

LAGUARDIA COMMUNITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN SPANISH
LEADING TO THE
ASSOCIATE OF ARTS DEGREE

EFFECTIVE FALL 2009

SPONSORED BY THE DEPARTMENT EDUCATION & LANGUAGE ACQUISITION

APPROVED BY

LAGUARDIA COMMUNITY COLLEGE GOVERNANCE

LETTER OF INTENT: APPROVED
June 4, 2008

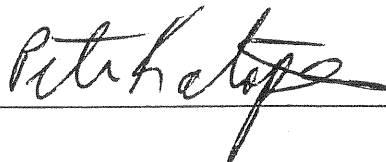
PROPOSAL: COLLEGE SENATE
October 22, 2008

College Representative: Dean Marcia Caton- Assistant Dean of Academic Affairs

Contact: Professors Max Rodriguez and Ana Maria Hernandez-Education & Language Acquisition

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Email: mcaton@lagcc.cuny.edu

Vice President Signature: _____



A. Name of institution: LaGuardia Community College
Specify campus where program will be offered, if other than the main campus:

B. CEO or designee* Dr. Peter Katopes
Name and title: Vice President for Academic Affairs

Signature and date: *Peter Katopes* 4-23-09

THE SIGNATURE OF THE INSTITUTIONAL REPRESENTATIVE INDICATES THE INSTITUTION'S COMMITMENT TO SUPPORT THE PROPOSED PROGRAM.

C. Contact person, if different
Name and title: Dr. Marcia T. Caton
Telephone : (718) 482-5642
Fax: (718) 609-2068
E-mail: mcaton@lagcc.cuny.edu

D. Proposed program title Spanish Major

E. Proposed degree or other award: Associate in Arts

F. Proposed HEGIS code

G. Total program credits: 60

*For CUNY, the Chancellor or designee; for SUNY, the Provost or designee. THE CEO/CHANCELLOR/PROVOST SHOULD INFORM THIS DEPARTMENT IN WRITING WHEN THERE IS A CHANGE IN THE DESIGNATED PERSON.

LaGuardia Community College
The City University of New York
Education and Language Acquisition Department

Program Proposal

For
Associate in Arts Degree

In

Spanish Translation Major

Proposed by Dr. Ana María Hernández and Dr. Max Rodríguez

Departmental Curriculum Approval Date: June 4, 2008
College Curriculum Committee Approval Date: September 25, 2008
Senate Approval Date: October 22, 2008

PURPOSE AND GOALS

The goal of this major will be to provide students with a strong foundation in both the English and Spanish languages, as well as in Latin American and Peninsular culture and literature in order to transfer to Hunter College to pursue a Bachelor of Arts degree in Spanish. The core consists of 33 credits: 15 in English, 15 in existing and newly created courses in Spanish language, Latin American and Spanish culture and literature, and 3 in linguistics. These courses will refine the language skills and cultural literacy of students of Spanish and enable an ever-increasing number of second language Spanish learners to develop the academic competencies necessary to pursue a professional career utilizing Spanish language skills after completion of a degree at a senior college. The program requires students to take 15 credits in English language and literature since the receiving college expects entering students to have mastered the grammar and vocabulary of both languages, and also to give non-native students the option of translating from Spanish to English once they transfer to Hunter College.

Spoken by nearly 360 million natives, Spanish is the third most spoken language by native speakers in the world, exceeded only by Chinese Mandarin (885 million) and Hindi (375 million). Its universality parallels that of English which is spoken by nearly 350 million natives and countless second language learners. In addition to Spain and the Americas, Spanish is spoken in the former African colonies of Morocco and Guinea, as well as the former Spanish colonies of Guam and the Philippines.¹

