New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

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| **Title of Proposal** | Academic Minor in Spanish Language |
| **Date** | February 10, 2021 |
| **Major or Minor** | Major |
| **Proposer’s Name** | David Sánchez Jiménez |
| **Department** | Humanities |
| **Date of Departmental Meeting in which proposal was approved** | 2-18-2021 |
| **Department Chair Name** | Ann Delilkan |
| **Department Chair Signature and Date** | 2-16-2021 |
| **Academic Dean Name** | Justin Vazquez-Poritz |
| **Academic Dean Signature and Date** | **2/17/21** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | Proposing the creation of a 12-credit academic minor in Spanish Language using existing courses. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | The academic minor in Spanish Language will be available to students in academic major programs with 12 or more credits available in General Education Flexible Common Core and College Option Requirements. Of the eleven Senior Colleges within CUNY, Medgar Evers College and City Tech are the only two that currently do not offer a minor in Spanish, despite the fact that the latter is a Hispanic Serving Institution (HSI). The program is designed to provide students with a better understanding of Spanish language and culture to enhance their skills in their professions and augment their career opportunities in the country’s multilingual settings and in other parts of the world. Spanish is the native language of more than 450 million people in 21 countries and the second most commonly spoken language in the United States: 43 million in the U.S. are native Spanish speakers. It is also the second most widely spoken in NYC: English, 70.72%; Spanish 14,44%; Chinese 2,61% (MLA, 2015). |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | (2021-2-17) - Initial submission. |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

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| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification |  |
| * Chair’s Signature | X |
| * Dean’s Signature | X |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | N/A |
| Documentation of Advisory Commission views (if applicable). |  |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). |  |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

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| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

Proposal for an Academic Minor in Spanish Language Sponsored by the Humanities Department

Major Curriculum Modification

Rationale:

Declaring a minor is a great way for students to take classes from different disciplines/departments that will complement the degree that they earn, helping them broaden their skills and discover new ways of thinking, and making them more in demand in the professional world. Of the eleven Senior Colleges within CUNY, Medgar Evers College and City Tech are the only two ones that currently do not offer a minor in Spanish despite the fact that the latter is a Hispanic Serving Institution (HSI). City Tech is home to many multilingual students, many speaking Spanish at home. The issues of identity, diversity, and inclusion are promoted by the college’s mission statement.

For students enrolled at City Tech, the development of strong communicative skills in the Spanish language is advantageous in the United States and opens doors to an increasingly globalized world. Spanish is the native language of more than 450 million people in 21 countries and the second most commonly spoken language in the United States: 43 million of the country’s population are native Spanish speakers). Spanish is also the second most widely spoken language in NYC: English, 70.72%; Spanish 14,44%; Chinese 2,61% (MLA, 2015). Moreover, it is an important language of culture, with 11 Nobel Laureates in Literature, and plays a central role in international business and commerce. The creation of an academic minor that seeks to validate the students’ bilingualism can help broaden their career path and navigate a competitive job market. The skills they develop will be especially useful in the multicultural and diverse urban area of New York City, where opportunities for bilingual individuals who speak Spanish and English are growing in the specialized fields of technology, health care professions, social services, paralegal professions, etc. (Martinez, 2015, 2016).

The Humanities Department proposes a 12-credit academic minor comprising Spanish language courses. This program would be beneficial to individuals interested in studying Spanish as a foreign language. Such students reach an advanced proficiency level in the language, allowing them to understand and communicate fluently with native speakers of Spanish (ACTFL, 2012). This minor will become the first and only one taught entirely in a language other than English at City Tech. Its existence will be a step in the direction of meeting the diversity goals established by the College and CUNY and would be consistent with the college’s mission to encourage open-mindedness and diversity in education.

The required and elective courses of this academic minors fulfill many General Education requirements, including the Common Core, and engage well with a variety of technological and professional disciplines, including Health Communication, Nursing, Law and Paralegal Studies, Hospitality Management, Human Services, Emerging Media, Professional and Technical Writing, Education, Architectural Technology, Construction Management Technology and Entertainment Technology. A list of skills complementing this academic major at City Tech can be found at the end of this section; some are key for students to succeed in their studies and careers.

The list below shows the most important skills students acquire when they learn a new language:

Personal development

1. Analytical skills improve when students study a foreign language.
2. Creativity is increased with the study of foreign languages.
3. Skills like problem solving, dealing with abstract concepts, are increased when you study a foreign language.
4. Foreign language study enhances listening skills and memory.
5. A foreign language student is able to present and defend his/her own opinions on current issues in a formal discussion or debate using sociolinguistic competence – using language with the appropriate social meaning.
6. Foreign language study introduces students to team dynamics: experience working with a team on a long-term project.
7. The study of a foreign language improves the knowledge of one’s own language: English vocabulary skills increase.
8. Foreign language study offers a sense of the past: culturally and linguistically.

Professional development

1. Business skills plus foreign language skills make an employee more valuable in the marketplace.
2. Foreign language study enhances one’s opportunities in government, business, medicine, law, technology, military, industry, marketing, etc.
3. Four out of five new jobs in the US are created as a result of foreign trade.
4. Foreign languages provide a competitive edge in career choices: one is able to communicate in a second language.
5. Your marketable skills in the global economy are improved if you master another language.
6. One is at a distinct advantage in the global market if one is as bilingual as possible.

Diversity and interculturality

1. Foreign language study creates more positive attitude and less prejudice towards people who are different, which leads to an appreciation of cultural diversity.
2. Learning a foreign language promotes understanding a different culture and acquiring intercultural competence.
3. Dealing with another culture enables people to gain a more profound understanding of their own culture.
4. The study of foreign languages teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature.
5. Foreign languages expand one’s view of the world, liberalize one’s experiences, and make one more flexible and tolerant.

