

School of Arts and Sciences

Department of World Languages, Literatures and Humanities

Applied Linguistics

Arabic

Bengali

Chinese

Creole

English as a Second Language Program

Film Studies

Food Studies

French/ Francophone Studies

Humanities

Italian Studies

Latin American Studies

Puerto Rican Studies

Spanish/ Spanish Education

Women's Studies

World Literature

Academic Program Review Report

Fall 2017-Fall 2022

World Languages, Literatures and Humanities

School of Arts and Sciences

York College

City University of New York

This Academic Program Review (APR) is a document that encompasses majors, minors, certificate programs, Pathways general education and elective courses offered in the Department of World Languages, Literatures, and Humanities. Our department has majors in French/Haitian Creole and Spanish and minors in Applied Linguistics; French; Haitian Creole; Italian Studies; Film Studies; Food Studies; Latin American Studies; Puerto Rican Studies; Spanish; Women's Studies; and World Literature. We also incorporate the Spanish/Elementary Education/Bilingual Extension major into our departmental offerings structure. In addition, we offer Pathways courses in the following languages: Chinese, Haitian Creole, French, Italian, and Spanish, and more recently Arabic and Bengali, as well as General Education courses in Humanities and World Literature. In the same way, we provide credit-bearing classes in English as a Second Language, as well as a great variety of elective courses in the Humanities. Finally, we have a newly-minted certificate program in Spanish for Professional Purposes and similar certificate programs in French and Haitian Creole.

This APR document is the result of a collaborative process involving all members of the fulltime faculty and staff of the department. The discipline coordinators and an APR working group reviewed the various components of all programs, including curricula, syllabi, learning outcomes and assessment, co- and extra-curricular activities, etc. Additional documents are archived in the main office of the Department of World Languages, Literatures, and Humanities. Section 1 provides a general Departmental Overview; in Section 2, the major programs (French and Spanish) provide detailed descriptions of their activities. Section 3 consists of other programs housed in the department. While Section 4 provides a summary of recommendations and future plans, Section 5 contains all the documents referenced in the text.

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**Department of World Languages, Literatures and Humanities
School of Arts and Sciences
York College/CUNY
Academic Program Review
2017-2022**

SECTION 1: Departmental Overview

- 1.1 Mission, Governance Structure and Resources of the Department**
- 1.2 Curricular and Co-Curricular Activities**
- 1.3 The Faculty: Scholarship and Instruction**
- 1.4 Students and Student Support Services**
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SECTION 1.1 Mission, Governance Structure, and Resources of the Department

A. Mission Statement

As a student-centered liberal arts unit, the Department of World Languages, Literatures, and Humanities plays an important role in the fulfillment of the York College mission. Through the study of the language, literature and civilization of various cultures, the Department of World Languages, Literatures, and Humanities seeks to enrich the education of all students and prepare them for myriad careers that require competency in an additional language. The main objectives of the Pathways General Education component (100 level courses) of the department are to prepare students to:

1. *Comprehend, read, speak and write a second language;*
2. *Understand and appreciate the literature and civilization particular to that language;*
3. *Improve communication skills in their own language through the acquisition of comparative and meta-cognitive linguistic elements; and*
4. *Experience the artistic expressions of the culture being studied.*

The main objectives of the major/minor/certificate programs are to prepare students to become:

1. *Professionals as language teachers, translators or business people with native to near native proficiency in the language;*
2. *Professionals who need to have near native proficiency in a language as a component of their chosen field (health care, social work, business, travel/tourism);*
3. *Critical thinkers engaged in the humanistic traditions of literature and culture.*

Currently, the department offers courses in 7 languages (Arabic, Bengali, Chinese, Haitian Creole, French, Italian, and Spanish) on a regular basis, and upon demand, a sequence in Greek, Hebrew, Russian, and Swahili. Besides providing training in foreign languages, the department also serves English Language Learners through two credit-bearing semesters of academically-focused English as a Second Language. We further serve the College community by offering a wealth of interdisciplinary courses in the Humanities and languages for specific purposes (for example: Spanish for the Health Professions).

With majors in French/Haitian Creole and Spanish and minors in Applied Linguistics; Film Studies; French; Italian Studies; Latin American Studies; Puerto Rican Studies; Spanish; Women's Studies; and World Literature; much of our energy is directed at students who have a desire to focus their studies on the nexus of diversity-language-literature-culture in a chosen area.

Students are oriented to the mission of the department through the website, handouts and flyers, daily interactions with their instructors in class meetings as well as through the various events-academic and cultural- that the department hosts. To further accomplish this, the department requires students' attendance at a cultural event relevant to the course they are taking.

Full-time and adjunct faculty members are oriented to the mission of the department starting with their first job interview and continuing through meetings, faculty mentoring and participation in various activities. When hiring, priority is given to individuals who share the department's vision and

commitment. Once hired, the new faculty members are expected to participate in promoting our mission in and out of the classroom.

The department strives to accomplish the College's and the University's mission by emphasizing quality teaching and advising and providing its students with opportunities to develop the knowledge, understanding, and skills characteristic of globally-educated citizens.

B. Governance Structure of the Department

In terms of governance, the department adheres to and carefully follows the regulations stated in CUNY by-laws, the PSC-CUNY contract, various University-wide memoranda, and the York College Charter. The members of the department's Personnel and Budget (P&B) committee are elected at the same time the Chair is elected. It is common practice to ask one junior member to serve on this committee, as is allowed, in order to allow a fair representation of all the primary disciplines of the department (ESL, French, Italian, and Spanish). The P&B meets to decide on personnel matters. Upon receiving the guidance of the President and the College P&B about our candidates, the committee meets as a body with each individual candidate to discuss said guidance. Each semester, P&B members are to observe not only the tenure track and/or promotion-seeking faculty but adjuncts in their discipline as well. P&B members also serve as mentors to full-time junior faculty.

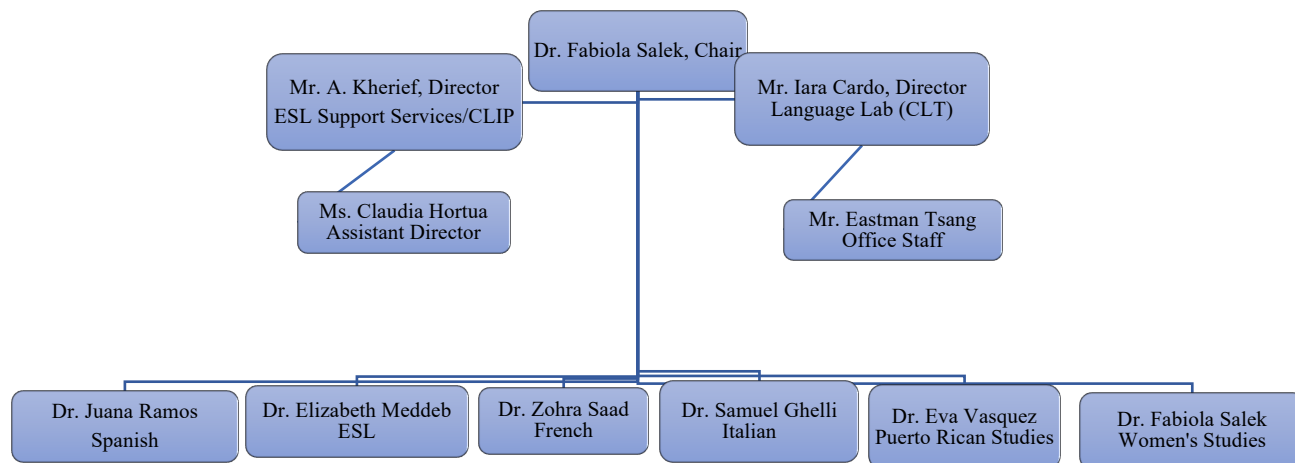
The Chair coordinates the Humanities and the World Literature courses, as well as Chinese and any other General Education language courses offered outside the aforementioned disciplines. Except for the Spanish discipline coordinator, who receives 3 credits released time (the coordinator oversees a program with 900 students and works with no less than 20 adjuncts any given semester), the discipline coordinators do not receive any additional release time.

The department as a whole meets 3 times a semester at which time coordinators submit a one-page bulleted report on activities; additional meetings are scheduled on a need basis. Moreover, E-mails, and occasionally the department's Blackboard site, are used regularly to post and share information, documents and reports.

As stipulated by the governance documents of the College, our department has a Curriculum Committee whose members are traditionally the discipline coordinators. College-wide, 3 faculty members represent the department in the Senate, and 1 each on the College Curriculum Committee and the College Library Committee.

Organizational Chart of the Department

The following chart shows the structure of the department and the individuals currently holding the various positions:



C. Service Responsibilities

The department's faculty provide professional service both inside and outside the academic arena, including service on departmental, college and university-wide committees and involvement in faculty governance. Besides serving on the committees mandated by York College governance structure, the faculty participates in a variety of in-house committees whose objective is to promote and enhance the department's mission. These include: the Women's Studies Advisory Board; the Department's Open House Committee; the Journal Committees in ESL and Spanish; the Poetry Celebration Committee; and the Website Committee.

We find that serving in these structures allows us not only to accomplish our work most efficiently on the departmental level but also to help us keep abreast of developments, and more importantly, to contribute in shaping some of those developments for the benefit of our students.

D. Resources

The Department's Language Resource Center is at the cutting edge of the field. The Language Lab is used by 52 course sections (one hour each per week); this rate of occupancy leaves no room for drop-by visits by the students. As the department as a whole was very interested in the use of smart classrooms and digital language resources to make learning a more engaging enterprise for the students, the Language Resource Center Suite was reconfigured in the Summer 2012, turning the current tutoring center into a smart classroom with computers to accommodate an additional class.

E. Support Services

The department provides tutoring services in ESL and in all the General Education languages it offers. The Spanish native/heritage speaker intermediate courses have a mandatory curricular tutorial requirement of one hour per week, most of the tutoring taking place at the Academic Achievement program. Over the past years, the ESL tutors have been called upon to staff ATB (Ability to Benefit) workshops, cutting further into our funding for regular tutoring. A further commitment to having the English Writing Center refer ESL students to our tutors for help has placed an extra burden on the services we offer. Yet, despite the lack of funding, the Department has found ways to provide tutoring support to our students.

F. Co-curricular and Extra-curricular Activities

Using competitive grants through the Auxiliary Enterprise Foundation at the College, our department has traditionally sponsored a variety of cultural and academic events each semester including Hispanic Heritage Month, Women's History Month, and various Italian and Haitian events. For the past 19 years, the Hispanic Heritage Month Celebration has been an annual event that has traditionally offered students a wide range of activities aimed at enriching their cultural and academic experience. In spite of diminishing funding opportunities, the department has succeeded in maintaining the event alive thanks to the support and collaboration of the faculty members in charge, the participation of the Spanish Major students, and the sponsorship and financial support provided by LART (Latino Artists Round Table). Writers, playwrights, and artists, participants in the poetry festivals that take place in NYC, have generally agreed to join the celebrations in spite of the lack of financial compensation. The department is very active in terms of student cultural activities that support and enrich our curricula (documentation for these activities can be found in our webpage and are also archived in the main office). The Hispanic Heritage Month, Women's History Month and the newly created Foreign Language Film series are events that reach out to all students in the department. Similarly, the Sigma Delta Pi Chapter, student journals -*Inquietudes Hispanas* and *Writers from the World*, Haitian Flag Day, Italian Coffee Hour, *Pomeriggio Italiano* (Italian Afternoon), and discipline-specific clubs offer a wide variety of opportunities to students. Of note, all courses in our department have a mandatory cultural event assignment, appropriate to the level and content of the course, designed to familiarize the students with the many cultural resources that the city offers.

SECTION 1.2 Curricular Activities

A. Majors, Minors, and Certificate Programs

The department has 2 majors, 10 minors, and 4 certificate programs. In addition, the department also collaborates with the Business and Economics Department and the Nursing Department by housing the language courses (in French and Spanish) to meet their requirements. The department offers courses in English as a Second Language and 7 languages other than English- Arabic, Bengali, Chinese, Creole, French, Italian and Spanish- and, when demand warrants, it can offer General Education sequences through the third semester in 4 other languages.

A Snapshot of Departmental Offerings

Majors	Minors	Certificate Programs	Languages
French (BA)	Applied Linguistics	Creole for Professional Purposes	Arabic
Spanish (BA)	Creole	French for Professional Purposes	Bengali
	Film Studies	Spanish for Professional Purposes	Chinese
	Food Studies		Creole
	Francophone Studies		ESL
	Italian Studies		French
	Latin American Studies		Italian
	Puerto-Rican Studies		Spanish
	Spanish		
	Women's Studies		
	World Literature Studies		

The Handbooks and Degree Maps describe the requirements of each program and demonstrate that the 120 credits required are achievable within 4 years. This information is provided to all students when they come to the department for advisement and in the Advisement Center as well as on the York website. Using national standards as benchmarks for our learning objectives in our language sequences, our courses have been designed to enable students to develop a high level of proficiency in all 4 language skills, and the prerequisite system supports this development. (See Attachment A.)

B. Enrollment Trends

Enrollment in our courses, especially in the Pathways sequences, remained relatively strongest. This is especially true in Spanish, many students placing into [SPAN102 \(Elementary Spanish II\)](#) and registering for a third semester. Enrollment in Italian and French is healthy in the first 2 semesters, as

students need the first 2 courses to meet their language requirements. Enrollment decreases in these 2 disciplines at the 105 level and beyond. Chinese has grown and now a third and fourth semesters are offered. (See Attachment B for enrollment in Chinese and Humanities.) There was a significant decrease in enrollment in ESL starting Fall 2012. This is due to a myriad of factors that will be explained further in the ESL section of the report.

We monitor enrollment patterns and are in constant communication with students, especially majors, to enable us to schedule our courses at times that they can come to campus. Spanish has been very successful in offering 2 courses back to back in the late afternoon and evening, thereby attracting many paraprofessionals who can earn their 6 credits by being on campus only one day a week, saving them time and money and easing family logistics. All Spanish and French major courses, as well as courses in World Literature and Puerto Rican Studies, are taught in the mid- afternoon and evening since the overwhelming majority of our students work in the NYC public schools. The General Education sequence is offered almost around the clock.

