***The directions in red are intended as guides to the items in this Narrative***

***Refer to PCAH pages 76-82 for more information***

***Please delete them prior to saving and submitting your document***

***Do not delete or modify any of the black type or charts unless noted to do so as an option***

**Name of Degree**

**Associate of Arts or Associate of Science**

**Saddleback College**

**Item 1. Program Goals and Objectives**

***What to include: Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges.***

***CTE degrees:*** *Must address a valid workforce preparation purpose and MAY address transfer preparation;* *If the certificate program goal selected is “Career Technical Education (CTE),” then the statement must include the main competencies students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.*

***Non-CTE degrees:*** *Non-CTE AA/AS degrees must either be for transfer preparation or community need. If transfer prep is the goal, please include the areas of study for which the degree will prepare the student. Additionally, the narrative may include programs at specific baccalaureate institutions that students would be prepared to enter.*

*If the AA/AS is intended to meet community need, please include the specific community need that the degree intends to meet.*

***All programs:*** *Include a disclaimer about the course materials fees that students will be expected to pay and what the monies go toward. Fees can be discussed individually for specific courses or lumped together and discussed as a whole.*

**Item 2. Catalog Description**

***What to include:***

1. ***Both CTE and Non-CTE Programs:*** *Include program requirements, prerequisite skills or enrollment limitations and information relevant to program goal such as the types of jobs the degree will prepare the student for or the majors they could transfer to.*
2. *If the certificate program goal selected is “Career Technical Education (CTE),” then the description must list the potential careers students may enter upon completion.*
3. ***Include Program Student Learning Outcomes as a bulleted list under the catalog description.***

**Item 3. Program Requirements**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Course Prefix & Number** | **Course Title**  *Open CurricUNET and Copy/Paste titles from active (red version) of the course. DO NOT try to work from memory!!*  *All Caps is fine.*  *While you are there check the units for the next column.* | **Units** | **IGETC** | **CSU-GE** | **Local**  **GE** | **Sequence** (year-term as modeled below)  Y1-FA  Y2-SP |
| **Required Core**  **# of Units** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | *It is ok to add rows if needed* |  |  |  |  |  |
| **Restricted Electives**  **# of Units** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | *It is ok to add rows if needed* |  |  |  |  |  |

*\*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.*

*Delete the line above if not applicable. If it is applicable make sure appropriate courses have \**

|  |  |  |  |
| --- | --- | --- | --- |
|  | IGETC | CSU-GE | Local |
| Total Required Major: |  |  |  |
| Double Count (IGETC/CSU-GE): |  |  | ----- |
| IGETC/CSU-GE Breadth/Local | 37 | 39 | 20-22 |
| Electives (as needed): |  |  |  |
| Total Degree Units: |  |  |  |

**Proposed Sequence:** *Align with the sequence identified in the chart above*

Year 1, Fall = \_\_\_\_\_\_ units

Year 1, Spring = \_\_\_\_\_\_ units

Year 1, Summer = \_\_\_\_\_\_ units

Year 2, Fall = \_\_\_\_\_\_ units

Year 2, Spring = \_\_\_\_\_\_ units

TOTAL UNITS: \_\_\_\_\_\_ units

**Item 4. Master Planning**

***Both CTE and Non-CTE degrees:*** *Describe how this degree fits in the mission, curriculum, and master planning of the college and higher education in California.*

***If the degree for any reason has total units of more than 60****: include a narrative justification for consideration by the curriculum committee. Justification must include one of the following documentation items:*

1. *Outside agency accreditation or licensure requirements*

*OR*

1. *Catalog pages from CSU or UC transfer schools that articulate a higher than typical number of lower division units.*

*Clearly map, crosswalk, highlight, or otherwise indicate how the proposed Saddleback course requirements line up with the requirements of the licensure or major.*

**Item 5. Enrollment and Completer Projections**

*Get these numbers from inFORM if there is history for the courses OR Conduct a survey to determine completers for new courses and describe your survey results in narrative format*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Year 1  (fall, spring, summer) | | Year 2  (fall, spring, summer) | |
| CB01: Course Department Number | CB02 Course Title | Annual # of Sections | Annual Enrollment Total | Annual # of Sections | Annual Enrollment Total |
| CDE 7 | Child Growth and Development | 18 | 674 | 18 | 674 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

***If a CTE program****, under the table,* *please provide a comparison of the enrollment and completer projections to the net annual labor demand to illustrate that adequate demand exists for completers.*

**Item 6. Place of Program in Curriculum/Similar Programs**

*Before completing this section, review the college’s existing program inventory in the CCC Curriculum Inventory, then address the following questions:*

1. *Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.*
2. *Does the program replace any existing program(s) on the college’s inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).*
3. *What related programs are offered by the college?*

**Item 7. Similar Programs at Other Colleges in Service Area**

*List similar programs at other local community colleges in the region and in narrative explain why this program is needed in addition to the ones that exist regionally.*