Recent economic developments, such as the NAFTA treaty and various Latin American trade organizations, provide evidence for an increasing need in professionally trained translators. At the national and local levels, the importance of Spanish can never be overstated. Today, Spanish is spoken by at least 42 million speakers in the United States, and possibly as many as 49 million (National Institute for Latino Policy Datanote, February 5, 2007). In New York City, the Spanish-speaking population exceeds one third of the total population (3 million out of 8.2).² This is significant at two levels: firstly, the need for professionally trained Spanish translators at the governmental, legal, medical, and social service levels has been amply demonstrated. At another level, the study of the origins and development of Hispanic culture in the United States from the sixteenth century to the present has grown dramatically over the past thirty years, providing opportunities for academic research in the fields of history, archeology, anthropology, sociology and linguistics in addition to literature. These academic fields require a foundation in the language and culture of Spain and Latin America as well as professional translation skills. Lastly, the increase of the Latino population in New York has created an abundance of job opportunities in the fields of publishing, journalism, television and the arts which also require professional translation skills from English to Spanish and vice versa.

The Spanish major at Hunter College responds to the need for professionally trained interpreters and translators in Spanish. Hunter College selectively accepts students who are already proficient in both English and Spanish, and in Spanish and Latin American literature and culture; thus, our program could provide a feeder into the Hunter program by bringing students to the point of entrance into the Hunter program. The recent reports from the Office of the Registrar show that the third, fourth and fifth most numerous nationality groups among students are Hispanophones. The articulation with Hunter College will focus on channeling students into the Spanish program. The

¹ Source: Ethnologue.com, website of SIL International, formal consultant to UNESCO. In <http://www.le.ac.uk>. Other sources which include second language learners place Mandarin at 1051, English at 510, Hindi at 490, and Spanish at 425 million speakers.

² National Institute for Latino Policy Datanote, February 5, 2007.

STUDENTS

The A.A degree in Spanish Translation is designed to attract students with an interest in pursuing careers in that area. There is a large untapped source of students who are multilingual who can benefit from this type of program. The program will target a very specific group of students who are already proficient in both English and Spanish but need to polish their language and composition skills and develop their vocabulary and cultural literacy. LaGuardia's Office of Admissions will aggressively market the proposed programs to high school students and employees in local facilities. The College has collaborative relationships with several high schools including Middle College, International High School and Wagner Institute for the Arts and Technology, as well as College Now, College Connection, Welcome Academy, and Excel. The aforementioned program will also be a source of students for the program. Faculty members from the Education and Language Acquisition Department in conjunction with the Enrollment Management Division will work with high school collaborative programs to disseminate program information.

Student recruitment will be done at feeder high schools as well as community centers by means of flyers, visits, and guest appearances. Open houses will be held at the high schools on career nights for students to explore the opportunities available in the fields of translation and interpretation. Faculty will meet one-on-one with interested students. Prospective students will be invited to the College's periodic Open House/Poster Sessions, designed to promote the College to high school students. The Spanish Translation program at LaGuardia will be listed in the College catalog and on its website.

A recent survey of (n=100) students at LaGuardia demonstrated a strong student interest in attaining a degree in Spanish Translation. The question asked, "If the program is instituted at LaGuardia Community College, what is the likelihood that you would enroll in the program?" The overwhelming response was favorable.

Based on the result of the survey, the projected enrollment for the first five years of the proposed program is presented in **Table I**.

Table I: Five Year Projected Enrollment

Five Year Projected Enrollment

Year	Full time	Part time	Total
1	25	25	50
2	30	30	60
3	30	30	60
4	40	40	80
5	40	40	80

ADVISEMENT

All students at LaGuardia Community College derive academic benefits from a comprehensive college-wide system of developmental advising. Advisement is mandatory for students with less than 30 earned credits. These students cannot proceed to registration unless they have a signed advisement form. LaGuardia students also use DegreeWorks, a web-based academic progress reporting system that displays, in checklist format, the student's graduation requirements based on the Course Catalog of the year the student entered LaGuardia.