C. Study Abroad

The department strives to promote the Study Abroad Program, which offers students a unique opportunity to experience first-hand the language and culture that they have been studying by allowing them to live and take courses in countries speaking their target language. In fact, the number of York students participating in the CUNY International Study Program is steadily increasing. In past years, by organizing *Study Abroad Fairs* at the campus, the department has helped York become a sponsoring College with academic relationship with the Free International University of Moldova, the Academy of Science, and the State Psychiatric Hospital in Chisinau, Moldova. Additionally, York is working on forging academic relationships with other foreign institutions.

Study Abroad at York is coordinated in conjunction with all other CUNY campuses that sponsor a number of programs with colleges/universities in other parts of the world. Students could study for a summer, winter session, a full semester, or a full year and choose from 166 courses in 51 participating countries in Africa, Asia, Europe, the Americas, and Oceania.

Undergraduate CUNY students participating in the summer and winter study abroad sessions can qualify for the Chancellor's Global Scholarship (CGS), which ranges from \$500 to \$1,500. Other scholarships are also available. York offers its qualifying students one of the most generous scholarships throughout CUNY (up to \$3,000).

D. Curriculum Revisions and Changes

Our faculty members constantly monitor and assess curriculum implementation. Senior and new faculty alike are eager to modify existing courses and create new ones to reflect the latest developments in our fields of expertise. Recently, the French and Italian disciplines revised their entire programs. Other examples include new courses proposed in Humanities; minors in Film Studies and Applied Linguistics; new World Literature courses; and revised curricula in the major and minor programs. The French and Spanish disciplines have responded to the needs of our student body by creating specific-purpose courses (language in the medical fields) as well as certificate programs valuable for students majoring in

other fields. The department has also revised its General Education sequence in accordance with the development of the new Pathways to Success curriculum.

SECTION 1.3 The Faculty: Scholarship and Instruction

A. The Faculty

The role of the faculty is central to the Department's success. The faculty is comprised of 2 fulltime faculty in ESL; 2 full-time faculty in French; 1 faculty member with a split assignment in ESL/French; 1 faculty member with a split Italian/World Literature assignment; 6 full-time faculty in Spanish; 1 faculty member with a split Spanish/Women's Studies assignment. Following the opening of the second Language Lab, a full-time CLT was hired to replace the two part-time CLTs who were working in the Language Resource Center. (See Attachment C.)

B. Scholarship

The department's full-time faculty members are highly productive scholars. Our faculty members have participated and continue to participate in numerous internationally-renowned colloquia, symposia, and professional conferences both in the United States and abroad, and published in peer-reviewed journals. The number of peer-reviewed articles and books published each year by our faculty is impressive. Faculty are also involved in the scholarship of teaching in learning as participants in Title III grants.

C. Teaching

Besides being highly productive scholars, the department's faculty members maintain a consistent record of excellence in teaching and service. The department adheres to the rules and practices of the College regarding classroom observations of faculty and the distribution of the Student Evaluation of Teacher Effectiveness each semester. By and large, our faculty members are highly regarded by students.

Teaching is greatly emphasized in the department and best pedagogy practice workshops for both full-time and adjunct faculty are scheduled every academic year. Seasoned faculty are called upon to mentor junior faculty in the critical areas of research, teaching and service. The department's culture is such that faculty are expected to remain productive scholars throughout their time at York, to be excellent teachers and to be good citizens of the College. (See Attachment D.)

Classroom observations are assigned by a designated member in the department in coordination with the Chair. Members of the P&B observe tenure-track faculty or faculty applying for promotion. Other full-time faculty members observe adjunct faculty or junior faculty. The Chair reviews these and when necessary makes an appointment to speak to a faculty member to offer support and guidance.

Both sets of data- the Classroom Observation Report and the Student Reaction to Teacher Effectiveness-are considered key factors in the reappointment of faculty. What cannot be quantified, though, is the faculty's commitment to provide support for the students that goes beyond the boundaries of the classroom. Over the years, faculty members have moved the students from a sense of responsibility for the world and those around them (evidenced in the institution of peer tutoring, mentoring programs, and the preparation of journals) to an understanding and appreciation of the cultural manifestations of the

languages being taught (as indicated by the number of cultural activities scheduled in any given semester.

D. Faculty Workload

The department functions at a very high level in terms of our interactions with students, the use of new pedagogies and technologies, activities, scholarly work and service to the College and the University. Faculty is very stretched, especially at advisement time when we must place all students individually. The full-time/part-time faculty ratio remains high. Moreover, besides at least one faculty member being on sabbatical every semester, new faculty have benefitted from contractual research reassigned time or have earned reassigned time for work they have done for the College or University.

Full-time to Part-time Faculty Ratio

Semester	FT	PT	FT/PT
F/17	12	25	0.48
S/18	12	26	0.46
F/18	12	27	0.44
S/19	12	25	0.48
F/19	12	27	0.44
S/20	11	26	0.42
F/20	11	27	0.41
S/21	12	27	0.44
F/21	12	27	0.44
S/22	12	25	0.48

The Chair works closely with the discipline coordinators to schedule courses and faculty. The coordinators are allowed considerable latitude in assigning courses in General Education, and in monitoring the integrity of the 4-year program planners for majors and minors. The Chair does this for disciplines without coordinators. He or she reviews and approves all faculty schedules and maintains detailed records of workload.

SECTION 1.4: Students and Student Support Services

A. Demographic Trends

In terms of gender, age distribution and ethnic origin, the student population served by our department reflects that served by the College at large. Data shows a constant trend as far as gender is concerned: Female students continue to outnumber male students, 3 to 2. This has been the case for the last 5 years. In terms of age, as opposed to previous years when the largest number of students were 25 years or older (mainly transfer students from CUNY and from outside of CUNY), there has been a significant increase of students aged 18-24 in the last 2 years. This is mainly due to an influx of high school graduates. This age group now constitutes close to 90% of the population we serve. An analysis of the ethnic profile of our students over the last 5 years does confirm that there has been a steady increase of the Hispanic and the Asian populations. The percentage of the White/Non-Hispanic students has also increased, albeit at a much slower pace. Finally, our department serves the needs of students claiming no less than 20 language backgrounds.

B. Academic Support Services

Academic support services are offered in the Center for Collaborative Learning in all languages taught. As mentioned previously, and despite the fact that our efforts are somewhat hampered by shrinking funding allocations, the department has succeeded in identifying, recruiting and training advanced students to tutor native/heritage speakers and non-native speakers.

C. Academic Advisement

Academic advisement and faculty office hours are very important. Disciplines hold meetings with majors and minors. Each faculty member is assigned a number of students as advisees. The advisors send letters or emails to the student to set up at least one appointment per semester. The coordinators and the Chair (with the assistance of the office staff) deal with problems with Degree Works and transfer credits.

SECTION 1.5: Student Learning and Assessment Practices

At York College, the primary purpose of Assessment is to continuously improve student learning thus programs. The aim is to not only collect and examine evidence of student learning but to also use the results to make informed decisions regarding curriculum, pedagogy, resources, and the assessment process itself. Program assessment provides an opportunity to identify strengths and weaknesses. Assessment is guided by the following questions:

1. What do we want our students to learn in our program? (program mission, goals, outcomes)
2. How are we helping them learn? (Curriculum maps)
3. How do we know that our students are learning what we want them to learn? (Data/Evidence)
4. What have we learned about student learning to further improve student learning/program? (Use the Results)
5. Did the changes made improve student learning? (Implement change & Reassess)

The five-year plans of the degree programs offered at the department (French and Spanish) have been approved by the college and are available in the York Assessment Management System (YAMS) repository and in Appendixand ...

SECTION 2: Major Programs, Special Programs and Minors

- 2.1 French/Francophone Studies**
- 2.2 Spanish/Spanish Education**
- 2.3 English as a Second Language Program**
- 2.4 Applied Linguistics**
- 2.5 Film Studies**
- 2.6 Food Studies**
- 2.7 Italian Studies**
- 2.8 Latin American Studies**
- 2.9 Puerto Rican Studies**
- 2.10 Women's Studies**
- 2.11 World Literature**

SECTION 2.1 French/Francophone Studies

A. Background, Mission and Goals

The French program is unique in CUNY. With a major and a minor in French, as well as a minor in Creole, we offer a wide range of courses covering the entire Francophone world. Our students have the opportunity to study literature written in French from a variety of contexts such as Sub-Saharan Africa, the Maghreb, Haiti and the Antilles to Quebec and from the Middle-Ages to twenty-first century France. The program also offers a wide range of courses focusing on culture, grammar, stylistics, and languages for professional purposes. Also available are courses in advanced Haitian Creole. York is the only CUNY College in New York State that offers a degree in Creole, an advantage that allows us to play a pivotal role in a community that harbors a considerable Haitian population. Equipped with such skills, our students do not have any difficulty adjusting to the requirements of graduate school or various careers.

B. The Faculty: Scholarship and Instruction

Program Faculty and Resources

The Faculty is composed of 3 full-time members and 4 adjuncts in French. One faculty member has a split assignment in ESL/French. The faculty make use of the Language Laboratory and multimedia resources rooms located in AC-3D03 and AC-3D05 by scheduling one hour of class time per week in the lab. There, they can access the websites related to their textbooks and review or study ahead for their classes. They can also seek help from the faculty, who are required to maintain 3 office hours per week or to see students by appointment or on a drop-in basis.

C. Student Overview

The students we serve include our majors, our minors, and a number of students with a French background who, for one reason or another, choose to take an advanced class, as well as students from other colleges who cross-register in our program. They progress toward graduation at different rates, most of them combining the role of student with that of employee and/or parent; these situations may require part-time enrollment or occasional temporary interruptions in their academic pursuits. Each semester over 100 students enroll in elementary and intermediate courses in French. An additional 30 enroll in advanced classes.

2017 – 2022 Enrollment Trends in French

FREN	F/17	S/18	F/18	S/19	F/19	S/20	F/20	S/21	F/21	S/22
101	85	123	83	104	106	103	102	96	103	48
102	46	59	55	72	70	73	72	62	47	52
105	11					13			5	
106		13					7			

217		12								
218				13						
231						1				2
232						1				
235					10					
334									2	
362			11							
382	13									
TOTAL	155	207	149	189	186	191	181	158	157	102

2017 – 2022 Enrollment Trends in Creole

CRE	F/17	S/18	F/18	S/19	F/19	S/20	F/20	S/21	F/21	S/22
105	24		23							
205		13								
208					9					
TOTAL	24	13	23	-	9	-	-	-	-	-

French/Francophone BA

The mission of the French/Francophone program is to prepare our students to navigate successfully in French in a global, linguistic and cultural context, in France and in French-speaking countries. First, the French Program strives to teach students to speak, read, and write a language other than English and to use that language to apprehend and respond to the cultures appertaining to these languages. Our students are trained to identify, discuss, and analyze the foundations of the French and Francophone literatures and to attain a deeper understanding of different literary periods, their most representative works and their authors. Additionally, the program strives to make the students understand the historical development of one or more non-US societies, the historical evolution of the French language, its culture, and its society and establish a connection with today's global societies. The French Program also aims to equip the students with the grammatical, linguistic, and cultural knowledge required for their professional careers through a variety of courses. Our students are introduced to an enriching, challenging intellectual and cultural life and are encouraged to spend a semester in France or a French speaking country through the Study Abroad Program to improve their linguistic, cultural and oral skills as well as their understanding and appreciation of the literature and civilization particular to French.

French Program Goals

1. Obtain general knowledge of main French literature periods and movements through a given historical period, its most representative masterpieces and their authors.
2. Obtain general knowledge of key authors and works of literature from the Caribbean, North African and Sub-Saharan Francophone countries.

3. Understand the orthography, morphology, and syntax, and literary forms used in a variety of French and Creole texts and popular cultural resources.
4. Analyze the role of history and colonialism in the emergence of a literature written in French, outside of France.
5. Develop communication skills in both speaking and writing in French as well as in Creole.

The French Discipline offers a two-track sequence of three courses at the intermediate level, one for native speakers of French and one for non-native speakers of French. The goal of this sequence ([FREN104](#) and [FREN105](#)) is to provide students with the instruction and practice they require in order to be successful in [FREN106](#) and the advanced courses, where native speakers and non-native speakers will study together. Placement in the appropriate course level and track will be determined by the Discipline through its placement procedures.

Requirements for French BA (36 Credits)

The French major has been designed to reflect recent literary scholarship. Our program prepares students for graduate school as well and for various careers. Students may prepare for careers in Childhood Education 1-6; Childhood education 1-6, with Bilingual Extension; and Adolescence Education 7-12. French majors can also design a program that will allow them to pursue careers in public service and business.

Course	Description	Credits
Complete at least one (1) of the following:		
FREN210	Introduction to Literary Theory and Analysis	3
FREN217	Advanced Composition and Grammar	3
FREN218	French Stylistics	3
FREN235	French Linguistics	3
Required Courses:		
FREN231	Survey of French Literature I	3
FREN232	Survey of French Literature II	3
Complete at least one (1) of the following:		
FREN334	Literature of the French West Indies	3
FREN335	Literature of French Speaking Africa	3
Complete at least one (1) of the following:		
Eight additional French or Creole courses at the 200 level and above, including WLIT205, WLIT206 and WLIT210. One course from the following can be used as a substitute: HUM253, SOC235. *Six additional credits for the Department Honors Program		

French and Francophone Studies (Minor)

The French/Francophone minor is designed to provide students with a better understanding of French and Creole languages and Francophone culture. This minor is directed at those students who wish to further develop their language proficiency and can be structured to complement the individual's personal and professional goals.

Course	Description	Credits
Complete at least one (1) of the following:		
FREN210	Introduction to Literary Theory and Analysis	3
FREN217	Advanced Grammar and Composition	3
FREN218	French Stylistics	3
FREN231	Survey of French Literature I	3
FREN232	Survey of French Literature II	3
FREN235	French Linguistics	3
Select four (4) additional French or Creole courses on the 106 level or above, including HUM253, WLIT205, WLIT206 and WLIT210.		

Creole (Minor)

The Minor in Creole is designed for students who wish to master different aspects of the Creole Language.

Course	Description	Credits
Complete two (2) of the following:		
CRE208	Masterpieces in Haitian Creole Literature	3
CRE241	Translation I	3
CRE242	Translation II	3
HUM253	The Haitian Experience in the USA	3
Select 3 additional Creole courses starting with CRE106. (FREN382 can be used as a substitute)		

Certificates in French and Creole

These certificates are designed for students who wish to further their knowledge in French or in Creole and Haitian culture for their professional activities. Students may combine the certificate with their major, or they may enroll in the College for the express purpose of pursuing the certificate program. All students must meet the matriculation standards of the College and fulfill prerequisites for all required and elective courses. Students with transfer credits in Creole may not use more than 6 transferred credits toward this program.

