or advanced certificate program

#### Establishing New Programs Based on Existing Registered Programs

8. Creating a dual-degree program from existing registered programs
9. Creating a new program from a concentration/track in an existing registered program

### PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

<sup>\*</sup> **CUNY and SUNY** institutions: contact System Administration for guidance.



NEW YORK STATE EDUCATION DEPARTMENT  
 Office of Higher Education—Office of College and University Evaluation  
 89 Washington Avenue, Albany, NY 12234  
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 ocueinfo@mail.nysed.gov  
<http://www.highered.nysed.gov/ocue/>

## Request to Change or Adapt a Registered Program

Item	Response <i>(type in the requested information)</i>
<b>Institution name and address</b>	Lehman College 250 Bedford Park Blvd. West Bronx, New York 10468  <i>Additional information:</i> <ul style="list-style-type: none"> <li>▪ Specify campus where program is offered, if other than the main campus:</li> </ul>
<b>Identify the program you wish to change</b>	Program title: Multimedia Performing Arts  <u>Award</u> (e.g., B.A., M.S.): BFA  Credits: 60  HEGIS code: 1008.00  <u>Program code</u> : 02599
<b>Contact person for this proposal</b>	Name and title: Amy Larimer Director of the Theatre and Dance Program  Telephone: 718 960 8016 Fax: E-mail: amy.larimer@lehman.cuny.edu
<b>CEO (or designee) approval</b>	Name and title: Anny Morrobel-Sosa, Provost and Senior Vice President for Academic Affairs  Signature and date:
<i>Signature affirms the institution's commitment to support the program as revised.</i>	<b>If the program will be registered jointly<sup>1</sup> with another institution, provide the following information:</b>
	Partner institution's name:  Name and title of partner institution's CEO:  Signature of partner institution's CEO:

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](#) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.
- If the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

<sup>1</sup> If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).

**Check all changes that apply and provide the requested information.**

**Changes in Program Content** (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

- Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- Changes in a program's focus or design
- Adding or eliminating an option or concentration
- Eliminating a requirement for program completion
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

**If new courses are being added as part of the noted change(s)**, provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

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**Other Changes** (*describe and explain all proposed changes*)

- Program title**
- Program award**
- Mode of Delivery** (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).)
- Discontinuing a program:** indicate the date by which the program will be discontinued.<sup>2</sup>
- Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
  - a) Indicate proposed format:
  - b) Describe availability of courses and any change in faculty, resources, or support services:
  - c) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

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<sup>2</sup> If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

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## Establishing New Programs Based on Existing Registered Programs

### [ ] **Creating a dual-degree program** from existing registered programs

- a) Complete the following table to identify the existing programs:

	<b>Program Title</b>	<b>Degree Award</b>	<b>Program Code</b>
Program 1			
Program 2			

- b) Proposed dual-degree program (title and award):<sup>3</sup>
- c) Courses that will be counted toward both awards:
- d) Length of time for candidates to complete the proposed program:
- e) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

### [ ] **Creating a new program from a concentration/track in an existing program.**

If the new program is based *entirely* on existing courses in a registered program, provide the current program name, program code, and the following information:

**Note:** this abbreviated option applies only if a master plan amendment is NOT required *and* there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
- c) Expected impact on existing program:
- d) Adjustments the institution will make to its current resource allocations to support the program:
- e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

**Note:** if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

September 2009

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<sup>3</sup> Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

## Rationale

To better prepare students for the performing arts professions of the 21<sup>st</sup> century, the faculty of the Theatre and Dance Programs articulated a new mission in 2011: “We transform students into versatile, self-directed performing artists of the 21<sup>st</sup> century. Our liberal arts B.A. and multidisciplinary B.F.A. programs challenge our students to develop the knowledge and skills as well as the conceptual, critical and creative perspectives necessary for a professional life in the performing arts.” To that end, we developed the Multimedia Performing Arts B.F.A. in 2013.

Although this new iteration looks very different, it is primarily a restructuring of courses already contained in the previous version. To give students more guidance, we divided the major into a dance track and a theatre track. This will give the students a clearer progression through the major and a more pointed focus. At the same time, we realized that specifying every elective, as in the original version, gave the students no freedom to take other offerings in theatre or dance. This prevented students from taking advantage of special topics classes, internships and new courses. To address that, we included 8 to 10 credits of open electives within each track. We believe that the inclusion of the two tracks as well as the open electives will provide both guidance and opportunity within the major and will help accommodate the needs of a growing program.

