

## Proposing New CSULB Minor and Certificate Programs

### 1. Program Type (Please specify any from the list below that apply—delete the others)

√ State-Support

√ New Program

### 2. Program Identification

- a. California State University, Long Beach
- b. Minor in Translation Studies
- c. Fall 2019
- d. Department of Romance, German, Russian Languages and Literatures (RGRLL)
- e. Dr. Clorinda Donato, Director of the Clorinda Donato Center for Global Romance Languages and Translation Studies, Professor of French and Italian
- f. Letter from David Wallace, Dean of the College of Liberal Arts, California State University, Long Beach

See Appendix I.

- g. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

See Appendix II for letter from Associate Dean Daniel O'Connor (College of Liberal Arts)

### 3. Program Overview and Rationale

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. **(CPEC “Appropriateness to Institutional and Segmental Mission”)**

Translation is the practice of moving between languages to produce meaning and facilitate the movement and transfer of knowledge. As such, it plays a major role in the development of human cultures, for these exist only in interaction. As a field of knowledge calling for interdisciplinary approaches, it exists at the intersection of several disciplines and explores the dynamics of moving between languages, cultures, disciplines, and media, and develops the ability to do so. Translation is an interdisciplinary. As such, our Minor in Translation Studies embraces interdisciplinarity, transcending the traditional boundaries of academic units in order

to bring them together in ways that mirror their application in everyday life and the global economy.

Historically, there has always been a need for translators. Salient events throughout history have been shaped by translation, for better or for worse; indeed, translation undergirds multiple aspects of our lives in ways that are often invisible to us. Those entering the workforce will be better equipped to forge relationships and foster communication when they are aware of translation's potential to bridge seemingly disparate cultural and professional contexts.

Training in translation prepares students for careers in other language-related professions, including journalism and public relations, and all technical and business-related fields where disciplinary knowledge and translation ability are required (these fields are growing, as proven by the uptake in language service providers or LSPs). Despite the dominance of English throughout the world there is an equally compelling demand for the presentation of knowledge in local languages. In fact, according to the Globalization & Localization Association (GALA), "The localization and language services market is approaching \$40 billion and is growing at a rate of more than 7% annually. It is the fourth-fastest growing industry in the USA and is highly ranked for start-up opportunities."<sup>1</sup>

Today, students can most benefit from a curriculum that allows them to break out of their disciplinary silos so that they are prepared for jobs that require insights from diverse areas of expertise. This is why Translation Studies has grown by leaps and bounds throughout the world in universities, special institutes, and schools of translation. The growth in translation as both a teaching and research field has expanded to numerous disciplines, with any number of applications in the job market. For this reason, the coursework for the Minor in Translation Studies has been configured as a cross-disciplinary curricular package that prepares students for a variety of job opportunities as well as further specialization in the field. It consists of three core courses in Translation Studies and two electives: one in language and the other in a student's disciplinary major. Together, these courses, with their mix of lectures, workshops, and technical training in specialized translation software, provide students with a minor degree of increasing relevance in today's global job market.

- b. Proposed catalog description, including program description, degree requirements, and admission requirements.

### **Minor in Translation Studies**

#### *Proposed Catalogue Description*

The Minor in Translation Studies provides students with insight into this multifaceted field and its many applications as a means of global exchange of ideas, knowledge, material goods, services, and technologies, across languages and cultures. It offers a foundational and scalable skill set which, combined with any other disciplinary objective, will maximize opportunities for employment and professionalization. Its

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<sup>1</sup> "Translation and Localization Career Center," Careers in Localization, The Globalization & Localization Association (GALA), accessed August 2, 2018, <https://www.gala-global.org/language-industry/careers-localization>.

three core courses impart the basic tenets of translation theory in tandem with tangible applications over the entire range of academic disciplines. Two elective courses, one in language and the other in the student's primary area of study, establish direct links between the minor, language(s) and disciplines specific to each student.

*Degree Requirements*

15 units

Required Courses (9 units)

1. TRST 201- Meaning in Transit: An Introduction to Translation Studies (3 units), Prerequisites: None

2. TRST 301 - Translation: Ethics, Theory, and Practice (3 units), Prerequisites: TRST 201 (Grade C or better)

3. TRST 401 - Translation Workshop (3 units), Prerequisites: TRST 201 and TRST 301 (Grade C or better)

Electives (6 units)

Elective in Language (3 units)

See section 4e of this proposal

Elective in Student's Disciplinary Major (3 units)

See section 4e of this proposal

*Admission Requirements:*

Intermediate proficiency in the language of translation specialization. May be fulfilled by taking a language proficiency exam through the Donato Center.

#### 4. **Curriculum**

- a. Goals for the (1) program and (2) [student learning outcomes](#). Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

##### **Program Goals for the Minor in Translation Studies**

The goals of the Minor in Translation Studies at California State University, Long Beach are: 1) to offer students a conceptual and practical foundation in the field of translation; 2) to provide students with a purview of the many professional applications of translation studies; 3) to build students' global literacy quotient through translation as a communicative tool between the global and the local; 4) and to provide students with hands-on experience in the use of translation technologies.

##### **Student Learning Outcomes (SLOs) for the Minor in Translation Studies**

###### **Knowledge Outcomes**

1. Acquire the vocabulary of translation and an understanding of the various definitions of translation around the world and their implications.

2. Compare and contrast the diverse roles of translators, interpreters, and localizers.
3. Demonstrate familiarity with the various pieces of software used in the translation profession, including, but not limited to computer assisted translation (CAT) software, machine translation software, audio dubbing software, subtitling software, etc.
4. Explain how translation, in its many forms and conceptualizations, has facilitated the movement of goods and ideas across cultural and linguistic borders.
5. Explain the ethics and key theories of translation and demonstrate how translators must be cognizant of ideological values, of cultural, economic, and political inequalities, individual choices, etc. when translating a text.

**Skill Outcomes**

6. Access needed information to better understand the ethical, cultural, and linguistic dimensions of a source text and its translation. Students should be acquainted with the most effective search strategies and most appropriate sources from which to obtain reliable information.
  7. Identify strategies based on translation theory that can help one to find solutions to certain kinds of translation problems. Proposed solutions should take into consideration the ethical, cultural, and linguistic dimensions of the problem.
  8. Translate various texts from different professional settings.
  9. Critically evaluate translations using what one has learned about translation theory, the ethics of translation, and the various practical strategies developed to tackle linguistically diverse texts.
- b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. **(CPEC “Maintenance and Improvement of Quality”)**

The following table shows the courses in which the student learning outcomes of the Minor in Translation Studies are introduced (I), developed (D), and mastered (M).