French for Professional Purposes (Certificate Program)

Course	Description	Credits
Required Courses:		
FREN200	Commercial French I	3
FREN217	Advanced Grammar and Composition	3
FREN240	Translation I	3
FREN241	Translation II	3
Choose 3 additional Language, Literature or Culture courses from FREN 106 - FREN 499		

Co-Curricular Activities

Due to the pandemic and the retirement of our faculty member with a specialty in Creole, the main clubs (*L'Association des Etudes Haitiennes et Francophones* and *The French/Francophone Student Club*) have been inactive, yet the department encourages active participation in the preparation of extracurricular and cultural activities. Besides participating in the college's annual Open House, the program regularly organizes events that include academic lectures, on- and off-campus theatre visits, poetry celebrations, and faculty development programs, among others. With a return to normal operation, the program looks into reactivating all extra-curricular activities.

SECTION 2.2 Spanish/Spanish Education Program

Background, Mission and Goals

The mission of the Spanish program is to prepare our majors and minors for their professional careers through a variety of courses in which they study and learn about the Spanish language, culture, and literature, so they become active participants in their communities, innovative and ethical professionals who contribute to the development of a more inclusive society, in terms of cultural, linguistic, and intellectual diversity. Students in our program are introduced to an enriching and challenging intellectual and cultural life by exposing them to guest lectures, colloquia, poetry and narrative readings, film festivals, museum trips, theatrical events, and student writing contests. Furthermore, our program aims to provide students with a comparative element that will enable them to improve communication skills in their own language. In order to accomplish our educational goals, a rigorous academic orientation is provided to each student with a comparative element that will enable them to improve communication skills in their own language. The main goals of the Spanish discipline are:

- 1. Attain information literacy skills relevant to the discipline.*
- 2. Demonstrate oral and written understanding of what literature is; write about it and relate studied literary works to their socio-political and cultural context.*
- 3. Demonstrate proficiency in the use of the Spanish Language through analyses of the orthography, morphology, and syntax used in a variety of Spanish texts and popular culture.*
- 4. Develop writing and oral communication skills.*
- 5. Learn the origin of the Spanish language, its evolution, and linguistic and cultural diversity throughout the centuries.*

The Program coordinator oversees the preparation of syllabi for basic and intermediate courses, and the coordination of placement and/or advisement for students of Spanish at all levels, among other tasks. The responsibility of student placement, recruitment, and advisement is shared with the full-time faculty in the Spanish Discipline Program.

Student Overview

The Spanish Discipline serves and prepares a diverse population of approximately 900 students distributed throughout the different programs (major, minor, and certificate) and levels (basic, intermediate, and advanced) offered by the discipline. In Fall 2019 enrollment dipped below the 900 mark because of early course cancellations, and following the pandemic numbers, enrollment dropped to approximately 700 students. Other factors to be considered, besides the pandemic, are the persistent policy of early cancellations and the limited number of courses offered as online synchronous, a modality preferred by the majority of our student population. The Department strives at recruiting new students through outreach activities which include visits to high schools, community centers, community colleges and visits to on-campus programs such as CLIP conducted by our Spanish Education expert (Dr. Margarita Drago) and our Spanish Coordinator, Dr. Juana Ramos. As a result of these recruitment activities, in Fall 2022 we signed an articulation agreement between our discipline and the Spanish discipline of the Foreign Languages and Literatures Department at Queensborough Community College. Students are also actively encouraged to participate in the preparation of cultural events that include

academic lectures, on- and off-campus theatre visits, Hispanic Heritage Month events, poetry and narrative readings, and faculty colloquia, among many others.

2017 – 2022 Enrollment Trends in Spanish

SPAN	F/17	S/18	F/18	S/19	F/19	S/20	F/20	S/21	F/21	S/22
101	461	369	498	385	407	403	426	348	376	289
102	321	376	340	372	348	347	306	355	237	302
103		11		12		10		6		3
104			14		16				9	
105	36	30	26	23	35	34	30	23	26	21
106	37	20	26	42	16	28	27	20	18	21
200		25		19		21		11		
201		12				9				
202									13	
208		15			14		18		16	
209		7	25		9			17		13
210	22			23				18		
213							24			
221	19							11		
222					13				10	
230	24								13	
240		14								14
290								7		
300		18				5				
302			8							
304				11						11
305			14						6	
351	14			24			8			9
413			18				15			12
415					12	5				
418			16							
TOTAL	934	897	985	911	870	862	854	816	724	695

Curriculum

The program offers a variety of courses ranging from basic Spanish to advanced courses. Students can meet the Foreign Language requirements as part of their Pathways core curriculum (0-6 credits). They may also choose to pursue one of the following tracks: A Major in Spanish (36 credits), with the additional option of specializing in Childhood Education/Bilingual Extension (53 credits). Other offerings include a Minor in Spanish (15 credits), as well as a Certificate Program in Spanish for Professional Purposes (18 credits).

Requirements for Spanish Major (36 Credits)

Course	Description	Credits
Required Courses:		
<u>SPAN200</u>	Introduction to Literary Theory and Analysis	3
<u>SPAN208</u>	Advanced Grammar	3
<u>SPAN209</u>	Composition and Style	3
<u>SPAN210</u>	Spanish Linguistics	3
<u>SPAN351</u>	Cervantes	3
<u>SPAN413</u>	Hispanic Civilization	3
<u>SPAN201</u>	Hispanic-American Literature from its Origin through <i>Modernismo</i>	3
<u>SPAN202</u>	Hispanic-American Literature after <i>Modernismo</i>	3
Complete at least one (1) of the following:		
<u>SPAN221</u>	Spanish Literature to 1700	3
<u>SPAN222</u>	Spanish Literature 1700-Present	3
Select any 12 credits at the SPAN 200 Level or above. 6 Credits MUST be at the 300 or 400 level.		

The following is a recommended program for full-time students who begin their college career at York College. Spanish/Bilingual Ed. majors must consult with the Teacher Education Department regarding their Education courses. Transfer students must make the necessary adjustments according to their transfer evaluations. All students must consult a Spanish faculty member to plan their actual programs.

**Spanish/ Childhood Education Major Graduation Plan
4-year plan for First Year Students entering York and Majoring in
Spanish/Bilingual Extension**

This semester-by-semester guide is RECOMMENDED including some specific Pathways area choices. You must consult the *York College Bulletin* for a complete listing of courses and their prerequisites; and plan your program in consultation with a Teacher Education and content major advisor.

FRESHMAN – Fall	Credits 14	SPRING	Credits 16
Pathways: Scientific World	3	Pathways: Life and Physical Sciences (Recommended: ASTR140 , BIO140 , GEOL140 , PHYS140)	3
Pathways: ENG125 Composition I: Introduction to College Writing	3	Pathways: ENG126 Composition II: Writing About Literature	3
Pathways: Health Ed 111	3	Pathways: US Diversity	3
Pathways: Foreign Language **	3	Pathways: Foreign Language **	3
Elective	2	Math271 Topics in Foundational Mathematics I	4
SOPHOMORE – FALL	15	SPRING	17
Pathways: World Cultures & Global Issues	3	Pathways: Individual and Society	3
SPAN200 Introduction to Literary Theory and Analysis	3	SPAN209 Composition and Style	3
SPAN208 Advanced Grammar	3	Pathways: Creative Expression	3
EDUC280 * Child and Adolescent Development for Teachers	3	Pathways: Mathematical and Quantitative Reasoning	3
Pathways College Options ** PHIL202 : Major Ideas and Issues in Education SOC202 : Major Ideas and Issues in Education	3	EDUC268 Bilingual and English Language Learner (ELL) Education	3
		AC 230	2
JUNIOR – FALL	16	SPRING	15
SPAN210 Spanish Linguistics	3	SPAN201 : Hispanic-American Literature from its Origin through Modernismo Or SPAN202 : Hispanic-American Literature after Modernismo	3

SPAN221 : Spanish Literature to 1700 Or SPAN222 : Spanish Literature 1700-Present	3	SPAN351 : Cervantes	3
EDUC283 : Educational Psychology: Effective Teaching & Learning in Diverse Classrooms	3	EDUC323 : Curriculum and Methods in Elementary Education: Mathematics	3
Pathways Flexible Core	3	EDUC 369 (WI): Early Language & Literacy for English Only and English Language Learners (EO & ELLs)	3
EDUC285 : Introduction to Special Education	3	EDUC390 : Curriculum & Methods in Elementary Education I: Learning Goals & Assessment	3
SENIOR – FALL	15	SPRING	12
SPAN413 : Hispanic Civilization	3	Spanish elective (SPAN300-SPAN400)	3
EDUC351 : Teaching Reading and Spanish Language Arts in Bilingual Contexts	3	Spanish Elective (200 level and ABOVE)	3
Spanish Elective (SPAN300-SPAN400 Level)	3	Student Teaching: EDUC401 : Capstone Clinical Experiences & Seminar for Childhood Education, Grades 1-3 and EDUC402 : Capstone Clinical Experiences & Seminar for Childhood Education, Grades 4-6	8
EDUC370 : Content Literacy 2-6 English Only and English Language Learners (EO & ELLs)	3		
EDUC392 : Elementary Methods II: Instruction and Classroom Environments	3		
		Total	120

*or Psych 215 by Department permission

** 0-6 credits levels FL101-105 or by placement.

Students exempted (0 credits) to take Foreign Languages requirements are recommended to take SPAN electives (200 level or above), Minor or Liberal Arts electives.

Pathway 42 credits

Education 43 credits - Content Area Major-up to 36 credits

Spanish Minor

The Spanish Minor is designed to provide students with a better understanding of Spanish language and culture. The minor is directed at those students who wish to further develop their language proficiency and can be structured to complement the individual's professional and personal goals.

Requirements for the Spanish Minor (15 Credits)

Course	Description	Credits
Required Courses:		
SPAN200	Introduction to Literary Theory and Analysis	3
SPAN209	Composition and Style	3
Additional three courses in Spanish at the 200-level. Students may choose WLIT212 in place of one Spanish course at the 200-level.		

The Certificate Program

The certificate program is designed for students who wish to further their language skills in order to use Spanish in their professional activities. Students in this program may combine the certificate with their major, or they may enroll in the College for the express purpose of pursuing this certificate program. Should a student then decide to pursue a B.A. in Spanish, these courses may then count toward the major. All students enrolled in the certificate program must meet matriculation standards of the College and must fulfill prerequisites for all required and elective courses. Students with transfer credit in Spanish may use no more than 6 transfer credits towards this program.

Certificate Program in Spanish for Professional Purposes (18 Credits)

Course	Description	Credits
Required Courses:		
SPAN208	Advanced Grammar	3
SPAN209	Composition and Style	3
SPAN213	Latino Cultures in the U.S.	3
Complete three (3) of the following:		
SPAN240	Translation I	3
SPAN241	Translation II	3
SPAN242	Commercial Spanish	3
SPAN243	Spanish for the Health Professions	3
SPAN244	Spanish for the Social Worker	3
SPAN245	Spanish for the Tourism and Travel Industries	3

SPAN309	Comparative Structures of English and Spanish	3
SPAN419	Seminar on Writing	3

The Spanish Certificate Program is currently under revision. We are working on changing the instruction modality to synchronous online and updating the course offerings in order to attract a 3 diverse student population.

Additional requirements, course descriptions, services, and progress track charts (a sample program planner, a list of proposed course offerings for the Spanish Major, a list of Liberal Arts course recommendations) for the Spanish Major, Childhood Education/Bilingual Extension, and Spanish Minor, are published and distributed to students in the “Handbook for: Spanish Majors, Spanish/Bilingual Education Majors, Spanish Minors”. York College’s Bulletin also includes information regarding requirements and course offerings for students of Spanish at all levels and programs. Additional venues providing information regarding class schedules and offerings are the York College website and the World Languages, Literatures and Humanities department webpage.

The Spanish discipline program offers students one-on-one advisement with the Spanish discipline faculty. Based on their language skills, students are placed in: The Spanish 101-102 track (Beginners); the Spanish 103-104 track, 104-105 track (Intermediate); Spanish 105 (Intermediate); etc. Spanish 101-102 courses follow uniform departmental syllabi prepared by the Spanish Discipline Coordinator. Starting January 2009, the syllabi for Spanish 103-106 courses were made uniform. In order to meet with the recommendations of the York College Middle States Study, all faculty in the Spanish discipline are advised to follow the College’s templates for the preparation of advanced Spanish course syllabi.

Every semester, the Spanish Coordinator prepares and updates the list of advisees (majors and minors) and distributes them among all Spanish full-time faculty. All students in the Spanish major are assigned an advisor with whom they meet at least once every semester. The advisor guides them and assists them to track their progress throughout their career. The students can also use the Spanish Handbook to check curriculum sequences and prerequisite structures.

Co-curricular Activities

- **Honors Society: Iota Chapter of the Sigma Delta Pi Honors Society for Students of Spanish:** An annual end-of-the-year induction ceremony for students who meet the following criteria: A grade point average of at least 3.00; completion of at least 9 credits in Spanish at the 200 level; a grade average of A or B in the discipline; completion of at least 80 academic credits at York College.
- **Latin American Writers Series:** The purpose of this series, created and conducted by Dr. Juana Ramos, is to initiate a dialogue between the students and the Latino and Latin American Writers. The participants share their creative work, hold poetry recitals and conversations that enrich our students’ cultural experience. These presentations are held in two modalities: in person and via Zoom.

- **Alternative Pedagogies Series:** This series, created and conducted by Dr. Margarita Drago, brings together Latinx and Latin American community activists, writers, artists, playwrights, and academicians to present their work and create a dialogue with the students and all attendees. These presentations are held via Zoom and broadcast for a wider audience through the literary Facebook page *EntreTmas*, created and administered by Drs. Ramos and Drago.
- **On-campus and Off-campus Cultural/Academic Events:** Students in the Spanish discipline enjoy and participate in a diversity of enriching activities that include, but are not limited to: Guest lectures, poetry readings, student poetry recital celebrations, student writing contests, museum trips, theatre trips, and film festivals trips, among other events.

