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 for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

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	2-21-2021
Academic Dean Name	Justin Vazquez-Poritz
Academic Dean Signature and Date	**9/21/21**
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 12-18 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, although 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). The program will be taught completely in Spanish and ensures that students reach advanced proficiency level in Spanish upon graduation.
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. (2021-09-02) – Revised. (2021-09-13) – Revised.

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

Completed CURRICULUM MODIFICATION FORM including:	
• Brief description of proposal	X
• Rationale for proposal	X
• Date of department meeting approving the modification	X
• 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.	

EXISTING PROGRAM MODIFICATION PROPOSALS

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[1], 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 (see Annex 1). The issues of identity, diversity, and inclusion promoted by the college's mission statement will be reinforced by offering students the opportunity of being exposed to different dialects of the Spanish language in the class and learning about other Hispanic cultures from their peers. Moreover, heritage speakers of Spanish will have the opportunity to practice their mother tongue in an academic setting and will see its valuable for their future careers.

The main objective of the Spanish Language Minor is to equip students with the knowledge that will help them reach an advanced proficiency level in Spanish. In order to achieve this, students will attend a total of four courses in which they analyze the structures, meanings, and sounds of the Spanish language, and develop their communicative skills. 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 (see Annex 2), 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).

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[1] Baruch College, Hunter College, The City College, Hunter College, John Jay College of Criminal Justice, Lehman College, Brooklyn College, College of Staten Island, Queens College, and York College.

This minor will also be an asset to students who decide to work in bilingual or international companies in the US or abroad, especially in the 21 countries where Spanish is the native language. Although most scientific publications are written in English, interpreting knowledge in a language other than English will also allow readers to broaden their perspective.

The Humanities Department proposes a 12-18 credit academic minor comprising Spanish language courses. This program would be beneficial to individuals interested in studying Spanish as a foreign language and to heritage speakers of Spanish who have prior knowledge of the language. Regardless of their proficiency level upon entry, students will end the program with an advanced proficiency level in Spanish, which will allow them to understand and communicate fluently with native speakers of Spanish (ACTFL, 2012). At this point, they will be equipped with the necessary knowledge and skills in Spanish needed to apply for national (e.g., National Board of Certification for Medical Interpreters, ACTFL Advanced Proficiency Level in Spanish, AATSP National Spanish Examinations) and international certifications (e.g., DELE Level C1 [Diplomas of Spanish as a Foreign Language], SIELE Level C1 [International Evaluation Service of the Spanish Language], CELU Level C1 [Certificate of Spanish: Language and Use]). 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 Prof. David Sanchez Jimenez, a full-timer Spanish instructor who will be the coordinator of the program. 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 to four required courses (depending on the course in which students were placed during the placement test process) 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 1101 (and consequently for the minor) are placement test and department approval. 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. However, students could be placed at a higher level, such as 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 (see Annex 3): 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 the World Language Program Coordinator.

For the Minor, SPA 1101 or SPA 1102 will be the entry point of the sequence for students with elementary proficiency in Spanish. These are beginning courses focused on developing students' language skills (listening/speaking, reading/writing). An appreciation of Hispanic culture is integrated into each lesson. Generally, SPA 1101 runs five sections every semester, while SPA 1102 has three sections. In the intermediate level (SPA 2201 or SPA 2201HS), 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 the 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 at the 2000 and the 3000 levels, focused on but not limited to Spanish linguistics, Hispanic cinema and literature, and Spanish for science and technology.

The required courses in the academic minor are offered every semester, while SPA 2203 and SPA 3302 are only offered in the Fall and SPA 3301 once every Spring. All the courses will be taught in Spanish by qualified bilingual instructors who are native speakers of the target language (2 full-timers and 6 adjuncts). These professors have been teaching these courses for several years in the Humanities Department with success. They have been observed regularly and evaluated by higher ranked staffs. This fact guarantees the overall quality of the program. Among them, three instructors hold a doctorate degree in the relevant areas of Applied Linguistics (SPA 1101-SPA 2203), Golden Age Spanish Literature (SPA 3301, SPA 3302), and Spanish Literature and Cultural Studies (SPA 3301, SPA 3302), and two of our adjunct professors holds a master's degree in Applied Linguistics (SPA 1101-SPA 2203) and a MPhil in Hispanic and Luso-Brazilian Literatures and Languages (SPA 1101-SPA 3302, LATS 2202) from prestigious institutions such as Georgetown University, New York University, The Graduate Center and Antonio de Nebrija (Spain).

