

Queensborough Community College – City University of New York

MONTHLY REPORT: MAY 2017 - COMMITTEE ON CURRICULUM

To: Joel Kuszai, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: August 30, 2017, Revised September 3rd. 2017
Subject: May Monthly Report for the September, 2017 Senate

CC: College Archives (CWilliams@qcc.cuny.edu)

The Committee on Curriculum has voted to send the following recommendations to the Academic Senate:

- 5 Course revisions
- 4 New courses
- 1 New Program

1. Course Revisions

DEPARTMENT of SPEECH COMMUNICATION & THEATRE ARTS

Departmental approval: 5-8-2017

FROM	TO
SP 130 Video Production I	FMP 141 <u>Introduction to Digital Media Production</u>
2 Class Hours; 2 Lab hours; 3 Credits	class hours, 2 lab hours, 3 credits
Pre-requisite: BE112 OR BE205 & BE122 OR BE226	Pre-requisite: BE-112 (<u>or</u> BE-205) <u>and</u> BE-122 (<u>or</u> BE-226)
Co-requisite: None	Co-requisite: None
Video Production I is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.	Course description: Digital Media Field Production is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.

Rationale:

The new prefix indicates this course a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level of the course within the major. The name change more accurately reflects the changing variety of in media creation that is part of the course work.

FROM	TO
SP 474 American Film History I	<u>FMP 243 American Film History</u>
3 Class Hours; 1 Recitation Hour, 3 credits	3 Class Hours; 1 Recitation Hour, 3 credits
Pre-requisite: BE112 OR (BE 205) and (BE 122) OR (BE 226) or score of 480 on the SAT Verbal or 75% on NYS English Regents or exemption from Bachelors Degree or appropriate transfer credit or passing of CUNY Assessment tests	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY assessment test.
Co-requisite: None	Co-requisite: None
Course description: A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session.	Course description: A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session

Rationale:

The new prefix indicates this course is now also as a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level of the course and sequencing within the major and in Pathways. The name change also reflects the fact that the course is a stand-alone course without a continuing component or a pre-requisite to another course

FROM	TO
SP 472 American Film History II	<u>FMP 244 Elements of Film</u>
3 class hours; 1 Recitation Hour	3 class hours; 1 Recitation Hour
Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-0 credit, 226), or satisfactory score on the CUNY/ACT Assessment Test	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test
Co-requisite: None	Co-requisite: None
This course introduces basic concepts of cinematic communication and presents them as “languages” which filmmakers use to create predictable emotional responses in audiences. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions are positioned to provide an active film vocabulary and achieve critical perspectives of modern cinema.	This course introduces basic concepts of cinematic communication and presents them as “languages” which filmmakers use to create predictable emotional responses in audiences. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions provide an active film vocabulary and achieve critical perspectives of modern cinema

Rationale:

The new prefix indicates this course is the now also a part of the new degree program, Film and Media

Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level and sequencing of the course within the major and in Pathways. The name better reflects course content as well as that the course is not a continuation of what was previously American Film History I.

SP 274 Introduction to Electronic Media	<u>FMP 245</u> Introduction to Electronic Media (2C)
3 Hours, 3 Credits	3 Hours, 3 Credits
Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226) , or satisfactory score on the CUNY/ACT Assessment Test	Pre-requisite: <u>BE-112 (or BE-205) and BE-122 (or BE-226)</u> , or satisfactory score on the CUNY Assessment Test
Co-requisite: None	Co-requisite: None
An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influence on popular culture. This class is a designated Writing Intensive (WI) course.	An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influence on popular culture. This class is a designated Writing Intensive (WI) course.

Rationale:

The new prefix indicates this course is now also a part of the new degree program, A.S. in Film and Media Production, in the Department of Speech Communication and Theatre Arts. The new number indicates the level, major and where the course is in the sequence or coursework.

SP 275 Media Criticism	<u>FMP 246</u> Media Criticism
3 Hours; 3 Credits	3 Hours; 3 Credits
Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226)	Pre-requisite: <u>BE-112 (or BE-205) and BE-122 (or BE-226)</u>
Co-requisite: None	Co-requisite: None
Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and application of these concepts through viewings and discussion, students will learn to think and write critically about the influences of mediated images on society.	Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and application of these concepts through viewings and discussion, students will learn to think and write critically about the influences of mediated images on society. <u>This class is a designated Writing Intensive (WI) course.</u>

Rationale:

The new prefix indicates this course is now also a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The new number indicates the level, major and where the course is in the sequence or coursework.

2. New Courses

DEPARTMENT of SPEECH COMMUNICATION & THEATRE ARTS

Departmental approval: 5-8-2017

FMP 241 Digital Media Field Production

2 class hours, 2 lab hours, 3 credits

Pre-requisite: FMP 141 Introduction to Digital Media Production

Co-requisite: none

Course Description for college catalog:

Digital Media Field Production is an intermediate level class in the media production. Students will learn single camera set up, lighting and audio for remote production for interviews and narrative as well as advancing skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct shoots, and edit their own projects in the class.

Rationale:

Digital Media Field Production will be an upper divisional course designed as the second in a series of courses in the proposed Film and Media Arts Production Program in the department of Speech and Theatre. The course is necessary if students are to transfer seamlessly into a B.A. or B.S. program. Additionally, students have frequently voiced their desire for an advanced course to follow our foundational course and requested a discreet degree in this discipline. This course has successfully run as an experimental section SP 231 this past semester and is supported partially by a grant from the Department of Labor which financed an upgrade of equipment in our lab. The course FMP 241 will be capped at 16 as that is the number of computer stations in the Media Arts Centre. The course will be offered every spring semester. Coursework also transfers into a variety of media programs within CUNY.

FMP 242 Writing for the Screen

3 class hours, 3 credits

Pre-requisite: ENGL 101 or ENGL 103

Co-requisite: none

Course Description for college catalog:

Writing for the Screen is a mid-level course in the theory and practice of writing for film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

Rationale:

Writing for the Screen is a mid-level course in Film and Media Production in a series of courses in the new Film and Media Production degree as well as an elective in Theatre. Student demand for a course that focuses on creative writing for media has been high as has the demand for a major in this area of study. This course is also a foundational course for articulation and transfer to four-year programs. The course will be offered every fall semester.

FMP 341 Editing

2 class hours, 2 lab hours 3 credits

Pre-requisite: FMP 241 Digital Media Field Production

Co-requisite: none

Course Description for college catalog:

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web.

Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

Rationale:

Editing will be an upper-level course for students majoring in the proposed A.S. in Film and Media Production. The course will take students to a more advanced level in post-production techniques utilizing industry-standard software and server in the Multimedia Lab. Avid Media Composer and Adobe Premiere are standards in advertising and newsgathering and thus a highly coveted skillset in the labor market in New York City. This course will offer our students a path to certification by Avid and inclusion in their industry database of certified users by covering material needed for certification as well as advancing students' understanding of post-production. Coursework also transfers into a variety of media programs within CUNY.

FMP 342 Television Studio Production

2 class hours, 2 lab hours, 3 credits

Pre-requisite: FMP 241: Digital Media Field Production

Co-requisite: none

Course Description for college catalog:

Television Studio Production is an upper-level course in the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

Rationale:

Television Studio Production will be an upper-level course in a series of courses in the proposed A.S. in Film and Media Production degree within the department of Speech and Theatre. This course will articulate with a number of courses in four-year institutions in CUNY, fulfilling requirements for a technological and aesthetic skillset for a transfer degree as well as contribute to the campus culture with training in the new television studio.

3. New Programs

Proposal to establish a program in Film and Media Production leading to the A.S. Degree

THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN FILM AND MEDIA PRODUCTION LEADING TO THE A.S.
DEGREE

EFFECTIVE FALL 2018

SPONSORED BY THE DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE ARTS

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APPROVED BY

Name: _____

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Vice President for Academic Affairs

Queensborough Community College – City University of New York

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Executive Summary

The Department of Speech Communication and Theatre Arts proposes an associates degree (A.S.) in Film and Media Production. The program will attract students interested in this burgeoning area of study at colleges CUNY and nationwide. The addition of an A.S. in Film and Media Production would offer intensive preparation for those students who wish to pursue a career or further studies in media production and communication, as well as a desirable secondary skillset in other many other majors and careers. This program would accommodate those who wish, upon graduation, to either enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY. This proposed degree would also increase opportunities for Hispanics, African-Americans, Asians, women and other under-represented minorities in the entertainment industry.^{1&2} The proposed A.S. degree in Film and Media Production will be supported by current courses offered at QCC as well as the addition of three new courses in Speech and Theatre to satisfy various requirements needed for transfer to four-year programs.

