

**STATE BOARD OF COMMUNITY COLLEGES  
CURRICULUM PROGRAM APPLICATION  
(New to the System)**

The State Board of Community Colleges is asked to approve the curriculum program at the listed college on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of the program without any special allocation of funds.

Fayetteville Technical Community College  
Leadership Studies (A25xxx)

**Contact(s):**

Jennifer Frazelle  
Director

**PROGRAM APPLICATION  
SUMMARY EVALUATION REPORT  
Fayetteville Technical Community College  
Leadership Studies (A25xxx)**

**Program Planning:** Fayetteville Technical Community College is seeking approval for the Leadership Studies (A25xxx) program to begin Fall 2018. The planning area is defined as the college's service area of Cumberland County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Fayetteville Technical Community College on January 16, 2018. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Fayetteville Technical Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

**Program Rationale:** Fayetteville Technical Community College (FTCC) indicates the following:

- The degree will provide a pathway for enlisted soldiers at Fort Bragg and those serving in the NC National Guard to earn a college degree, to enhance their skills while serving, and to provide them with an educational foundation for higher learning in preparation for life after the military.
- The Commander of the Special Warfare Education Group requested that FTCC create a Leadership Studies associate in applied science degree as an option. Obtainment of this degree will allow soldiers to advance within military occupational specialties where promotions are based upon promotion points and education is a differentiating factor for advancement.
- The proposed program will also assist traditional students who wish to advance their career in a new job or to assume a higher leadership position within their current organization.

- The program lends itself to development of entrepreneurs. Fayetteville TCC provides support for entrepreneurs through their Small Business and Center for Innovation and Entrepreneurship that provides advice, assistance, workshops and instruction to entrepreneurs in leading their own businesses. The Center provides startup and growth strategies to active military in transition, veterans, their spouses, FTCC students and the general public.
- FTCC conducted a student interest survey among 167 current community college students. One hundred and twenty-nine (77%) of the 167 students responded to the survey. Sixty-one of the responding students indicated they would be interested in pursuing the proposed program as a secondary degree and seventy-three of the military students (including veterans and spouses) indicated they would be interested in pursuing the degree.
- FTCC plans to collaborate with North Carolina State University and other senior institutions in order to provide transfer opportunities for graduates of the proposed program.
- According to the US Bureau of Labor Statistics, leadership degree majors can be found in any industry. Leadership degree programs prepare students for leadership positions in fields such as education, entertainment, government, religious organizations, retail businesses, healthcare, business, sports, politics, and nonprofits (Bureau of Labor Statistics, 2017)
- Leadership is currently included in the management category by most governmental and business employment analysis. According to the U.S. Bureau of Labor Statistics employment of management occupations, which currently includes leadership, is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 807,300 new jobs.
- The President and CEO of LDR Consulting provided a letter of support and stated: *One of the most challenging times in the lifecycle of those who serve in the military is transition. Leadership education is an enabler of military career transition.*
- A Lieutenant Colonel/AG Corps from the Department of the Army submitted a letter of strong support and stated: *As our young leaders in uniform transition to civilian leadership roles, this degree will leverage their military leadership schooling and prepare them for civilian positions in meaningful careers and professions. An associate degree in Leadership Studies will allow Service Members to capitalize on the knowledge, skills and attributes achieved during their time in service and will provide a non-military look at Leadership to better fulfill their knowledge and experience. This will help them with not only being better leaders while in the service – it will also provide additional opportunities for promotion and movement into leadership positions.*

- The associate Provost for Adult and Distance Education at Gardner-Webb University provided a letter of support to Fayetteville TCC and indicated: *Having recently been approved to launch our online bachelor degree in organization leadership this Fall, we are particularly interested in collaborating with FTCC to explore a seamless pathway, even a possible articulated pathway, for students interested in pursuing the bachelor degree, should your program be approved. As a Yellow Ribbon institution, GWU shares your desire to invest in the lives of our military students.*
- The State Commander of the Veterans of Foreign Wars (Department of North Carolina) provided a letter of support and stated: *Successful organizations are demanding authentic leaders who can generate trust, empower others, and find innovative answers to today's challenges. This leadership program would allow veterans the opportunity to use their military credit toward this degree program and position them with valuable employability skill sets while attaining leadership positions in a variety of industries.*
- The President of Transitions Assistance Support submitted a letter of support and stated: *Our corporate partners continually seek to hire new employees who possess leadership and management skills – talents soldiers possess that the new program can refine and sharpen.*
- A Lieutenant with the Town of Spring Lake Police Department provided a letter of support and indicated: *I firmly believe that the Spring Lake Police Department would take full advantage of hiring individuals from this program.*
- A Lieutenant from the Cumberland County Sheriff's Office provided a letter of support and indicated: *The program would definitely be an asset, not only to Fayetteville Technical Community College but to Cumberland County.*

**Impact of the Proposed Program on Other Programs:** This program would be new to the community college system.

**Implementation of Collaborative Plan:** Not Applicable

**Curriculum Design:** The proposed program of study is in compliance with the proposed curriculum standard.

**Contact(s):**

Dr. Hilmi Lahoud  
Program Coordinator

*Proposed***CURRICULUM STANDARD**

<i>Effective Term</i> <i>Fall 2018</i> <i>[2018*03]</i>
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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.