	TRST 201	TRST 301	TRST 401	Elective in Language	Elective in Student’s Disciplinary Major
SLO 1	I	D	M	D	D
SLO 2	I	D	M	-	D
SLO 3	I	D	M	-	-
SLO 4	I	D	M	-	D
SLO 5	-	I	D & M	-	D
SLO 6	-	I	D & M	D	D
SLO 7	-	I	D & M	D	D
SLO 8	-	I	D & M	D	D
SLO 9	-	I	D & M	D	D

The table below is the comprehensive assessment plan for the Minor in Translation Studies.

Program Goals	SLOs	Course where SLO is assessed	Assessment activity	Assessment tool	Assessment schedule	How findings will be reported	Evaluators	When findings will be shared	Closing the loop strategies
1 & 3	1	TRST 401	Student presentations and writing assignments	Rubric	Every three years	70% of students score 85% or better	Program assessment committee	Faculty meeting at the end of the Spring semester	Review syllabi and make necessary changes
2	2	TRST 401	Student presentations and writing assignments	Rubric	Every three years	70% of students score 85% or better	Program assessment committee	Faculty meeting at the end of the Spring semester	Review syllabi and make necessary changes
2 & 4	3	TRST 401	Translation exercises and projects	Rubric	Every three years	70% of students score 85% or better	Program assessment committee	Faculty meeting at the end of the Spring semester	Review syllabi and make necessary changes
3	4	TRST 401	Student presentations and writing assignments	Rubric	Every three years	70% of students score 85% or better	Program assessment committee	Faculty meeting at the end of the Spring semester	Review syllabi and make necessary changes
1 & 3	5	TRST 401	Student presentations and writing assignments	Rubric	Every three years	70% of students score 85% or better	Program assessment committee	Faculty meeting at the end of the Spring semester	Review syllabi and make necessary changes
3	6	TRST 401	Translation exercises and projects	Rubric	Every three years	70% of students score 85% or better	Program assessment committee	Faculty meeting at the end of the Spring semester	Review syllabi and make necessary changes
1 & 4	7	TRST 401	Translation exercises and projects	Rubric	Every three years	70% of students score 85% or better	Program assessment committee	Faculty meeting at the end of the Spring semester	Review syllabi and make necessary changes
2 & 4	8	TRST 401	Translation exercises and projects	Rubric	Every three years	70% of students score 85% or better	Program assessment committee	Faculty meeting at the end of the Spring semester	Review syllabi and make necessary changes
1 & 4	9	TRST 401	Translation exercises, translation projects, group work	Rubric	Every three years	70% of students score 85% or better	Program assessment committee	Faculty meeting at the end of the Spring semester	Review syllabi and make necessary changes

c. 15 units are required for the Minor in Translation Studies.

- d. A list of all courses *required* for the minor or certificate, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

### **Required Courses for the Minor in Translation Studies**

1. TRST 201- Meaning in Transit: An Introduction to Translation Studies (3 units), Prerequisites: None
  2. TRST 301 - Translation: Ethics, Theory, and Practice (3 units), Prerequisites: TRST 201 (Grade C or better)
  3. TRST 401 - Translation Workshop (3 units), Prerequisites: TRST 201 and TRST 301 (Grade C or better)
- e. List of *elective* courses that can be used to satisfy requirements for the minor or certificate, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

### **Elective Courses for the Minor in Translation Studies**

The two electives for the Minor in Translation Studies (one in language and the other in a student’s disciplinary major) are to be determined in consultation with the program advisor. The advanced-level language course establishes the appropriate level of language competency for the Minor; students will draw from the content in the disciplinary major course to develop their translation project in TRST 401. The listed courses below are recommendations and students may request to include alternative courses that might be deemed eligible for meeting the elective requirement.

#### Electives in Language (3 units)

Students who already possess advanced competency in languages taught at CSULB and those who speak or work in languages that are not taught at CSULB (or are only offered up to intermediate proficiency, i.e., Arabic, Korean, Vietnamese, etc.) are strongly encouraged to acquire one of the languages we do teach at the advanced level or make an appointment for an evaluative exam through the Donato Center. Students who opt to take the evaluative exam can substitute the language elective with a second elective from their disciplinary major.

1. FREN 312 - Advanced French Grammar & Composition (6 units), Prerequisite: FREN 201B or equivalent.
2. ITAL 312A - Advanced Italian I (3 units), Prerequisite: Upper division standing in Italian or equivalent.

3. ITAL 312B - Advanced Italian II (3 units), Prerequisite: Upper division standing in Italian or equivalent.
4. RUSS 312 - Advanced Russian (3 units), Required background or experience. Ability to read general material in Russian and to translate non-technical material into the language. Extensive reading of Russian writings, review of grammatical principles, and a general consolidation of the four language skills: reading, oral comprehension, composition, and conversation General Education Category A must be completed prior to taking any upper division course except upper division language courses where students meet formal prerequisites and/or competency equivalent for advanced study.
5. GERM 301 - Fiction and Fact: Short Texts (3 units), Prerequisite: GERM 201B or equivalent.
6. GERM 302 - Language of the German Media (3 units), Prerequisite: GERM 201B or equivalent.
7. SPAN 300 - Advanced Grammar and Composition (6 units, of which 3 will count for the Minor in Translation Studies), Prerequisite: AP exam with a score of 4 or 5 or SPAN 201B or equivalent for non-native speakers. SPAN 250 or equivalent for heritage speakers.
8. CHIN 301 - Advanced Chinese (3 units), Prerequisite: CHIN 202 or its equivalent, or consent of the instructor.
9. CHIN 302 - Advanced Chinese (3 units), Prerequisite: CHIN 301 or its equivalent, or consent of the instructor.
10. JAPN 301 - Advanced Japanese (3 units), Prerequisite: JAPN 202 or equivalent as determined by instructor.
11. JAPN 302 - Advanced Japanese (3 units), Prerequisite: JAPN 301 or equivalent as determined by instructor.
12. LAT 401 – Vergil (3 units), Prerequisites: LAT 301 or equivalent.
13. LAT 402 – Cicero (3 units), Prerequisites: LAT 301 or equivalent.
14. GK 401 – Homer (3 units), Prerequisites: GK 101B or equivalent.
15. GK 402 – Plato (3 units), Prerequisites: GK 101B or equivalent.
16. ASLD 305 - American Sign Language 5 (4 units), Prerequisites: ASLD 124 and ASLD 202; or consent of instructor.
17. ASLD 306 - American Sign Language Linguistics (3 units), Prerequisites: Prerequisite: LING 170/ANTH 170 required.

Electives in a Student's Disciplinary Major (3 units)

Other courses not listed here may qualify as electives for the Minor in Translation Studies. Students are encouraged to speak with the Translation Studies advisor to find out if a particular course not on the list may be added as an elective. Due to the extensive number courses from CLA disciplines that could fulfill this elective requirement, students in CLA disciplines shall consult with their major advisor to select the best disciplinary elective for the Minor in Translation Studies.