Projected Revenue Related to the Proposed Program

	1 ST YEAR ACADEMIC YEAR	2 ND YEAR ACADEMIC YEAR	3 RD YEAR ACADEMIC YEAR	4 TH YEAR ACADEMIC YEAR	5 TH YEAR ACADEMIC YEAR
<i>Tuition Revenue</i>	\$105,000	\$126,000	\$126,000	\$168,000	\$168,000
1. From Existing Sources					
2. From New Sources					
3. Total					
<i>State Revenue</i>	\$85,100	\$103,500	\$103,500	\$138,500	\$138,500
4. From Existing Sources					
5. From New Sources					
6. Total					
<i>Other Revenue</i>					
7. From Existing Sources					
8. From New Sources					
9. Total					
<i>Grand Total</i>	\$190,100	\$229,500	\$229,500	\$308,500	\$308,500
10. From Existing Sources					
11. From New Sources					
TOTAL					

Table II: Revenue Estimates: 5 Year Projection (based on Table I)

Tax Levy State Funding \$2,800 X FTE

Tuition revenue calculated as follows:

Year 1: 25 new students @\$2800 \$70,000

25 students part time @\$1,400 \$35,000

State Revenue, same model based on
per capita aid at \$2300/FTE X 37 \$85,100

Year1: Total \$190,100

Year 2: 30 new students @\$2800 \$84,000

30 students part time @\$1,400 \$42,000

State Revenue, same model based on
per capita aid at \$2300/FTE X 45 \$103,500

Year 2: Total \$229,500

CURRICULUM

The Spanish Translation Major (Hunter College equivalents between parentheses)

Counseling	0
New Student Seminar	
English: 15 credits	
Composition 1 ENG101 (ENGL120)	3
Writing Through Literature ENG102 (ENGL220)	3
English Grammar and Syntax ELL/ENG110 (ENGL331)	3
Choose two from:	6
The Novel ENG260 (ENGL250.54)	
The Woman Writer ENG247 (ENGL250.67)	
Images of Women in Literature ENG245 (ENGL250)	
African American Writers ENG225 (AFPRL236)	
The Short Story ENG250 (ENGL250) or	
Sex in Literature ENG252 (ENG250)	
Latino Writers in the US ENG248 (ENGL250.78)	
ENG265 The Drama (ENGL250.59) or	
ENG266 Shakespeare (ENGL250.59)	
Humanities: 6 credits	
HUC109 Argumentation and Debate (MEDIA335)	3
HUC150 The Art of Film (FILM101)	3
Mathematics: 3 credits	
Elementary Statistics 1 MAT120 (STAT113)	3
Computer Information Systems: 3 credits	
CIS100 Introduction to Computers (CSCI120)	3
Social Science: 6 credits	
Choose one:	3
Themes in American History to 1865 SSH101 (HIST151)	
Themes in American History Since 1865 SSH102 (HIST152)	
Choose one:	3
SSA101 Cultural Anthropology (ANTH101)	
SSP101 U.S. Power and Politics (POLSC111)	
Cooperative Education: 6 credits	
CEP121 Fundamentals of Professional Advancement	3

APPENDIX A: SED BI

Program Content and Requirements		Place an X in the appropriate column		
List each course required for the college core	Course Number and Course Title	No. of Credits	Is this a new course?	Is this a revised course?
	New Student Seminar	0		
	Composition I ENG101	3		
	Writing Through Literature ENG 102	3		
	English Grammar and Syntax ENG/ELL110	3		
	Argumentation and Debate HUC109	3		
	The Art of Film HUC150	3		
	Introduction to Computers CIS100	3		
	Fundamental of Professional Advancement CEP121	3		
	Full-time Internship CEP201	3		
	Introduction to Language ELL101	3		
	Spanish Grammar and Usage ELS209	3		
	Advanced Spanish Composition ELS210	3		
	Latin American Literature 1 ELS200	3		
	Latin American Civilization ELS204	3		
	Elementary Statistics I MAT 120	3		
	Choose two courses	3		
	The Novel ENG260	3		
	The Woman Writer ENG247	3		
	Images of Women in Literature ENG245	3		
	African American Writers ENG225	3		
	The Short Story ENG250	3		
	Sex in Literature ENG252)	3		
	Latino Writers in the US ENG248	3		
	The Drama ENG265 or	3		
	Shakespeare ENG266	3		
	Themes in American History to 1865 SSH101	3		
	Themes in American History Since 1865 SSH102	3		
	SSA101 Cultural Anthropology	3		
	SSP101 U.S. Power and Politics	3		
	Ethics and Moral Issues HUP104	3		
	General Psychology SSY101	3		
	Peoples and Cultures of the Caribbean SSA120	3		

