UNDERGRADUATE COUNCIL
Request for Change(s)

Originating unit requesting change: Undergraduate Curriculum Committee Neeley School

Type of Change requested:

☐ Course number(s) ☐ Course prerequisite(s) ☐ Program title
☐ Course title ☐ Drop course(s) ☐ Program description
☐ Course description ☐ Drop program(s) ☐ Program requirements

Semester and year change(s) take effect: Summer 2010

Appropriate computer abbreviation if course title is more than 30 spaces:

Briefly summarize the change requested:
In addition to the existing admission requirements to the Neeley School of Business, students must also complete the "core phase" of the Neeley Premium Credentials Program. See attached document for core requirements.

Catalog copy

Present catalog copy (paste-up from catalog is acceptable.)

Proposed change(s). (Include exact catalog copy as desired. Underline changes)
Declaring Majors. All students wishing to become business majors should first be admitted to TCU and the Neeley School as pre-business students. Students remain pre-business students until being formally admitted to a specific business major and upper-division courses. Before taking upper-division (most 30000-level or above) business courses, all pre-business students must:

- Complete the lower-division sequence requirements (see below);
- Have a minimum TCU cumulative GPA of 2.50 (must have at least a 3.0 to be competitive);
- Have a minimum GPA of 2.50 in those courses designated as lower-division requirements;
- Demonstrate computer skills competency by passing Microsoft Office Specialist exams in Word, PowerPoint and Excel;
- Go through a professional interview; and
- Be formally admitted to the Neeley School.

Contact the Neeley Student Resource Center regarding admission policies, procedures and deadlines.

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Request for Changes

1. What is the justification for the change(s) requested?
   Neeley Premium Credentials is a multi-tiered credentialing program for undergraduate students at the Neeley School of Business. The program goal is to provide Neeley students with the critical skills identified by employers as necessary to succeed in today's business environment. The core phase provides students with targeted development designed to add value in their personal and professional pursuits.

2. If applicable, explain how the change(s) will affect the current program outcomes and assessment mechanisms.
   N/A

3. **Faculty Resources**: How will the unit provide faculty support for this change and any other impact this change may have on other current departmental listings.
   N/A
4. **Educational Resources:** Will this change require additional resources not currently available (e.g. space, equipment, library, other)?
   
   If yes, list additional resources needed.
   
   YES  NO

5. If this change affects other units of the University, include a statement signed by the chairperson(s) of the affected unit(s).
   
   N/A

6. If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and cross-listed units.
   
   N/A

   [Signature]

   Approval signature of chairperson of originating unit

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Revised 09/04
Neeley Premium Credentials™

Enhancing Career, Communication, and Leadership Skills

A Professional Development Program for Neeley Undergraduate Students
Neeley Premium Credentials™ is a three-tiered credentialing program available only to undergraduate students at the Neeley School of Business. The program goal is to provide Neeley students with the critical skills identified by employers as necessary to succeed in today’s business environment. Neeley Premium Credentials™ will provide students with targeted development designed to add extensive value in their personal and professional pursuits both before and after graduation. The tiered approach will guide students throughout their three years in the Neeley School and facilitate a successful transition from college to career.

The three tiers of Neeley Premium Credentials™ are:

**CORE**  
*This tier is focused on self-awareness.*

**ACTIVITIES:**

1) Students will complete the Strength Deployment Indicator® (SDI) and attend a group debriefing session.

2) Students will take CareerLeader®, a career assessment specifically designed for business majors and attend a group debriefing session.

3) Students will begin creating a career portfolio which will include: their resume, a sample cover letter, a sample thank you letter, and documentation of significant class projects and outside activities.

4) Students will attend a leadership speaker series event.

5) Students will attend one elective workshop from a rotating list of workshops.

6) As the final step in Core, students will have their online portfolio reviewed for successful completion. The student will then be eligible to move into the second tier of Neeley Premium Credentials™.

**DISCOVERY**  
*This tier is focused on a deeper discovery of strengths and weaknesses and developing a personal action plan.*

**ACTIVITIES:**

1) Students will complete the SDI Portrait of Personal Strengths and SDI Portrait of Overdone Strengths and attend a group debriefing session where a personal action plan will begin development.

2) Students will complete two informational interviews with business professionals from the career field the student is considering. Detailed notes and any other pertinent information collected from these interviews will be added into the student’s career portfolio.

3) Students will identify a job posting they would like to apply for and complete a recorded mock interview with a business coach which will be targeted to the requirements of the selected position. Students will receive a copy of the interview for their career portfolio.