1. ART 301, Cross Cultural Perspectives in Art Education (3 units), Prerequisites: Completion of 12 units of Art Foundation.
2. ART 311 - Writing about Visual Art (3 units), Prerequisites: Art Major or consent of instructor. GE Foundation completed, upper division standing. Students must have scored 11 or higher on the GVAR Placement Examination or completed the necessary portfolio course that is a prerequisite for a GVAR Writing Intensive Capstone.

3. DANC 200 - Ballet History in Western Culture (3 units), Prerequisites: Prerequisites: Any GE Foundation Course.
4. DESN 268 - History and Theory of Sustainability in Design (3 units), Prerequisites: GE Foundation Requirements or consent of instructor.
5. FEA 205 - Film History (3 units), Prerequisites: FEA Pre-major, major or minor status; Written Communication (GE Area A1) Foundation course; sophomore standing.
6. FEA 310 - Film and Culture (3 units), Prerequisites: FEA major or minor status, completion of GE Foundation courses, upper-division standing.
7. FEA 316 - Mass Media and Popular Culture (3 units), Prerequisites: FEA major or minor status, completion of GE Foundation courses, upper-division standing.
8. MUS 290 - Popular Music in America (3 units), Prerequisites: GE Foundation requirements.
9. THEA 201 - Writing for the Theatre Arts (3 units), Prerequisites: ENGL 100 or GE Composition (Area A1).
10. THEA 221 - History of Theatre and Drama to 1660 (3 units), Prerequisites: Consent of instructor.
11. THEA 222 - History of Theatre and Drama Since 1660 (3 units), Prerequisites: THEA 221 or consent of instructor.
12. ACCT 351 - Federal Tax Law (3 units), Prerequisites: ACCT 201 with a grade of "C" or better.
13. FIN 300 - Business Finance (3 units), Prerequisites: None.
14. IS 301 - Business Communications (3 units), Prerequisites: None.
15. CBA 300 - International Business (3 units), Prerequisites: None.
16. MKTG 300 - Principles of Marketing (3 units), Prerequisites: None.
17. CH E 200 - Chemical Engineering Fundamentals (3 units), Prerequisites: CHEM 111A, MATH 122, PHYS 151 all with a grade of "C" or better.
18. E T 309 - Industrial Communications and Leadership (3 units), Prerequisites: E T 101 with a grade of "C" or better.
19. CDFS 409 - Language, Learning and the Developing Child: A Cross-Cultural Perspective (3 units), Prerequisites: None.
20. CDFS 410 - International Families: Families in Cross-Cultural Perspectives (3 units), Prerequisites: A grade of "C" or better in CDFS 312; or consent of instructor.
21. CAFF 228 - Housing in Global Perspective (3 units), Prerequisites: GE Foundation requirements.
22. CRJU 301 - Criminal Courts and Judicial Processes (3 units), Prerequisites/Corequisites: A grade of "C" or better in CRJU 101 and CRJU 110 (may be taken concurrently).
23. FMD 455 - International Fashion Retailing (3 units), Prerequisites: A grade of "C" or better in FMD 351; senior standing.
24. FMD 457 - Global Sourcing for the Fashion Industry (3 units), Prerequisites: Open only to Fashion Merchandising majors, Fashion Design majors, and Textiles minors. For Fashion Merchandising majors: A grade of "C" or better in FMD 355, ECON 300 and senior standing; for Fashion Design majors and Textiles minors: ECON 300 and Senior standing.
25. GERN 200 - The Journey of Aging (3 units), Prerequisite: Any GE Foundation course.
26. GERN 400 - Perspectives on Gerontology (3 units), Prerequisites: GE Foundation, one or more Exploration courses, and upper-division standing.
27. GERN 474 - Global Aging (3 units), Prerequisite: Upper division standing.



28. HCA 422 - Global Issues in Health Services (3 units), Prerequisites: GE Foundation, one or more Exploration courses and upper division standing.
  29. HCA 457 - Working Around the World (3 units), Prerequisites: GE Foundation requirements, one or more Exploration courses, upper division standing.
  30. H SC 210 - Contemporary Health Issues (3 units), Prerequisites: Course that fulfills the A.1 GE requirement.
  31. H SC 420 - Global Health (3 units), Prerequisite: GE Foundation, one or more Exploration courses, and upper-division standing.
  32. HFHM 274 - International Hospitality Development (3 units), Prerequisites: ENGL 100 or GE Composition (Area A1).
  33. KIN 201 - Introduction to Kinesiology (3 units), Prerequisites: None.
  34. NUTR 336 - Social and Cultural Aspects of Food and Health (3 units), Prerequisites: NUTR 132. Open to Dietetics, Nutritional Science, and Food Science majors and minors only.  
Prerequisite/Corequisites: Dietetics and Nutritional Science majors: SOC 335; Food Science majors and minors: SOC 335 or PSY 100.
  35. S W 220 - Introduction to Social Welfare (3 units), Prerequisites: GE Foundation requirements.
  36. S W 350 - Law, Court Decisions, and Policy Practice (3 units), Prerequisites: GE Foundation requirements and S W 351.
  37. S W 351 - Social Policy: Formulation and Analysis (3 units), Prerequisites: GE Foundation requirements.
- f. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.
1. TRST 201- Meaning in Transit: An Introduction to Translation Studies (3 units), Prerequisites: None  
Students will explore the definitions of translation and their implications, and the diverse roles of translators, interpreters, and localizers. The theoretical and practical processes by which texts, procedures, and products are transferred from source to target audiences will be illustrated.  
Letter grade only (A–F)
  2. TRST 301 - Translation: Ethics, Theory, and Practice (3 units), Prerequisites: TRST 201 (Grade C or better)  
This course will explore theoretical approaches to translation and their application in various contexts. Common methodologies and misconceptions of translation will be examined within the context of professional standards and ethics of translation.  
Letter grade only (A–F)
  3. TRST 401 - Translation Workshop (3 units), Prerequisites: TRST 201 and TRST 301 (Grade C or better)  
A translation practicum in which the theoretical and practical applications studied in the two prerequisite courses are further developed through the use of software programs that facilitate the work of translators across numerous disciplines in the production of professional translations.  
Letter grade only (A–F)

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

Year	Semester	Course	Faculty
1) 2019-2020	Fall 2019	TRST 201 (1-3 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
	Spring 2020	TRST 201 (1 or 2 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
		TRST 301 (1 or 2 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
2) 2020-2021	Fall 2020	TRST 201 (1-3 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
		TRST 301 (1 or 2 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
		TRST 401 (1 or 2 Sections)	Diego Cortes Velasquez / Manuel Romero (Lecturer) / Clorinda Donato
	Spring 2021	TRST 201 (1 or 2 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
		TRST 301 (1 or 2 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
		TRST 401 (1 or 2 Sections)	Diego Cortes Velasquez / Manuel Romero (Lecturer) / Clorinda Donato
3) 2021-2022	Fall 2021	TRST 201 (1-3 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
		TRST 301 (1 or 2 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
		TRST 401 (1 or 2 Sections)	Diego Cortes Velasquez / Manuel Romero (Lecturer) / Clorinda Donato
	Spring 2022	TRST 201 (1 or 2 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
		TRST 301 (1 or 2 Sections)	Diego Cortes Velasquez / Aparna Nayak / Clorinda Donato
		TRST 401 (1 or 2 Sections)	Diego Cortes Velasquez / Manuel Romero (Lecturer) / Clorinda Donato