CIS100 Introduction to Computers

3 credits 4 hours (3 lecture, 1 lab)

This course will introduce the student to the uses of computers in business. Students will learn the vocabulary of the computer field and how computers work. The course will teach students to use application software packages on microcomputers. In the computer lab, students will learn how to use several popular application software programs, as well as to navigate the Internet.

Prerequisite: CSE099, ENA/ENG/ESA099, MAT096

CEP121 Fundamentals of Professional Advancement

3 credits 3 hours

This introductory Cooperative Education course will help students evaluate career and educational plans, develop professional literacy, and synthesize connections between coursework and professional opportunities. Theories of experiential learning and an overview of career planning will be introduced. Web-based activities, online reading and writing assignments, and a pre-internship project will culminate in the development of a professional ePortfolio. This course is a prerequisite for internship placement for students who are in a First Year Academy.

CEP201 Cooperative Education: Full-Time Internship

3 credits 1 hours (1 seminar hour; 25-40 internship work hours per week)

This internship provides students with an experience-based learning opportunity to: explore or confirm career interests and plans; apply classroom learning to real work situations; and practice and strengthen interpersonal and technical skills. 25-40 hours per week at the internship site is required during the Co-op cycle. The internship is accompanied by a concurrent seminar that provides a framework for students to analyze their internship experience.

Prerequisite: CEP100 or CEP121(for students In a First Year Academy) and MAT096*

ELL101 Introduction to Language

3 credits 3 hours

An introduction to the nature, structure and history of language. This course surveys the scientific study of language and answers the questions of what it means to "know" a language. Areas covered include phonology, word structure, sentence structure, how language is acquired, how languages change through time, language in society and writing systems.

Prerequisite: CSE099, ESA/ENA/ENG/099

ELS209 Spanish Grammar and Usage

3 credits 3 hours

This course is designed as a descriptive study of the structure of the Spanish language, while offering writing practice through the analysis of lexical and morphological variations and differences in register in selected texts. Students will analyze Spanish syntax, increase their understanding of the structures of Spanish and develop stylistically correct prose. They will also be able to recognize dialectical variations, differences in register, and linguistic calques. Taught in Spanish.

Prerequisite: ENC/ENG101, ELS210

ELS210 Advanced Spanish Composition

3 credits 3 hours

This course is designed as an introduction to the study of fiction and stylistics in the Spanish language. Students learn to identify and utilize effective communicative strategies in written

the woman writer's creative interpretation of the human condition. Maya Angelou, Charlotte Bronte, Maxine Hong Kingston, Emily Dickinson, Tillie Olsen, and Leslie Marmon Silko will be read.

Prerequisite: ENG101

ENG245 Images of Women in Literature

3 credits 3 hours

This course is designed to familiarize the student with the ways in which the role of women has been portrayed in literature. By identifying various stereotypes and certain recurrent themes, students will be made aware of how literature reflects and sometimes determines societal expectations. Works by both male and female authors will be examined including such authors as Henrik Ibsen, D.H. Lawrence, Ernest Hemingway, Tennessee Williams, Edward Albee, Sylvia Plath, Mary Gordon, Toni Morrison, Alice Walker, and Audre Lorde.