Spanish Education Program

Background, Mission and Goals

The Spanish/Education program pursues the same goals stated in the mission statements of the World Languages, Literatures and Humanities and Teacher Education Departments. Through the study of the language, literature and cultures, the Department of World Languages, Literatures and Humanities aims to enrich the education of all students and prepare them for various careers. The principal objectives are to prepare students to understand, read, speak and write a second language; give them an understanding and appreciation of the literature and culture particular to that language; and provide them with a comparative element that will enable them to improve communication skills in their own language. Furthermore, as stated in the Teacher Education Department mission statement, “[t]eachers prepared by the York College Department of Teacher Education demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students’ diverse cultures, languages, exceptionalities, multiple intelligences, and learning styles. By providing our students with learning experiences that develop deep and broad content knowledge and life skills, our teacher candidates become effective practitioners who will empower learners to achieve at the highest levels, embody pedagogy, exemplify professionalism, and enact knowledge.”

Student Overview

Our program prepares students for graduate school as well as for various careers. Students may prepare for careers in Bilingual (Grades 1-6) Education Program. Some of our students have the opportunity to enroll in the Bilingual Pupil Services (BPS) Program, a Title I program within the NYC Department of Education. As stated in the Teach NYC Programs webpage “[t]he goal is to promote the linguistic and academic progress of these students, whose primary languages are Spanish, Chinese and Haitian Creole, by providing supportive instructional services through the assignment of our BPS teacher interns. It also prepares bilingual paraprofessionals to become bilingual or ENL teachers.” Along the years many of our students have successfully completed this program and now are serving the NYC Public School System as bilingual teachers.

Curriculum

Students enrolled in the Spanish Education Program must comply with the requirements of the Spanish major and the Education program. The program prepares candidates to teach children in Childhood and Bilingual settings in grades 1-6. Candidates who have successfully completed the Bilingual (Spanish/English) Program, Grades 1 through 6, are eligible to apply for New York State initial certification in Childhood with a Bilingual Teacher Extension.

Spanish Childhood Education/Bilingual Extension

Course	Description	Credits
Required Courses:		
SPAN200	Introduction to Literary Theory and Analysis	3
SPAN208	Advanced Grammar	3
SPAN209	Composition and Style	3
SPAN210	Spanish Linguistics	3
SPAN351	Cervantes	3
SPAN413	Hispanic Civilization	3
Complete at least one (1) of the following:		
SPAN201	Hispanic-American Literature from its Origin through <i>Modernismo</i>	3
SPAN202	Hispanic-American Literature after <i>Modernismo</i>	3
Complete at least one (1) of the following:		
SPAN221	Spanish Literature to 1700	3
SPAN222	Spanish Literature 1700-Present	3
Select 12 credits from the following; at least 6 credits must be at the 200-level or above		
SPAN106	Intermediate Spanish Composition	3
Any SPAN discipline courses at the 200-level or above		9-12
Teacher Education Required Core Curriculum Courses:		
BIO140	Human Biology	3
EHS140	Introduction to Environmental Sciences	3
GEOL140	Our Earth	3
PHYS140	The Physical Universe	3
Support Courses:		
ENG126	Composition II: Writing About Literature	3
PHIL202	Major Ideas and Issues in Education (WI)	3
SOC202	Major Ideas and Issues in Education (WI)	3
MATH271	Topics in Foundational Mathematics I	4

EDUC230	Teaching with Multimedia Technology	2
EDUC280	Child and Adolescent Development for Teachers	3
Professional Sequence Required Courses:		
EDUC268	Bilingual and English Language Learner (ELL) Education	3
EDUC283	Educational Psychology: Effective Teaching & Learning in Diverse Classrooms	3
EDUC285	Introduction to Special Education	3
EDUC323	Curriculum and Methods in Elementary Education: Mathematics	3
EDUC351	Teaching Reading and Spanish Language Arts in Bilingual Contexts	3
EDUC369	Early Language & Literacy for English Only and English Language Learners (EO & ELLs) (WI)	3
EDUC370	Content Literacy 2-6 English Only and English Language Learners (EO & ELLs)	3
EDUC390	Curriculum & Methods in Elementary Education I: Learning Goals & Assessment	3
EDUC392	Elementary Methods II: Instruction and Classroom Environments	3
Student Teaching and Student Teaching Seminar Required Courses:		
EDUC401	Capstone Clinical Experience & Seminar for Childhood Education, Grades 1-3	4
EDUC402	Capstone Clinical Experience & Seminar for Childhood Education, Grades 4-6	4
Total Program credits		89
Total Core Curriculum credits		27-30
Total Free Electives Credits		1-4
Total Credits		120

Clinical Experience

The student teaching experience has two components. The first is guided observation, individual and small group tutoring, and supervised teaching in neighborhood schools where the student teachers, in cooperation with school personnel, are given extensive experience in planning, teaching, and evaluating lessons. The second component is a weekly seminar that provides time for examination and discussion of educational issues of concern to the student teachers. The seminar sessions also provide an opportunity to share and reflect on the students' classroom experiences and to receive advice and support from peers and the seminar instructor. Attendance at weekly seminars is mandatory. Clinical Experience is the capstone phase of all program concentrations in the Teacher Education program. It is the point at which the Department's vision/mission and anticipated outcomes are most clearly evidenced by the teacher candidates.

Program Faculty and Resources

The Spanish program counts with 6 full-time faculty members: 4 professors, 1 associate professor, and 1 assistant professor in tenure track, and 14 adjunct faculty members. The only lecturer line granted to our department in 2007, changed, in 2018, to the rank of assistant professor. Even though some lecturer lines were distributed among some departments at York, no lines have been granted in the last 5 years, although 1 faculty member has retired, and some are likely to retire soon.

The outstanding faculty members of the Spanish discipline are also published authors and well-known writers, poets, playwrights, and translators who actively participate in national and international colloquia, conferences, poetry festivals, book fairs, and other scholarly activities. The expertise of each faculty member acquired and developed throughout the years is reflected in the innovative curricula and the classroom. Dr. Juana Ramos, our assistant professor, was selected in 2021 for the Feliks Gross Award for Outstanding Assistant Professors in CUNY.

The Spanish Discipline Program shares the Language Resource Center in Rm. 3D03 with the other language disciplines. This facility is staffed with specialized personnel and is equipped with computers, monitors, projectors, Internet connection, and other resources. In the Spanish discipline, Spanish 101 and 102 students are required to visit the language laboratory as part of their course requirements.

Regarding the beginner's Spanish book, **Panorama**, since Fall 2021 we adopted its 6th edition in the electronic version, which is also one of the components of the Supersite. With this change, we are helping our students save textbook money. The supersite provides a wealth of pedagogical material for students and instructors. The technologically enhanced course materials help students prepare for classes independently and become autonomous learners. Smart classrooms help instructors provide the kind of audiovisual course materials that foster a more complete language communication experience in the classroom.

SECTION 2.3: English as a Second Language Program

At York College, the ESL discipline is housed in the Department of World Languages, Literatures and Humanities. We offer a two-course sequence: [ESL145 \(Academic Reading and Writing for Non-Native Speakers I\)](#) — high intermediate, and [ESL150 \(Academic Reading and Writing for Non-Native Speakers II\)](#)— low advanced. These classes are designed to build on skills that have already been acquired in English while providing a foundation for regular college English courses.

The mission of the program is to improve the ability of non-native students to read and write in English and to acquaint them with the expectations, assumptions, and standards of American academic culture so that they can successfully participate in and learn from regular credit-bearing courses within the college. This mission fits into the overall mission of the College in that it allows students to engage fully with the other course offerings of the college. It helps to make them more global citizens, sensitive to differences in culture and worldview.

Students are introduced to it through discussion of the syllabus on the first day of class. The Coordinator of Academic ESL and the Director of ESL Support Services answer to the department chair. The former makes decisions regarding scheduling, faculty, and curricular issues, and oversees the daily work of the discipline; the latter serves as the primary advisor of ESL students, co-ordinates tutoring services, works with the Testing Office to schedule test dates, and provides outreach services to the college.

Curriculum

The program consists of a two-course sequence; students are placed into ESL courses according to their scores on the CUNY Skills Assessment Tests. Students with lower scores are placed in [ESL145 \(Academic Reading and Writing for Non-Native Speakers I\)](#), which focuses on developing critical reading and thinking skills, while providing ample writing practice. More advanced students are placed in [ESL150 \(Academic Reading and Writing for Non-Native Speakers II\)](#), which combines higher level reading and writing activity. Because these courses are repeatable, the discipline uses different texts in the fall and spring semesters, so that students repeating the course will not be exposed to the same material twice.

A section of [HUM101: American Tradition of Social Change](#) is also offered as an elective to ESL and SEEK students (a combined substantive course) to help students make the transition from ESL to freshman composition ([ENG125 – Composition I: Introduction to College Writing](#)) and more intensive writing- and reading-based courses. We are moving towards offering [ESL150 \(Academic Reading and Writing for Non-Native Speakers II\)](#) as a hybrid course.

The ESL discipline takes full advantage of the Language Resource Centers for online discussion, research, and targeted practice; for essay writing and video watching; and for the creation, maintenance and expansion of e-portfolios. We also make use of the tutoring area of the lab so that individual students can get one-on-one support with the ESL-designated tutor. Our lab is tremendously helpful; however, it would be optimal to have smart classrooms so that we would not have access to the resources listed only once a week. The program will benefit also from either additional hours and/or additional tutors. The ESL discipline provides individual tutoring to students enrolled in ESL courses as well as students recommended by English 125 instructors. The Director of ESL Support Services and ESL faculty do advisement for ESL students, counseling them on courses appropriate to their stage of language development. The Language Lab is open for drop-in computer use for two hours a day (during club hours) so that students can avail themselves of language-learning software and online resources.

Another aspect worth highlighting is the emphasis placed on “mainstreaming” the ESL student. While enrolled in any of the two courses in the ESL sequence, students take a minimum of 12 credits carefully selected from the CUNY Pathways General Education Requirements and/or introductory courses in their major. Academic advisement and support are provided to students from the initial testing phase and placement and their progress is monitored throughout their enrollment in ESL and beyond.

SELECTED CUNY PATHWAYS COURSES FOR ESL

B. Mathematical and Quantitative Reasoning (3-4)

Choose *one* from the list below under advisement according to the major program of study.

MATH 111 Introduction to Statistics and Probability (4)

MATH 115 Quantitative Methods for Decision Making (4)

MATH 120 Precalculus (4)

MATH 121 Analytic Geometry and Calculus I (4)

MATH 150 Mathematics and its Applications (3)

MATH 190 Computers in Modern Society (4)

C. Life and Physical Sciences (3-5)

Choose *one* from the list below under advisement according to the major program of study.

ASTR 140 Introductory Astronomy: Observations of the Sky (3)

BIO 140 Human Biology (3)

BIO 201 Biological Principles I (4)

CHEM 106 Essentials of College Chemistry* (3.5) **AND**

CHEM 107 Essentials of College Chemistry Lab* (1.5)

EHS 140 Introduction to Environmental Sciences (3)

GEOL 140 Our Earth (3)

PHYS 113 Physics Laboratory** (1) **AND**

PHYS 115 College Physics** (4) **OR**

PHYS 117 University Physics** (4)

PHYS 140 The Physical Universe (3)

Notes:

*CHEM 106 and CHEM 107 are taken as co-requisites.

**PHYS 113 is taken as a co-requisite with PHYS 115 or PHYS 117.

II. Flexible Core (18)

Students must take a total of six courses among the selections below. Students must take at least one course from each of the five domains and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

ANTH 101 Introduction to Cultural Anthropology (3)
BLST 103 Black Women in the Atlantic World (3)

B. U.S. Experience in its Diversity

BLST 101 Introduction to Black Studies (3)
POL 103 Politics and Government in the United States (3)

C. Creative Expression

FA 101 Visual Elements: 2-Dimensional (3)
FA 102 Visual Elements: 3-Dimensional (3)
MUS 101 Introduction to Music History (3)
MUS 110 Fundamentals of Music Theory (3)
SPCH 101 Fundamentals of Speech Communication (3)

D. Individual and Society

ECON 102 Introduction to Macroeconomics (3)
HUM 110 Introduction to Film Studies (3)
POL 101 Introduction to Political Science (3)

E. Scientific World

ASTR 101 Introductory Astronomy: The Sun and Planets (3)
ASTR 102 Introductory Astronomy: Stars, Galaxies, and the Universe (3)
BIO 110 Environmental Biology (3)
BIO 120 Principles of Inheritance and Human Reproduction (3)
BIO 130 Biology of the Brain and Behavior (3)
CHEM 108 Principles of Chemistry I* (3.5) **AND**
CHEM 109 Principles of Chemistry I Lab* (1.5)
EHS 110 Science, Technology, and the Environment (3)
GEOL 110 Earth (3)
GEOL 115 Energy, Resources, and the Environment (3)
GEOL 120 Our Oceanic Environment (3)

HPGC 102 Public Health (3)
PSY 102 Introductory Psychology (3)

Student Enrollment

As in all other CUNY senior colleges, ESL enrollment at York has become a major concern in recent years. Following the pandemic, CUNY instituted a new online placement test (the ESL diagnostic essay) in replacement of the CATW (CUNY Assessment Test in Writing, which required the students to take the test on campus.) The result was an enormous drop in ESL enrollment in all senior colleges. In April 2023, a new placement test (Accuplacer/ESL) was adopted by CUNY, and it is hoped that will help bring ESL enrollment back to normal levels.

2012-2017 Enrollment Trends in ESL

ESL	F/17	S/18	F/18	S/19	F/19	S/20	F/20	S/21	F/21	S/22
145	24	14	16	13	11	11	4	3	4	
150	16	20	16	16	16	8	14	5	8	2
TOTAL	40	34	32	29	27	19	18	8	12	2

SECTION 2.4: Applied Linguistics Minor

Background Mission and Goals

The minor in Applied Linguistics (AL) is an interdisciplinary program coordinated by the Department of Languages, Literatures, and Humanities, but many of the courses are also taught by faculty housed in the Department of English and the Department of Education. Since the program is managed by the Department of Languages, Literatures, and Humanities, it is possible to complete most of the coursework in Spanish, French, or English or a combination of the three languages. Whatever the language of choice, the Applied Linguistics minor provides students with a deeper understanding of the foundations of learning a language, and it develops an appreciation of the metalinguistic skills needed to analyze a system of communication used by a community. In the course of pursuing the minor program, learners will learn to apply their theoretical knowledge-base of how human language works to real-world problems in education and in various ethno-linguistically diverse communities. As such, this minor area of concentration is complementary to the majors in Spanish or French (Foreign Languages), English, Bilingual Education, Psychology, Anthropology, and Social Work, as well as to majors in other disciplines to which the scientific study of language may be meaningful.