Although the majority of the courses in the major remain the same, there were some holes in the previous iteration of the major. To address that, we have added a few new classes. DNC (THE) 323: Improvisation, DNC (THE) 306: Multimedia Production Workshop, DNC (THE) 307: Multimedia Post-Production Workshop have been added to the core requirements. DNC (THE) 323 was added to address the need for more improvisation and movement training, DNC (THE) 306 and DNC (THE) 307 were added to address the need for our students to have hands-on experience with multimedia production. We added THE 305: Advanced Voice and Diction to the theatre track to address the need for additional training in vocal production. We introduced or adapted several courses for the purpose of creating more distinct levels within a skill area or topic. DNC 252: World Dance Principles and DNC 421: Technique Workshop: Dance for Musical Theatre were added and DNC 101: Social Dance Forms, DNC 302: Intermediate Ballet, DNC 321: Musical Theatre Dance, DNC 3210: Hip Hop and DNC 4210: Technique Workshop: Hip Hop were updated to create a much-needed distinction between beginning, advanced beginning and intermediate-level dancers and also to create a clearer focus on different dance styles. Instead of grouping tap, jazz and hip hop together in one class, we are now making distinctions between those styles so that students are able to focus more within one technique. We also clarified and shortened some titles to make our course offerings more transparent and less cumbersome. Finally, we added or adapted several courses to address the need for advanced academic and professional opportunities for upper-level students. DNC 371: Dance Internship, DNC 449: Working in the Performing Arts, DNC (THE) 4951: Honors Multimedia Performing Arts Project and THE 485: Theatre Honors all give upper level

students and graduating seniors the opportunity to prepare for graduate school and professional work.

All the courses in the previous version of the major are still included in this one so students who have begun taking classes but haven't declared yet will be able to transition easily to this new version. Current majors won't be affected as all the courses in the old major are still included in the new one.

## Syllabi for New Courses

Lehman College  
DNC 252: World Dance Principles  
*4 hours, 3 credits.*

### **Program Mission**

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Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

### **Course Description**

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Study and analysis of culturally-specific traditional dance forms, such as African-American, African, flamenco, Indian, Native American, and tango as theatre art forms. Sequences from the different dance styles are studied and performed.

### **Learning Outcomes**

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- Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm
- Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression
- Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination
- Demonstrate familiarity with world dance terminology and figures in world dance history
- Perform basic world dance sequences

### **Student Expectations**

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Being here, being prepared and being on time is extremely important.

It is very important to be dressed properly for class. Students are expected to wear unrestrictive clothing appropriate for class. Jeans, belts, buttons, zippers and clothing that is too tight or too loose can impair your ability to move. Be sure that you wear appropriate shoes – see below for more information.

Because much of the work is done during class time, absences will **severely** affect your grade. Each student is allowed **three** excused absences. These absences are to be used for the emergencies in life that inevitably arise, illness, subway malfunctions, funerals, childcare issues etc. After **three** absences, each subsequent absence will reduce your mark by half a letter grade. The first part of class is a warm up for the more challenging movements later on. Chronic lateness will be considered in grading. Three instances of lateness equal one absence.

**Turn off your cell phones at the beginning of class**  
**Be respectful of yourself, the space and others**

## **Reading Assignments**

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Class readings will be given during class. If you miss class, you are responsible for getting the reading material from a classmate. Students will be expected to reference the reading material in written assignments.

## **Written Assignments and Final Paper**

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Students will complete three written assignments. The one-page papers will reflect your thoughtful analysis of the culture, music and steps of this dance style. Students must relate their conclusions on the material presented in class to their personal experience of dancing. The papers are expected to be specific to the individual learning process and how the body acquires consciousness about movement execution. The papers must also demonstrate an understanding of how this dance form is unique in relation to other world dance forms.