TRST 201, 301, and 401 should all be taught every semester after the first year. In the first semester, only 201 is taught as it is the kick-off semester for the Minor. In the second semester of the first year, both 201 and 301 will be offered. In the second year, the three core courses will be taught every semester. The third-year language courses are

typically offered every semester. The elective courses are usually offered every semester or an annual basis. Given that section offerings are determined by Departments and Programs, the specific offering plan for the language courses and the electives over the next three years is based on past offering patterns but cannot be predicted with certainty. It is therefore important that the program advisor allow students to make course substitutions as appropriate in order to complete the program in a timely manner. It will also be important for the program advisor to stay in regular contact with Department and Program Chairs and schedulers in order to anticipate upcoming course offerings and advise students on their course of study. It is also anticipated that courses will be added to or substituted for the elective courses as Departments and Programs introduce new offerings that meet the Translation Studies learning outcomes.

- h. Admission criteria, including prerequisite coursework.

Intermediate proficiency in the language of translation specialization. May be fulfilled by taking a language proficiency exam through the Donato Center.

- i. Criteria for student continuation in the program.

Students are required to maintain a 2.0 GPA for courses in the minor.

- j. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).  
N/A

**5. Need for the Proposed Minor or Certificate Program (CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)**

- a. List of other California State University campuses currently offering or projecting the proposed programs; list of neighboring institutions, public and private, currently offering the proposed programs.

There is no other campus, public or private, in the State of California that offers a Minor in Translation Studies across languages, cultures, and disciplines. Stanford University does offer a minor that is focused on literary translation. There are a few undergraduate certificate programs, graduate certificate and MA programs. They are all listed below:

Other campuses offering similar program:

Institution Type	University	Program
Public	SDSU	Certificate Program, Spanish
Public	CSU Channel Islands	Certificate in Spanish Translation, Certificate in Healthcare Translation
Private	USC	Graduate Certificate in Translation Studies

Private	Middlebury Institute of International Studies, Monterey	MA programs in Translation; Translation and Interpretation; and Conference Interpretation
Private	Stanford University	Minor in Translation Studies (Literary)
Public	UCSD	Professional Certificate Spanish-English (Extension)
Public	UCSB	Translation Studies Optional Ph.D. Emphasis under the umbrella of Comparative Literature

- b. Differences between the proposed program and programs listed in Section 5a above.

The programs listed above are very different from the program we are proposing, both in terms of content and reach. Our minor is interdisciplinary and includes linkages with all disciplines on campus. It benefits from affiliation with the Clorinda Donato Center for Global Romance Languages and Translation Studies, the only center for translation studies in California to be housed on a university campus. This minor is meant to offer a professional track to students in any number of fields at CSULB. Our informal canvassing of our fellow CSU campuses through the CSU World Language Council reveals that many campuses would like to offer translation courses and make hires in translation studies. They are also interested in collaborating with CSULB through online learning, and there may be an opportunity to offer an online version of this minor in the near future. Recent hires in translation studies at CSU San Marcos and CSU Sacramento demonstrate the uptick in student demand and need for translation studies programs.

- c. List of other curricula currently offered by the campus that are closely related to the proposed program.

There are seven courses in Spanish translation/Interpretation; one graduate-level course for all graduate students in the RGRLL department; one undergraduate course in translation in French, one in Italian, and one in German; and five undergraduate courses in American Sign Language (ASL). These courses can all be used to fulfill the elective in a student's disciplinary major.

1. SPAN 461 - Introduction to Translation and Interpretation (3 units), Prerequisites: SPAN 300 with a "B" or better or instructor's consent.
2. SPAN 462 - Written and Sight Translation I: English/Spanish (3 units), Prerequisites: SPAN 461 or instructor's consent.
3. SPAN 463 - Written and Sight Translation II: Spanish/English (3 units), Prerequisites: SPAN 461 or consent of instructor.
4. SPAN 464 - Consecutive Interpretation I (3 units), Prerequisites: SPAN 461 or consent of instructor.
5. SPAN 465 - Consecutive Interpretation II (3 units), Prerequisites: SPAN 461 or consent of instructor.

6. SPAN 466 - Simultaneous Interpretation English/Spanish (3 units), Prerequisites: SPAN 461 or consent of instructor.
  7. SPAN 467 - Simultaneous Interpretation Spanish/English (3 units), Prerequisites: SPAN 461 or instructor's consent.
  8. RGR 603 - Theory and Practice of Literary Translation (3 units), Prerequisites: Graduate standing.
  9. FREN 460 - The Art of Translation (3 units), Prerequisites: Upper-division or graduate standing. Consent of instructor for third-year students.
  10. ITAL 460 - Exploring Italian Translation (3 units), Prerequisites: Upper division status or permission of instructor.
  11. GERM 306 - Translating German to English (3 units), Prerequisites: Upper-division standing in German or consent of instructor.
  12. ASLD 311 - Intermediate Interpreting and Ethics 1 (4 units), Corequisite: ASLD 305; admission to the BA Option in ASL-English interpreting; or consent of instructor. Prerequisites: ANTH 170/LING 170, ASLD 124, and ASLD 212.
  13. ASLD 312 - Intermediate Interpreting and Ethics 2 (4 units), Corequisite: ASLD 306; admission to the BA Option in ASL-English interpreting; or consent of instructor. Prerequisite/Corequisite: ANTH 170/LING 170, ASLD 124, and ASLD 305, ASLD 311.
  14. ASLD 411 - Advanced Interpreting and Ethics 1 (4 units), Prerequisite: ANTH 170/LING 170, ASLD 124, ASLD 305, ASLD 306, and ASLD 312; admission to the BA Option in ASL-English interpreting; or consent of instructor.
  15. ASLD 412 - Advanced Interpreting and Ethics 2 (4 units), Prerequisite: ANTH 170/LING 170, ASLD 124, ASLD 305, ASLD 306, and ASLD 411; admission to the BA Option in ASL-English interpreting; or consent of instructor.
  16. ASLD 434 - Practicum (3 units), Prerequisite: ANTH 170/LING 170, ASLD 124, ASLD 305, ASLD 306, ASLD 412, ASLD 424; admission to the BA Option in ASL-English interpreting; or consent of instructor.
- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

Donato Center advisory committee member Antony Shugaar (professional translator), Giancarlo Pino (professional voice-over, dubbing, audio-visual translation specialist), Ross Ufberg (Co-founder of New Vessel Press), CJ Evans (Editorial Director, Two Lines Press), and Chad W. Post (Publisher, Open Letter Press) offered input into the development of this course of study.