REFERENCES:

ACTFL. (2012). *ACTFL proficiency guidelines* [Electronic version]. http://www.actfl.org/sites/default/files/pdfs/ACTFLProficiencyGuidelines2012\_FINAL.pdf.

Martinez, G. (2015). *Spanish in the U.S. Health Delivery System*. Informes del Observatorio del Instituto Cervantes en Harvard, 1-24. http://cervantesobservatorio.fas.harvard.edu/sites/default/files/013\_reports\_spanish\_health\_system\_us.pdf

Martinez, G. (2016). Against Medical Spanish: Spanish in the Health Professions Yesterday, Today, and Tomorrow. *ADFL Bulletin*, 44 (1): 9-18.

The Modern Language Association of America. (2015). *MLA Language Map Data Center*. https://web.archive.org/web/20130815140430/http:/www.mla.org/cgi-shl/docstudio/docs.pl?map\_data\_results

Description of the Proposed Academic Minor

The academic minor in Spanish Language will be available to students in academic major programs with 12 or more credits available in General Education Flexible Common Core and College Option Requirements. Advising for the academic minor will be conducted by a full-timer Spanish instructor of the Humanities department designated as the program director. The Spanish Language Minor provides students the opportunity to develop their Spanish language skills while reinforcing their knowledge of other cultures of the Hispanic world.

This academic minor consists of two required courses and two additional courses from a selection of three electives focused on Health (SPA 2203) and Literature (SPA 3301, SPA 3302). The prerequisites for SPA 2201 (and consequently for the minor) are SPA 1102 or placement of SPA 2201, and only placement for SPA 2201HS. Therefore, students should be able to declare and begin working on academic minor courses during the first semester. In cases where they are placed in a lower-level course, such as SPA 1102, students will start their academic minor in their second semester. At the beginning of the program, students will be placed in the intermediate level (SPA 2201 or SPA 2201HS) or high intermediate level (SPA 2202 or SPA 2202HS) according to their proficiency level (measured by the language placement test). The results of the placement test will determine the advisement of a full-time Spanish instructor in the student’s enrolment in the course. If a student places higher than SPA 2201 or SPA 2201HS then they can take additional electives to reach a total of 12 credits for the minor. The Humanities department offers Spanish in two different tracks: Spanish for heritage speakers (courses identified with the suffix HS) and Spanish as a foreign language (courses without the suffix). Students will study a different track of the Spanish sequence (SPA 2201 and SPA 2202 or SPA 2201HS and SPA 2202HS) and cannot switch tracks without permission from a full-time Spanish language instructor.

For the Minor, SPA 2201 or SPA 2201HS will be the entry point of the sequence for students with intermediate proficiency level in Spanish. Students will have to meet the course objectives, demonstrating the use of Spanish through practice in writing and conversation and reading Spanish literature. Generally, SPA 2201 runs three sections every semester, while SPA 2201HS has two sections. In addition, students will take the subsequent courses in the Spanish sequence (SPA 2202 or SPA 2202HS) up to completion of Literature courses SPA 3301 and SPA 3302. These last two courses, intended for students who wish to reach an advanced level of proficiency in Spanish, cover a selection of literary works from the Middle Ages to the present and aim to develop tools of critical analysis as applied to prose and poetry.

If students, on the other hand, were placed in SPA 2202 or SPA 2202HS and wish to enroll in the academic minor, they will follow the same path, starting the program with SPA 2202 or SPA 2202HS, followed by SPA 3301 and 3302, and then the remaining SPA 2203. The current pool of elective courses is expected to grow in the next semesters with the creation of new courses focused on Spanish literature, cinema, and linguistics. The language of instruction for all courses in the academic minor will be Spanish.

**Required and Elective Courses for the Academic Minor**

Students must earn a C or above in all academic minor course work in order to be granted an academic minor designation on their transcripts. The table below shows the requirements of the academic minor in Spanish Language, all of them under the CUNY’s Pathways category World Cultures and Global Issues (WCGI).

**REQUIRED COURSE (6 credits)**

SPA 2201 Intermediate Spanish I or SPA 2201HS Spanish for Heritage Speakers

SPA 2202 Intermediate Spanish II or SPA 2202HS Spanish Oral and Written Academic Communication for Heritage Speakers

**ELECTIVE COURSES (6 credits)**

SPA 2203 Spanish for Health Professionals

SPA 3301 Survey of Early Spanish Literature

SPA 3302 Survey of Modern Spanish Literature

Total credits: 12

**Programmatic Learning Outcomes**

 Students will:

* Demonstrate written and conversational mastery of the Spanish language.
* Acquire sensitivity to social and ethnic diversity as well as cultural differences from a historically grounded perspective.
* Demonstrate an advanced understanding of language and literature in Spanish in a global context and from all historical periods.
* Demonstrate the ability to interpret and explain language variation and change according to the historical and socio-cultural contexts in which they occur.

Sample Curriculum Map

Below is a sample curriculum map for a student majoring in BTech in Architectural Technology with an academic minor in Spanish Language:

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| **Gen Ed Requirements for Architectural Technology** | **Courses for Proposed Academic Minor** |
| World Cultures and Global Issues | SPA 2201 |
| Additional Flexible Common Core | SPA 2202 |
| Additional Liberal Arts | SPA 3301 |
| Additional Liberal Arts (Advanced) | SPA 3302 |

As the Sample Curriculum Map illustrates, an Academic Minor in Spanish Language can be completed in all BS degrees and most BTech degrees within the required credits of the degree program.