An added advantage for students who elect this subsidiary subject is that they can strategically take requisite AL courses that also fulfill many of the flexible core requirements of the *CUNY Pathways* general education *curriculum*. (See “Notes on Applied Linguistics Minor Requirements” below) Similarly, many of the classes offered are either permanently-designated as Writing Intensive (WI) or are often offered as WI on an ad-hoc basis.

This minor consists of *four* courses and has a total of *12 credits*.

Complete at least one (1) of the following:		
HUM202	Introduction to Linguistics	3
FREN235	French Linguistics	3
SPAN210	Spanish Linguistics	3
Complete at least one (1) of the following:		
EDUC268	Bilingual and English Language Learner (ELL) Education	3
HUM210	Language Development	3
HUM219	Introduction to Second Language Acquisition	3
SPAN308	Approaches to Spanish Language Acquisition	3
Complete at least one (1) of the following:		
ENG272	World Englishes	3
ENG375	English Sociolinguistics	3
EDUC378	Advanced Socio-linguistics: Literacy for K-12 English Language Learners (ELLs)	3
HUM200	Introduction to Intercultural Communication	3
HUM209	Gender and Language	3
HUM305	The Language of Food	3
SPAN210	Spanish Linguistics	2
Complete at least one (1) of the following:		

CRE241	Translation I	3
CRE242	Translation II	3
ENG270	Introduction to English Grammar and Syntax	3
ENG371	History of the English Language	3
FREN217	Advanced Grammar and Composition	3
FREN240	Translation I	3
FREN241	Translation II	3
FREN313	History of the French Language	3
SPAN208	Advanced Grammar	3
SPAN240	Translation I	3
SPAN241	Translation II	3
SPAN309	Comparative Structure of English and Spanish	3
Total Credits		12

- * [HUM202](#) (**Introduction to Linguistics**): may also be taken to fulfill the Flexible Core: *Scientific World* requirement.
- ** [HUM209](#) (**Gender and Language**) or [HUM210](#) (**Language Development**): may also be taken to fulfill the Flexible Core: *Individual and Society* requirement.
- *** [ENG272](#) (**World Englishes**) or [HUM200](#) (**Introduction to Intercultural Communication**): may also be taken to fulfill the Flexible Core: *World Cultures and Global Issues* requirement.
- **** [CRE241](#) (**Translation I**) is the prerequisite for [CRE242](#) (**Translation II**); [FREN240](#) (**Translation I**) is the prerequisite for [FREN241](#) (**Translation II**); [SPAN240](#) (**Translation I**) is the prerequisite for [SPAN 241](#) (**Translation II**).

Section 2.5 Film Studies Minor

Background, Mission and Goals

The minor in Film Studies (FS) is an interdisciplinary program coordinated by the Department of World Languages, Literatures, and Humanities that includes several courses taught by faculty housed in the Department of English and the Department of Performing and Fine Arts, as well as courses from its home department. Film being a dominant mode of creative, political, and cultural expression in America and throughout the world, this minor naturally incorporates courses from different departments to allow students an integrated, interdisciplinary approach to film, its various origins, purposes, production, and problems. Offering theory, history, and criticism, the Film Studies minor allows students to move beyond passive appreciation to scholarly analysis of film, qualifying them to participate in important cultural conversations about the medium.

Students majoring in Fine Arts or minoring in Theater Arts, students majoring in English, and students majoring in World Languages would be able to combine this minor with their fields of study. At the same time, these students' knowledge of their major field would be enhanced by the additional perspectives from other disciplines.

An added advantage for students who elect this subsidiary subject is that they can strategically take requisite FS courses that also fulfill many of the flexible core requirements of the CUNY Pathways general education curriculum. (See "Notes on Film Studies Minor Requirements" below) Similarly, many of the classes offered in the minor are either permanently-designated as Writing Intensive (WI) or are regularly offered as WI on an ad-hoc basis. The FS minor consists of four courses and has a total of 12 credits. (See requirements below).

[HUM221](#) (**Pictures of Italy: A Journey into Modern and Contemporary Italy through Film**) and [HUM224](#) (**Cinematic Adaptation**) may also be taken to fulfill the Flexible Core: Artistic Expression requirement. [HUM105](#) (**The Changing Depiction of Family in American Popular Culture**) may also be taken to fulfill the Flexible Core: World Cultures and Global Issues requirement.

Minor in Film Studies

Course	Description	Credits
Complete at two (2) of the following:		
HUM110	Introduction to Film Studies	3
FA303	Film History: Style and Imagination I	3
FA304	Film History: Style and Imagination II	3
Complete two (2) of the following:		
HUM105	The Changing Depiction of Family in American Popular Culture	3
HUM221	Pictures of Italy: A Journey into Modern and Contemporary Italy through Film	3
HUM224	Cinematic Adaptation	3
ENG290	Fiction Into Film	3
FA403	Film and the Modern Arts	3

TA201	Shakespeare: From Script to Screen	3
Total credits required for the Minor		12

Section 2.6 Food Studies Minor

Background Mission and Goals

The York College Food Studies Minor program examines the global food system. The Food Studies Minor is an interdisciplinary program managed by the Department of World Languages, Literatures, and Humanities. The courses required in this Minor are part of the Department of World Languages, Literatures, and Humanities, the Department of English, the Department of History and Philosophy, the Department of Chemistry, the Department of Biology, the Department of Health and Physical Education and the Department of Behavioral Sciences.

Recently the interest in food has grown dramatically in Academia. More and more Universities are establishing Food Studies or Food Science Programs in America and abroad. This shows how Food Studies Programs will have, to a greater extent, a significant role in learning and scholarship, offering great career opportunities for students in policy, media, social and cultural analysis, and research.

The Program leading to a minor in Food Studies requires the completion of four courses (11-12 credits) and is organized as follows.

Course	Description	Credits
Complete at least two (2) of the following:		
ANTH222	The Archaeology of Early Man	3
ANTH301	Alcoholism and Obesity Cross-Culturally	3
ANTH303	Food and Culture	3
ANTH315	Hunger and Agriculture in Developing Nations	3
HUM240	Food is Culture: The Success of 'Made in Italy'	3
HUM305	The Language of Food	3
ENG393	Food: Literary and Rhetorical Explorations	3
Complete at least one (1) of the following:		
BIO140	Human Biology	3
CHEM120	Environmental Chemistry	3
CHEM121	Chemistry in Our Time	3
Complete at least one (1) of the following:		
BIO382	Nutrition	2
HE313	Alcohol Use Disorder	3
HE314	Nutrition and Health	2
PSY345	Psychology of Food	3

Students should work closely with their major advisor and the Food Studies minor coordinator to ensure they are meeting the necessary requirements for both programs.

Students graduating with a Minor in Food Studies will have a solid interdisciplinary academic understanding of the food system and general professional skills essential to successful food-related work in the private, nonprofit, and public sectors.

Students

As for the York student population, most students enrolled in the Food Studies Program are foreign-born and represent various minority groups (Black, Latino/Hispanic, Asian /Pacific Islander, Native American, Jewish, Eastern Europeans, and others). Most of them will be the first generation in their families to earn a college degree.

The Food Studies Program endeavors to recruit students by creating new courses, offering hybrid and online sessions, including program courses in the CUNY Pathways General Education, and involving them in various extracurricular activities.

Curriculum and Co-curriculum

The Program places special emphasis on the cultural and social values of food and its scientific and health aspects. The curriculum is designed to develop knowledge of how food shapes and influences values, attitudes, and behaviors. The program looks beyond the mere consumption and production of food, applying an interdisciplinary approach to studying food through the lenses of culture, history, politics, economics, nutrition, health, etc. The Program is a cooperative effort of faculty in different departments.

Co-curricular activities are a vital part of education in the Department of World Languages, Literatures, and Humanities at York College. Before COVID, the Food Studies Program offered in-house events (hands-on workshops, film screenings, etc.) throughout the semesters designed to sustain interest in learning, increase motivation, and enhance students' social lives. The Program is ready to go back to the same path.

SECTION 2.7: Italian Studies Minor

Background, Mission and Goals

The Italian Program combines the Italian Language and Humanity courses taught in English. If the Humanity (Culture courses) courses are very successful, enrollment in Language courses has decreased slightly in the last few years. Unlike other colleges of CUNY, York College does not have a population of students of Italian descent. As for the York student population, most students enrolled in the Italian Program are foreign-born and already speak a ‘foreign’ language. Suppose Latino students tend to be the majority in the language courses, in all the cultural courses taught in English. In that case, the student population represents various minority groups (Black, Latino/Hispanic, Asian /Pacific Islander, Native American, Jewish, Eastern Europeans, and others). The Italian Program always endeavors to recruit new students by creating appealing new courses, offering f2f, hybrid, online, and, recently, HyFlex sessions.

Faculty and Resources

The Faculty of Italian Program includes one full-time professor and three adjunct professors:

Samuel Ghelli: Prof. (Program Coordinator)

Cinzia Berletti: Ph.D. Candidate, Adjunct

Elena Luongo: Ph.D. Adjunct

Vincenzo Selleri: Ph.D. Adjunct

Prof. De Chirico, an expert in Italian American Studies (from Behavioral Sciences and John D. Calandra Italian American Institute), also teaches [HUM225](#) (**The Jewish People in the Greco-Roman World: 333 B.C. to 476 A.D.**) once a year.

2017 – 2022 Enrollment Trends in Italian

ITAL	F/17	S/18	F/18	S/19	F/19	S/20	F/20	S/21	F/21	S/22
101	80	80	79	75	74	73	71	25	74	40
102	33	57	47	66	49	57	33	37	13	33
201	3	1	2		1					
TOTAL	116	138	128	141	124	130	104	62	87	73

Italian Studies Program (Minor)

Background Mission and Goals

The Italian Studies Minor is an interdisciplinary program managed by the Department of World Languages, Literatures, and Humanities. The courses required in this Minor are part of the Department of World Languages, Literatures, and Humanities, the Department of History and Philosophy, the Department of Performing and Fine Arts, and the Department of Behavioral Sciences.

The Minor was recently revised:

1. The description was changed to represent the interdisciplinary nature of the Minor better.
2. The language requirement was removed to open the Minor to all students (it is an Italian Studies Minor and not an Italian Language Minor).
3. New courses recently created were included, and old ones, not offered anymore by the Department, were removed.
4. Credits were reduced from 15 to 12 to align with the other CUNY minors.

Students wishing to obtain a Minor in Italian Studies are expected to complete coursework focusing on the rich heritage of Literature, Art History, and Civilization created by Italians both on the peninsula and abroad. All courses are taught in English, and students do not need knowledge of the Italian language.

Even if the Program promotes Italian Culture, this is done with the maximum respect for all other cultures. As part of York College, the Italian Studies Program values diversity in all its forms. We support experience sharing between students and believe in learning as a process of contrastive analysis.

The Program fully profits from the Innovative Technology the College offers to serve our students better. Students can access many new opportunities, and teachers can easily connect with students of all learning styles.

The revised Italian Studies Minor that became effective in Fall 2023 is organized as follows.

Course	Description	Credits
Complete at least three (3) of the following:		
HUM221	Pictures of Italy: A Journey into Modern and Contemporary Italy through Film	3
HUM240	Food is Culture: The Success of 'Made in Italy'	3
HUM245	Fashion, Italian Style	3
HUM250	The Italian Experience in the United States	3
HUM265	People of the Renaissance: The Golden Age of Italy	3
HUM270	Italian Visions: A Cultural Tour of Italy	3
HUM350	Italian Culture and Civilization	3
Complete at least one (1) of the following:		
CLDV210	Western Civilization	3
FA290	Ancient Art	3
FA291	Art of Medieval Europe	3
FA390	High Renaissance and Late Sixteenth-Century Art	3

HIST210	Renaissance, Reformation, and the Early Modern European State	3
HIST333	Nineteenth-Century Europe	3
HIST334	Twentieth-Century Europe	3
HUM260	The World of Opera: A Concise History	3
ITAL400	Individual Study	3
MUS350	Middle Ages to Baroque Era	3
PHIL212	Medieval Philosophy	3
POL168	Political Theory II: Machiavelli to Marx	3
WLIT201	The Literature of the Western World through the Renaissance	3

The Italian Language Courses

Currently, the Italian Program offers 2/3 [ITAL101 \(Elementary Italian I\)](#) and 2 [ITAL102 \(Elementary Italian II\)](#) courses each semester, plus, when needed, a [ITAL201 \(Guided Study in Italian Language\)](#).

Competence in Italian enhances career prospects as more positions requiring knowledge of this language become available daily, thanks to an increasingly internationalized labor market. Italy is a world leader in design, fashion, culinary art, tourism, manufacturing, engineering, and advanced technologies. Job opportunities in these areas are undoubtedly wide-ranging for those who know Italian. Many American companies trade with Italy and have offices there, including big firms such as IBM, Citibank, and Motorola. The demand for managers, marketers, and administrators who speak Italian and English proliferates.

Compared to other foreign languages, Italian may be one of the simplest languages to master. Italian is the romance language closest to Latin. Since English has countless words of Latin derivation (about 60% of English vocabulary comes from Latin), knowledge of Italian will teach English-speaking students the metalinguistic skills to apprehend their native language better. Also, considering that almost all scientific and legal terminology comes from Latin, Italian can help students become more confident even when tackling standard tests requiring knowledge of specific terminology. It is a fact that students who have studied Italian generally show greater competency and proficiency in vocabulary and grammar than those who haven't.

Students of Italian at York College don't purchase textbooks or online access to didactic components. They can benefit from original materials available on [amerigolab.com](#) and Blackboard at no cost. This is true for all the language courses as well as for all the Humanities courses that are part of the Italian Studies Minor. The Italian Coordinator has created all these materials and revised them every semester.

In all classes – whether language or culture – instructors always concentrate on building an environment that is flexible enough to accommodate each student's different modes of self-expression and spark intellectual curiosity. They are willing to recognize individual and collective needs and to design strategies that help students acquire the information supplied and make it their own.

Co-curricular activities

Co-curricular activities are a vital part of education in the Department of World Languages, Literatures, and Humanities at York College. The Italian Studies Program offers in-house events throughout the semester designed to sustain interest in learning Italian, increase motivation, and enhance student social life. The activities can vary yearly to cater to students' interests, passions, and strengths. Some current co-curricular opportunities for our students include student debates, film screenings, music performances, and workshops on Italian pasta, pizza, and food.