Media production is a growing requirement in today's job market. It can include filmmaking, television, game design, animation and programming, graphic design, audio and visual arts, social media, e-publication, advertising and journalism. A recent study, *Projections of Jobs and Education Requirements Through 2020*, by Georgetown University, cites that "the knowledge-domains of high-wage, high-growth, and high-demand occupations include more complex competencies"³ and one of these competencies listed is fluency in the various areas of communication & media, defined as, "Knowledge of media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media."³ In New York City, the entertainment industry has seen "explosive growth over the last year... contributing nearly \$9 billion and over 130,000 jobs."⁴ A popular and growing major on college campuses nationwide, an A.S. degree in Film and Media Production would allow our diverse population of students, who often lack access to state-of-the-art technology and facilities, to acquire 21st century skills in a public university setting, geographically located in a job market for media production second only to the greater Los Angeles area. The New York City Economic Development Council (NYEDC) has established the Center for Economic Transformation that is working with a variety of industries on policy and projects. One of the strategic industry clusters identified by the council is digital media. Considered it's most "advanced innovation cluster," digital media production accounts for many of the new entrepreneurial businesses that would benefit from increased representation from our diverse student body.⁵ Last year, "marked a 40 percent increase compared to the previous year, and a 13 percent growth in TV production brings the tally to 52 series shooting in New York. According to (Julie) Menin (the commissioner of the Mayor's Office of Media and Entertainment), the media and entertainment sector currently encompasses 385,000 area jobs, more than the financial and insurance industries combined."⁶ The city is also about to invest \$136 million to expand production facilities in New York City as current facilities are not enough to keep up with demand.⁷ The Department of Speech Communication and Theatre Arts has also recently received a \$30,000 grant from the New York State Department of Labor Career Advancement funds to develop and implement this course of study as a result of this industry trends. The funding is being used as seed money for the technology needed to develop student skills in advanced media skills such as digital cinematography, post-production and writing for the media. This funding has allowed the department to align coursework with current technological and aesthetic standards utilizing cinema-style cameras with prime and zoom lenses and wired and wireless location sound equipment. This grant also has allowed the department to purchase some lower-cost cameras so students can film projects independently outside of class time, which is an important organizational skill set they will need to succeed in the industry as well additional opportunity to develop their skills and portfolios. Queensborough has recently become an Avid Learning Partner, allowing students in Music to take coursework in the classroom that can help them achieve certification in industry-standard software for music production (ProTools and Sibelius). Speech and Theatre's Multimedia Arts Centre is equipped with AVID's non-linear editing software, Media Composer, so we would be joining the ranks of Columbia, NYU and Brooklyn College in offering coursework that can lead to industry-standard certification and the attendant job opportunities. This course of study will offer intensive preparation for these students who wish to enter the tech and media industries immediately while serving those who wish to continue their studies at four-year institutions in a variety of media and communication-related disciplines including film, television, communication studies and journalism. QCC has also begun the design and bidding process of renovating existing facilities in the Library into a three-camera high definition television studio, allowing for a potential expansion of course offerings so our students can gain experience an industry standard of television production with coursework in three-camera news/documentary production.

Geographically, Queensborough is well situated to serve students interested in this course of study. New York City is one of the media production capitals in the world. This program would serve the interest of the considerable amount of students who have been interested in a career in the media in high school or earlier where an increasing number of institutions that are using media production in the curriculum as well as provide under-represented groups to pursue a career in this area. Indeed, this program would provide many opportunities to do outreach in area high schools, both in person and on the college and departmental websites. New York City is also well-served by numerous initiatives such as the “Made in NY” Production Assistant Program from the Mayor’s Office of Media and Entertainment, Ghetto Film School, Downtown Community Television, Reel Works and The Educational Video Center that bring media production instruction and access to New York City high school students thus many students come to Queensborough looking to further their studies in this area. CUNY offers Digital Media programs at a majority of its campuses including Queens College (Communication Arts and Media, Journalism, Film Studies), Brooklyn College (Film, Television and Radio), York College (Communication Technology), Lehman College (Film and Television Studies, Journalism and Media Communication Studies), City College (Advertising & Public Relations, Film & Video, Journalism, Cinema Studies, Sonic Arts), College of Staten Island, (Cinema Studies, Communication), New York College of Technology (Emerging Media Technologies) and Hunter College (Film, Media). Nearby Digital Media programs are also offered at Old Westbury, Hofstra, C.W. Post, St. John’s, Stony Brook, Adelphi, Purchase and New Paltz. In an historic move, u College just established the first public graduate school on a working film lot where “...women make up half the student population. And typically underrepresented groups, such as Latinos and African-Americans, make up 45 percent.”⁷ The proposed program would offer students foundation courses that a would mirror the first two years of B.A. and B.F.A. programs creating the possibility for a path into these existing programs. Articulation and eventually dual/joint agreements would be sought for these programs at York College, Brooklyn College, Lehman College and Old Westbury. Most community colleges in the CUNY system offer some version of this course of study and the addition of this program would put Queensborough in the position to further partnerships with four year institutions and offer our students an opportunity to pursue this course of study while taking advantage of the unique experience Queensborough offers.

ABSTRACT

The Queensborough Community College (QCC) Department of Speech Communication and Theatre Arts proposes an Associate in Science (A.S.) in Film and Media Production. The degree is designed as a transfer degree for those wishing to continue this course of study at four-year programs in and outside of CUNY. Lower division courses in media production are prerequisites for the upper division courses as well as designed to articulate at institutions across CUNY. In addition, this curriculum is designed to provide a solid foundation in the humanities and critical thinking. Media Production is one of the fastest growing skillsets in the job market in New York City so Queensborough is uniquely poised to offer this course of study with a wide variety of career paths for our students who are traditionally under represented in the entertainment industry.

1. Purposes and Goals

The skill set of the 21st century workplace is complex and constantly shifting. As technological changes continue to advance and transform, the ability of our students to master and adapt to these changes, while utilizing the critical thinking skills a college education reinforces, becomes a priority. The Film and Media Production Major is designed for students to access fundamental coursework in video and audio production within a broad Liberal Arts framework that can lead to careers in a variety of fields such as broadcast journalism, public relations, corporate communications and marketing, narrative and documentary production, visual effects, game design, and screenwriting. Film and Media Production, while based in Creative Arts, is also traditionally a skill-oriented discipline. The portfolio of work produced by the student as well as the mastery of specific skills needed to produce all types of media are integral to entry in to the workplace or to continue to a B.A. or B.F.A program. Students completing the A.S. Degree in Film and Media Production fulfill the requirements that prepare them for entry into academically oriented B.A. programs at a variety of institutions within and outside of CUNY. The B.A. path is provides a broad base of general knowledge as well as course work specific to the discipline and complementary to other communications-oriented specializations at the four year level.

2. Needs and Justifications

The Visual and Performing Arts Academy, encompassing Theatre, Music, Dance and Art, has 16.4% growth (Table 1) in degrees awarded with more than half continuing, with a degree, to four-year programs. Digital Art and Design alone has 7.9% growth in enrollment (Table 2). Historically, of the nine transfer programs offered at QCC, Visual and Performing Arts has the fourth largest amount of degrees awarded from 1962-2015 (Table 3). The needs and justifications a program in Film and Media Production are two-pronged in that the proposed Associate in A.S. degree in Film and Media Production touches many of the goals in the CUNY Master Plan as well as key New York City initiatives as outlined by the New York City Economic Development Corporation¹². Additionally, coordinators in the VAPA Academy have repeatedly discussed great student interest in this course of study being offered. The elective video courses we currently offer are often populated with students from Music and Digital Arts and Design who are seeking more instruction and mentoring in this course of study.

The first mission in the CUNY Master Plan is for CUNY to “Expand its Portals of Opportunity and Access.” CUNY has several approaches to this issue that this degree addresses. College Now and College Discovery have already offered basic media production classes at Queensborough in our Multimedia Lab and a Film and Media Production Program stands to provide a gateway to college courses for those students wishing to pursue studies in the arts, journalism and communication-related majors at QCC. The Master Plan states, “Even so, now more than ever there is a need to strengthen students’ digital skills so that they are prepared for the digital demands of careers and 21st century citizenship.” Expanding access to the fundamentals of emerging technologies to our diverse student body is a priority for CUNY. Our students often lack access to the necessary equipment and technology to pursue this course of study, which is traditionally very expensive to pursue. It is also no secret that women and minorities are woefully under-represented in the entertainment industry. CUNY’s commitment to diversity and affordability puts it in the unique position to address these issues. This degree would offer a solid technological grounding with transferable and buildable skills with a solid Liberal Arts foundation. In a time of rapidly changing technology in media creation, importance will be placed on the fundamental skillset that students can expand and build upon no matter where the future takes them.