## **Grading Policy**

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10 points attendance of the Spring Concert and performance at Lehman Performing Arts Center (required) \*\*

10 points curiosity and engagement with material

10 points first written assignment

15 points second written assignment

15 points third written assignment

20 points participation in discussions and exercises

20 points implementation of technical concepts within class

100-91 A

90-88 A-

87-84 B+

83-80 B

79-77 B-

76-74 C+

73-70 C

69-67 C-

66-65 D

Below 65 F



Lehman College  
THE 305: Advanced Voice & Diction  
3 hours, 2 credits

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**Program Mission**

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**Course Description**

Continuation of vocal principles and techniques from THE 205.

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**Explanation**

The study of vocal techniques specific to the stage actor. Examines appropriate consonant and vowel production, the phonetic analysis of text, and the use of breath and intention to develop an expressive and audible vocal instrument.

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**Learning Outcomes**

- Demonstrate the ability to perform on stage and/or on multimedia platforms.
- Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.

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**Course Requirements**

- Students will need to secure copies of monologues by genre as noted.

Recommended Texts

a) Contemporary Monologues:

- The Actor's Book of Contemporary Stage Monologues : More Than 150 Monologues from More Than 70 Playwrights (Paperback) by Nina Shengold (Editor). ISBN: 0-14-009649-3. Smith & Kraus/Penguin Books.

b) Shakespeare Monologues/Soliloquies:

- Shakespeare for One: Women: The Complete Monologues and Audition Pieces (Paperback) by William Shakespeare, Douglas Newell. ISBN: 0325004870. Heinemann Press.

OR

- Shakespeare for One: Men: The Complete Monologues and Audition Pieces (Paperback) by William Shakespeare, Douglas Newell. ISBN: 0325004889. Heinemann Press.

c) Southern Dialect: Cat on a Hot Tin Roof by Tennessee Williams.

d) Irish Dialect: The Cripple of Inishmaan by Martin McDonagh.

e) British Standard RP: The Importance of Being Earnest by Oscar Wilde.

f) Cockney: Look Back in Anger by John Osborne

g) Russian: The Seagull by Anton Chekhov

Attendance and Participation:

1. Because of the experiential and performative nature of this course, daily attendance

is mandatory. Students will be evaluated on daily in-class exercises; therefore, active participation in class exercises, projects, and lessons is essential for students' development and course evaluation. Absences will affect your grade.

2. Please see the instructor ahead of time for excused absences. More than 3 unexcused absences will affect your participation grade seriously. If you miss more than 6 classes for any reason, you are in danger of failing the course and should withdraw.

3. Dress: Please wear or bring to class clothing that is nonrestrictive for movement and voice work.

### **Performance Assignments:**

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1) CONTEMPORARY MONOLOGUE: Choose a contemporary monologue that is age appropriate, and memorize it you must be able to work free from the text. As you prepare, focus on relaxation, breath support, projection, energy, rhythm, stress, and word images. Selection should be 1-2 minutes in length.

2) SHAKESPEAREAN MONOLOGUE or SOLILOQUY: Choose a verse selection (2 minutes), do scansion and imagery & actor analysis, and memorize it. As you prepare, focus on relaxation, breath support, projection, energy, rhythm, stress, and word images.

3) ACCENT/DIALECT SCENE: Students will choose an accent/dialect and a scene written to be performed in the chosen accent/dialect. The accent is to be either a regional dialect of Standard American English (Southern, New York, Boston, etc.), OR a foreign dialect or accent (English, Irish, Russian, etc.). Students will complete a worksheet for the accent on the differences in the production of vowels, consonants; in articulation; and in resonance—and will complete an IPA transcription of the SCENE. Focus is on the application of the IPA to prepare the scene. The scene should be 3-4 minutes in length.

4) FINAL PERFORMANCE: This is the students' chance to show off what they have learned. Students will perform 2 contrasting monologues (by contrasting, I mean, choose 1 contemporary/1 Shakespearean or 1 contemporary/1 Accent or 1 Shakespeare/1 Accent) totaling no more than 4 minutes to demonstrate their progress. Students must gain instructor's approval for material prior to performance at the Final Exam.

### Written Assignments:

A) Shakespearean Monologue/Soliloquy Analysis: Students will demonstrate the ability to analyze a Shakespearean monologue/soliloquy in terms of its imagery, verse rhythm (scansion), and actions.