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 (6-12 credits)

SPA 1101 Elementary Spanish I
SPA 1102 Elementary Spanish II
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
SPA XXXX

Total credits: 12-18

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.

To assess student learning outcomes, an exit survey will be administered for students completing the minor to provide the opportunity to share overall feedback and thoughts with the academic community about the minor and how they benefitted from it. Enrollment trends will also be tracked, as well as rates of completion and grade distributions. Graduation and retention rates, successful completion and time to graduation for students declaring the minor might also be compared with those of the overall student population. Additionally, grade distributions for the classes taken by students declaring the minor could be compared with those of the general population of students who take these classes.

Sample Curriculum Map

Below is a sample curriculum map for a student majoring in BS in Applied Computational Physics with an academic minor in Spanish Language:

Gen Ed Requirements for Applied Computational Physics	Courses for Proposed Academic Minor
World Cultures and Global Issues	SPA 1101
World Language	SPA 1102
World Language	SPA 2201
Additional Flexible Common Core	SPA 2202
Free Elective	SPA 3301
Free Elective	SPA 3302

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

## Diversity and Inclusive Education Syllabus Statement

This academic minor welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this academic minor intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the courses included in the academic minor concerns you, you should feel free to inform your instructor without fear of any negative impact on your grade. Let your instructor know how to improve the effectiveness of the courses for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.

Annex:

1. <u>AIRE: Enrollment Trends (Spring 2021) by Ethnicity</u>

Enroll Time	Admission Type	Degree Pursued Level	Full-Time/Part-Time	Class Status	Ethnicity (IPEDS)	Gender	Back to Home
All	All	All	All	All	All	All	

Pell Flag	Economic Disadvantage Flag	School	Department	Academic Plan		STEM_Status	
All	All	All	All	All		All	
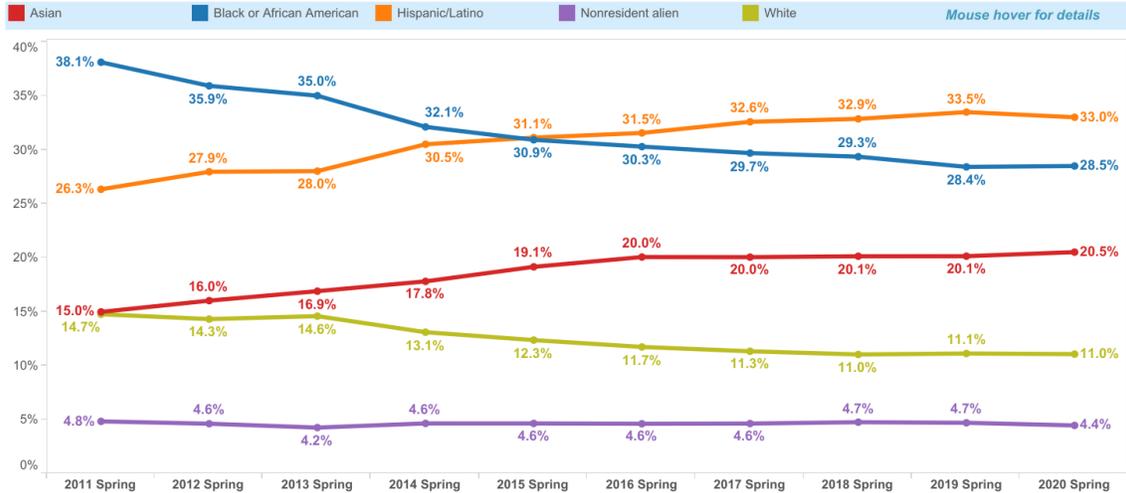
Ethnicity (IPEDS)	2011 Spring	2012 Spring	2013 Spring	2014 Spring	2015 Spring	2016 Spring	2017 Spring	2018 Spring	2019 Spring	2020 Spring
American Indian or Alaskan Native	52 0.3%	52 0.3%	48 0.3%	63 0.4%	62 0.4%	62 0.4%	55 0.4%	49 0.3%	50 0.3%	49 0.3%
Asian	2,270 15.0%	2,441 16.0%	2,590 16.9%	2,793 17.8%	3,010 19.1%	3,165 20.0%	3,137 20.0%	3,169 20.1%	3,087 20.1%	3,049 20.5%
Black or African American	5,781 38.1%	5,478 35.9%	5,370 35.0%	5,041 32.1%	4,862 30.9%	4,781 30.3%	4,647 29.7%	4,623 29.3%	4,357 28.4%	4,236 28.5%
Hispanic/Latino	3,994 26.3%	4,263 27.9%	4,297 28.0%	4,788 30.5%	4,894 31.1%	4,981 31.5%	5,101 32.6%	5,175 32.9%	5,136 33.5%	4,908 33.0%
Native Hawaiian or Other Pacific Islander	43 0.3%	60 0.4%	61 0.4%	81 0.5%	77 0.5%	74 0.5%	68 0.4%	50 0.3%	46 0.3%	35 0.2%
Nonresident alien	730 4.8%	701 4.6%	650 4.2%	726 4.6%	727 4.6%	725 4.6%	722 4.6%	746 4.7%	718 4.7%	660 4.4%
Two or more races	66 0.4%	79 0.5%	92 0.6%	155 1.0%	155 1.0%	153 1.0%	157 1.0%	206 1.3%	244 1.6%	293 2.0%
White	2,237 14.7%	2,180 14.3%	2,235 14.6%	2,053 13.1%	1,942 12.3%	1,849 11.7%	1,771 11.3%	1,735 11.0%	1,703 11.1%	1,643 11.0%
Grand Total	15,173 100.0%	15,254 100.0%	15,343 100.0%	15,700 100.0%	15,729 100.0%	15,790 100.0%	15,658 100.0%	15,753 100.0%	15,341 100.0%	14,873 100.0%