Academic success rates and preparation for “...work in a globalized, knowledge-based economy,” are also addressed in the Master Plan. The degree has been designed to articulate with a variety of CUNY colleges. Students could either continue their studies by transferring directly into the four year colleges offering this course of study within CUNY such as York, Queens, Brooklyn, Hunter, City and Lehman College directly or through dual joint degrees as well as being able to enter the workforce directly, though an A.S. degree. This degree track, besides giving our students a competitive edge in the marketplace, would allow for seamless transfer within CUNY to a variety of programs in media, communication and journalism with foundational coursework as well as at such area schools as New York University, The School of Visual Arts, Pratt Institute, Old Westbury, C.W. Post, Purchase, Hofstra and St. John’s. Transfers are a growing percentage of those seeking a baccalaureate in CUNY⁹ and this degree seeks to further CUNY’s mission for a more integrated university.⁹ The program utilizes existing Theatre and Speech courses that have been approved into the Pathways Common Core in Individual and Society (SP 211 Speech Communication) and Creative Expression (FMP 243 American Film History formerly SP 471 American Film History, FMP 244 Elements of Film, formerly SP 472 American Film History II, FMP 245 Introduction to Electronic Media, formerly SP 274 Introduction to Electronic Media and FMP 246 Media Criticism, formerly SP 275 Media Criticism). Fine and Performing Arts are integral in a liberal arts education which has been stated repeatedly, most famously by Steve Jobs in his 2011 address releasing the iPad2, “It is in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.”¹⁴ In 2013 Chief Strategist at Adobe, Mark Randall, talked about how the digital revolution will make this confluence of technology and the liberal arts so vital in that “Thinking will be now more important than knowing.”¹⁶ Queensborough, with its strong tradition of Liberal Arts, unique among community colleges, stands poised to give our students a program that expands on this practice. Film and Media Production would continue in promoting the College’s Mission to “offer Associate Degree and Certificate programs that prepare its students for transfer to four-year institutions and for entry into the job market . . . based on a strong foundation in the liberal arts and sciences.”

While expanding portals of “opportunity and access” for our students to technologically advanced hardware and software that builds experiential learning that addresses core outcomes of reading, critical thinking, writing and

information literacy, this program film also address student success with a variety of high impact practices such as collaborative assignments, undergraduate research, service learning, and internships. The program also has the potential to partner with the private sector, which is also addressed in CUNY's Master Plan. New York City is a leading entertainment production center in the country (Table 4 & 5). The New York City Economic Development Corporations report, Media.NYC.2020 states that, "On a national scale NYC has the largest share of US media jobs. For example, NYC is home to 2.7% of the US population, yet accounts for 20.4% of magazine publisher employment, 15.4% of book publisher employment, 11.5% of motion picture employment, and 11.2% of advertising employment (19.6% of ad agency employment)." Geographically, we are ideally suited to place our students in internships throughout the New York area with industry leaders as 29 media companies, with revenue of over \$2 billion each, have their corporate headquarters in New York City.² This is more than twice as many as the second most popular media hub, Paris. New York City's economic Development Corporation's 2020 Final Report also states that, "NYC's media ecosystem includes the largest advertisers, the most respected news agencies, and the largest broadcast and cable television networks. Small and mid-sized companies also abound. More than one-third of NYC's media jobs come from companies with 100 or fewer employees; and 46% of media employees work in media companies with 500 or fewer employees." Students will be given the opportunity to develop strengths and skills in experiential learning that enhances and insures professional currency in today's job market.

This program dovetails neatly with initiatives by the University and New York City to provide students access to industry partnerships such as the new CUNY Arts Initiative which includes the CUNY Cultural Corps, where CUNY will partner with New York City's Department of Cultural Affairs to place students as paid interns in the city's museums, studios, theaters, and other cultural institutions. Speech and Theatre is in the process of partnering with Avid Technologies and their Learning Partner Program (Kingsborough and Bronx Community College, City College and Brooklyn College also participate in this program) to offer classes and seminars in film and television editing that would allow students to complete coursework at Queensborough that would enable them to be certified editors, ready to work in a state-of-the art broadcast environment as well as articulate with course work at a variety of four-year institutions in and outside of CUNY. The AVID Learning Partner Program also runs workshops and an internship database for students in the program. New York City has several initiatives in this area.) The "Made in NY" PA Training Program that aims to provide "unemployed and low-income New York City residents with training and placement into entry-level positions in film and television production," and "Promote diversity within New York City's entertainment production workforce." The NYC Media Lab "Seeks to partner companies looking to advance new media technologies with academic institutions undertaking related research." These are some of the industry-aligned programs that will increase access to college degrees and professional development opportunities for our students, improving, their long-term career prospects⁹. Brooklyn College has taken "connecting the curriculum to the workplace"⁹ even further in recently establishing the only graduate film program on a working film lot, Steiner Studios, in Brooklyn.

Finally, the degree addresses key points in providing students with updated curriculum and pedagogy that fosters digital literacy. The proposed Film and Media Production degree also serves the College Mission to "function as a community resource by serving the educational, professional and cultural needs of the general community." Lifelong learning is a given in the entertainment industry as it is constantly shifting and changing course as technology changes. The demand for the skills addressed by the CUNY Jobs Task Force's report from 2012 include "written and oral communication skills," "creativity and curiosity and a broad understanding of the world that is often obtained from a well-rounded liberal education," "business process skills, including project management," process management, and client management, learning agility and flexibility, such as the ability to change course and learn on the job," and "previous exposure to work." These are all learning goals addressed in the Film and Media Production A.S. A career in media today can take a student in many directions. An editor must be responsive to the needs of a client and be able to creatively solve problems in a collaborative environment. A cinematographer must learn new techniques as technology changes. A writer must adjust to changing technology while considering his or her audience. A public relations executive must make creative decisions while managing a marketing campaign. The "broad knowledge across fields" while honing a specific set of skills is a key component of a Film and Media Production specialty.

The program is designed to accommodate this and future-proof the coursework as much as possible. The Multimedia Lab in H-122 includes a desktop teacher's station, 16 student 27" iMacs running editing and imaging software (Adobe Creative Suite and AVID Media Composer) as well as Storyboard Quick and Final Draft for

planning and screenwriting. These computers also service various speech communication classes integrating technology into their curriculum with PowerPoint and Camtasia as well as basic audio editing with Audacity with our vocal booth. Recently, the grant from the New York State Department of Labor Career Advancement funds has allowed the department to upgrade its camera and sound equipment to cinema-style high definition cameras and digital single lens reflex cameras (DSLRs) with an assortment of prime and zoom lenses that allow us to teach to current trends in image creation both in baccalaureate programs as well as in the field. We have also upgraded our sound and lighting equipment. Importantly, the Media Lab has also been outfitted with a state of the art NAS AVID Isis server, commonly used in newsrooms and ad agencies, giving the lab the capability to edit and collaborate in real time HD video. The department has two faculty certified as trainer in AVID Media Composer, an industry standard in post-production. The department is aiming to become an AVID Learning Partner, like BMCC, City College, Brooklyn College and Kingsborough Community College, to be able to offer low cost certification and access to workshops and internships to our students. Our goal is to establish a program that prepares our students to be able to enter a professional situation or four-year program with a solid skillset in writing, directing, shooting and editing digital media. With the facilities available, we seek to turn out flexible, grounded students, experienced in the creation of media from the creative and technical standpoints. The introductory production class, FMP 130 Introduction to Digital Media Production (formerly SP 130 Video Production I), FMP 245 Introduction to Electronic Media, (formerly SP 274 Introduction to Electronic Media) and FMP 246 Media Criticism (formerly SP 275 Media Criticism) have successfully incorporated high-impact learning strategies such as Service Learning, and Writing-Intensive coursework.

3. Students

A. Student interest

The Academy in Visual and Performing Arts builds upon the unique assets of the college in these areas. The college has a growing Theatre Program that has achieved the prestigious external certification with National Association of Schools of Theatre (NAST) and a well established and expanding Digital Art and Design major that is also pursuing external certification with the National Association of Schools of Art and Design or NASAD. QCC also has a thriving Music Production program. Both the Music and Digital Art and Design programs stand to provide great opportunity for collaboration with a Media Production track of study. The existence of these programs as well as QCC's first-rate art gallery, theatre and music facilities and the Queensborough Performing Arts Center, a valuable presenting entity providing a cultural magnet that attracts the community, all create an excellent base to create a Media Production track of study that would augment and complement various field of study at Queensborough. Since the establishment of the Visual And Performing Arts Academy, an increasing number of students interested in pursuing careers and transfers programs in the arts are enrolling to QCC. This will only increase with the rigorous and prestigious external certifications from NAST and NASAD.

B. Anticipated enrollment and sources

Demand for Speech and Theatre courses is high as many serve the general education core of the college as part of the Pathways Common Core with seven (7) courses in the Creative expression category (American Film History I & II, Introduction to Electronic Media, Media Criticism, Oral Performance for the Actor, Introduction to Theatre and Acting I) and one (1) in the Individual and Society category (Speech Communication). Full time enrollment in the Digital Art and Design program is up 38%. Art and Design also recently revamped of their credit hours to enhance the transferability of their courses. New courses within Film and Media Production will all be designed to transfer to a variety of four-year colleges. The flexibility in electives in Art and Design, Music and English will enable students to pursue fundamental coursework for transfer in a variety of majors such as Communications, Film and Television Production, Journalism and Public Relations where an up to date skillset and a strong Liberal Arts background are highly desired.

