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 Hispanic Studies
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 Hispanic Language and Culture 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 Hispanic Studies 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 colleges that currently do not offer a minor in Spanish although the latter is a Hispanic Serving Institutions (HSI). The program is designed to provide students with a better understanding of Spanish language and culture that enhances their skills in their professions and augments 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 language in NYC: English, 70.72%; Spanish 14,44%; Chinese 2,61% (MLA, 2015). Students who have completed elementary I (SPA 1101) or were placed in SPA 1102 or above in the Spanish sequence are eligible to take this academic minor. Aside from mastering an

	intermediate or advanced proficiency level in Spanish, students will use their cognitive, communicative, and cultural skills in language learning and analysis. They will delve deeper into social practices and traditions, such as history, music, arts, and literature. The elective courses covering these cultural areas will be taught in English.
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.

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 Hispanic Studies Sponsored by the Humanities Department

Major Curriculum Modification

Rationale:

Declaring a minor is a great way for students to take classes from different departments that will complement the degree that they earn, helping them broaden their skills and discover new ways of thinking, which will make 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 colleges 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 are promoted by the College's mission statement, which corresponds to the components of the Academic Minor in Hispanic Studies. This program aims to provide students with an in-depth comprehension of the existing diverse cultures and languages (Spanish, Quechua, Guaraní, Aymara, Nahuatl, etc.) in the 21 Hispanic countries, as well as of the different dialects of Spanish. Aside from mastering an intermediate or advanced proficiency level in Spanish, students will use their cognitive, communicative, and cultural skills in language learning and analysis. They will delve deeper into social practices and traditions, such as history, music, arts, and literature. The elective courses covering these cultural areas will be taught in English.

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 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 the proposed academic minor seeks to validate the students' bilingualism and can help students both broaden their career path and navigate a competitive job market. The humanistic approach the minor embodies will also allow Tech students to better understand the impact of technology in other cultures, e.g., how the development of technology has produced changes in other cultures, or how inequality has direct socioeconomical consequences in the development of the Hispanic population in different areas of Latin America.

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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.

The Humanities Department proposes a 12-credit academic minor that affords students a focused path to develop their literacy language skills in Spanish (considering the formal variation of the language) and provides a comprehensive knowledge of cultures and literatures of the Spanish-speaking countries around the world. These skills will further enhance their career prospects, especially 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, social services, paralegal, etc. (Martinez, 2015, 2016). This is an ideal academic minor for those students who, regardless of their proficiency level, would like to learn more about the Hispanic language, literature, and culture. Students have the option to start the degree at an Elementary (SPA 1102), Intermediate (SPA 2201, SPA 2201HS, SPA 2202, SPA 2202HS), or Advanced (SPA 3301 or SPA 3302) level. In each case, students will learn the skills involved in the complex process of analyzing, understanding, and acquiring the language. The elective courses are intended for students to explore different aspects of the Hispanic culture of their choice. Students may focus on the Latino experience in the healthcare system in the US (SPA 2203), Hispanic music (MUS 1211, MUS 1212), or Latin American history (LATS 1461) and literature (LATS 2202), or on issues affecting the Latin American population living in NYC and other urban areas (LATS 2501).

The required and elective courses of this academic minor 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 these academic majors 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 Hispanic Studies 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 Hispanic Studies Minor provides students the opportunity to develop their Spanish language skills while reinforcing their knowledge of other cultures of the Hispanic world.

For the academic minor in Hispanic Studies, students take two required language courses beginning as low as SPA 1102 (following the Spanish Language sequence) and two additional courses from a list of electives. Students are placed in the first of the two required courses according to their proficiency level in Spanish, or as a continuation of the prerequisite SPA 1101, if Spanish language was previously taken at City Tech. 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 SPA 1101, students will start their academic minor in their second semester. Generally, SPA 1102 runs three sections every semester. At this level, students learn basic grammar structures (preterit and imperfect indicative) and more extensive vocabulary concerning everyday activities and are gradually introduced to the cultural component of the language. Students will take their two consecutive language courses according to placement (e. g., SPA 1102 and SPA 2201, or SPA 2201 and SPA 2202, or SPA 2202 and SPA 3301 or SPA 3302). Apart from these required courses, they will be able to choose two electives among a large pool of courses across disciplines offered within the Humanities department and focused on Hispanic history, culture, and human values. These are MUS 1211, MUS 1212, LATS 1461, LATS 2202 and LATS 2501. Such courses allow students to learn how to critically analyze, comprehend, and interpret different aspects of the Hispanic literature and culture.

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 illustrates the requirements of the academic minor in Hispanic Studies.