SECTION 2.8 Latin American Studies Minor

The Latin American Studies minor intends to provide students with a better understanding of the Latin American cultures and people and also is directed to those students interested in serving the Hispanic

Course	Description	Credits
Complete ALL of the following:		
HIST368	Latin America since 1825	3
POL250	Latin American Politics	3
One course above SPAN 105		3
Complete at least two (2) of the following:		
ANTH249	Anthropology of Puerto Rico	3
FA395	Latin American Art	3
HUM272	The Latino Experience in the USA	3
CLDV201	Cultures and Societies of the World: Africa, Latin America and the Caribbean	3
SPAN201	Hispanic American Literature from its Origin through Modernismo	3
SPAN202	Hispanic American Literature after Modernismo	3
SPAN304	Puerto Rican Literature	3
SPAN306	Indigenismo in Twentieth Century Hispanic-American Fiction	3
SPAN413	Hispanic Civilization	3
<p>* Cannot be used to fulfill General Education and Minor Requirements. * Courses chosen to fulfill these minor requirements cannot be used to fulfill General Education and Major Requirements</p>		

SECTION 2.9 Puerto Rican Studies Minor

Background, Mission and Goals

The Puerto Rican Studies program provides students with a comprehensive understanding of the Puerto Rican, Caribbean and Latin American cultures. The program was designed with two goals in mind. First and foremost, it is directed at those students interested in serving the Puerto Rican, Caribbean and Latin American communities in New York City and other areas of the United States. In conjunction with their disciplines, students will find that the Puerto Rican Studies minor offers more career opportunities in teaching, social work, journalism, and the health sciences, as well as the opportunity to work with minority community development and bilingual programs. Secondly, the Puerto Rican Studies program enables the students to pursue areas of specialization in graduate school programs in Caribbean and Latin American Studies, literature, linguistics, women's studies, business administration and the social sciences. The 3 Puerto Rican Studies courses may then be taken, for instance, after completion of the Behavioral Sciences Area prerequisites. Students enrolled in these courses may be pursuing Majors in Business, Physical Education, History, English, Psychology, Sociology, Biology or African American Studies and end up taking the courses based on their professors' or classmates' recommendations.

Student Overview

The students enrolled in the 3 required courses are highly engaged in their learning. They do not hesitate to do additional research for the topics they are working on in the classroom and share their findings with their classmates. Students are encouraged to partake in the rich Puerto Rican cultural offerings provided by renown institutions such as: The International Puerto Rican Heritage Film Festival, Museo del Barrio, Pregones/PuertoRican Traveling Theater, The Nuyorican Poets Café, and the CUNY based Center for Puerto Rican Studies, among others, demonstrating the vitality of the Puerto Rican presence in the U.S. Puerto Rican Studies is a fundamental program with great potential if some changes in the requirements for the minor are implemented. To encourage more students to complete our minor, we will consider reducing the requirements from 15 to 12 credits. In addition, we will work towards integrating the [PRST242 \(Puerto Rican Society and Culture I\)](#) and [PRST243 \(Puerto Rican Society and Culture II\)](#) courses to the Pathways curriculum. Due to the current social and political situation of the island of Puerto Rico, and the increasingly continuous flow of Puerto Ricans migrating to the U.S., we reassert the importance of the mission of the Puerto Rican Studies Program.

Course	Description	Credits
Required Courses:		
PRST241	Puerto Ricans in New York	3
PRST242	Puerto Rican Society and Culture I	3
PRST243	Puerto Rican Society and Culture II	3
Complete at least two (2) of the following:		
ANTH243	Ethnology and Ethnography of the Caribbean	3
ANTH244	Ethnology of Latin America	3
ANTH249	Anthropology of Puerto Rico	3

FA395	Latin-American Art	3
HIST367	Colonial Latin America	3
HIST368	Latin America since 1825	3
HUM272	The Latino Experience in the U.S.	3
POL250	Latin American Politics	3
POL251	Puerto Rican Politics	3
CLDV201	Cultures and Societies of the World: Africa, Latin America and the Caribbean	3
SPAN201	Hispanic-American Literature from its Origin Through Modernismo	3
SPAN202	Hispanic-American Literature after Modernismo	3
SPAN203	Hispanic-American Short Story	3
SPAN304	Puerto Rican Literature	3
SPAN332	Contemporary Hispanic Novel	3
Total Credits		15

SECTION 2.10 Women's Studies Minor

Background, Mission and Goals

Women's Studies is an interdisciplinary field that came about in the early 70's as a positive outcome of the women's liberation movement. The United Nations Decade for Women Meetings began in Mexico City (1975), followed by Copenhagen (1980), Nairobi (1985), and Beijing (1995). Society saw the pragmatic and theoretical need to fill the social and historical absence of women in the curriculum. Some of the issues faced by women are: Oppression; lack of representation; professional inequality; marriage; family; sexual harassment and assault.

In 1977, The Center for the Study of Women and Society was created at CUNY to promote the study of feminist and gender scholarship. The book used for the introductory courses, Introduction to Women's Studies I and Women's Studies II, was developed by the Hunter College Women's Studies collective. Following that tradition, the Women's Studies minor (15 credits) was created 15 years ago at York College.

The Women's Studies minor is designed to familiarize students with often-neglected materials concerning the traditional status and role of women in culture and society and to stimulate a critical examination of the concept of gender in a variety of disciplines. The course information is available on York's Bulletin as well as on the York college website. The Women's Studies Minor also has a separate brochure for prospective students.

A Women's Studies minor enhances the students' marketability in any field, e.g., advocacy, counseling, teaching or public service. The students acquire broad knowledge about women's historical and social perspective as well as more contemporary issues such as sexual harassment and gender equity in the workplace.

The program has one coordinator, who helps plan class offerings, and advises and places students. Additionally, she organizes and supervises the budgets of events related to Women's Studies as well as the Women's History Month.

The 15-credit course requirements include the 2 core required courses, [HUM302 \(Women's Studies I\)](#) and [HUM303 \(Women's Studies II\)](#). [HUM302 \(Women's Studies I\)](#) is a cross-cultural exploration which will cover such topics as the social construction of reality, the formation of gender roles, health and sexuality, women authors in the United States and the Third World, women and political power, the contemporary women's movement and directions for the future. [HUM303 \(Women's Studies II\)](#), on the other hand, introduces the student to interdisciplinary analysis of women's roles in different historical periods. It will explore such themes as the origins of male dominance, and women's place in religion, the family, the creative experience, and utopian societies. Since Women's Studies is an interdisciplinary field, it draws from the expertise of faculty from different departments such as History and Philosophy and Social Sciences; the CVs and research of these faculty members can be found online.

Course	Description	Credits
Required Courses:		
HUM302	Women's Studies I	3
HUM303	Women's Studies II	3
Complete at least three (3) of the following:		
ANTH205	Anthropology of Sex	3
BLST103	Intersections: Black Women in the Atlantic World	3
ENG395	Women Writers	3
ENG396	Global Women Writers	3
FA325	Women and Art	3
FREN226	French & Francophone Women's Writing	3
HE241	Sex and Sexuality	3
HE316	Family Health	3
HIST205	History of Women in the United States	3
HIST206	Women and the Family in World History	3
HUM304	Gender Dynamics in the Twentieth Century	3
PHIL203	Philosophy of Women	3
PSY236	The Psychology of Women	3
SOC247	Family and Kinship	3
SOC338	Sociology of Gender and Sexuality	3
SPAN300	Women Writers from Latin America	3
SPAN320	Women Writers from Spain	3
WLIT226	World Literature Contemporary Women Writers in World Literature	3
WLIT396	Global Women Writers	3
Total Credits		15

SECTION 2.11 World Literature Minor

Background, Mission and Goals

The 15-credit minor in World Literature enables students to identify and analyze various literary contributions of people through time and in diverse areas of the world from a global perspective. Some of the courses fulfill the requirements for the Liberal Studies major, and are offered in consultation with the program's coordinator. The minor is designed to enable students to study literature in the original language(s). A number of other courses teach the works as "Literature in Translation" using various foreign language disciplines. Students study more than one literary field.

The World Literature Minor has steered the curriculum to be in line with the new Pathways and created new interdisciplinary courses, such as [WLIT396 \(Global Women Writers\)](#), which is cross-listed with the English Department. Instructors use Blackboard, the online management program, to communicate with students, provide course materials, and assign projects among other functions.

The minor enhances students' critical skills for analytical writing about literature in comparative, cross-cultural contexts. Students use primary and secondary sources and become fluent in the Modern Language Association (MLA) style. Students also gain an understanding and appreciation of diversity of human differences and literary output.

2017 – 2022 Enrollment Trends in World Literature

WLIT	F/17	S/18	F/18	S/19	F/19	S/20	F/20	S/21	F/21	S/22
201		26					26		24	
205	25		25		19				3	11
210		26		24		24			3	17
TOTAL	25	52	25	24	19	24	26	-	30	28

Course	Description	Credits
Introduction to Literary Analysis and Theory		
Complete at least one (1) of the following:		
ENG311	Critical Studies in English	3
SPAN200	Introduction to Literary Theory and Analysis	3
Regional Literatures		
Complete at least two (2) of the following:		
BLST220	Western African Literature in English	3
FREN334	Literature of the French West Indies	3
FREN335	Literature of French Speaking Africa	3
SPAN301	Romanticismo, Indianismo, Naturalismo, Positivismo and Modernismo in the Spanish-speaking Caribbean	3
SPAN302	The Literature of the Spanish Speaking Caribbean after Modernismo	3

SPAN307	Latin American Film	3
WLIT201	The Literature of the Western World through the Renaissance	3
WLIT205	Introduction to Francophone Literature	3
WLIT206	Introduction to the Literature of the Caribbean	3
WLIT207	Introduction to Latin American Literature	3
National Literatures		
Complete at least one (1) of the following:		
ENG328	Medieval and Renaissance Literature	3
ENG345	Twentieth-Century British Literature	3
ENG350	American Voices and Visions I	3
FREN206	Introduction to Haitian Literature	3
SPAN221	Spanish Literature to 1700	3
SPAN222	Spanish Literature 1700-Present	3
WLIT396	Global Women Writers	3
WLIT210	North African Literature in Translation	3
WLIT211	Italian Theatre in Translation	3
WLIT212	Masterpieces of Spanish Literature in Translation	3
The Literature of Women and Ethnic Minorities		
Complete at least one (1) of the following:		
ENG392	African-American Literature	3
ENG395	Women Writers	3
FREN226	French & Francophone Women's Writing	3
SPAN300	Women Writers from Latin America	3
SPAN320	Women Writers from Spain	3
WLIT225	Introduction to Latino Literature in the U.S.	3
WLIT226	World Literature Contemporary Women Writers in World Literature	3
Total Credits		15

SECTION 3: Concluding Statements, Recommendations and Action Plans

3.1 Overview

As an academic institution, “York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.” By being the home for a diverse student population and serving its needs linguistically, academically, as well as culturally, the Department of World Languages, Literatures, and Humanities takes pride in playing its part in fulfilling York College mission.

The Department also takes pride in having remarkable faculty members who are not only accomplished teachers and scholars but also renowned writers, poets, playwrights, and translators who, in the last five years, have actively engaged in national and international colloquia, conferences, poetry festivals, book fairs, and other academic events.

More information is contained in the Department Strategic Planning 2022-2027 (Appendix E)

3.2 Applied Linguistics

The program is looking forward to developing new courses, some of which may be cross-listed with other departments, including **Language and Culture (Anthropology)**; **Language and humor (Interdisciplinary)**; **Language Myths (Interdisciplinary)**.New

The program is in the process of creating an interdisciplinary 18-credit Certificate for Professional Purposes: “Teaching English to Speakers of Other Languages (TESOL). The certificate will provide a fundamental foundation of meta-linguistic skills for teaching English abroad or for working with refugees or immigrants in English-speaking countries. Any matriculated student at York College may pursue this certificate, with the stipulation that they must maintain a 2.5 minimum GPA throughout the program and in the 18 certificate credits. To receive the undergraduate Certificate in AL/TESOL, York College students must complete the following eighteen credits of required coursework:.

Teaching English to Speakers of Other Languages (TESOL) (18 Credits)

Complete all the following courses (12 credits):		
HUM202	Introduction to Linguistics	3
HUM219	Introduction to Second Language Acquisition	3
ENG270	Introduction to English Grammar and Syntax	3
EDUC268	Bilingual and English Language Learner (ELL) Education	3
Complete 2 from the following courses		
ENG272	World Englishes	3
ENG371	History of the English Language	3
ENG375	English Sociolinguistics	3

EDUC378	Advanced Socio-Linguistics: Literacy for K-12 English Language Learners (ELLs)	3
HUM200	Introduction to Intercultural Communication	3

As part of the coursework for [HUM219 \(Introduction to Second Language Acquisition\) \(WI\)](#), students would be required to observe 15 hours of ESL classes at the CUNY Language Immersion Program (CLIP) at York College, as well as teach 10 hours in CLIP under the supervision of the [HUM219](#) Professor.

3.3 Spanish/ Spanish Education:

These past academic years, we developed a series of initiatives aligned with the goals of the York strategic plan. Some of those initiatives were/are already in progress:

Taking into consideration that retention is one of the main goals of the college, we reviewed the list of our majors and minors and distributed them among the Spanish faculty. The students will keep the same advisor throughout their career. Furthermore, every semester, we have been organizing an informative meeting and inviting all students whose major is Spanish/Bilingual Education to provide them with all the necessary information about our program (and information about the bilingual extension). We also answer all questions and clarify any doubts the students could have regarding our program.

As part of our recruitment efforts, in the AY 2021-2022 we finalized the articulation agreement between the Spanish discipline at Queensborough Community College and our Spanish discipline at York.

To bring our students closer to literary and cultural production in the Spanish language and to establish links between the educational institution and different community groups in order to develop alternative pedagogies, we created the **Alternative Pedagogies Series and the Latin American Writers Series**. The first series, created and conducted by Dr. Margarita Drago, brings together Latinx and Latin American community activists, writers, artists, playwrights, and academicians to present their work and create a dialogue with the students and all attendees. These presentations are held via Zoom and broadcast for a wider audience through the literary Facebook page *EntreTmas*, created and administered by Drs. Ramos and Drago. Since its creation in November 2020, we have organized six presentations of this series with the participation of more than 45 participants from all over Latin America and the United States.

On the other hand, the Latin American Writers Series, created and conducted by Dr. Juana Ramos, aims to initiate a dialogue between the students and the Latino and Latin American Writers. The participants share their creative work, hold poetry recitals and conversations that enrich our students' cultural experience. These presentations are held in two modalities: in person and via Zoom. Since its creation in November 2022, we have received the visit of four Latin American writers.