Media Studies/Production has been mentioned as far back as 2008 in the report detailing the future priorities of the Fine and Performing Arts as a result of the Academic Program review in 2008.¹⁷ It states “A Media Studies curriculum would be an interdisciplinary program utilizing the talents and resources of several other departments: Art and Photography, Music, Social Science and English being the most prominent. The end result would be both a stand alone curriculum and enhanced facilities benefiting all of the arts-centered programs.” The most recent external review of Art and Design addressed the area of Media Production as an area that needs to be developed for the college to remain competitive in the Arts and Technology.¹⁸ Nationally, degrees conferred in Communication-related majors, that often include media production as well as communication, journalism, public relations and film studies, has risen 15% in the last ten years while Visual and Performing Arts degrees are up by 18%. (Table 6)

4. Curriculum

For their general education requirements, students will follow the Pathways Common Core structure. Many B.A. programs and most B.F.A. programs require that students in one area of the visual or performing arts take a course in the other arts. As part of general education and major courses, students will take a course in one of arts other than their major. Completion of these requirements strengthens the QCC graduate’s potential for success even with the many variances within each field of study.

The program will enable students to meet Queensborough’s General Education Goals and Objectives. All associate degree students at Queensborough must complete two Writing Intensive (WI) courses.

5. Course Requirements:

PROPOSED A.S. in FILM AND MEDIA PRODUCTION

QCC A.S. FILM AND MEDIA PRODUCTION	No. of Credits	Is this a new course?	Is this a revised course?
Gen Ed: Required Core			
Required Core 1A			
ENGL-103 Writing for New Media (or ENGL-101)	3	No	No
ENGL-102 English Composition II	3	No	No
Required Core 1B Mathematical and Quantitative Reasoning (Recommend MA-321 Mathematics in Contemporary Society)*	3	No	No
Required Core 1C			
Life and Physical Sciences*	3-4	No	No
Gen Ed: Flexible Core			
Flexible Core 2A World Cultures and Global Issues*	3	No	No
Flexible Core 2B U.S. Experience in Its Diversity (Recommended SP 211 Speech Communication)*	3	No	No
Flexible Core 2C Creative Expression (SP 321 Oral Performance for the Actor and Speaker or FMP 243 American Film History or FMP 244 Elements of Film recommended)*	3	No	No
Flexible Core 2D Individual and Society*	3	No	No
Flexible Core 2E Scientific World*	3	No	No
Flexible Core 2A, B, C,D, OR E*	3	No	No
GENERAL EDUCATION SUBTOTAL	30-31		
Requirements for the Major			
SP 211 Speech Communication (if taken in Pathways, fulfills major requirement)	3	No	No
FMP 141 Introduction to Digital Media Production	3	No	Yes
FMP 241 Digital Media Field Production	3	No	Yes
FMP 242 Writing for the Screen	3	Yes	Yes
FMP 245 Introduction to Electronic Media	3	No	Yes
FMP 341 Editing	3	Yes	No
FMP 342 Television Studio Production	3	Yes	No
FMP 246 Media Criticism	3	No	Yes
Program Elective (Recommended FMP 243 American Film History or FMP 244 Elements of Film, TH 111 Introduction to Theatre, TH 120, TH 131, TH 133; if taken in core choose from: ENGL 242 Documentary Film: The New Journalism, ENGL-220 Introduction to Creative Writing, ENGL 221 Creative Writing: Fiction, ENGL 222 Creative Writing: Poetry, ENGL 252 Film and Literature, ARTS 141 Introduction to Photography)	3	No	No
HE 101: Introduction to Health Education	2	No	No
Lab Science* (if not taken in the core)	1	No	No
SUBTOTAL TOWARD MAJOR	30		
TOTAL CREDITS REQUIRED FOR A.S.	60		

ARTICULATION AGREEMENTS

Students who complete the program will be able to transfer into a Baccalaureate programs in Film and Media Production, Communication and Journalism, where a deeper knowledge and exposure to their creative discipline will make a career in their chosen field more accessible. An articulation agreement has been drafted with Brooklyn College which will be signed when the degree proposal receives approvals from QCC Academic Senate and CUNY BOT, and is a registered NYSED program. In the future, the department would like to negotiate dual/joint degrees in CUNY and the program has been designed to fulfill many requirements across the various CUNY programs in this area.

COST ASSESSMENT

Recently, the department became the recipient of \$30,000 in Career Advancement funds from the New York State Department of Labor. This grant has allowed for the purchase equipment that allows the department to teach the advanced production courses as well as equipment students can check out for approved projects. This seed money will greatly add to the student experience and better prepare them for their coursework at four-year schools within CUNY as well as many digital media programs outside of the system. The ability for our students in accessing production equipment as much as possible is also vital experience for the job market in teaching responsibility, established procedure and workplace protocol in media production. The college is also in the process of soliciting bids for renovation of LB 16, eventually returning it to its original use as a small television studio/performance space. The Multimedia Lab has also recently had computer and server upgrades. In the future, equipment will need maintenance and replacement as things wear out over a normal amount of time. Therefore, some sort of budget for yearly maintenance and/or replacement would have to be in place. The program could also raise additional monies by offering editing software certification in AVID, a highly desirable accreditation in the media field, either through the department or Continuing Education. Becoming an AVID Learning Partner would offer complementary upgrades on software for the lab as part of the program as well as all the other benefits previously described. This costs approximately \$1600/year, which would be shared by the Music Production Program as they also use AVID Technologies software and teach course work leading to certification in ProTools and Sibelius.

A. Faculty

Faculty will be drawn from existing faculty at QCC at this time. According to the February, 2008 External Reviewers' Report of the Programs in the Fine and Performing Arts at QCC:

- Faculty across all arts disciplines are well credentialed with the vast majority holding appropriate terminal degrees.
- Faculty are professionally active with an impressive record of exhibition, directing, producing, performance and composition.
- Junior faculty are accorded reduced teaching load to assist in professional development.
- Full time faculty are complemented by part time faculty who bring unique expertise to aid in the diversity and depth of educational experience.
- Students hold faculty in high regard and are impressed by their concern for them as individuals and for their accessibility.

QCC employs highly qualified faculty. Every member of the full-time faculty holds an advanced degree or its equivalent. Nearly 60% hold the doctorate, as compared to the national average for community colleges, which is 13%. Due to its proximity to the major cultural institutions throughout the five boroughs of New York City, QCC is able to draw highly qualified faculty within the visual and performing arts. Many of the faculty members in the visual and performing arts at QCC are professionals in the photography, video, fine arts, dance, and theatre arts. Speech Communication and Theatre Arts has 9 full-time tenured and tenure-track faculty members, 4 Lecturers and two Senior CLTs. 86% of our faculty hold the terminal degree or equivalent in their field. This compares well to the already high college-wide average of approximately 80%. Their academic ranks include one Professor, two Associate Professors, six Assistant Professors and four Lecturers.

C. Library and Instructional Materials

Existing Library and Instructional material presently utilized for the A.S. Degree in Visual and Performing arts will be utilized for this degree.

EVALUATION

Progress of the program will be monitored by the department with emphasis on enrollment patterns, retention and graduation rates. The program will be formally reviewed after five years using Queensborough Community College's academic program review process. The template for program self study includes an analysis of curriculum content, faculty credentials and development, student enrollment, retention and graduation rates, articulations, student learning outcomes measured against program objectives, academic/student life support services, and fiscal resources. An external evaluator will read the self-study, come to the campus to meet with faculty, staff and students, and prepare an evaluative report. Following the report, the sponsoring academic departments prepare an action plan that is presented to the Vice President for Academic Affairs and the President for review and subsequent action.

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APPENDIX A

COURSE DESCRIPTIONS FOR REQUIRED COURSES

ENGL 101 English Composition I² (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY Writing and Reading tests. Note: Credit will not be given to students who have successfully completed ENGL-103. Development of a process for producing intelligent essays that are clearly and effectively written; library work; 6,000 words of writing, both in formal themes written for evaluation and in informal writing such as the keeping of a journal. During the recitation hour, students review grammar and syntax, sentence structure, paragraph development and organization and the formulation of thesis statements.

ENGL 102 English Composition II: Introduction to Literature² (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: ENGL-101
Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

ENGL 103 Writing for New Media (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY Writing and Reading tests. Note: Credit will not be given to students who have successfully completed ENGL-101. Students will study and practice writing in Digital Media. They will concentrate on producing clearly and effectively written formal essays with the goal of learning how to communicate in the World Wide Web and e-mail environments. Particular attention will be given to the process of writing, including the use of informal writing strategies. Proficiency in standard grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements will be stressed in the context of preparing essays, arguments, hyperlinked and other new media document.