REQUIRED COURSES (6 credits; choose two consecutive courses from the list below)

SPA 1102 Elementary Spanish II (WCGI)*
SPA 2201 Intermediate Spanish I (WCGI) or SPA 2201HS Spanish for Heritage Speakers (WCGI)
SPA 2202 Intermediate Spanish II (WCGI) or SPA 2202HS Spanish Oral and Written Academic Communication for Heritage Speakers (WCGI)

SPA 3301 Survey of Early Spanish Literature (WCGI)
SPA 3302 Survey of Modern Spanish Literature (WCGI)

ELECTIVE COURSES (6 credits, choose two)

SPA 2203 Spanish for Health Professionals (WCGI)
MUS 1211 Music of Latin America (CE)*
MUS 1212 Introduction to World Music (WCGI)
LATS 1461 Latin American History (WCGI)
LATS 2202 Latin American Literature (WCGI)
LATS 2501 Puerto Rican and Latin American in New York and Urban America (USED)*

Total credits: 12

*CE = Creative Expression, Common Core
*USED = US Experience in its Diversity, Common Core
*WCGI = World Cultures and Global Issues, Common Core

All these courses are offered every semester in the Humanities Department, except for SPA 2203 and SPA 3302, which are offered every Fall, and SPA 3301, which is offered only in Spring. In terms of adequate staffing, the Humanities Department has highly qualified instructors to teach these courses (4 full-timers and 8 adjuncts). Among them are five instructors who hold a doctorate degree in the disciplines of Music (MUS 1211, MUS 1212), Anthropology (LATS 1461, LATS 2501), 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 adjunct professors who 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 School for Social Research, New York University, The Graduate Center and Antonio de Nebrija (Spain). All these instructors have been in the department for several years, and are observed and evaluated on a yearly basis.

Programmatic Learning Outcomes

 Students will:

- Demonstrate written and conversational mastery of the Spanish language.
- Demonstrate critical and analytical abilities through discussion and analysis of texts, films, music, and linguistic data.
- Demonstrate sensitivity to diversity and cultural differences.
- Demonstrate an understanding of Hispanic cultures and perspectives based on cultural practices and products.

- Understand and examine the nature of literary/cultural creations and phenomena within their specific context.

Sample Curriculum Map

Below is a sample curriculum map for a student majoring in Architectural Technology with an academic minor in Hispanic Studies:

Gen Ed Requirements for Architectural Technology	Courses for Proposed Academic Minor
World Cultures and Global Issues	SPA 2202
Additional Flexible Common Core	LATS 2501
Additional Liberal Arts	SPA 3301
Additional Liberal Arts (Advanced)	MUS 1211

As the Sample Curriculum Map illustrates, an Academic Minor in Hispanic Studies can be completed in all BS degrees and most BTech degrees within the required credits of the degree program.
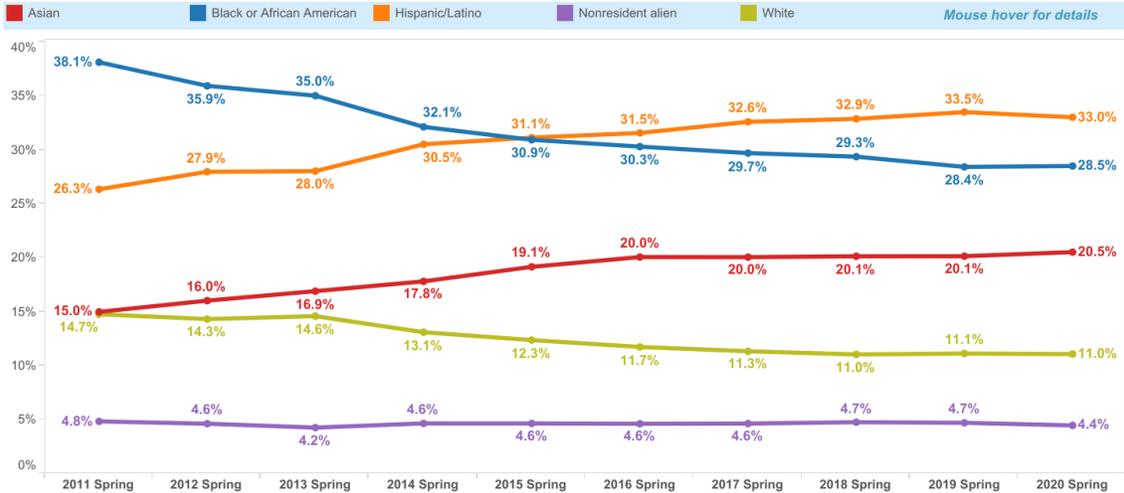
Diversity and Inclusive Education Statement

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 of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and 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 may respectfully inform your instructor without fear of how your concerns will affect 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.   AIRE: Enrollment Trends (Spring 2021) by Ethnicity

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. <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**

4. <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

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STEVEN KLOCKE
STEVEN WINTERS ASSOCIATES

1 March 2021

David Sánchez Jiménez, PhD
Assistant Professor
World Language Curriculum Committee Chair
World Language Coordinator
Department of Humanities
NYC College of Technology, CUNY
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 Hispanic Language and Culture. 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 Hispanic Language and Culture. It is important that students in all majors at City Tech, and particularly those in the Department of Architectural Technology, increase their awareness and fluency with the *"multicultural dimensions of their professional studies"*. This is an important step toward empowerment for students whose future careers are affected by respect and understanding of global 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
Department Chair | **Department of Architectural Technology**
New York City College of Technology
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