- e. Applicable workforce demand projections and other relevant data.

According to language industry facts and data sheet compiled the Globalization and Localization Association (GALA) <https://www.gala-global.org/industry/industry-facts-and-data>, localization and translation is the 4th fastest-growing industry in the United States. As noted above, this minor program is designed to complement students' primary areas of study, while offering them professional connection with the broad field of Translation Studies.

- f. If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need.

The ability to comprehend each other across languages, cultures, borders, and

economies has become a societal need at the local and global level. Knowledge cannot advance without communication, and translation is a fundamental tool in the movement and transfer of knowledge. The need for qualified professionals in every field who understand the theoretical and practical aspects of translation as the epistemology that best defines globalization is growing. The Minor in Translation Studies at California State University, Long Beach prepares students for addressing these issues both personally and professionally within the fourth-largest area of job growth in the United States today. Acquiring and advancing knowledge in this field is the goal of this minor.

**6. Student Demand (CPEC “Student Demand”)**

- a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

As reported above, many colleges and universities are trying to develop and offer courses and programs in translation studies. The projected job growth has made translation studies an attractive professional option for students. Please see Appendix III for memo from Bron Pellessier.

- b. Issues of access considered when planning this program.

Access for this program is the same as for admission to CSULB.

- c. Professional uses of the proposed program.

Prepares students for the vast range of professions that require the broad skillset of translation studies within the field of language service providers (LSP).

- d. The expected number of students in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

Expected number of students and graduates:

	Initiation Year	+3 Years	+5 Years
Number of Students	25	50-75	100-150
Number of Graduates	0	50	100

**7. Existing Support Resources for the Proposed Minor or Certificate Program (CPEC “Total Costs of the Program”)**

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For graduate programs, include faculty publications or curriculum vitae.

**Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.**

(Code Memo EP&R 85-20)

Name	Rank	Status	Highest Degree	Degree Date	Field(s)
Clorinda Donato	Full	Tenured	PhD	1986	Romance Lang/Lit/Ling
Aparna Nayak	Associate	Tenured	PhD	2006	French and Italian
Diego Cortes Velasquez	Full-time Lecturer	Lecturer	PhD	2013	Italian, Spanish, Intercomprehension, Metacognition, Translation, and Language Didactics

- b. Space and facilities that would be used in support of the proposed program.

The courses in this minor would be taught in existing facilities. In particular, the language lab would be used for TRST 401.

- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

See Appendix IV for memo from Gabriel Gardner detailing available library resources for this program. Purchase of some new books required.

- d. Existing academic technology, equipment, and other specialized materials currently available.

The academic technology available to all CSULB students would be available to students in this program. Open source software will be used for the teaching of TRST 401. Should licensed translation software be needed, the College of Liberal Arts, the Department of RGRLL, and the Donato Center would purchase the necessary student licenses.

## **8. Additional Support Resources Required (CPEC “Total Costs of the Program”)**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.

In order to implement this program on a long-term basis, what is now a two-year faculty position for Diego Cortés Velásquez will need to be converted into a tenure-track faculty position. Additionally, the staff support required to facilitate this Minor will expand the duties of the current coordinator, Manuel Romero. These duties will include coordinating language proficiency exams, internship development, and the preparation of translation software teaching manuals and materials for TRST 401, as well as research and development activities, including proposal preparation, conference presentations, and publication. These duties may also include teaching of technology in the 401 course. We anticipate that the advisement time required to instruct students about this new area in the curriculum will be significant as the Minor in Translation Studies ramps up. Students will need specific advice about the language they wish to use for the Minor. This will add to the workload of the faculty and staff of the program/center.

- b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.

There is no additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years.

- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

Some additional library resources will be needed over the next few years and should be available in our own library. In the interim, these materials may be borrowed through interlibrary loan.

- d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

No additional academic technology, equipment, or specialized materials are needed to implement the program, nor during the first two years after initiation.





## CALIFORNIA STATE UNIVERSITY, LONG BEACH

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COLLEGE OF LIBERAL ARTS  
OFFICE OF THE DEAN

12 September 2018

To Whom It May Concern:

As Dean of the College of Liberal Arts at California State University, Long Beach, I hereby declare that the addition of the Minor in Translation Studies fully supports the campus mission to provide access to a growing field of expertise that requires an interdisciplinary preparation in Liberal Arts content with connections to all other disciplines offered by CSULB. The addition of this program does not impede the successful operation and growth of existing academic programs. The Minor in Translation Studies supports and enhances the campus mission and promotes its successful operation by enabling students to bridge theoretical and practical knowledge through skills that are sought by employers worldwide. The Minor in Translation Studies is a complementary field of expertise that may be taken in consort with any other academic major in the University to augment a student's professional capital

Sincerely,

A handwritten signature in black ink, appearing to read "David Wallace", with a long horizontal flourish extending to the right.

David Wallace  
Dean, College of Liberal Arts  
California State University, Long Beach



## CALIFORNIA STATE UNIVERSITY, LONG BEACH

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COLLEGE OF LIBERAL ARTS

12 September 2018

To Whom It May Concern:

As Associate Dean of the College of Liberal Arts at California State University, Long Beach, I would like to convey my full support of the proposed Minor in Translation Studies. As a cross-disciplinary curricular package, this Minor will not only serve students of the College of Liberal Arts but also those of every other College on campus. Given the growing demand for the presentation of information and products in local languages around the world, the Translation Studies Minor has been designed to help all students move between linguistic, cultural, and disciplinary borders so that they are better prepared to meet 21<sup>st</sup>-century workforce needs. The strength of this Minor resides in its ability to reconfigure multidisciplinary knowledge into an applied skill for a workforce that increasingly requires language service providers. Additionally, this Minor allows students who enter the University with strong heritage, native, or acquired language skills to galvanize their linguistic proficiencies within the context of their fields of specialization. This blended skillset is highly sought after in the workforce today.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. O'Connor", is written over a faint, larger version of the same signature.

Daniel O'Connor

Associate Dean, College of Liberal Arts  
California State University, Long Beach



CALIFORNIA STATE UNIVERSITY, LONG BEACH

ATLAS  
COLLEGE OF LIBERAL ARTS ADVISING CENTER

September 12, 2018

To Whom It May Concern:

In my capacity as Director of ATLAS at California State University, Long Beach, I come into contact with students on a daily basis who seek academic career paths that offer a solid academic foundation coupled with opportunities for success in satisfying professions once they have left the university. The Minor in Translation Studies constitutes precisely the kind of program that allows students to combine multiple skillsets, including those acquired prior to their arrival at the university, into viable professional pathways. From my experience in advisement, I foresee strong interest among students throughout the university in this interdisciplinary Minor program. It is the ideal complement to any area of academic specialization offered at CSULB.