SP 211 Speech Communication (2B1) 3 class hours - 3 credits - Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP-020, or SP-005 and/or SP-006
This course introduces students to the principles and practices of contemporary forms of public speaking in the United States. Selecting topics from current U.S. society and or American history, students will perform research and gather credible evidence from both primary and secondary U.S. sources to create both informative and persuasive speeches. Students are also asked to employ methods taught in this course to analyze both historical and contemporary U.S. rhetoric for authenticity, organizational structure, target audiences and effectiveness as a means of persuasion or communication. Enrollment limited to 22 students.

FMP 245 Introduction to Electronic Media (formerly SP 274 Introduction to Electronic Media) (2C2) 3 class hours - 3 credits - Prerequisite: BE-112 (BE-205), BE-122 (BE-226), or satisfactory score on the CUNY Assessment Test
Introduction to Electronic Media is an introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influences on popular culture. This class is a designated Writing Intensive (WI) course.

FMP 246 Media Criticism (formerly SP 275 Media Criticism) (2C2) 3 hours - 3 credits- Offered in Fall Prerequisites: BE-112 (BE-205) and BE-122 (BE-226)
Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and discussion of these theories, students will analyze and write critically about the influences of mediated images on society.

SP 321 Oral Performance for the Actor and Speaker (2C2) 3 class hours - 3 credits.

Designed to improve the interpretation skills of actors, speakers, and those individuals desiring to improve the level of their individual oral expression for personal or professional reasons. Techniques of reading aloud from plays, poetry, prose, and essay. Practice in conveying information, projecting ideas, creating emotions, and interpreting from the script and oral interpretation as a means of developing literary criticism and discrimination.

FMP 141 Introduction to Digital Media Production (Formerly **SP 130 Video Production I**) 2 class hours 2 lab hours - 3 credits - Offered in Fall. Prerequisites: BE-112 (BE-205), BE-122 (BE-226) or satisfactory score on CUNY assessment test.

Introduction to Digital Media Production is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.

FMP 241 Digital Media Field Production (formerly **SP 231 Video Production II**) 2 Class hours, 2 lab hours.- 3 credits Offered in the spring. Prerequisites: FMP 141:

Digital Media Field Production is an intermediate level class in the media production. Students will learn single camera set up, lighting and audio for remote production for interviews and narrative as well as advancing skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct shoots, and edit their own projects in the class.

FMP 242 Writing for the Screen (new course) 3 class hours -3 credits - Prerequisites: ENGL 101 or 103.

Writing for the Screen is a mid-level course in the theory and practice of writing for the film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

FMP 341 Editing (new course) 2 class hours, 2 lab hours 3 credits Prerequisites: FMP 241.

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

FMP 342 Television Studio Production (new course) 2 class hours, 2 lab hours - 3 credits - Prerequisites:

FMP241. Television Studio Production is an upper-level course the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

APPENDIX B

NEW COURSE SYLLABI

1. **Department: Speech Communication and Theatre Arts**
2. **Course, prefix, number, & title:** FMP 241 Digital Media Field Production
3. **Hours (Class, recitation, Laboratory, studio) & Credits:** 2 class hours, 2 lab hours, 3 credits
4. **Pre-requisites (if any):** FMP 141: Introduction to Digital Media Production (Formerly SP130) (in Form01)
- Co-requisites (if any):** none

5. Course Description in college catalog:

Digital Media Field Production is an intermediate level course in film and media arts production. Students will learn single camera set up, lighting and audio techniques in remote production for short fiction and documentary films as well as advanced skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct films, and edit their own projects in the class.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

7. Academic program outcomes addressed by this course:

Note: Program outcomes may include:

- *Integrate knowledge and skills in the program of study*
- *Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.*
- *Work collaboratively to accomplish learning objectives*

- Students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in the production of filmed media.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in producing fiction and non-fiction media, and satisfies their drive toward expression.

8. General Education Outcomes: Check those that will be assessed.

X	1. Communicate effectively through written and oral forms
	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions

- 3.Reason quantitatively as required in various fields of interest and in everyday life
- 4.Apply information management and digital technology skills useful for academic research and lifelong learning
- 5.Discipline-Specific Outcomes:
 - 5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments
 - 5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
 - 5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)	Briefly describe activities in the course which help students meet each of these General Education Outcomes
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise scripts and shot lists for short individual and group projects. In-class critiques, both oral and written will be incorporated as well as practical labs. There will be low, middle and high stakes filmed assignments in a variety of formats. Students will rotate crew positions on set to develop critical thinking, collaboration and oral communications skills in a professional field production environment.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will develop necessary research skills it research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production. Students will also learn to research and evaluate various modes of digital distribution and dissemination.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

10. Course student learning outcomes:

Students will demonstrate a technological skill set and comprehend its application across curricular disciplines
Students will think and write critically about media design and creation
Students will edit and master studio productions with instructor and peer feedback
Students will demonstrate an understanding of advanced techniques and methodology involved working on a three-camera television shoot

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Orientation & Camera & Accessories Review	Students will review focus, filters and apply them to cine-style field cameras and work with learn advanced Camera functions, supports, and prime lenses.
2.	Scripting the Segment	Students will learn and apply the three act structure to a visual storytelling project.
3.	Directing the Segment	Students will practice directing exercises to gain knowledge in working with talent and crew members.
4.	Pitching the Project Project Proposals Due	Students will write and assemble the script for a collaborative project.
5.	Previsualization and Pre-production	Students will break down the script, write a shot list and storyboards.
6.	Cinematography Review Composition, Mise en Scene	Lighting techniques and field strategies will be practiced when composing the frame.
7.	Audio	Students will explore and practice the aesthetics of sound design, recording field audio with mixers, wireless and wire microphones..
8.	Advanced Editing I	Introduction to AVID Media Composer. Starting a project, rough cuts and refining the edit will be covered.
9.	Lighting in the Field	Practicum for lighting in a variety of field production situations.
10.	Advanced Editing 2	Cutting dialogue and m in AVID Media Composer.
11.	Practicum and Demonstration Shooting the Segment – Lecture and Lab Practice	Students will function as crew for a documentary segment.
12.	Production/Filming Lab	Students will function as crew for filming the final projects.
13.	Production/Filming Lab	Students continue to film projects and interstitial elements.
14.	Editing Lab	Students will edit final projects and insert graphics, b-roll, interstitial elements and titles.
15.	Final Exam: View and Critique Final Projects	Students will present and critique final individual projects.

12. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

<p>Walter Murch, In the Blink of an Eye, ISBN-13: 978-1879505629</p> <p>Mick Hurbis Cherrier, Voice & Vision: A Creative Approach to Narrative Film and DV Production 2nd Edition, ISBN-13: 978-0240811581</p> <p>Media Composer Editing Essentials, v8</p> <p>Lighting for Cinematography: A Practical Guide to the Art and Craft of Lighting for the Moving Image (Cinetch Guides to the Film Crafts) by David Landau</p>

13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Practical Labs
Quizzes
Group Projects
Midterm Exam
Final Project/Exam
Homework assignments

14. Required Attire (if applicable):

N/A

15. Other expectations for student performance (if applicable):

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):
Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted toward a WU grade.

16. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates.
Plagiarism will not be tolerated. Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at
http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

17. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257 to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: <http://www.qcc.cuny.edu/SSD/>.

OPTIONAL (May be included by instructors.)

Student Life, services: <http://www.qcc.cuny.edu/current-students/index.html>

Single Stop: <http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

1. Department:	Speech Communication and Theatre Arts
2. Course, prefix, number, & title:	FMP 242 Writing for the Screen
3. Hours (Class, recitation, Laboratory, studio) & Credits:	3 class hours, 3 credits
4. Pre-requisites (if any):	ENGL 101 or ENGL103
Co-requisites (if any):	None

5. Course Description in college catalog:

Writing for the Screen is a mid-level course in the theory and practice of writing for film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in Speech and Theatre.

7. Academic program outcomes addressed by this course:

Note: Program outcomes may include:

- Integrate knowledge and skills in the program of study
- Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.
- Work collaboratively to accomplish learning objectives

- Students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in the production of media such as film, television, radio, and the Internet.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in writing for filmed media including film, television, radio, and the Internet.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in writing for the screen in fiction and non-fiction, and satisfies their drive toward expression.