***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.

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

## *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																														
<b>Minimum Major Hours Required</b>	<b>49 SHC</b>	<b>30 SHC</b>	<b>12 SHC</b>																														
<p><b>A. CORE</b> <i>A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core.</i></p> <p><b>Required Courses:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">LDR 110</td> <td style="width: 65%;">Introduction to Leadership</td> <td style="width: 20%; text-align: right;">3 SHC</td> </tr> <tr> <td>LDR 115</td> <td>Evidence-Based Leadership &amp; Decision Making</td> <td style="text-align: right;">3 SHC</td> </tr> <tr> <td>LDR 210</td> <td>Leadership Capacity Assessment</td> <td style="text-align: right;">3 SHC</td> </tr> <tr> <td>LDR 225</td> <td>Leading Change</td> <td style="text-align: right;">3 SHC</td> </tr> <tr> <td>BUS 135</td> <td>Principles of Supervision</td> <td style="text-align: right;">3 SHC</td> </tr> <tr> <td>BUS 137</td> <td>Principles of Management</td> <td style="text-align: right;">3 SHC</td> </tr> <tr> <td>PHI 240</td> <td>Introduction to Ethics</td> <td style="text-align: right;">3 SHC</td> </tr> </table> <p><i>Select one of the following courses:</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">CIS 110</td> <td style="width: 65%;">Introduction to Computers</td> <td style="width: 20%; text-align: right;">3 SHC</td> </tr> <tr> <td>CIS 111</td> <td>Basic PC Literacy</td> <td style="text-align: right;">2 SHC</td> </tr> <tr> <td>OST 137</td> <td>Office Applications 1</td> <td style="text-align: right;">3 SHC</td> </tr> </table>	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	CIS 110	Introduction to Computers	3 SHC	CIS 111	Basic PC Literacy	2 SHC	OST 137	Office Applications 1	3 SHC	<b>23-24 SHC</b>	<b>12 SHC</b>	
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<b>B. CONCENTRATION</b> <i>(list concentration courses if applicable)</i>																																	
<p><b>C. OTHER MAJOR HOURS</b> <i>To be selected from the following prefixes:</i></p> <p>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.</p> <p><i>Up to two semester hour credits may be selected from ACA.</i></p> <p><i>Up to nine semester hour credits may be selected from the following prefixes: ARA, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</i></p>																																	

Approved by the State Board of Community Colleges on \_\_\_\_\_.

**Leadership Studies  
Proposed Courses**

**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.

**STATE BOARD OF COMMUNITY COLLEGES**  
**NEW CURRICULUM PREFIX**  
**TIERED FUNDING FORMULA RECOMMENDATION**

**Request:** The State Board of Community Colleges is asked to assign the following new curriculum prefix to the North Carolina Community College System Tiered Funding Formula:

**Tier 2 - LDR – Leadership Studies**

Rationale: The Tier 2 classification is in alignment with other prefixes within the business program area.

**Background:** On August 15, 2014, the State Board of Community Colleges adopted the 2014-2015 State Aid Allocations and Budget Policies, which included the implementation of a four-tiered funding model. To implement the Tiered Funding Forming Model, all existing curriculum and continuing education course prefixes were assigned to one of four funding levels as defined below:

**Tier 1A:** Includes curriculum budget FTE in health care and technical education courses that train North Carolinians for immediate employment in priority occupations that have documented skills gaps and pay higher wages. This tier also includes FTE in a limited number of continuing education courses that train students for the exact same third-party certification as curriculum courses in Tier 1A.

**Tier 1B:** Includes curriculum budget FTE in other high cost areas of health care, technical education, lab-based science, and college-level math courses. With the implementation of Closing the Skills Gap, Tier 1B also includes FTE in short-term, workforce continuing education courses that help prepare students for jobs in priority occupations and lead to competency-based industry credentials.

**Tier 2:** Includes

- a) all other curriculum budget FTE,
- b) all Basic Skills budget FTE, and
- c) budget FTE associated with other continuing education courses that are scheduled for 96 hours or more and are mapped to a third-party credential, certification, or industry-designed curriculum.

**Tier 3:** Includes all other continuing education budget FTE. This weighted allocation model is designed to provide a funding differential between each tier.

*Tier 1A is funded at a level equal to 30% higher than Tier 2, while Tier 1B is funded at a level that is 15% higher than Tier 2. Tier 3 is funded at a rate that is 15% less than Tier 2.*

**Contact(s):**

Dr. Hilmi Lahoud  
Program Coordinator