B) Shakespeare IPA Analysis: Students will demonstrate the ability to utilize the IPA to transcribe monologues/scenes from Shakespeare and accent monologues/scenes.

C) Self Evaluation: This paper (2 pages) is designed for the student to evaluate his/her growth and progress over the course of the semester. Review your videotape as well as

feedback from throughout the semester. Choose areas of growth and elaborate on changes; choose areas of improvement and try to address how you plan to work on these. DUE: Last day of class.

## Grading

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Attendance, Participation 100 points  
Contemporary Monologue Project 100 points  
IPA Quiz & Shakespeare Transcription 50 points  
Shakespeare Scansion Analysis 50 points  
Shakespeare Monologue Performance 100 points  
Accent & Dialect Performance 150 points  
IPA Accent Transcription 100 points  
Voice & Speech Paper 100 points  
Self Evaluation 50 points  
Final Performance 200 points  
1000 points total

A = 950 – 1000 points B = 830 - 869 C = 730-769 D = 630 - 669  
A- = 900 - 949 points, B - = 800 – 829 C - = 700 – 729 D - = 600-629  
B + = 870 – 899 points C + = 770 – 799 D + = 670 - 699

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services.

The Academic Center for Excellence is located in the Old Gym Building, Room 205. The ACE's phone number is 718-960-8175.

Regular tutoring hours during the fall and spring semesters are the following: Monday-Thursday 10 a.m.-7 p.m., and Saturday 10 a.m.-2 p.m. Come by room 205 of the Old Gym Building any time during our regular hours to fill out a tutor request form. You can also [download an application \[PDF\]](#), and fax (718-960-7831) or drop it off in the office.

<http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php>

There is a new program on campus called the Sophomore Year Initiative they manage the STEAR Program. It is to support students with additional resources. I may contact them if I notice difficulty with assignments or excessive absences.

Lehman College  
DNC (THE) 306: Multimedia Production Workshop  
4 hours, 1 Credit

**Program Mission**

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Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

**Course Description**

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Practical application of principles and theories of multimedia arts through participation in the production of Departmental multimedia projects.

**Program Goal**

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Graduates will demonstrate the ability to work as versatile, self-directed performing artists.

**Learning Outcomes**

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- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Demonstrate the ability to create original multimedia work for public presentation.
- Operate on a film/television set in a professional manner.

**Course Requirements and Grading**

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Communication with Collaborators	20 points
Adherence to Deadlines	20 points
Development	20 points
Production Skills	20 points
Adherence to Professional Standards	10 points
Initiative	10 points
<hr/> Total	<hr/> 100 points

91-100 A	76-74 C+
90-88 A-	73-70 C
87-84 B+	69-67 C-
83-80 B	66-65 D
79-77 B-	Below 65 F

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Lehman College  
DNC (THE) 307: Multimedia Post-Production Workshop  
4 hours, 1 Credit

**Program Mission**

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**Course Description**

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Practical application of principles and theories of multimedia arts through participation in the production of Departmental multimedia projects.

**Learning Outcomes**

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- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Demonstrate the ability to create original multimedia work for public presentation.
- Demonstrate skills related to editing, color correcting and/or sound mixing
- Operate in an editing room in a professional manner.

**Course Requirements and Grading**

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Communication with Collaborators	20 points
Adherence to Deadlines	20 points
Development	20 points
Editing Skills	20 points
Adherence to Professional Standards	10 points
Initiative	10 points
<b>Total</b>	<b>100 points</b>

91-100 A	76-74 C+
90-88 A-	73-70 C
87-84 B+	69-67 C-
83-80 B	66-65 D
79-77 B-	Below 65 F

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# Lehman College

## DNC (THE) 323: Improvisation

4 hours, 3 credits

### Program Mission

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Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

### Course Description

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Students will explore and practice different methods of improvisation drawn from both dance and theatre.