Sincerely,

A handwritten signature in black ink, appearing to read "Bron Pellissier".

Bron Pellissier  
Director, Academic Engagement & Success  
California State University, Long Beach

## **Assessment of Additional Library Resources Needed to Support Proposed Programs**

**Name of Proposed Program:** Minor in Translation Studies

**Department:** Department of Romance, German, Russian Languages and Literatures (RGRLL)

**Assessed by (library faculty member):** Gabriel J. Gardner

**Date:** 2018-09-05

This assessment is divided into the following sections: instruction, existing resources, and anticipated impact. A summary is available at the end. Also attached as Appendix 1 is the 2017-18 book and media funding allocation information for RGRLL which provides details into the objective formula used to calculate said funding.

### **Library Instruction for the New Program**

To foster Information Competence on the CSULB Campus, out subject librarians offer approximately 600 individual information literacy sessions each academic year, including about 10 for the RGRLL Department.

During these sessions, the RGRLL Librarian typically covers basic search techniques, an introduction to the online Library Catalog (OneSearch), the research databases for journal article searching, proper citing of information sources, as well as critical thinking and evaluation skills for utilizing information. For graduate students, other topics are added to sessions and the aforementioned areas are explored in more depth.

In addition to the scheduled instruction sessions, the RGRLL Librarian is also available for one-on-one consultations with students or faculty on an as-needed basis.

Regarding the proposed TRST courses specifically, TRST 201 does not appear to need any library instruction. TRST 301 and 401 seem like logical places for instructors to bring their students to the library, this is an increase of the RGRLL Librarian workload but one which can easily be accommodated assuming that the instructors for these courses are flexible in their scheduling of the library session(s). The proposed 3 units of elective coursework in language are already incorporated into the library instruction workload (with the exception of the CHIN, JAPN, LAT, and GK courses which are the purview of other librarians who liaise outside the RGRLL department) and are not an issue.

### Library Resources for New Program

- a. **Monographs:** The Library utilizes the Library of Congress (LC) classification scheme for the organization of its materials thereby approximating the academic departments. Narrowing down to library materials for the TRST minor is very difficult because the proposed electives mean it may encompass many different areas. The areas that more specifically relate to *translation*, but are not necessarily limited to them, can be found in the following LC call number ranges below. Our current CSULB holdings are listed as well.

Call Number Range	CSULB Holdings
P 98 – 98.5 : Computational linguistics	46
P 306 – 310 : Translating and interpreting	78
PN 241 – 241.5 : Translating as a literary pursuit	32
TOTAL	156

It should be noted here that while the above holdings are meager in all areas, in actuality students have access to many more titles through the CSU+ system by which all the CalState libraries share our collections (more on that below).

- b. **Journals and Periodicals:** The Library also subscribes to more than 230 electronic databases, which are the primary research tool for finding journal, magazine and newspaper articles. There are several of these databases that are used specifically for research in literature, linguistics, and foreign languages. The Library subscribes to MLA International Bibliography, Linguistics and Language Behavior Abstracts, ERIC, and Communication & Mass Media Complete, which would cover translation and linguistics material. The more computer-science-oriented areas of the field would be served by our subscriptions to ACM Digital Library as well as Academic Search Complete.

In terms of our journal coverage in this subject area, these reports typically include data from Journal Citation Reports or Ulrich's Periodicals Directory. However, neither data source supports a subject-level query for 'translation'. The field is instead

grouped under Linguistics, which does not provide an accurate picture of the needs of this proposed minor. Such a journal list is omitted from this report.

- c. **Interlibrary Loan Services (ILS):** The realities of smaller budgets, burgeoning amounts of available information, and the increasing demands of faculty and student research have made access to other library collections in the region, state, and nation increasingly important. The Library's Interlibrary Loan services are an unparalleled set of services that meet these needs. Easy online request interfaces and prompt fulfillment of requests to thousands by participating libraries allows for seamless access to thousands of materials the Library unfortunately cannot purchase.

Interlibrary Services offers two options to obtain materials not currently available (i.e. checked out, temporarily unavailable, we don't own it, etc.) at CSULB: BeachReach and CSU+. Average delivery times is 2-5 days. *These services are available to all current CSULB students, faculty, and staff only.*

### **Impact on Library Resources of Proposed Program**

Like other academic libraries nationwide, CSULB has seen a decline in resources available for library materials at a time when inflation and publisher price increases have driven up journal subscription prices. This makes maintaining the current collection difficult and subscribing to new titles challenging.

While the library's core collection is robust, it must be noted that *the Library is not able to dedicate initial or recurring funding* to purchase additional books and journal subscriptions for this minor. For the last academic year, the total allocation of funds for book purchases for the entire RGRLL Department was \$4800.13, which must meet the monograph needs for all department programs, including the proposed TRST minor. (Book budgets are allocated by college based on a formula that is comprised of many factors, including the number of graduate and undergraduate students, circulation statistics and the average price of a book in the disciplines. See Appendix 1. Serial appropriations are calculated separately). Given the meager holdings for this area (156 titles) noted above, if this minor is implemented, these areas of the collection will need to be strengthened.

In other words, while the library has been able to retain access to a healthy selection of expensive electronic databases with many journal titles, available funds for books have been reduced drastically, and the available amount does not meet the full book needs for the RGRLL department as currently constituted. Needless to say, *the creation of a new minor will strain that budget even further.*

Fortunately, because there are only four proposed new courses (with the TRST) prefix for this minor, much of the coursework that students will be taking will fall under other areas outside the RGRLL Department, e.g. the CLA courses listed in the proposal under the “Electives in a Student’s Disciplinary Major” heading. This effectively disperses much of the impact on RGRLL. Also, informal non-recurring arrangements are occasionally made among librarians to purchase materials out of different budget lines if the subject matter is germane to coursework in both areas, e.g. books about machine translation or computational linguistics may be purchased using the Computer Science (CECS) budget. These two factors combined mitigate much of any detrimental effect that this proposed minor may have.

### **Summary of Library Resource Adequacy**

Based on information from the RGRLL Department about the proposed minor and its expected need for library resources, the RGRLL Librarian believes that:

- a. Additional instruction for the new minor *can* be accommodated within existing resources.
- b. Current journal and database subscriptions and books *should* be adequate to support the minor, *but there are no funds for additional purchases*.
  - i. If the Department finds this arrangement unsatisfactory, one solution would be for the College of Liberal Arts (or the RGRLL Department itself) to provide an initial library budget augmentation, when new programs are instituted to enable the library to acquire highly recommended books requested by the program.