4) Students will participate in Leadership Week by attending speakers, panel discussions or participating in the case competition.

5) Students will attend a second elective workshop from a rotating list of workshops.

6) As the final step in Discovery, students will meet with a business coach to review the personal action plan, the latest version of the student’s resume along with discussing outcomes from the informational interviews. The business coach will then certify students to enter the third tier of credentialing.
**FOCUS**
This tier is focused on applying professional skills and to transitioning from college to career.

**ACTIVITIES:**

1) Students will complete the Myers-Briggs Type Inventory® (MBTI) and attend a group debriefing session.

2) Students will complete an internship related to their major. An alternative will be provided for International students unable to obtain a qualifying internship

3) Students will complete a peer feedback process providing input on how others perceive them in group and professional settings – this feedback may come from peers, an internship or both.

3) Students must have a record of community service within the past 12 months.

4) Students will attend a workshop on transitioning from college to work.

5) Students will meet with a business coach to review the peer feedback and to determine an acceptable final activity to obtain credentialing which could include:
   a) Participating in an academic competition
   b) Attending training to become a business coach and then provide presentation coaching to sophomore.
   c) Holding a leadership position in a student organization

**EMPHASIS**
Students will have the option of adding an emphasis in the following areas: communication, leadership, or global. In addition to the mandated requirements, students will complete an extra requirement in each tier to fulfill their emphasis. The examples below are just samples of what could fulfill an emphasis requirement:

**Core**
*Communication:* students will present at the Festival of Creativity and Leadership.

*Leadership:* students will attend a class through the TCU Leadership Center.

*Global:* students will participate in two campus events focusing on global awareness and document their experiences.

**Discovery**
*Communication:* students will present one time at a non-Neeley related event.

*Leadership:* students will complete the Leadership Skills Profile (LSP) and attend a debriefing session.

*Global:* students will attend a global business seminar or conference outside TCU.

**Focus**
*Communication:* students will attend training to become a certified business coach; coach a sophomore level group; and co-facilitate an elective workshop.

*Leadership:* students will hold a leadership position in an organization on or off campus.

*Global:* students will complete one school-related trip abroad.
Emphasis requirements for each tier can be determined between the student and business coach. The above requirements represent an example of activities related to each emphasis area.

**ASSESSMENT OVERVIEW AND WORKSHOPS**

**Strength Deployment Indicator® (SDI) by Personal Strengths Publishing**
It is the flagship assessment of a suite of tools based on Relationship Awareness — a learning model for effectively and accurately understanding the motive behind behavior.

**SDI Portrait of Personal Strengths**
This tool identifies individual behaviors chosen to achieve given goals in different situations.

**SDI Portrait of Overdone Strengths**
This tool identifies behaviors which are intended as strengths but are not valued by others.

**CareerLeader®**
A business career self-assessment developed by Dr. Timothy Butler and Director of MBA Career Development Programs at the Harvard Business School, and Dr. James Waldroop, Dr. Butler's associate at HBS for 18 years. It is currently in use by over 400 top businesses and universities around the world.

**Myers-Briggs Type Indicator® by CPP**
The best-known and most trusted personality assessment tool available today. As many as 2 million assessments are administered annually to individuals, including to employees of most Fortune 500 companies.

**Leadership Skills Profile (LSP) by Sigma Assessment Systems**
The LSP leverages decades of research on the relation between personality and leadership. The LSP leadership model predicts 42 competencies critical to effective leadership, and includes insightful narrative text discussing the implications of one's personality to expected job performance.

**Rotating Workshop Examples**
- Working effectively with difficult people
  
  *Students will learn communication strategies to manage difficult co-workers and not get their own projects held up due to resistance*

- Business writing that gets results
  
  *Students will learn strategies to write with conciseness and clarity and how to avoid the most common pitfalls of writing in business*

- Conducting successful meetings
  
  *Students will be provided the best practices to effectively plan, organize, and facilitate meetings*

- Coaching others for success – Leadership emphasis
  
  *Students will learn the methods of a successful coaching relationship and how to bring out the best in those around them.*

- Executive presentation skills – Communication emphasis
  
  *Students will learn advanced presentation techniques to communicate their ideas with greater impact. Emphasis will be on understanding audiences and organizing presentations effectively.

- International communication skills – Global emphasis
  
  *Students will learn tactics to minimize miscommunication when communicating with a global audience.*
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