It is important to note that the remarkable faculty members in the Spanish department are not only accomplished authors but also renowned writers, poets, playwrights, and translators. Along these five

years they have actively engaged in national and international colloquia, conferences, poetry festivals, book fairs, and other academic events.

In the last five years, the Spanish discipline has graduated approximately 25 students, most of them with a concentration in Bilingual Education. Today, all of them work as teachers in the New York City Public School System and in private educational institutions. To showcase the accomplishments of our alumni, we have created a *YouTube* channel in which we upload 5-minute videos in which students who graduated from our program talk about their experience at York, particularly their experience in our program. We have received and posted 11 videos so far. This is the link to the channel <https://www.youtube.com/@egresadxseyorkcollegevoce2343>

Among the many challenges we face every academic year, student recruitment is the most concerning and urgent. It is fair to say that this is an alarming trend for the humanities programs locally and nationwide.

Another problem we face is related to material, technological, bibliographic, and financial resources. For a long time, we have been organizing our cultural and departmental activities with the support of students and faculty members.

Related to the previous item – challenges – to ensure the future of our discipline and program, replacing the two (02) faculty members who have retired in the past five years . Furthermore, we request the inclusion of more Spanish tutors in the Collaborative Learning Center strictly recommended by the members of our faculty. We also request technological, bibliographic, and financial resources to serve our student population in a dignified manner and ensure its retention.

One of the recommendations we give to attract more students is to review our program's curriculum to make it more dynamic and offer our current and future students a more refreshing and renewed program.

3.4 English as a Second Language:

For the survival of the discipline, it is essential to increase enrollment in the two sections offered. A major effort is being made to attract students to York, and efforts are being made to reach out to all high schools in Queens, highlighting the main advantages of what the college offers: The CLIP Language Immersion Program that strengthens the skills of low-level incoming students, and full academic mainstreaming of the students at the intermediate and low advanced levels. The Director of ESL Services has also developed an “ESL Pathway Program” (described in the ESL section of this document) that will make York compliant with the Student Exchange Visitor Program (SEVP) requirements, a pre-requisite to enroll F1 international students.

The Italian Studies Program stands out as one of the most diverse and resilient offerings within our department, particularly weathering the challenges brought about by the pandemic. Its robust array of

courses spanning the Italian language and various facets of Italian culture—from cinema and cuisine to fashion and opera—has consistently captivated students, fostering an enduring enthusiasm for the program. The resurgence of extracurricular activities like "An Italian Coffee Break" has bolstered the program's visibility and engagement.

Despite these successes, the program has had its share of hurdles, primarily from budgetary limitations and constraints on resource allocation for expanding its course repertoire. To fully realize its potential, the program needs additional resources, including increased funding and faculty time release. Such investments would enable the integration of cutting-edge technologies and interdisciplinary methodologies, enhancing the program's capacity for innovation and collaboration. Embracing these advancements, the Italian Minor Program can sustain its momentum and flourish, enriching students' academic experiences and personal growth.

SECTION 4: Attachments

Attachment A	Full-time Faculty of the Department and Area of Expertise
Attachment B	French Program Assessment 5-Year Plan: 2018-2023
Attachment C	French Annual Program Assessment Report: AY 2018/2019
Attachment D	Spanish Program Assessment 5-Year Plan: 2018-2023
Attachment E	Department Strategic Planning 2022-2027

Attachment A: Full-time Faculty and Area of Expertise

Bahri, Hamid, Associate Professor, Arabic/French - PhD, Graduate Center, CUNY; MPhil, Graduate Center, CUNY; MA, Graduate Center, CUNY; certificate, Marymount Manhattan College/UN

Ballantyne, Margaret, Professor, Spanish – PhD, Brown University; MA, Brown University; BA, Adelphi University; certificate, Instituto de Cultura Hispanica, Madrid

Barnes, Aegina, Lecturer, ESL/Humanities – MFA, Temple University; BS, Temple University; BS, Radcliffe College

Drago, Margarita, Professor, Spanish/Spanish Education- PhD, The Graduate School and University Center/CUNY; MA, City College/CUNY; BS, City College/CUNY; AA, Hostos Community College/CUNY

Francois, Jean, Professor, French/Creole – PhD, CUNY Graduate Center; MA Hunter College; BS, Institut Supérieur Technique d’Haiti

Gerena, Linda, Professor, ESL/Bilingual Education – PhD, San Diego State University and The Claremont Graduate University; MA, New York University; MA, California State University; BA, Brooklyn College/CUNY

Ghelli, Samuel, Associate Professor, Italian/Italian Studies - PhD, Rutgers University, NJ; MA, University of Florence, Italy

Gutierrez, Franklin, Professor, Spanish – PhD, The Graduate School and University Spanish /CUNY, The Graduate Center; MA, The City College, The City University of New York; BA, Universidad Autonoma de Santo Domingo, Dominican Republic

Meddeb, Elizabeth, Associate Professor, ESL/Linguistics/Humanities – PhD, Columbia University; M Ed, Columbia University; MA, Columbia University; BA Richmond University

Narcisse, Marie, Assistant Professor, French/Creole – PhD, The Graduate Center/ CUNY

Ramos, Juana, Assistant Professor, Spanish – PhD, The Graduate School and University Center/CUNY; MPhil, The Graduate School and University Center /CUNY; BA, Hunter College/CUNY; AA, Hostos Community College/CUNY

Saad, Zohra, Associate Professor, ESL/French/Humanities – EDD, Teachers’ College, Columbia University; MA, Boston University; BA, University of Algiers

Salek, Fabiola, Professor and Chair, Spanish/Humanities/Women Studies – PhD, Arizona State University; MA, Arizona State University;/ BA, Universidad Catolica Boliviana

Vasquez, Eva, Associate Professor, Spanish/Puerto Rican Studies – PhD, The Graduate School and University Center/CUNY; MA, Hunter College/CUNY; BA, University of Puerto Rico

Attachment B: French Program Assessment 5-Year Plan: 2018-2023

Please upload the form for each program in Blackboard by November 6, 2018. School of Arts and Science

School	School of Arts and Sciences
Department	World Languages, Literatures and Humanities
Program	French/Francophone Studies
Department Chair	Dr. Fabiola F. Salek
Department Assessment Coordinator	Dr. Juana Ramos
Program Coordinator	Dr. Zohra Saad
Other Contributors	Dr. Hamid Bahri, Dr. Jean Francois
Completed by	Dr. Hamid Bahri, Dr. Jean Francois, and Dr. Zohra Saad
Date Submitted	11/1/2018

York College Strategic Goals 2010-2020 1.

1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences.
2. Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY.
3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.
4. Develop and implement a financial model to support York College's programs, students, faculty, staff, and facilities.
5. Ensure the planning and building of facilities that meet and sustain the long-range strategic needs of York College in concert with the surrounding community.

Mission: The mission of the French/Francophone program is to prepare our students to navigate successfully in French in a global, linguistic and cultural context, in France and in a French-speaking country. First, the French Program strives to teach students to speak, read, and write a language other than English and to use that language to apprehend and respond to the cultures appertaining to these languages. Our students are trained to identify, discuss, and analyze the foundations of the French and Francophone literatures and to attain a deeper understanding of different literary periods, their most representative works and their authors. Additionally, the program strives to make the students understand the historical development of one or more nonUS societies, the historical evolution of the French language, its culture, and its society and establish a connection with today's global societies. The French Program also aims to equip the students with the grammatical, linguistic, and cultural knowledge required for their professional careers through a variety of courses. Our students are introduced to an

enriching, challenging intellectual and cultural life and are encouraged to spend a semester in France or a French speaking country through the Study Abroad Program to improve their linguistic, cultural and oral skills as well as their understanding and appreciation of the literature and civilization particular to French.

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 1: 2018-2019	1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences. 2. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment	Goal 1 Obtain general knowledge of main French literature periods and movements through a given historical period, its most representative masterpieces and their authors	1.1 Demonstrate familiarity with major historical movements and aesthetic ideals relating to French literature	FREN 362	Paper and written exams	Proficient (3) points: The student is able to write about different perceptions of love in the 19th Century by focusing on major literary currents, such as Romanticism, Realism, etc., and authors like Hugo, Flaubert...	Yes	Hamid Bahri, Jean François and Zohra Saad	Year 1: 2018-2019
		Goal 3 Understand the orthography, morphology, syntax and literary forms used in a variety of French and Creole texts and popular cultural resources.	3.3 Demonstrate the ability to analyze literary works (explain the characteristics of literary genres and periods) through a close textual reading.	FREN 218	Essays and written exams.	Proficient (3) points: The student is able to apply stylistic tools in the analysis of a variety of literary texts	Yes	Hamid Bahri, Jean François and Zohra Saad	Year 1: 2018-2019

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 2: 2019- 2020	1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences. 3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.	Goal 2 Obtain general knowledge of key authors and works of literature from the Caribbean, North African and SubSaharan Francophone countries.	2.1 Identify key authors and works of literature from the Caribbean, North African, and Sub-Saharan Francophone countries.	WLIT 205 R	Research paper	Proficient (3) points: The student is able to put into context masterpieces in Caribbean, North African, and SubSaharan Francophone literatures.	Yes	Hamid Bahri, Jean François and Zohra Saad	Year 2: 2019-2020
		Goal 4 Analyze the role of history and colonialism in the emergence of a literature written in French, outside of France	4.1 Identify the impact of a given Francophone culture in areas where it is implanted.	FREN 334	Paper and class exams	Proficient (3) points: The student is able to compare and contrast literary productions from Caribbean countries, such as Haiti, Martinique, Guadeloupe, and French Guyana.	Yes	Hamid Bahri, Jean François and Zohra Saad	Year 2: 2019-2020

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 3: 2020- 2021	1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences. 3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.	Goal 5 Develop communication skills in both speaking and writing in French as well as in Creole	5.1 Demonstrate adequate mastery of French and Creole grammar in both oral and written communications.	FREN 340	Conversations and presentation	Proficient (3) points: The student is able to conduct proficient exchanges on complex topics in French.	Yes	Hamid Bahri, Jean François and Zohra Saad	Year 3: 2020-2021
		Goal 1 Obtain general knowledge of main French literature periods and movements through a given historical period, its most representative masterpieces and their authors.	1.1 Demonstrate familiarity with major historical movements and aesthetic ideals relating to French literature.	FREN 231	Class exams	Proficient (3) points: The student is able to put into contexts French literary masterpieces from the Middle-Ages to the Seventeenth century.	Yes	Hamid Bahri, Jean François and Zohra Saad	Year 3: 2020-2021

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 4: 2021- 2022	1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences. 3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.	Goal 1 Obtain general knowledge of main French literature periods and movements through a given historical period, its most representative masterpieces and their authors.	1.2 Demonstrate knowledge of main characteristics of each French literature period and its masterpieces.	FREN 232	Class exams	Proficient (3) points: The student is able to put into contexts French literary masterpieces from the Eighteenth century to Present.	Yes	Hamid Bahri, Jean François and Zohra Saad	Year 4: 2021-2022
		Goal 5 Develop communication skills in both speaking and writing in French as well as in Creole.	5.1 Demonstrate adequate mastery of French and Creole grammar in both oral and written communications.	CRE 205	Paper and class exams	Proficient (3) points: The student is able to prove skillful use of grammar in critical thinking and writing in Creole.	Yes	Jean François	Year 4: 2021-2022

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 5: 2022- 2023	1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences. 3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.	Goal 3 Understand the orthography, morphology, and syntax, and literary forms used in a variety of French and Creole texts and popular cultural resources.	3.2 Demonstrate the ability to explain the basic concepts of French linguistics.	FREN 235	Paper and class exams	Proficient (3) points: The student is able to apply stylistic tools in the analysis of a variety of literary texts.	Yes	Hamid Bahri, Jean François and Zohra Saad	Year 5: 2022-2023
		Goal 5 Develop communication skills in both speaking and writing in French as well as in Creole.	5.1 Demonstrate adequate mastery of French and Creole grammar in both oral and written communications.	FREN 217	Paper and Class exams	Proficient (3) points: The student is able to prove skillful use of grammar in critical thinking and writing in French	Yes	Hamid Bahri, Jean François and Zohra Saad	Year 5: 2022-2023

Attachment C: French Annual Program Assessment Report: AY 2018-2019

School: School of the Arts and Science

Department: World Languages, Literatures & Humanities

Program: French

Department Assessment Coordinator: Dr. Juana Ramos

Program Coordinator: Dr. Zohra Saad Other Contributors: Dr. Hamid Bahri

Completed by: Dr. Zohra Saad

Date Report Submitted: May 31, 2019

- I. **Program Mission:** The mission of the French/Francophone program is to prepare our students to navigate successfully in French in a global, linguistic and cultural context, in France and in a French-speaking country. First, the French Program strives to teach students to speak, read, and write a language other than English and to use that language to apprehend and respond to the cultures appertaining to these languages. Our students are trained to identify, discuss, and analyze the foundations of the French and Francophone literatures and to attain a deeper understanding of different literary periods, their most representative works and their authors. Additionally, the program strives to make the students understand the historical development of one or more non-US societies, the historical evolution of the French language, its culture, and its society and establish a connection with today's global societies. The French Program also aims to equip the students with the grammatical, linguistic, and cultural knowledge required for their professional careers through a variety of courses. Our students are introduced to an enriching, challenging intellectual and cultural life and are encouraged to spend a semester in France or a French speaking country through the Study Abroad Program to improve their linguistic, cultural and oral skills as well as their understanding and appreciation of the literature and civilization particular to French

II. Assessment Activities:

Institutional Learning Outcomes (ILOs)	Program Goals	Program Level Student Learning Outcomes (PSLOs)	Program Level Student Learning Outcomes (PSLOs)	Measure ¹ & Expected Level of Students' Achievement	Findings	Use of Results
<p>Intellectual Discovery & Creativity: Demonstrate excellence in academic inquiry, creativity, research, collaboration and professional growth.</p> <p>Self-Reflection & Accountability: Reflect on their learning, identify challenges, create a plan to meet the challenges, and improve decision-making.</p>	<p>Goal # <u>3</u> Understand the orthography, morphology, syntax and literary forms used in a variety of French and Creole texts and popular cultural resources</p>	<p># <u>3.2</u> Demonstrate the ability to analyze literary works (explain characteristics of literary genres and periods) through a close textual reading.</p>	<p>FREN218: French Stylistics Section: V 10 students</p>	<p>Proficient (3) 70 percent of the students will be able to write a 2 to 3 page essay on a topic assigned by the professor and be able to apply stylistic tools in the analysis of the text. Students must be able to establish the unity of the text by highlighting syntactic and lexical cohesion.</p>	<p>70% of the students were able to analyze satisfactorily the assigned texts and were able to identify the stylistics tools referred to in the rubric used for the assessment (Anaphors, junctions, metonymies, metaphors , verbal constructions and deictic references) to establish the unity of the texts and their syntactic and lexical cohesion. The students were, thus, able to demonstrate understanding of the linguistics devices used to shape a text and character within.</p>	<p>NONE</p>