8. General Education Outcomes: Check those that will be assessed.

X	1.Communicate effectively through written and oral forms
	2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
	3.Reason quantitatively as required in various fields of interest and in everyday life
X	4.Apply information management and digital technology skills useful for academic research and lifelong learning
	5.Discipline-Specific Outcomes:
	5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments

	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)	Briefly describe activities in the course which help students meet each of these General Education Outcomes
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise low, mid and high stakes writing assignments for a variety of different types of filmed communication. Students will complete weekly writing assignments designed to demonstrate comprehension of and proficiency with course concepts. Students will complete several scripts working through a process of revisions to demonstrate comprehension of and proficiency with course concepts and storytelling, through cinematic techniques.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students do electronic research for and to evaluate script ideas and concepts. Students will also learn how to research Copyright, Fair Use and legal concepts as they relate to writing for the screen. Students will also utilize digital collaboration and research skills for incorporation into scripted projects.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	Students will make informed judgments of filmic and artistic aesthetics through in-class critiques and evaluations of student and other work as well as extensive solo and collaborative written projects.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:	X	

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

10. Course student learning outcomes:

Students will be aware of the evolving nature of the filmed communication and how various technical elements play a part in filmic communication.
Students will think and write critically about written communication on the screen.
Students will learn to write a variety of writing for the screen and produce several short screenplays.
Students will demonstrate an understanding of screenwriting mechanics and aesthetics.

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Creating the Story; Screenplay Structure; Tools	Assigned reading of a short film script for analysis; Intro to Final Draft & Celtex.
2.	Types of Scripts: Film, Episodic Television & the Web Series	Screenings of different formats and discussion.
	The Story Spine; The Plot Driven Story vs. The Character Driven	Analysis of plot and character-driven films.
3.	Story Synopsis; The Master Scene Outline Anatomy of a Scene; Subplots	Scene outline lab.
4.	Writing Visually; Real Dialogue vs Reel Dialogue	Critique scene outlines. Written exercises in dialogue construction.
5.	Readings and Workshop	Critique dialogue exercises.
6.	Readings and Workshop	Scripts are read and critiqued in class.
7.	Pitches & Loglines	Students learn to craft different pitches and loglines according to format.
8.	Project Pitches & Critiques	Students will pitch projects to the class and receive feedback. Scripts will be refined.
9.	Workshop of Script	Scripts are read and critiqued in class
10.	Workshop of Script	Scripts are read and critiqued in class
11.	Writing for the Audience	Research audience statistics and demographics.
12.	Final Script Pitches	Students orally pitch written scripts for final project.
13.	Group Feedback and Discussion	Scripts are read and critiqued in class
14.	Group Feedback and Discussion	Scripts are read and critiqued in class
15.	Final Exam	Final Exam

12.

Screenplay: The Foundations of Screenwriting, Syd Field, ISBN 978-03853390

Your Screenplay Sucks: 100 Ways to Make It Great, William M. Akers, ISBN : 978-1932907452

Poetics, Aristotle, ISBN 978-0140446364

Students must access freeware Final Draft in creating scripts.

13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Writing Assignments

Group Projects

Midterm Exam

Final Project/Exam

Homework assignments

14. Required Attire (if applicable):

N/A

15. Other expectations for student performance (if applicable):

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):

Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted toward a WU grade.

16. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates.

Plagiarism will not be tolerated. Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at

http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

17. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257 to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: <http://www.qcc.cuny.edu/SSD/>.

OPTIONAL (May be included by instructors.)

Student Life, services: <http://www.qcc.cuny.edu/current-students/index.html>

Single Stop: <http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

1. Department:	Speech Communication and Theatre Arts
2. Course, prefix, number, & title:	FMP 341 Editing
3. Hours (Class, recitation, Laboratory, studio) & Credits:	2 class hours, 2 lab hours, 3 credits
4. Pre-requisites (if any):	FMP 241 Digital Media Field Production
Co-requisites (if any):	None

5. Course Description in college catalog:

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new A.S. in Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

7. Academic program outcomes addressed by this course:

Note: Program outcomes may include:

- Integrate knowledge and skills in the program of study
- Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.
- Work collaboratively to accomplish learning objectives

- Students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in filmed media.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in editing and post-production of fiction and non-fiction media, and satisfies their drive toward expression.

8. General Education Outcomes: Check those that will be assessed.

X	1.Communicate effectively through written and oral forms
	2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
	3.Reason quantitatively as required in various fields of interest and in everyday life
X	4.Apply information management and digital technology skills useful for academic research and lifelong learning
	5.Discipline-Specific Outcomes:
	5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments
	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.

X 5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)	Briefly describe activities in the course which help students meet each of these General Education Outcomes
Integrate knowledge and skills in their program of study	Through a variety of low, middle and high stakes assignments, students will develop proficiency with non-linear editing techniques and concepts, scripting for editing, basic sound editing, graphics, color correction and effects, building on existing skills in multimedia production, post-production and distribution in contemporary production and post-production. Students will complete a variety of practical scripted projects utilizing new and archival footage to apply these techniques and concepts.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production concerning archival footage, music and other digital elements. Attribution as well as how to research and evaluate digital elements for use in the digital post-production workflow will be covered..
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

10. Course student learning outcomes:

Students will demonstrate a technological skill set in non-linear video editing, digital sound editing, color correction, graphics and effects as well as comprehend its application across curricular disciplines.
Students will work individually and collaboratively on digital media projects in research, filming and editing capacities.
Edit, and output short video projects, organizing footage and modifying it into a coherent sequence, adding titles, elementary effects and perform basic sound mixing functions with sound effects, music and dialogue.

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable,
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		Blackboard/Online)
1.	HD Formats; Visual Aesthetics and Editing	Sample lab for settings, formats and outputs from Avid and Adobe Premiere
2.	Lab Practice/Class Shoot	Class will shoot scenario with different lenses and lighting set ups.
3.	Review Avid Media Composer, Edit Scenarios	Edit and Critique Scenes
4.	Additional Elements: Copyright, Fair Use; Using Archives	Students will assemble a project using archival elements and copyright elements that fall under Fair Use.
5.	Working from the Script	Students will cut elements together as per an assigned script
6.	Refining the Edit: Pacing, Rhythm, Continuity	Examples of continuity editing, match on action and jump cuts will be examined. Students will create a unique edit with existing footage
7.	Cutting Dialogue and Music	Sample scenes will be cut with concepts of overlapping and mixing sounds to enhance the edit.
8.	Layering the Cut	Workflow for layering music, effects, text and graphics in the edit
9.	Graphics & Effects, Part I	Titles and graphics will be added to existing scenes.
10.	Graphics & Effects, Part II	Students will learn and practice
11.	Color Correction	Sample scenes will be adjusted for color grading and correction.
12.	Pitch and Critique Individual Projects	Individual final projects will be pitched to the class. Pitches will be critiqued and finalized.
13.	Lab for Final Projects	Students will critique and refine final projects.
14.	Lab for Final Projects	Students will critique and refine final projects.
15.	Final Exam	Final Exam

12. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Media Composer Editing Essentials v8, The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age, ISBN 978-2951360709

13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Practical Labs
 Quizzes
 Individual & Group Projects
 Midterm Exam
 Final Project
 Homework assignments

14. Required Attire (if applicable):

N/A

15. Other expectations for student performance (if applicable):

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):
Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted toward a WU grade.

16. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates.
Plagiarism will not be tolerated. Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at
http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

17. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257 to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: <http://www.qcc.cuny.edu/SSD/>.

OPTIONAL (May be included by instructors.)

Student Life, services: <http://www.qcc.cuny.edu/current-students/index.html>

Single Stop: <http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

1. Department: Speech Communication and Theatre Arts	
2. Course, prefix, number, & title:	FMP 342 Television Studio Production
3. Hours (Class, recitation, Laboratory, studio) & Credits:	2 class hours, 2 lab hours, 3 credits
4. Pre-requisites (if any):	FMP 241 Digital Media Field Production
Co-requisites (if any):	None

5. Course Description in college catalog:

Television Studio Production is an upper-level course in the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

7. Academic program outcomes addressed by this course:

Note: Program outcomes may include:

- Integrate knowledge and skills in the program of study
- Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.
- Work collaboratively to accomplish learning objectives

- Students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in filmed media.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in producing fiction and non-fiction media, and satisfies their drive toward expression.