### Learning Outcomes

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- Demonstrate the ability to perform on stage.
- Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.
- Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range and/or engagement with the imagination.
- Improvise a scene
- Improvise a dance
- Develop a character through improvisation
- Understand the place of improvisation within the creative process

### Course Requirements and Grading

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Scenic Improvisation Project	10 points
Dance Improvisation Project	10 points
Performance attendance	10 points
5 Reading Responses	25 points
Reflection Paper	10 points
Final Project	10 points
Final Research Paper	25 points
<hr/>	
Total	100 points



91-100 A  
90-88 A-  
87-84 B+  
83-80 B  
79-77 B-  
76-74 C+  
73-70 C  
69-67 C-  
66-65 D  
Below 65 F

### **Absences**

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Since a great deal of work is done during class time, including showings and work on group projects, absences will severely affect your grade. This is not a simply lecture class, it is a class that depends upon the active participation of everyone involved. Your energy and contributions are important, so it is important that you be in class. Each student is allowed three excused absences. After three absences, each subsequent absence will reduce your mark by half a letter grade. If you are absent you are still responsible for the work presented and assigned that day. There is a five-point bonus for perfect attendance.

### **Dress Code**

It is important to be dressed properly for class. No jeans, corduroys, belts, buttons, zippers, shoes, socks, skirts, dresses, or any kind of clothing that will impair your ability to move. We will be lying down, standing up, bending back, bending forward and going upside down, all in bare feet. Socks interfere with traction and your ability to feel the floor so no socks unless we are doing an exercise where they are specifically allowed. Be sure to wear your hair in a way that doesn't interfere with your movement. 1 point will be deducted from your grade for each class that you are not dressed to move.

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Lehman College  
DNC 371: Dance Internship  
4 hours, 3 credits

**Program Mission**

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Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

**Course Description:**

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Supervised work in a performing arts institution to develop skills in production, casting, rehearsals, costuming, and design.

**Learning Outcomes**

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- Perform essential tasks in technical theatre in the areas of scenery, properties, costumes, lighting and sound on a theatrical production.
- Perform tasks related to self-production including: grant writing, concert preparation and/or portfolios/marketing materials.
- Perform tasks related to arts administration.

**Student Expectations:**

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- You will explore various aspects of the dance industry
- You will acquire practical skills through hands-on experience.
- You will develop attitudes and behaviors needed to succeed in a professional environment.
- You will develop contacts in the professional dance world
- You may have the opportunity to build your portfolio with published works.

**Grading Policy:**

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Internship logs, 3-5 page paper: 20%  
Supervisor evaluation: 80%

**Grading criteria:**

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Supervisors in their final student evaluations will consider the following factors:

Attitude  
Attendance and punctuality  
Reliability  
Ability to perform assigned tasks  
Ability to go beyond assignments and “pitch in” when needed  
Ability to work with other interns and staff  
Written expression (if needed for tasks)  
Oral expression (if needed for tasks)

The following factors will be considered when evaluating the logs and paper:

Effort and application: Has the work been prepared with careful thought and attention to detail?

Organization and presentation: Is it presented clearly and in a professional manner?

Punctuality and completeness: Is it on time and complete, and does it fulfill the assignment?

### **Materials/ Use of Technology:**

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The course will utilize Blackboard, where the logs and final paper will be submitted.

### **Accommodating Disabilities:**

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Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

### **Attendance/Deadlines:**

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Interns must commit 120 hours (8 hours per week) for the internship. Please coordinate your schedule with the internship supervisor to ensure that you meet the 120 hours required by the end of the semester. Attendance is mandatory. You must inform your supervisor if you will have to miss a day.

Logs are due when indicated. Late entries may be penalized. You cannot receive a final grade without submitting all written assignments, final paper and the internship evaluation form. All interns are required to ensure that their on-site supervisor completes the internship evaluation form, and that the instructor receives it.

### **Academic Integrity and Plagiarism Policy:**

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Statement may be found in student handbook. For more information refer to <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

### **The Academic Center for Excellence(ACE)and the Science Learning Center(SLC)**

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The Academic Center for Excellence(ACE) and the Science Learning Center(SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To

obtain more information about the ACE and the SLC, please visit their web site at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

### **Assignment Deadlines**

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February 28  
Internship Log I

March 3  
Internship Log II

March 11  
Internship Log III

April 1  
Internship Log IV

April 22  
Internship Log V

May 24  
Final Paper Due

Lehman College  
DNC 421: Technique Workshop: Dance for Musical Theatre  
4 hours, 1 credits

**Program Mission**

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Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

**Course Description**

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Continuation of principles introduced in DNC 321.

Students will study and practice techniques from musical theatre dance forms such as jazz and tap.