Prerequisite: ENG101

ENG225 Afro-American Literature

3 credits 3 hours

This course is a survey of African-American literature from its beginning to the present day, including the slavery era, the era of accommodation and protest, the Harlem Renaissance, the integrationist movement, the era of black aestheticism, and the post- 1960's decades. Writers to be studied might include Wheatley, Douglass, DuBois, Hughes, McKay, Brown, Wright, Brooks, Walker, Ellison, Baldwin, Hansberry, Baraka, Morrison, Naylor, and Wilson, among others.

Prerequisite: ENG101

ENG250 The Short Story

3 credits 3 hours

This course will examine the development and conventions of the short story providing analysis of representative short stories in the context of their biographical, social, intellectual, and artistic backgrounds. Stories will be chosen to reflect a diversity of cultural, racial and ethnic experiences. Such authors as Eudora Welty, Anton Chekhov, Richard Wright, F. Scott Fitzgerald, Willa Cather, Gloria Anzaldua, Charlotte Perkins Gilman, Yukio Mishima, Nadine Gordimer, Gloria Naylor and Bharati Mukherjee will be studied.

Prerequisite: ENG101

ENG252 Sexuality in Literature

3 credits 3 hours

This course will introduce students to literature in which sexuality provides the dominant themes, motifs, or images. Issues such as sex as a metaphor for violence, pornography vs. eroticism, and the Idealized Lover may be discussed. Authors examined might include Chaucer, Bernard Malamud, Virginia Woolf, Walt Whitman, Donald Goines, Alta, and Victor Hernandez Cruz. Works such as *For Colored Girls...*, *Lolita*, *Lady Chatterley's Lover*, *The Color Purple*, and *The Picture of Dorian Gray* may be included.

Prerequisite: ENG101

ENG248 Latino/Latina Writing of the United States

3 credits 3 hours

This course examines the contributions to American literature made by Chicana, Puerto Rican, Cuban, and Dominican women writers in the United States over the last thirty years. It surveys the variety of Latina writing and explores the ways in which Latina writers represent community, class, race, gender, culture, nation, and ethnicity in their works. Poetry, fiction, essays, autobiographical

major concern of the course is the nature of power in America and the options for reforming the American political system.

Prerequisite: CSE099, ENA/ENG/ESA099

HUP104 Ethics and Moral Issues

3 credits 3 hours

This course investigates the nature of morality and its place in human experience. Among the questions posed and discussed are: Is morality simply relative to specific cultures? What are criteria for right and wrong? What is moral agency? Does love have a place in the moral life? Students are encouraged to explore how morality functions in their own lives.

Prerequisite: CSE099, ENA/ENG/ESA099

SSY101 General Psychology

3 credits 3 hours

This is an introduction to some of the major fields of study in the science of psychology. Areas covered include learning, perception, theories of personality, mental illness and therapy, social psychology, and the research methods of psychology.

Prerequisite: CSE099, ENA/ENG099, MAT095

SSA120 Peoples and Cultures of the Caribbean

3 credits 3 hours

This course will survey the evolution of cultures in the Caribbean from the original formation of Native American societies through the age of European conquest, colonization and cultural dominance, to the contemporary period of national independence, and the revival of previously marginalized, subordinated cultures. The focus will be on analyzing the unique Caribbean economic, family, stratification, political, and cultural systems formed out of the fusion of Native American, European, African, and Asian peoples and cultures.

Prerequisite: ENG101

Two and Four Year Curriculum
(Spanish Translation Major)