8. General Education Outcomes: Check those that will be assessed.

X	1.Communicate effectively through written and oral forms
<input type="checkbox"/>	2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
<input type="checkbox"/>	3.Reason quantitatively as required in various fields of interest and in everyday life
X	4.Apply information management and digital technology skills useful for academic research and lifelong learning
	5.Discipline-Specific Outcomes:
<input type="checkbox"/>	5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments

	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)	Briefly describe activities in the course which help students meet each of these General Education Outcomes
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise scripts and shot lists for short studio projects. In-class critiques, both oral and written will be incorporated as well as practical labs. There will be low, middle and high stakes filmed assignments in a variety of formats. Students will rotate crew positions on set to develop critical thinking, collaboration and oral communications skills in a professional multi-camera studio environment.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will develop necessary research skills it research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production. Students will also learn to research and evaluate various modes of digital distribution and dissemination.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

10. Course student learning outcomes:

Students will demonstrate a technological skill set and comprehend its application across curricular disciplines
Students will think and write critically about media design and creation
Students will edit and master studio productions with instructor and peer feedback
Students will demonstrate an understanding of advanced techniques and methodology involved working on a three-camera television shoot

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Studio production and multi camera basics: multi-camera production camera vs. remote single camera production	Students will become familiar with the television studio, multi-camera terminology and crew assignments.
2.	Set design and lighting	Practical lab in lighting and set design for the three-camera shoot.
3.	Producing the program – research, development	Students will begin research and development for short shows that will be produced and filmed.
4.	Writing the script and shot list	Students will write and assemble the script.
5.	Preparing for and executing a 3-camera studio shoot	Students will break down the script, write a shot list and storyboards.
6.	B-roll and Interstitial Elements	Students will develop a production plan for interstitials and b-roll.
7.	Studio switching	Students will practice the requirements of positioning cameras, talent and switching for the live or delayed broadcast.
8.	Audio for Live Production	Students will learn and practice audio production for the studio production.
9.	Simple effects such as text, lower thirds, wipes, fades	Students will learn in-camera effects and text in a practice lab.
10.	Non-linear editing of segments into a full show	Editing the three-camera shoot
11.	Basic audio editing and mixing	Students will practice audio editing and mixing in a variety of different scenarios
12.	Lab for Final Projects	Students will function as crew for filming the final projects.
13.	Lab for Final Projects	Students continue to film projects and interstitial elements.
14.	Lab for Final Projects	Students will edit final projects and insert graphics, b-roll, interstitial elements and titles.
15.	Final Exam	Final Exam

12. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Television Production Handbook (Wadsworth Series in Broadcast and Production) 11th Edition, Herbert Zettl, ISBN-13: 978-0495898849

13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Practical Labs
 Quizzes
 Group Projects
 Midterm Exam
 Final Project/Exam
 Homework assignments

14. Required Attire (if applicable):

N/A

15. Other expectations for student performance (if applicable):

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):

Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted toward a WU grade.

16. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates. **Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

17. Disabilities

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OPTIONAL (May be included by instructors.)

Student Life, services: <http://www.qcc.cuny.edu/current-students/index.html>

Single Stop: <http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

APPENDIX C

**PROGRAM CONTENT AND REQUIREMENTS
PROPOSED A.S. in FILM AND MEDIA PRODUCTION**

QCC A.S. FILM AND MEDIA PRODUCTION	No. of Credits	Is this a new Course?	Is this a revised course?
Gen Ed: Required Core			
Required Core 1A			
ENGL-103 Writing for New Media* (or ENGL-101)	3	No	No
ENGL-102 English Composition II	3	No	No
Required Core 1B Mathematical and Quantitative Reasoning (Recommend MA-321 Mathematics in Contemporary Society)*	3	No	No
Required Core 1C			
Life and Physical Sciences*	3-4	No	No
Gen Ed: Flexible Core			
Flexible Core 2A World Cultures and Global Issues*	3	No	No
Flexible Core 2B U.S. Experience in Its Diversity (Recommended SP 211 Speech Communication)*	3	No	No
Flexible Core 2C Creative Expression (SP 321 Oral Performance for the Actor and Speaker or FMP 243 American Film History or FMP 244 Elements of Film recommended)*	3	No	No
Flexible Core 2D Individual and Society*	3	No	No
Flexible Core 2E Scientific World*	3	No	No
Flexible Core 2A, B, C, D, OR E*	3	No	No
GENERAL EDUCATION SUBTOTAL	30-31		
Requirements for the Major			
SP 211 Speech Communication (if taken in Pathways, fulfills major requirement)	3	No	No
FMP 141 Introduction to Digital Media Production	3	No	Yes
FMP 241 Digital Media Field Production	3	No	Yes
FMP 242 Writing for the Screen	3	Yes	Yes
FMP 245 Introduction to Electronic Media	3	No	Yes
FMP 341 Editing	3	Yes	No
FMP 342 Television Studio Production	3	Yes	No
FMP 246 Media Criticism	3	No	Yes
Program Elective (Recommended FMP 243 American Film History or FMP 244 Elements of Film, TH 111 Introduction to Theatre, TH 120, TH 131, TH 133; if taken in core choose from: ENGL 242 Documentary Film: The New Journalism, ENGL-220 Introduction to Creative Writing, ENGL 221 Creative Writing: Fiction, ENGL 222 Creative Writing: Poetry, ENGL 252 Film and Literature, ARTS 141 Introduction to Photography)	3	No	No
HE 101: Introduction to Health Education	2	No	No
Lab Science (if not taken in the core)	1	No	No
SUBTOTAL TOWARD MAJOR	30		
TOTAL CREDITS REQUIRED FOR A.S.	60		

**Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements. All students must complete two (2) WI designated classes to fulfill degree requirements.*

APPENDIX D

NYSED New Program Registration and Undergraduate Scheduling Form



Application for Registration of a New Program¹

Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.



This application should NOT be used for the following types of program proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed Professionals;
 - Revisions to Existing Registered Programs; or
 - Programs Leading to a credit-bearing Certificate or Advanced Certificate.

The application materials for those types of proposals can be found at:
<http://www.highered.nysed.gov/ocue/aipr/register.html>

Doctoral programs: please contact the Office of College and University Evaluation (OCUE).

Directions for submission of proposal:

1. Create a **single** PDF document that includes the following completed forms:
 - Application for Registration of a New Program
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - External Review of Certain Degree Programs and Response (if applicable)
 - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
 - CEO (or Designee) Approval Form

¹ CUNY and SUNY institutions: contact System Administration for proposal submission process.

2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to **OCUERevAdmin@mail.nysed.gov**

When submitting to the mailbox, include the following elements in the subject line of the e-mail:

Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, New Program, Master of Science, English Literature

Task 1: Institution and Program Information

Institution Information	
Institution Name: Institution Code (6 digits): <i>The name and code of the institution should reflect the information found on the Inventory of Registered Programs</i>	Queensborough Community College 373500
Institution Address:	222-05 56th Avenue
City:	Bayside
State/Country:	NY
Zip:	11364
Regents Regions:	Queens County/New York County (Manhattan)
Specify campus(s) of the institution where program is offered, if other than the main campus: <i>The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs</i>	N/A
Specify any other additional campus(s) where the program is offered	N/A

besides the ones selected above:	
If any courses will be offered off campus, indicate the location and number of courses and credits:	N/A
If the program will be registered jointly with another institution, please provide the partner institution's name:	N/A

Program Information for New Programs	
Program Title:	Film and Media Production
Degree Award:	A.S.Film and Media Production
HEGIS code:	0605.00
Number of Credits*:	60

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:

If program is part of a dual degree program, provide the following information:

Program Title:	
Degree Award:	
HEGIS code:	

Contact Information	Office of Academic Affairs
Name of contact person	Dr. Linda Reesman

Title of contact person:	Faculty Fellow Academic Affairs
Telephone	718-281-5253
Fax:	718-281-5684
Email:	LReesman@qcc.cuny.edu

Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

<input type="checkbox"/>	Evening: All requirements for the award must be offered during evening study.
<input type="checkbox"/>	Weekend: All requirements for the award must be offered during weekend study.
<input type="checkbox"/>	Evening/Weekend: All requirements for the award must be offered during a combination of evening and weekend study.
<input checked="" type="checkbox"/>	Day Addition: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
<input type="checkbox"/>	Not Full-Time: The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
<input type="checkbox"/>	5-Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
<input type="checkbox"/>	4.5 Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
<input type="checkbox"/>	Upper-Division: A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.
<input type="checkbox"/>	Independent Study: A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.
<input type="checkbox"/>	Cooperative: The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.
<input type="checkbox"/>	Distance Education: 50% or more of the course requirements for the award can be completed through study delivered by distance education.

<input type="checkbox"/>	External: All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.	
<input type="checkbox"/>	Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion. Semester hour requirements in Commissioner's Regulations for instruction and supplementary assignments apply.	
<input type="checkbox"/>	Standard Addition: For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.	
<input type="checkbox"/>	Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.	
<input type="checkbox"/>	Language Other Than English: The program is taught in a language other than English.	
<input type="checkbox"/>	Other Non-Standard Feature(s): Please provide a detailed explanation.	

b. Diploma Programs

If the program is credit bearing *and* will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply: N/A

c. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution's catalog.

Answer: The Film and Media Production A.S. degree offers a broad foundation in digital film and media production skills for fiction and documentary production. Courses include directing, writing, production and editing prepare students to create film and media projects and to prepare for careers in film and television production as well as other communication fields such as advertising, marketing, public relations, and corporate communication. Students in the Film and Media Production A.S. acquire a variety of skills in field and studio production, cinematography, sound, graphics, screenwriting, and editing. All degree candidates will work hands-on to write, produce, direct and edit filmed projects. The degree offers students the option to enter the industry upon graduation or to transfer to a four-year program.

2) List the educational and (if appropriate) career objectives of the program.