**Learning Outcomes**

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Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Use the body effectively as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination

Demonstrate familiarity with world dance terminology and figures in world dance history

Perform sequences from musical theatre dance styles

**Student Expectations**

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Being here, being prepared and being on time is extremely important.

It is very important to be dressed properly for class. Students are expected to wear unrestrictive clothing appropriate for class. Jeans, belts, buttons, zippers and clothing that is too tight or too loose can impair your ability to move. Be sure that you wear appropriate shoes – see below for more information.

Because much of the work is done during class time, absences will severely affect your grade. Each student is allowed three excused absences. These absences are to be used for the emergencies in life that inevitably arise, illness, subway malfunctions, funerals, childcare issues etc. After three absences, each subsequent absence will reduce your mark by half a letter grade. The first part of class is a warm up for the more challenging movements later on. Chronic lateness will be considered in grading. Three instances of lateness equal one absence.

Turn off your cell phones at the beginning of class  
Be respectful of yourself, the space and others

## **Grading Policy**

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10 points attendance of the Spring Concert and performance at Lehman Performing Arts Center (required) \*\*

10 points curiosity and engagement with material

10 ability to pick up material assignment

15 improved range of motion

15 improved qualitative range

20 points participation in discussions and exercises

20 points implementation of technical concepts within class

100-91 A

90-88 A-

87-84 B+

83-80 B

79-77 B-

76-74 C+

73-70 C

69-67 C-

66-65 D

Below 65 F

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<http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php>

There is a new program on campus called the Sophomore Year Initiative they manage the STEAR Program. It is to support students with additional resources. I may contact them if I notice difficulty with assignments or excessive absences.

Lehman College  
DNC 449: Working in the Performing Arts  
3 hours, 3 credits

**Program Mission**

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Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

**Course Description**

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*3 hours, 3 credits.* Introduction to career paths in the performing arts. Includes audition techniques, professional writing, reel preparation and meetings with professionals in the field.

**Learning Outcomes**

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- Demonstrate the ability to produce and present multimedia, dance, and/or theatre in a public context.
- Analyze and evaluate various models of performing arts management in order to create a business plan for a performing arts company, a solo artist, or a performing arts event.
- Create a reel and/or portfolio to apply for future employment or grants
- Demonstrate an understanding of different audition techniques

**Course Requirements and Grading**

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First Paper	10 points
Second Paper	10 points
Audition techniques project	10 points
Business Plan Proposal	10 points
Business Plan Presentation	20 points
Grant Writing Assignment	20 points
<u>Reel/Portfolio</u>	<u>20 points</u>
Total	100 points

- 91-100 A
- 90-88 A-
- 87-84 B+
- 83-80 B
- 79-77 B-
- 76-74 C+
- 73-70 C
- 69-67 C-
- 66-65 D
- Below 65 F



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Lehman College  
THE 485: Theatre Honors  
3 Hours, 3 Credits

**Program Mission**

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**Course Description**

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Individual study, under faculty guidance, leading to completion of either an honors essay or a production book or reel in the case of creative performance.

**Learning Outcomes**

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Depending on the project:

- Demonstrate critical thinking about multimedia, dance, and/or theatre production from historical, global, and diverse perspectives.
- Analyze in writing and/or in a presentation the development of cinema, television, dance, and/or theatre in human societies and cultures.
- Analyze in writing scripts from different periods, genres and styles for production.
- Demonstrate the ability to utilize production equipment effectively for multimedia performance.
- Demonstrate the ability to create original multimedia work for public presentation.
- Create and perform in a multimedia performance showcase.
- Demonstrate the ability to produce and present multimedia, dance, and/or theatre in a public context.
- Analyze and evaluate various models of performing arts management in order to create a business plan for a performing arts company, a solo artist, or a performing arts event.
- Perform essential tasks in producing, including marketing, box office, and house management on a theatrical production.

**Grading Policy**

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91-100 A  
90-88 A-  
87-84 B+  
83-80 B  
79-77 B-  
76-74 C+  
73-70 C  
69-67 C-  
66-65 D

Below 65 F

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Lehman College  
DNC (THE) 4951: Honors Multimedia Performing Arts Project  
4 hours, 3 Credits

**Program Mission**

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Transform students into versatile, self-directed performing artists for the 21st Century. The BA in Theatre, BA in Dance, and BFA in Multimedia Performing Arts challenge students to develop the knowledge and skills as well as the critical and creative perspectives necessary for a professional life in the performing arts.