COURSE REQUIREMENTS AT LAGUARDIA COMMUNITY COLLEGE	
Course & Title	Credits
<i>Education (Liberal Arts, Math, Science, Distribution) Courses:</i>	
New Student Seminar	0
ENG101: Composition I	3
ENG102 Writing through Literature	3
ELL/ENG 110 English Grammar and Syntax	3
Choose two from:	6
ENG260 The Novel	
ENG247 The Woman Writer	
ENG245 Images of Women in Literature	
ENG225 African American Writers	
ENG250 The Short Story	
ENG252 Sex in Literature	
ENG248 Latino Writers in the US	
ENG265 The Drama or	
ENG 266 Shakespeare	
HUC109 Argumentation and Debate	3
HUC150 The Art of Film	3
MAT120 Elementary Statistics 1	3
CIS100 Introduction to Computers	3
Choose one:	3
SSH101 Themes in American History to 1865	
SSH102 The Themes in American since 1865	
Choose one:	3
SSA 101 Cultural Anthropology	
SSP101 U.S Power and Politics	
CEP121 Fundamentals of Professional Advancement	3
CEP201 Full-time Internship	3
Choose one elective:	3
HUP104 Ethics and Moral Issues	
SSA120 Peoples and Cultures of the Caribbean	
SSY101 General Psychology	
SUBTOTAL:	42
<i>Specific Program Requirements (including Prerequisites):</i>	
ELL 101 Introduction to Language	3
ELS 209 Spanish Grammar and Usage	3
ELS 200 Latin American Literature 1	3
ELS 204 Latin American Civilization	3

FACULTY

During the first two years of the program, faculty members from the Education and Language Acquisition department will teach in the proposed Spanish Translation program, however faculty members (full time and part time) will be hired when student enrollment increases. The primary faculty members are:

Ana María Hernández (Professor) holds a doctorate in comparative literature from New York University, a master's degree in comparative literature from the CUNY Graduate School and University Center, and a bachelor's degree in Spanish literature/history from Queens College. Dr. Hernández studied at the University of Granada in Spain with Dr. Manuel Alvar (History of the Spanish Language), Dr. Antonio Gallego-Morell (Contemporary Spanish Literature) and Dr. José Cepeda (History of Spain from the Catholic Kings to the Bourbon Dynasty). Both Dr. Alvar and Dr. Gallego-Morell are members of the Royal Academy of the Spanish Language, while Dr. Cepeda has been a Visiting Professor at CUNY. Dr. Hernández has specialized in Caribbean and River Plate studies, although she has also published critical essays about contemporary Spanish literature and British and American nineteenth century literature. Her research has focused on Julio Cortázar, Horacio Quiroga, Julio Herrera y Reissig, José Lezama Lima, Nicolás Guillén, Juan Goytisolo, Antonio Benítez Rojo, Joseph Sheridan Le Fanu, John Keats and Edgar Allan Poe. She has been part of the reviewing staff of *World Literature Today* since 1977. She has also presented papers nationally and abroad about the interactions of the visual arts, music and literature in the twentieth century, as well as the interactions of fictional and cinematic narrative techniques. She received a Focus Grant from the National Endowment for the Humanities in 2003 to explore "The African Roots of Latin Music." In 2005 she was invited to join the International Association of Scholars of the Fantastic. She is the faculty adviser for the Latin American Studies Liberal Arts Option.

Max Rodríguez (Professor) holds a BA from Montclair State University with a double major in French and Spanish literatures; his MA and PhD degrees in Spanish literature are from New York University. While completing his coursework for the Master's degree, Dr. Rodríguez studied at Universidad Complutense in Madrid, Spain, with Dr. Carlos Bousoño and Professor José Hierro, both acclaimed 20th century poets and critics, and members of the Real Academia de la Lengua Española. Dr. Rodríguez's specialization and research is medieval Spanish prose and poetry. Over the years, he has presented papers at national and international conferences and is the author of two reports on transfer of community college students to senior colleges. He is a founding member of the LaGuardia Community College faculty and of the CUNY Council on Foreign Language Study, and he has served in many college and university-wide task forces. He was chair of the Department of Humanities (1981-1984) and Assistant Dean for Academic Affairs (1984-1990). He was also selected a Hispanic Leadership Fellow for 1984. Professor Rodríguez teaches French and Spanish, as well as interdisciplinary courses in the liberal arts and urban studies. As coordinator of the Modern Languages and Literatures Program, he is responsible for maintaining a vibrant language, literature, and culture curriculum. Presently, he is Co-chair of the Faculty Advisory Council of the LaGuardia Center for Teaching and Learning and co-chairs a campus professional development seminar on the integration of the electronic portfolio across disciplines.

