August 20, 2018

MEMORANDUM

TO: Presidents
           Chief Academic Officers

FROM: Wesley E. Beddard, Associate Vice President
           Programs

SUBJECT: State Board Action on August 17, 2018
           New Curriculum Standard

On August 17, 2018, the State Board of Community Colleges approved the following new curriculum standard:

Leadership Studies (A25830)

A Tier 2 funding classification for the new Leadership Studies curriculum course prefix (LDR) has been approved. A copy of the new Leadership Studies curriculum standard and courses are attached. They are also located on the academic programs website at:

http://www.nccommunitycolleges.edu/academic-programs

If you have any questions concerning the August State Board action items listed above, please contact Ms. Jennifer Frazelle at 919.807.7120 or frazellej@nccommunitycolleges.edu.

WB/JF/gr
Attachments
c: Dr. Lisa M. Chapman
      Ms. Jennifer Frazelle
      Ms. Elizabeth Self
      Program Coordinators

CC18-039
Email

Proposed	**CURRICULUM STANDARD**	*Effective Term* *Fall 2018* *[2018*03]*

Curriculum Program Title	**Leadership Studies**	Program Code	**A25xxx**
Concentration	**(not applicable)**	CIP Code	**52.0213**

Curriculum Description

The Leadership Studies curriculum is designed to provide students with the knowledge and skills necessary for employment and growth into leadership positions.

Course work includes various subject areas related to leadership involving data driven decision making, change management, strategic leadership, leadership planning, team-building, leadership capacity, motivation and effective communication.

Graduates may qualify for leadership positions in the public and private sectors. Occupations may include positions specific to the military, governmental agencies, public policy, non-governmental agencies, law enforcement and homeland security.

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*Curriculum Requirements**
[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	**64-76**	**36-48**	**12-18**

Major Hours

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12 semester hours of credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Leadership Studies (A25xxx)

	AAS	Diploma	Certificate
Minimum Major Hours Required	**49 SHC**	**30 SHC**	**12 SHC**
A. **CORE** *A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core.*	**23-24 SHC**	**12 SHC**	

Required Courses:

LDR 110	Introduction to Leadership	3 SHC
LDR 115	Evidence-Based Leadership & Decision Making	3 SHC
LDR 210	Leadership Capacity Assessment	3 SHC
LDR 225	Leading Change	3 SHC
BUS 135	Principles of Supervision	3 SHC
BUS 137	Principles of Management	3 SHC
PHI 240	Introduction to Ethics	3 SHC

Select one of the following courses:

CIS 110	Introduction to Computers	3 SHC
CIS 111	Basic PC Literacy	2 SHC
OST 137	Office Applications 1	3 SHC

B. **CONCENTRATION** *(list concentration courses if applicable)*

C. **OTHER MAJOR HOURS** *To be selected from the following prefixes:*

BAS, BUS, CCT, CTI, DBA, CIS, CSC, CTS, DBA, ETR, GEO, GIS, ITL, LDR, LOG, MSI, NET, NOS, OMT, OST, PAD, PED, POL, SEC, TOM and WBL.

Up to two semester hour credits may be selected from ACA.

Up to nine semester hour credits may be selected from the following prefixes: ARA, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.

Approved by the State Board of Community Colleges on _____.

Leadership Studies

LDR 110   Introduction to Leadership
Class: 3   Lab: 0   Clinical: 0   Credit: 3
Prerequisites: None
Corequisites: None

This course introduces students to concepts, models and practices of leadership that are effective in governmental, business, civic, community and political organizations. Emphasis is placed on the purposes and structures of various types of organizations and examines the leadership styles and strategies that align with these organizations. Upon completion, students should be able to recognize and apply the elements effective leadership in a variety of contexts.

LDR 115   Evid-Based Ldrshp & Dec Making (Evidenced-Based Leadership and Decision Making)
Class: 3   Lab: 0   Clinical: 0   Credit: 3
Prerequisites: LDR 110 Introduction to Leadership
Corequisites: None

This course covers the components of effective and operational evidence-based leadership. Emphasis is placed on using decision-making models and data to recognize and understand trends, align organizational goals, determine consequences, and make recommendations for actions leaders can take to solve problems. Upon completion, students should be able to demonstrate trends using data, identify strategies for decision making, and use data to make high-quality decisions on a wide range of issues.

LDR 210   Leadership Capacity Assessment
Class: 3   Lab: 0   Clinical: 0   Credit: 3
Prerequisites: LDR 110 Introduction to Leadership
Corequisites: None

This course introduces the methodologies and processes to better understanding one's capacity to lead. Topics include conceptualizing motivation, identifying good leadership traits, creating a vision, understanding influence, overcoming obstacles and developing leadership capacity. Upon completion, students should be able to identify their strengths and weaknesses as a leader.

LDR 215   Extreme Leadership
Class: 3   Lab: 0   Clinical: 0   Credit: 3
Prerequisites: LDR 110 Introduction to Leadership
Corequisites: None

This course provides students an opportunity to explore leadership in high risk or "extreme" environments through a series of case studies. Emphasis is placed on the human factors (i.e. physical, mental, emotional, neurological and physiological) that can influence a leader's decision making in extreme circumstances. Upon completion, students should be able to identify how stress impacts effective decision making and how leadership can contribute to or detract from survival under extreme circumstances.

LDR 220   Strategic Leadership
Class: 3   Lab: 0   Clinical: 0   Credit: 3
Prerequisites: LDR 110 Introduction to Leadership
Corequisites: None

This course provides students the opportunity to examine and apply leadership in a strategic context. Emphasis is placed on strategic planning and implementation and assessment of a strategic vision and goals. Upon completion, students should be able to demonstrate a basic knowledge of strategic leadership.

LDR 225   Leading Change
Class: 3   Lab: 0   Clinical: 0   Credit: 3
Prerequisites: LDR 110 Introduction to Leadership
Corequisites: None

This course provides the opportunity to develop the knowledge base necessary to lead and manage organizational change with an emphasis on a 360-degree approach to understanding change. Emphasis is placed on various aspects of implementing change, such as: addressing the human psychology of change through innovative technology, social media, theoretical frameworks, understanding change agents, and operations. Upon completion, students should be able to demonstrate knowledge and practical skills in how to connect change with strategy, anticipate resistance, assess readiness, and measure sustainability.

LDR 230   Global Leadership
Class: 3   Lab: 0   Clinical: 0   Credit: 3
Prerequisites: LDR 110 Introduction to Leadership
Corequisites: None

This course provides students an opportunity to familiarize themselves with leadership in a globalized environment. Emphasis is placed on understanding how leaders can effectively navigate global politics and how resource competition influences outcomes, how culture and power distance relationships contribute to collaborative efforts, and how to build relationships despite these differences. Upon completion, students should be able to demonstrate how politics, culture and resource allocation contribute to organizational outcomes and the role that effective global leadership plays in successfully navigating these variables.