CALIFORNIA STATE UNIVERSITY, LONG BEACH																
University Library																
Book and Non-Serial Budget Allocations, 2017/18 Academic Year																
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Regis Code	Discipline	Total Annual Circulation	Percent of all Circulation	Total Library Holdings	Percent of all Holdings	Percent of Collec. That Circulates	Total Annual FTE	Percent of all FTE	FTE Grad. Students	Percent of Grad. Students	Combined Percents	Vol.(avg) Percents	Unit Cost of Books (2011)	/ol. Percent x Unit Cost	Percent Allocation	Dollar Allocation
0001	General Acad. Serv. (Lib. Serv. Div.)	1,673	0.89%	40,469	3.49%	4.1%	170.0	0.57%	0.0	0.00%	1.45%	0.48%	\$ 75.00	36.35	0.58%	\$2,000
<b>TOTAL OF 0001-0006</b>																
		4,909	2.60%	25,518	2.20%	19.2%	1,418.0	4.74%	412.0	14.51%	21.85%	7.28%	\$56.49	411.36	6.52%	\$11,404
0007	Univ. Serv. (incl. Lib. Serv.)	n/a		n/a												From Dept.
0008	Transfer Education/High School	2,192		10,717												
0009	Advanced Studies in Arts & Design	2,717		14,801												
<b>TOTAL OF 0007-0009</b>																
		4,071	2.15%	51,017	4.40%	8.0%	#####	8.85%	83.00	2.92%	13.92%	4.64%	\$64.93	301.32	4.77%	8,353.24
0010	Accountancy	210		5,976												
0011	Art Systems	109		1,578												
0012	Chemical/Phys. Serv.	621		13,530												
0013	Management	2,741		25,502												
0014	Marketing	390		4,431												
<b>TOTAL OF 0010-0014</b>																
		28,824	15.26%	128,821	11.12%	22.4%	3,050.5	10.20%	140.0	4.93%	30.38%	10.13%	\$70.58	714.84	11.32%	\$19,817
0015	Phys. & Electronic Science Div.	7,874		12,674												
0016	Art	10,216		40,877												
0017	Design	556		3,315												
0018	Mathematics Div.	7,944		60,925												
0019	Science Arts & Therapeutic	1,254		7,741												
0020	Theater	980		3,289												
<b>TOTAL OF 0015-0020</b>																
		4,735	2.51%	62,125	5.36%	7.6%	2,608.5	8.72%	519.0	18.27%	29.50%	9.83%	\$64.94	638.62	10.12%	\$17,704
0021	Computer Eng. & Comp. Sci.	770		5,319												
0022	Chemical Engineering	305		4,177												
0023	Civil Engineering	1,236		21,512												
0024	Electrical Engineering	764		5,942												
0025	Mechanical & Aerospace Engin.	1,660		25,175												
<b>TOTAL OF 0021-0025</b>																
		434	0.23%	3,492	0.30%	12.4%	89.0	0.30%	0.0	0.00%	0.53%	0.18%	\$ 53.44	9.39	0.15%	1,000.00
0026	Phys. Education	75	0.04%	444	0.04%	16.9%	206.5	0.69%	0.0	0.00%	0.73%	0.24%	\$ 64.82	15.77	0.25%	1,000.00