Articulation Agreement between LaGuardia Community College and Hunter CollegeAgreement initiated by (college) La Guardia Community CollegeSending College: La Guardia Community CollegeDepartment: Education and Language Acquisition DepartmentProgram: Spanish Translation MajorDegree: Associates in ArtReceiving College: Hunter CollegeDepartment: Romance LanguageProgram: SpanishDegree: Bachelor of Arts

Admission requirements for senior college program (e.g., minimum GPA, audition/portfolio):

- Basic computer literacy and skills
- GPA 2.30

Total transfer credits granted toward the baccalaureate degree: 60 credits

Total additional credits required at the senior college to complete baccalaureate degree:

60 credits

Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success:

The success of this agreement will be evaluated by tracking the number of students who transfer from LaGuardia's Spanish Translation major and are admitted to Hunter College's Spanish-English/English-Spanish Translation and Interpretation major, and by examining their GPAs, and their rate of graduation.

Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites:

The Spanish Translation major will be publicized in the college catalog, on the Education and Language Acquisition Website, plasma television screens around campus, mass emails to students, and by posting flyers on bulletin boards on campus.

Additional Information:

Effective Date: September 1 2009



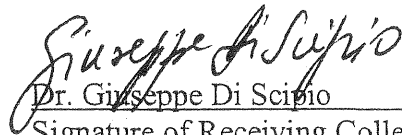
Dr. Peter Katopes
Signature of Sending College
Chief Academic Officer



Dr. Vita C. Rabinowitz
Signature of Receiving College
Chief Academic Officer



Dr. Jack Gantzer
Signature of Sending College
Department Chairperson



Dr. Giuseppe Di Scipio
Signature of Receiving College
Department Chairperson

HUC150		Performance Arts	
Elementary Statistics 1 MAT120 Or Precalculus MAT200	STAT113 MATH125	Stage 1, Academic Foundations, Group B; Quantitative Reasoning	3
Introduction to Computers CIS100	CSCI120	Stage 2, Broad Experience; Natural Science, Group E	3
Choose 1 social science course			
Themes in American History to 1865 SSH101	HIST151	Stage 1, Stage 2, Academic Foundations; US History and Social Science: People and Their Societies	3
Themes in American History since 1865	HIST152	Stage 1, Stage 2, Academic Foundations; US History and Social Science: People and Their Societies	
Choose 1 social science course			
Cultural Anthropology SSA101	AN-C101	Social Science: People and Their Societies	3
US Power and Politics SSP101	POLS111	Social Science: People and Their Societies	3
Fundamentals of Professional Advancement CEP121	Elective		3
Full-Time Internship CEP201	Elective		3
Foundation Courses			
Introduction to Language ELL101	ANTH151	Stage B, Academic Foundations, Social Science: People and Their Societies	3
Spanish Grammar and Usage ELS209	SPAN311	Requirement for Major	3
Advanced Spanish Composition ELS210	SPAN312	Requirement for Major	3
Latin American Literature 1 ELS200	SPAN276	Pluralism and Diversity, Group D	3
ELS 204 Latin	SPAN336	Requirement for Major	3

HUNTER COLLEGE
 SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE
 DEGREE IN SPANISH

Course and Title	Credits
General Education (Liberal Arts, Core, Distribution) and other Required Courses	
ELECTIVES	
Spanish Electives-15 CREDITS	
Subtotal: 15 credits	
Prerequisite and Major Courses	
SPAN 312	
SPAN 313	SPAN341
SPAN342	SPAN380
SPAN381	SPAN382
SPAN384	SPAN383
SPAN391 or SPAN 392	SPAN 390
Subtotal: 33	
Student are required to minor in English- 12 credits	
ENGL 201	ENGL301
ENGL 218	ENGL320 or ENGL 318.60
Subtotal : 12	
Total: 60	

Total Credits to be earned at Hunter College: 60
 Total Credits to be earned at LaGuardia: 60
 Total Credits required for B.A degree: 120