- III. **Data Collection and Analysis:** A formative assignment of a two-three page essay was collected toward the end of the semester. The assignment asked students to analyze a literary text (two excerpts were provided) using stylistics tools in order to establish the unity of the text through syntactic and lexical analysis, thus demonstrating understanding of PG 3 as indicated above. Ten essays were collected in late May. Two French language faculty members were involved in the assessment process. Dr. Jean François collected the artifacts and Drs. Hamid Bahri and Zohra Saad evaluated, analyzed, and interpreted the data. In order to establish interrater reliability both faculty members met to discuss the program goal, the program student learning outcome, the rubric, direct measure, and what they consider excellent, satisfying, approaching, and not approaching in the essays' content. This PG is related to the ILOs Creativity and Self-reflection. Data demonstrated that students were able to establish how stylistics tools are used to establish unity of text, syntactic and lexical cohesions as well as character shaping. Findings suggest that 70% of the sample collected reached the instructor's expectations. Essays demonstrated a competent attempt to analyze a literary piece of work through a close textual reading based on stylistic tools. Another 20% of the essays made a partial attempt at using the required stylistic tools for literary analysis, whereas 10% failed to demonstrate understanding of the task at hand and was completely off topic. A rubric was used to assess artifacts.
- IV. **Action Plan:** Based on the results, we consider that no changes are needed at this time. The artifacts collected showed that students were able to satisfactorily analyze a literary work using stylistic tools as well as establish the unity of the text, and syntactic and its lexical cohesion. Those students who came short of the instructor's expectations showed understanding of the assignment topic but were not able to support their ideas with evidence from the sources.
- V. **Communication:** The results were shared and discussed with the French discipline faculty members in the first departmental meeting of Fall 2019. An assessment report was submitted to the Academic Assessment Committee for review and feedback
- VI. **Changes Implemented:** In Fall 2018, PG 1 (Obtain general knowledge of main French literature periods and movements through a given historical period, its most representative masterpieces and their authors) and PSLO 1.3(Demonstrate familiarity with major historical movements and aesthetic ideals that relate to the literature of France.) were assessed. A formative assignment was collected by mid-October, 2018, in order to assess PG1 and PSLO1 for FREN 362 course - Themes in French literature. Eight students wrote a three-page essay comparing the view and technique of the Romantics and the Realists in the expression of love. Dr. Jean François collected the data. Two faculty members of the French discipline evaluated and interpreted the students' essays. A discipline rubric was used as an assessment tool. Students' analyses and interpretations were quite satisfactory. Still one or two students failed to demonstrate their understanding of the concept of love and distinguish between the Romantic and the realist ideals. In order to ensure that all students achieve a more thorough understanding, more ongoing assessment measures will be given during the semester in the form of quick quizzes and one-page papers. PG1 and a new PSLO will be reassessed in AY 2023-2024.

VII. **Synopsis of assessment plan for upcoming academic year:** During AY 2019/2020 we will assess Goal 2 (obtain general knowledge of key authors and works of literature from the Caribbean, North African and Sub-Saharan Francophone countries). And PSLO 2.1(Identify key authors and works of literature from the Caribbean, North African, and Sub-Saharan Francophone countries). Also Goal 4 (Analyze the role of history and colonialism in the emergence of a literature written in French, outside of France) and Goal 4

Analyze the role of history and colonialism in the emergence of a literature written in French, outside of France. In AY 2020/2021, PG1 and PSLO 1.2 will be reassessed using FREN231: Survey of French literature I, an ideal course for corroborating the findings of last year's assessment of AAC, RV 4.17.19 FREN362 and evaluate whether changes are needed to ensure better understanding by the students of the PG and PSLO.

Attachment D: Spanish Program Assessment 5-Year Plan: 2018-2023

School	School of Arts and Sciences
Department	World Languages, Literatures, and Humanities
Program	Spanish
Department Chair	Dr. Fabiola F. Salek
Department Assessment Coordinator	Dr. Juana Ramos
Program Coordinator	Dr. Juana Ramos
Other Contributors	Dr. Margarita Drago, Dr. Eva Vasquez, Dr. Franklin Gutierrez, Dr. Margaret Ballantyne
Completed by	Dr. Juana Ramos
Date Submitted	11/11/2018

York College Strategic Goals 2010-2020

- 1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences.**
- 2. Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY.**
- 3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.**
- 4. 4. Develop and implement a financial model to support York College's programs, students, faculty, staff, and facilities.**
- 5. Ensure the planning and building of facilities that meet and sustain the long-range strategic needs of York College in concert with the surrounding community.**

Mission: The mission of the Spanish program is to prepare our majors and minors for their professional careers through a variety of courses in which they study and learn about the Spanish language, culture, and literature, so they become active participants in their communities, innovative and ethical professionals who contribute to the development of a more inclusive society, in terms of cultural, linguistic, and intellectual diversity. Students in our program are introduced to an enriching and challenging intellectual and cultural life by exposing them to guest lectures, colloquia, poetry and narrative readings, film festivals, museum trips, and student writing contests. Furthermore, our program aims to provide students with a comparative element that will enable them to improve communication skills in their own language. In order to accomplish our educational goals, a rigorous academic orientation is provided to each student.

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 1: 2018-2019	1.Enhance and expand opportunities for engaging, rigorous and transformative learning experiences. 3.Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.	Goal 4 Develop writing and oral communication skills.	4.1 Write well developed essays using appropriate organization, vocabulary and grammatical structures.	SPAN 418	Essay: Mid-semester project	3 or 4 on rubric. Student is able to write well developed essays using appropriate organization, vocabulary, and grammatical structures with few or no errors.	Yes	Margarita Drago	AY 2023-2024
		Goal 2: Demonstrate oral and written understanding of what literature is; written about it and relate studied literary works to their socio-political and cultural context.	2.1 Explain linkage of socio-political culture and literary texts.	SPAN 351	Midsemester project (Essay)	3 on rubric. Student is able to explain the linkage of socio-political culture and literary texts in a consistent manner relating the text or source to the literary period in which it was produced.	Yes	Juana Ramos	AY 2019-2020

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 2: 2019-2020	1. Enhance and expand opportunities for engaging, rigorous and transformative learning experiences. 3. Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.	Goal 2: Demonstrate oral and written understanding of what literature is; write about it and relate studied literary works to their socio-political and cultural context.	2.1 Explain linkage of socio-political culture and literary texts.	SPAN 222	Essay – Semester Project	3 on rubric. Student is able to explain the linkage of socio-political culture and literary texts in a consistent manner relating the text or source to the literary period in which it was produced.	Yes	Margaret Ballantyne	AY 2019-2020
		Goal 2 Demonstrate oral and written understanding of what literature is; write about it and relate studied literary works to their socio-political and cultural context.	2.1 Explain linkage of socio-political culture and literary texts.	A 400-level course will be assessed	Essay Semester Project	3 on rubric. Student is able to explain the linkage of socio-political culture and literary texts in a consistent manner relating the text or source to the literary period in which it was produced.	Yes	Fulltime Faculty	AY 2024-2025

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 3: 2020-2021	<p>1. Enhance and expand opportunities for engaging rigorous and transformative learning experiences.</p> <p>3 Ensure a culture of development and continuous improvement through appropriate and meaningful assessment</p>	Goal 3 Demonstrate proficiency in the use of the Spanish Language through analyses of the orthography, morphology, and syntax used in a variety of Spanish texts and popular culture.	3.2 Demonstrate proficiency in the use of the Spanish idioms, regionalisms, linguistic calques and loans analyzing the vast diversity of orthography, morphology, and syntax that mark the language and ethnic identity of Spanish speakers across the Spanish speaking world.	We will assess a 200-level course	Essay Semester Project	<p>3 on rubric.</p> <p>Student demonstrates advanced proficiency in the use and understanding of Spanish idioms, regionalisms, linguistic calques and loans analyzing the vast diversity of orthography, morphology, and syntax that mark the language and ethnic identity of Spanish speakers across the Spanish speaking world</p>	Yes	Fulltime Faculty	AY 2020-2021

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
			3.2 Demonstrate proficiency in the use of the Spanish idioms, regionalisms, linguistic calques and loans analyzing the vast diversity of orthography, morphology, and syntax that mark the language and ethnic identity of Spanish speakers across the Spanish speaking world	We will assess a 300-level course	Essay Semester Project	3 on rubric. Student demonstrates advanced proficiency in the use and understanding of Spanish idioms, regionalisms, linguistic calques and loans analyzing the vast diversity of orthography, morphology, and syntax that mark the language and ethnic identity of Spanish speakers across the Spanish speaking world	Yes	Fulltime Faculty	AY 2021-2022

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 4: 2021-2022	1. Enhance and expand opportunities for engaging rigorous and transformative learning experiences. 3 Ensure a culture of development and continuous improvement through appropriate and meaningful assessment	Goal 3 Demonstrate proficiency in the use of the Spanish Language through analyses of the orthography, morphology, and syntax used in a variety of Spanish texts and popular culture.	3.2 Demonstrate proficiency in the use of the Spanish idioms, regionalisms, linguistic calques and loans analyzing the vast diversity of orthography, morphology, and syntax that mark the language and ethnic identity of Spanish speakers across the Spanish speaking world	We will assess a 400-level course	Essay Semester Project	3 on rubric. Student demonstrates advanced proficiency in the use and understanding of Spanish idioms, regionalisms, linguistic calques and loans analyzing the vast diversity of orthography, morphology, and syntax that mark the language and ethnic identity of Spanish speakers across the Spanish speaking world	Yes	Fulltime Faculty	AY 2025-2026
		<i>Goal 5 Attain information literacy skills relevant to the discipline</i>	5.4 Create bibliographic citations of literary and the latest MLA format.	We will assess a 200-level course.	Essay Semester Project	3 or 4 on rubric. Student demonstrates literacy skills relevant to the discipline through the creation of bibliographic citations of literary and scholarly works according to the latest MLA format with few or no errors.	Yes	Fulltime Faculty	AY 2022-2023

Year	York Strategic Plan Goals (2010-2020)	Program Goal	Program Student Learning Outcome	Source of Evidence¹ (Courses)	Assessment Measures²	Expected Level of Student Achievement	Rubric	Faculty Involved	Year of Reassessment
Year 5: 2022-2023	1. Enhance and expand opportunities for engaging rigorous and transformative learning experiences. 3 Ensure a culture of development and continuous improvement through appropriate and meaningful assessment	Goal 5 Attain information literacy skills relevant to the disciple.	5.4 Create bibliographic citations of literary and scholarly works according to the latest MLA format	We will assess a 300-level course	Essay Semester Project	3 or 4 on rubric. Student demonstrates literacy skills relevant to the discipline through the creation of bibliographic citations of literary and scholarly works according to the latest MLA format with few or no errors	Yes	Fulltime Faculty	AY 2022-2023
		Goal 5 Attain information literacy skills relevant to the disciple	5.4 Create bibliographic citations of literary and scholarly works according to the latest MLA format	We will assess a 400-level course	Essay Semester Project	3 or 4 on rubric. Student demonstrates literacy skills relevant to the discipline through the creation of bibliographic citations of literary and scholarly works according to the latest MLA format with few or no errors	Yes	Fulltime Faculty	AY 2026-2027

Attachment E: Department Strategic Planning 2022-2027

Goals	Objectives	Outcomes
Instruction		
a) Courses	Revise and update courses as part of Academic Program Review and Pathways. Incorporate technology into more courses. Develop new courses which reflect the research interests of faculty and new developments in our fields	Course changes will be approved through governance and appear in Bulletin. More courses taught in Smart Classrooms. Programs will be enhanced by new offerings.
b) Curriculum and Programs	Additional revisions majors/minor with Pathways and articulation agreements with Community Colleges; e.g. BMCC, QBCC and LAGCC. Develop a language, literature and culture sequence through more advanced level for other critical languages (Arabic and Bengali). Begin to create a Minor in Digital Humanities. Begin to create a TESOL Certificate Program Begin to create a Minor in LGBTQ+	Courses will be modified and/or deleted as additionally needed for Pathways. Articulations will be implemented. The Department now offers language, culture and literature courses in Arabic, Bengali, and other languages, better serving our heritage speakers. New minors will expand the offering for students.
c) Research and Scholarship	All faculty will continue to publish and present academic papers, books, creative works, every year. Continue faculty participation/contributions in Department. Faculty will participate in CETLET opportunities.	Department Faculty will continue to set new standards in our fields
Faculty		
a) Recruitment	Hire additional Spanish and French full-time faculty. Hire full-time faculty in a critical language (Chinese, Bengali or Arabic). Hire additional Italian full-time faculty.	Improve full- to part-time teaching ratio to 75% full-time, 25% adjunct.
b) Retention	Continue mentoring program of junior faculty – each junior member will have a research/scholarship and teaching/service mentor.	Faculty will earn promotions in a timely manner while becoming productive citizens of the college.
c) Development	All faculty will increase use of technology in all levels of courses. All faculty will keep abreast of and incorporate pedagogical developments in the field to our courses.	Students will get additional support from these resources. Students will continue to get a first-class educational experience in our courses.
Students		
a) Recruitment	Create liaisons with our graduates who are HS teachers to recruit their students. Reach out to Principals and ESL Coordinators of Queens High Schools	Students will find an easier transition to College and a FL major.

b) Retention	<p>Increase numbers of students who continue in FL beyond the Gen Ed requirements.</p> <p>Increase number of students who participate in Study Abroad programs. Continue to offer advanced courses at times that are “student friendly” for our majors</p>	<p>Offer more sections so that they fit into students’ schedules; offer more professionally relevant courses.</p> <p>Wider participation will mean students continue their language studies. Continue to offer French and Spanish major classes after 3:00 pm and on Saturdays so that paraprofessionals can study in a convenient way</p>
c) Graduation	Increase number of Spanish and French/Creole majors and minors in all disciplines	Students will be better prepared for graduate studies.