Answer: 1) Communicate effectively through reading, writing and interpreting various rhetorical forms and voices in fiction and non-fiction for filmed media. 2) Integrate knowledge and skills in media production by creating a variety of filmed presentations while completing sequential courses that build on knowledge and skills from previous course to build mastery within the discipline. 3) Apply aesthetic and intellectual criteria in the evaluation and creation of written and filmed works.

3) How does the program relate to the institution's mission and/or master plan?

Answer: The Film and Media Production degree will utilize mostly full-time faculty at the college. Even the part-time faculty have been working at Queensborough for years, thus creating a connected culture within an already collaborative Theatre Department. Media and Communication majors are some of the fastest growing majors in colleges today. This indicates that there would be a solid return on college investment in increased enrollment as well as visibility for the college as industry partnerships are developed. This degree utilizes a variety of high impact practices (HIP) such as collaborative projects, Service Learning and Writing Intensive courses incorporating a wide variety of technologies for communication and learning. The degree is also designed as a transfer to to baccalaureate programs in and out of CUNY.

4) What is the documented need for this program?

Answer: Visual and Performing Arts, encompassing Theatre, Music, Dance and Art, has 16.4% growth in degrees awarded with more than half continuing, with a degree, to four-year programs. Digital Art and Design alone has 7.9% growth in enrollment. Historically, of the nine transfer programs offered at QCC, Visual and Performing Arts has the fourth largest amount of degrees awarded from 1962-2015. The needs and justifications a program in Film and Media Production are two-pronged in that the proposed Associate in A.S. degree in Film and Media Production touches many of the goals in the CUNY Master Plan as well as key New York City initiatives as outlined by the New York City Economic Development Corporation. Additionally, coordinators in the VAPA Academy have repeatedly discussed great student interest in this course of study being offered. The elective video courses we currently offer are often populated with students from Music and Digital Arts and Design who are seeking more instruction and mentoring in this course of study.

5) Describe the role of faculty in the program's design.

Answer: Faculty will prepare students to meet the academic standards needed to succeed in the program as well as experiential learning opportunities and internships to further prepare students for the workforce or transfer.

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: Queensborough, as an AVID Learning Partner, will incorporate curricula for certification in AVID Media Composer, a broadcast-standard non-linear editing program that dominates film and network television.

7) What are the anticipated Year 1 through Year 5 enrollments?

Answer: 15-100

d. Admissions

1) List all program admission requirements (or note if identical to the institution's admission requirements).

Answer: Same admission requirements as institution.

2) Describe the process for evaluating exceptions to these requirements.

Answer: Transfer credit evaluation at the institution.

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: Media Production is one of the fastest growing skillsets in the job market in New York City so Queensborough is uniquely poised to offer this course of study with a wide variety of career paths for our students who are traditionally under represented in the entertainment industry. This program would also accommodate those who wish, upon graduation, to either enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY. The Film and Media Production degree would increase opportunities for Hispanics, African-Americans, Asians, women and other under-represented minorities in the entertainment industry. NYC is home to 2.7% of the US population, yet accounts for 20.4% of magazine publisher employment, 15.4% of book publisher employment, 11.5% of motion picture employment, and 11.2% of advertising employment (19.6% of ad agency employment). Geographically, we are ideally suited to place our students into internships and in-house training programs at media companies, whose revenues exceed two billion dollars annually, and who have their corporate headquarters in New York City.

e. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: Students are provided with multiple opportunities in a cross-disciplinary, collaborative atmosphere to challenge and promote their academic growth along with appropriate advisement, career mentoring, transfer advisement, tutoring and counseling services.

f. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer: N/A

g. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer: Progress of the program will be monitored by the department with emphasis on enrollment patterns, retention and graduation rates. The program will be formally reviewed after five years using Queensborough Community College's academic program review process. The template for program self-study includes an analysis of curriculum content, faculty credentials and development, student enrollment, retention and graduation rates, articulations, student learning outcomes measured against program objectives, academic/student life support services, and fiscal resources. An external evaluator will read the self-study, come to the campus to meet with faculty, staff and students, and prepare an evaluative report. Following the report, the sponsoring academic departments prepare an action plan that is presented to the Vice President for Academic Affairs and the President for review and subsequent action.

h. Transfer to Baccalaureate Programs

If the program will be **promoted as preparing students for transfer to a baccalaureate program**, provide a copy of an articulation agreement with at least one institution.

Not Applicable:

Task 3 - Sample Program Schedule

NOTE: The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: [Department Expectations: Curriculum \(including Internships, Financial Aid Considerations, and Liberal Arts and Sciences\)](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 3](#)

a). Complete **Table 1a** (for undergraduate programs) or **Table 1b** (for graduate programs).

b). If the program will be **offered through a nontraditional schedule**, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer: N/A

c). As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

Answer: N/A

d). For existing courses that are a part of the major, enter the **catalog description** of the courses:

Answer: See Appendix A

e). Syllabi: See Appendix B

For undergraduate programs, provide syllabi for all new courses **in the major**.

For graduate programs, provide syllabi for **all new courses**.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for **all** courses required for the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.

Table 1a: Undergraduate Program Schedule

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:		Credits per classification					Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
1A ENGL-103 Writing for New Media (or ENGL-101)	3	X		<input type="checkbox"/>			FMP 242 Writing for the Screen	3	X	X	<input checked="" type="checkbox"/>	
2B U.S. Experience in Its Diversity Recommended SP 211 Speech Communication	3	X	X	<input type="checkbox"/>			FMP 246 Media Criticism	3	X	X	<input type="checkbox"/>	
FMP 141 Introduction to Digital Media Production	3		X	<input type="checkbox"/>			2E - Scientific World	3	X		<input type="checkbox"/>	
HE 101: Introduction to Health Education	2	X		<input type="checkbox"/>			Advised Elective	3	X	X	<input type="checkbox"/>	
1B - Mathematical and Quantitative Reasoning	3	X		<input type="checkbox"/>			2D - Individual and Society	3	X		<input type="checkbox"/>	
				<input type="checkbox"/>							<input type="checkbox"/>	
Term credit total:	14						Term credit total:					
Term:		Credits per classification					Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
1A ENGL-102 English Composition II	3	X	X	<input type="checkbox"/>	ENGL-101 English Composition or ENGL-103 Writing		FMP 341 Advanced Editing	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production

					for New Media						
FMP 241 Digital Media Field Production	3		X	<input checked="" type="checkbox"/>	FMP 141 Introduction to Digital Media Production	FMP 342 Television Studio Production	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production
FMP 245 Introduction to Electronic Media	3	X	X	<input type="checkbox"/>		Flexible Core 2C - Creative Expression	3	X		<input type="checkbox"/>	
2A - World Cultures and Global Issues	3	X		<input type="checkbox"/>		Flexible Core 2A, B, C,D, OR E	3	X		<input type="checkbox"/>	
1C - Life and Physical Sciences	3	X		<input type="checkbox"/>		Liberal Arts Elective if SP 211 Speech Communication has been taken	3	X		<input type="checkbox"/>	
Lab Science	1	X		<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:	16					Term credit total:					
Program Totals:	Credits: 60	Liberal Arts & Sciences: 48			Major: 27			Elective & Other: 6			

Cr: credits LAS: Liberal Arts and Sciences

Maj: major requirement

New: new course

Prerequisite(s): list prerequisite(s) for the noted courses

APPENDIX E

FACULTY TEACHING ASSIGNMENTS

Task 4. Faculty

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

a) Complete the faculty tables that describe faculty (**Table 2 and Table 3**), and faculty to be included as applicable. Faculty curricula vitae should be provided only by request.

b) What is the institution's definition of "full-time" faculty? Include the number of credits earned and taught by full-time faculty per academic term.

Answer:

Table 2: Current Faculty, Full-Time

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Eileen White, Associate Professor & Program Director	FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production, FMP 341 Advanced Editing, FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	50%	M.F.A. Media Arts Production, City College, CUNY	AVID Certified Instructor
C. Julian Jimenez, Assistant Professor	FMP 242 Writing for the Screen	20%	M.F.A. Acting, New School for Social Research	
Jodi Van Der Horn Gibson	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	20%	Ph.D. Theater, Arizona State University	
Ben Miller	ENGL 103, FMP 242 Writing for the Screen	20	M.F.A. California Institute of the Arts	

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Daniel McKleinfeld, College Lab Technician	FMP 341 Advanced Editing	B.A. Columbia University	Professional Editor & AVID Certified Instructor
Frank Zagottis	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism, FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production	M.A. and M.F.A Long Island University	Extensive professional experience in television production

APPENDIX F
FACULTY TO BE HIRED

N/A

MUSIC DEPARTMENT

FOR INFORMATION ONLY (not to be voted on)

All Music course descriptions for individual instruction will be revised with a minor edit to change the wording

FROM: "Thirty or sixty minute weekly private instruction"

TO: "One half or one hour of weekly private instruction"

in order to be consistent with the language used for class hours which reads 0.5-1.0.