[Source: AIRE (City Tech)](#)

2. Languages Spoken at Home: New York City

Top Languages Spoken at Home
Universe: Population 5 years and over
2011-2015 American Community Survey Public Use Microdata 5-Year Sample
New York City and Boroughs

New York City	Total	Percent
Total	7,873,602	100.0
Speak only English	4,004,488	50.9
Language other than English	3,869,114	49.1
Language other than English	3,869,114	100.0
Spanish	1,936,792	50.1
Chinese*	463,586	12.0
Russian	196,517	5.1
French Creole	112,748	2.9
Bengali	96,539	2.5
Yiddish	86,356	2.2
French	80,643	2.1
Italian	79,544	2.1
Korean	73,706	1.9
Arabic	64,375	1.7
Polish	53,454	1.4
Tagalog	49,406	1.3

Bronx	Total	Percent
Total	1,321,262	100.0
Spanish	550,205	41.6
Language other than English	771,057	58.4
Language other than English	771,057	100.0
Spanish	621,840	80.6
Kru, Ibo, Yoruba	27,439	3.6
Bengali	14,539	1.9
French	12,730	1.7
Albanian	9,545	1.2
Italian	9,344	1.2
Mande	8,820	1.1
Arabic	6,322	0.8
Chinese*	6,255	0.8
Fulani	5,852	0.8
French Creole	5,113	0.7
Tagalog	4,694	0.6

Brooklyn	Total	Percent
Total	2,402,727	100.0
Speak only English	1,278,668	53.2
Language other than English	1,124,059	46.8
Language other than English	1,124,059	100.0
Spanish	400,841	35.7
Chinese*	170,427	15.2
Russian	130,714	11.6
Yiddish	82,751	7.4
French Creole	75,524	6.7
Arabic	28,790	2.6
Hebrew	26,702	2.4
Italian	24,575	2.2
Polish	19,892	1.8
Urdu	19,497	1.7
French	19,429	1.7
Bengali	18,221	1.6

Manhattan	Total	Percent
Total	1,547,059	100.0
Speak only English	927,650	60.0
Language other than English	619,409	40.0
Language other than English	619,409	100.0
Spanish	350,112	56.5
Chinese*	83,013	13.4
French	34,246	5.5
Korean	13,138	2.1
Russian	11,135	1.8
Japanese	10,766	1.7
German	10,604	1.7
Hebrew	9,927	1.6
Italian	9,899	1.6
Arabic	7,125	1.2
Portuguese	7,092	1.1
Hindi	6,667	1.1