1054	21st Century	97	0.05%	676	0.06%	14.3%	183.5	0.61%	0.0	0.00%	0.66%	0.22%	\$ 35.86	7.95	0.13%	1,000.00
1055	21st Century	128	0.07%	1,249	0.11%	10.2%	80.5	0.27%	17.0	0.00%	0.34%	0.11%	\$ 97.62	10.96	0.17%	1,000.00
1056	21st Century & First Steps	41	0.02%	542	0.05%	7.6%	410.5	1.37%	31.0	1.09%	2.49%	0.83%	\$ 58.34	48.34	0.77%	1,340.05
1057	21st Century Benchmark	1,409	0.75%	3,126	0.27%	45.1%	232.0	0.78%	0.0	0.00%	1.52%	0.51%	\$ 60.08	30.47	0.48%	1,000.00
1058	21st Century Benchmark	296	0.16%	1,583	0.14%	18.7%	417.5	1.40%	0.0	0.00%	1.55%	0.52%	\$ 97.62	50.52	0.80%	1,400.50
1059	21st Century	30,366	16.07%	92,705	8.00%	32.8%	1,087.5	3.64%	99.0	3.49%	23.19%	7.73%	\$ 55.00	425.22	6.74%	10,852.00
1060	21st Century	3,610	1.91%	20,849	1.80%	17.3%	518.5	1.73%	0.0	0.00%	3.64%	1.21%	\$ 75.48	91.69	1.45%	2,541.78
1061	21st Century	689	0.36%	14,065	1.21%	4.9%	0.0	0.00%	0.0	0.00%	0.36%	0.12%	\$ 85.46	10.39	0.16%	1,000.00
1062	21st Century	1,961	1.04%	10,129	0.87%	19.4%	210.0	0.70%	54.0	1.90%	3.64%	1.21%	\$ 77.91	94.57	1.50%	2,621.59
1063	21st Century	618	0.33%	3,236	0.28%	19.1%	1,267.5	4.24%	17.0	0.60%	5.16%	1.72%	\$ 66.39	114.27	1.81%	3,167.71
1064	21st Century	3,204	1.70%	17,675	1.53%	18.1%	243.5	0.81%	11.0	0.39%	2.90%	0.97%	\$ 69.62	67.23	1.07%	1,863.87
1065	21st Century	6,822	3.61%	28,944	2.50%	23.6%	197.0	0.66%	11.0	0.39%	4.66%	1.55%	\$ 65.62	101.86	1.61%	2,823.64
1066	21st Century	252	0.13%	3,001	0.26%	8.4%	125.5	0.42%	41.0	1.44%	2.00%	0.67%	\$ 70.70	47.05	0.75%	1,304.43
1067	21st Century	3,509	1.86%	19,484	1.68%	18.0%	1,488.5	4.98%	88.0	3.10%	9.93%	3.31%	\$ 87.69	290.31	4.60%	6,300.00
1068	21st Century	1,339	0.71%	21,999	1.90%	6.1%	544.5	1.82%	31.0	1.09%	3.62%	1.21%	\$ 81.11	97.89	1.55%	2,713.76
1069	21st Century	667	0.35%	19,567	1.69%	3.4%	858.0	2.87%	28.0	0.99%	4.21%	1.40%	\$ 77.24	108.33	1.72%	3,003.15
1070	21st Century	588	0.31%	15,293	1.32%	3.8%	239.5	0.80%	20.0	0.70%	1.82%	0.61%	\$ 69.97	42.36	0.67%	1,174.28
1071	21st Century	3,969	2.10%	17,149	1.48%	23.1%	1,173.0	3.92%	43.0	1.51%	7.54%	2.51%	\$ 65.07	163.47	2.59%	4,531.65
1072	21st Century	692	0.37%	1,523	0.13%	45.4%	231.5	0.77%	2.0	0.07%	1.21%	0.40%	\$ 47.70	19.25	0.30%	1,000.00
1073	21st Century	1,247	0.66%	6,118	0.53%	20.4%	548.5	1.83%	421.0	14.82%	17.32%	5.77%	\$ 66.39	383.24	6.07%	7,200.00
1074	21st Century	1,302	0.69%	6,103	0.53%	21.3%	413.5	1.38%	22.0	0.77%	2.85%	0.95%	\$ 64.59	61.28	0.97%	1,698.80
1075	21st Century	1,111	0.59%	14,477	1.25%	7.7%	459.5	1.54%	11.0	0.39%	2.51%	0.84%	\$ 69.54	58.22	0.92%	1,613.96
1076	21st Century	20,665	10.94%	119,121	10.28%	17.3%	773.0	2.58%	19.0	0.67%	14.19%	4.73%	\$ 63.48	300.28	4.76%	7,500.00
1077	21st Century	762	0.40%	7,222	0.62%	10.6%	347.0	1.16%	14.0	0.49%	2.06%	0.69%	\$ 62.08	42.55	0.67%	1,179.69
1078	21st Century	3,089	1.63%	28,862	2.49%	10.7%	845.0	2.83%	7.0	0.25%	4.71%	1.57%	\$ 57.64	90.43	1.43%	2,506.86
1079	21st Century	5,695	3.01%	24,230	2.09%	23.5%	885.5	2.96%	3.0	0.11%	6.08%	2.03%	\$ 66.39	134.56	2.13%	3,730.24
1080	21st Century	1,730	0.92%	5,945	0.51%	29.1%	348.0	1.16%	9.0	0.32%	2.40%	0.80%	\$ 66.88	53.42	0.85%	1,480.79
1081	21st Century	1,487	0.79%	6,263	0.54%	23.7%	224.0	0.75%	0.0	0.00%	1.54%	0.51%	\$ 59.70	30.56	0.48%	1,000.00
1082	21st Century	1,436	0.76%	6,378	0.55%	22.5%	43.0	0.14%	0.0	0.00%	0.90%	0.30%	\$ 87.76	26.44	0.42%	1,000.00
1083	21st Century	1,056	0.56%	3,095	0.27%	34.1%	124.0	0.41%	0.0	0.00%	0.97%	0.32%	\$ 57.37	18.61	0.29%	1,000.00
1084	21st Century	1,438	0.76%	692	0.06%	207.8%	159.5	0.53%	0.0	0.00%	1.29%	0.43%	\$ 42.83	18.48	0.29%	1,000.00
1085	21st Century	1,916	1.01%	4,150	0.36%	46.2%	240.5	0.80%	0.0	0.00%	1.82%	0.61%	\$ 66.01	40.01	0.63%	1,109.03
1086	21st Century	850	0.45%	7,911	0.68%	10.7%	141.0	0.47%	139.0	4.89%	5.82%	1.94%	\$ 62.49	121.13	1.92%	3,357.97
1087	21st Century	937	0.50%	62,718	5.41%	1.5%	0.0	0.00%	0.0	0.00%	0.50%	0.17%	\$ 75.00	12.40	0.20%	1,000.00
1088	21st Century	73	0.04%	605	0.05%	12.1%	53.0	0.00%	8.0	0.00%	0.04%	0.01%	\$ 60.08	0.77	0.01%	1,000.00
1089	21st Century	3,408	1.80%	78,142	6.75%	4.4%	885.0	2.96%	35.0	1.23%	6.00%	2.00%	\$ 66.93	133.75	2.12%	3,707.80
1090	21st Century	1,586	0.84%	23,778	2.05%	6.7%	0.0	0.00%	0.0	0.00%	0.84%	0.28%	\$ 87.18	24.39	0.39%	1,000.00
1091	21st Century	235	0.12%	1,809	0.16%	13.0%	261.0	0.87%	0.0	0.00%	1.00%	0.33%	\$ 70.34	23.38	0.37%	1,000.00
1092	21st Century	1,369	0.72%	7,915	0.68%	17.3%	906.5	3.03%	59.0	2.08%	5.83%	1.94%	\$ 60.08	116.81	1.85%	3,238.26
1100	RGR Language & Literature	6,093	3.22%	42,583	3.68%	14.3%	441.0	1.47%	48.0	1.69%	6.39%	2.13%	\$ 81.30	173.15	2.74%	4,800.13
1093	21st Century	1,478	0.78%	13,012	1.12%	11.4%	706.5	2.36%	60.0	2.11%	5.26%	1.75%	\$ 60.08	105.28	1.67%	2,918.60
1094	21st Century	2,139	1.13%	32,702	2.82%	6.5%	523.5	1.75%	291.0	10.25%	13.13%	4.38%	\$ 51.45	225.16	3.57%	5,600.00

1201	Health Care Administration	354	0.19%	3,461	0.30%	10.2%	561.0	1.88%	47.0	1.65%	3.72%	1.24%	\$ 61.46	76.17	1.21%	2,111.53
1202	Health Services Management	744	0.39%	2,569	0.22%	29.0%	323.5	1.08%	0.0	0.00%	1.48%	0.49%	\$ 97.62	48.01	0.76%	1,330.89
1203	Health Services Administration	n/a		n/a			n/a		n/a						0.00%	From Department
1204																\$175,000
1205	Health Services Administration & Health	16,431	8.70%	32,126	2.77%	51.15%	0.0	0.00%	0.0	0.00%	8.70%	2.90%	\$ 15.33	44.44	0.70%	\$ 6,000.00
1206	Health Services Administration	2,269	1.20%	6,592	0.57%	34.42%	0.0	0.00%	0.0	0.00%	1.20%	0.40%	\$ -		0.00%	
1207	Health Services Administration	2,348	1.24%	4,934	0.43%	47.59%	0.0	0.00%	0.0	0.00%	1.24%	0.41%			0.00%	
1208	Health Services Administration	715	0.38%	284	0.02%	251.76%	0.0	0.00%	0.0	0.00%	0.38%	0.13%			0.00%	\$ 6,000.00
<b>TOTAL</b>		<b>188,941</b>	<b>100.00%</b>	<b>#####</b>	<b>100.00%</b>		<b>29,910</b>	<b>99%</b>	<b>2,840</b>	<b>99%</b>		<b>100%</b>		<b>6,313</b>	<b>100.00%</b>	<b>\$187,000.48</b>

Grad data: from Institutional Research 11-year Enrollment Trend Fall 2014

FTE from 2015/2016: [http://daf.csulb.edu/offices/univ\\_svcs/institutionalresearch/courses/index.html](http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/courses/index.html)