**Course Description**

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The senior honors capstone project, consisting of researching, directing and producing a multimedia project supervised by a faculty mentor.

**Learning Outcomes**

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- Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.
- Edit multimedia projects.
- Demonstrate the ability to create original multimedia work for public presentation.
- Create and perform in a multimedia performance showcase.
- Demonstrate the ability to produce and present multimedia, dance, and/or theatre in a public context.

**Course Requirements and Grading**

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Proposal	10 points
First Showing	10 points
Second Showing	10 points
Final Project	20 points
Development	10 points
Initiative	10 points
Communication with Collaborators	10 points
Final Paper	20 points
<b>Total</b>	<b>100 points</b>

91-100 A	76-74 C+
90-88 A-	73-70 C
87-84 B+	69-67 C-
83-80 B	66-65 D
79-77 B-	Below 65 F

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Descriptions for courses new to the major.

DNC 302: Intermediate Ballet  
*(May be repeated for up to 4 credits.)* Continuation of Ballet Principles II

DNC 445: Advanced Student Performance Workshop  
*2 hours (1, lecture; 1, lab), 1 credit (may be repeated for up to 3 credits).* Practical application of principles and theories of dance through participation in a Department-sponsored dance concert. Dance faculty will supervise students on the creation of new work. Writing, communication, and technical skills necessary to dance artists will be stressed. PREREQ: [DNC 345](#) or Departmental permission.

THE 238: African American Theatre  
*3 hours, 3 credits.* Contemporary African American plays and playwrights. The changing image of African Americans from the stereotypes of early American theatre to contemporary representations.

THE 243: Queer Theatre  
*3 hours, 3 credits.* Gay, lesbian, bisexual, and transgendered drama from Christopher Marlowe through Mae West to the present.

THE 335: Directing I  
*4 hours (2, lecture; 2, lab), 3 credits.* Study and practice of the fundamentals of directing. PREREQ: Either THE 211 and [THE 208](#), or Departmental permission.

THE 443: Contemporary World Theatre  
*3 hours, 3 credits.* Study of the theatrical practices and conventions of contemporary world theatre.

THE 449: Working in the Performing Arts (Renamed from Working in Theatre)  
*3 hours, 3 credits.* Introduction to career paths in Theatre for Advance Students.

THE 3280: History of Musical Theatre  
*3 hours, 3 credits.* The history of musical theatre, including its origins in operetta, burlesque, and vaudeville; the contributions of major practitioners of the form; and the current status of musical theatre and its critical evaluation.

THE 492: Research Project  
*One semester, 3 credits (maximum 6 credits).* Individual research and reading under faculty direction. An honors essay or some other suitable presentation in theatre is required. PREREQ: Departmental permission.

Multimedia Studies was changed to Film and Television Studies in 2014 so the alpha codes for all MMS courses have been changed to FTS. The FTS courses in the new major are the same courses as the MMS courses just with different alpha codes.

**FTS 215 Camera and Lighting**

*4 hours (2, lecture; 2, lab), 3 credits.* Basic principles of camera operation, lighting techniques, tools, studio/location shooting, special effects, and post-production techniques as related to film and video.

**FTS 224: Editing**

*4 hours (2, lab; 2, lecture), 3 credits.* Fundamental principles, practices, and theory of step-by-step editing, with a focus on story, narrative and documentary editing styles.

**FTS 226: Audio Production**

*4 hours (2, lecture; 2, lab), 3 credits.* Basic audio production techniques, recording, post-production, mixing, and sweetening.

**FTS 316: Film and Video Production**

*4 hours (2, lecture; 2, lab), 3 credits.* Theory and practice of filmmaking and video production. Students create narrative films and video productions. PREREQ: FTS 215 and FTS 224.

**THE (FTS) 343: Voice-over for Radio, Film, TV**

*3 hours, 3 credits.* Performance techniques for the spoken word and script analysis with focus on clarity, vocal performance for differing media applications, microphone technique, and audition skills.