Queens	Total	Percent
Total	2,157,847	100.0
Speak only English	940,264	43.6
Language other than English	1,217,583	56.4
Language other than English	1,217,583	100.0
Spanish	515,885	42.4
Chinese*	192,448	15.8
Bengali	60,042	4.9
Korean	49,438	4.1
Russian	36,817	3.0
Tagalog	29,976	2.5
Greek	28,341	2.3
French Creole	28,312	2.3
Polish	23,987	2.0
Italian	23,962	2.0
Punjabi	23,334	1.9
Hindi	19,443	1.6

Staten Island	Total	Percent
Total	444,707	100.0
Speak only English	307,701	69.2
Language other than English	137,006	30.8
Language other than English	137,006	100.0
Spanish	48,114	35.1
Russian	14,660	10.7
Italian	11,764	8.6
Chinese*	11,443	8.4
Arabic	7,556	5.5
Albanian	7,225	5.3
Polish	4,520	3.3
Tagalog	4,253	3.1
Urdu	3,198	2.3
Korean	3,146	2.3
Serbo-Croatian**	1,818	1.3
French	1,671	1.2

* Includes Chinese, Cantonese, Mandarin, and Formosan
** Includes Croatian, Serbian, and Serbo-Croatian.

Sources: U.S. Census Bureau, 2011-2015 American Community Survey Public Use Microdata 5-Year Sample
Population Division -- New York City Department of City Planning (February 2017)

2

Source: NY.GOV

3. Spanish sequence:
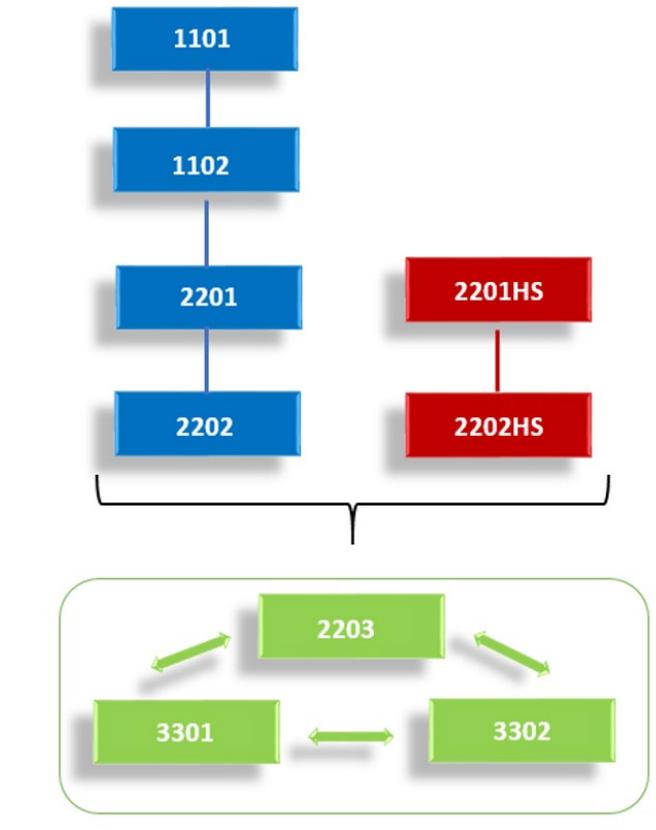
4. <u>Letter of support 1:</u>

2 September 2021

David Sánchez Jiménez, PhD
Associate Professor of Spanish
Department of Humanities
NYC College of Technology, CUNY
300 Jay St., Rm L630
Brooklyn, NY 11201

Dear Dr. Sánchez Jiménez,

I write this letter with enthusiastic support of the curriculum proposal submitted by your department for two extremely relevant and much needed academic minors at City Tech, Spanish Language and Hispanic Studies. The two proposed minors will not only enrich the education of our students but pave the way for City Tech to develop a more diverse curriculum which reflects our identity as a Hispanic-Serving Institution and aligns with our mission as an institution.

As we begin our 25th year as a Hispanic-Serving Institution, committed to providing broad access to high quality education for a diverse urban population, we need to reflect on the current culture at City Tech and the needs of our Hispanic students. The first HSI forum took place in 2018 and our HSI Position paper was released in 2019. One of the recommendations for action is for City Tech to develop a culturally responsive curriculum. At 34% Hispanic enrollment, with large representation of Hispanic students in all our departments, these minors will appeal to thousands of our students across all majors. The Spanish language minor will appeal to those students entering fields where bilingualism is seen as an asset. The Hispanic Studies minor will appeal to those students looking to gain diverse perspectives about their own racial and cultural histories but also about the history of other ethnic groups.

Demographic trends indicate that the Hispanic population will continue to grow, therefore as we expect to enroll more Hispanic students, we need to prepare more multilingual speakers to remain competitive in their respective fields. As the second most widely spoken language in New York City, a graduate holding a minor in Spanish Language is holding a truly valuable and necessary skill. The Spanish language minor is not only intended for native Spanish speakers but for any City Tech student seeking to diversify their portfolio. Having a minor that will be taught exclusively in Spanish is a true statement of our commitment to reframing the HSI culture at City Tech. Experts on effective HSI practices recommend that reinforcing bilingualism and the preservation of the Spanish language is key to constructing a Hispanic-serving identity.

As an HSI, City Tech plays a critical role in educating and empowering Hispanic youth. City Tech does not house a Latin American Studies Department and therefore is currently not equipped to provide our students with culturally enhancing courses that connect them to Hispanic heritage. The Hispanic population at City Tech is diverse in itself therefore the Hispanic Studies minor will provide students with the opportunity to explore no only their own heritage but enrich themselves with others.

I applaud your departments efforts in proposing such an essential addition to the City Tech curriculum and look forward to collaborating on future curriculum development critical to the development of City Tech as a truly Hispanic-Serving institution.

Sincerely,

Melanie Villatoro

Melanie Villatoro, P.E.

Chairperson, HSI Steering Committee
Program Director, Perkins Peer Advisement
Associate Professor and Chairperson, Department of Construction Management and Civil Engineering Technology

NEW YORK CITY COLLEGE OF TECHNOLOGY

5. <u>Letter of support 2:</u>

NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY TECH

DEPARTMENT OF ARCHITECTURAL TECHNOLOGY
186 Jay Street • Voorhees Hall 818
Brooklyn, New York 11201
718.260.5262

1 March 2021

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300 Jay St., Rm L630
Brooklyn, NY 11201
718-260-5018

RE: Letter of Support for the Proposal for the creation of a Minor in Spanish Language submitted by the Humanities Department by Professor David Sánchez Jiménez, PhD.

Dear Dr. Jiménez,

I write this note in strong support of the curriculum proposal submitted by your department to create a Minor in Spanish Language. It is important that students in all majors at City Tech, and particularly those in the Department of Architectural Technology, increase their fluency with the "*multicultural dimensions of their professional studies*". This is an important step toward empowerment for students whose future careers are affected by an in-depth understanding of the cultures and forces that shape the built environment.

This minor will improve access to opportunities and growth as students customize their academic plans within the revised B.Tech degree. It enhances the cultural relevance of the Architectural Technology degree. It creates agency and underpins our departments efforts to fortify student leadership skills.

Sincerely,

Sanjive S. Vaidya
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Section AII: Changes in College-Wide Degree Requirements

Academic Minor in Spanish Language

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.

Progression and Graduation Requirements:
- All courses must be completed with a grade of C or higher.

Degree Requirements:
Placement test and department approval

Total Credits Required for the Academic Minor: 12-18 credits

Catalog Description:
The main objective of the academic minor in Spanish Language is to equip students with the knowledge that will help them reach an advanced proficiency level in Spanish while reinforcing their knowledge of other cultures of the Hispanic world. This minor will also be an asset to students who decide to work in bilingual or international companies in the US or abroad, especially in the 21 countries where Spanish is the native language.

The minor in Spanish Language can be completed in academic major programs with 12 or more credits available in General Education Flexible Common Core and College Option Requirements (e.g., 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) within the required credits of the degree program.