

**UNDERGRADUATE COUNCIL  
Request for Change(s)**

Originating unit requesting change:

Type of Change requested:

- |                          |                    |                          |                        |                          |                       |
|--------------------------|--------------------|--------------------------|------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | Course number(s)   | <input type="checkbox"/> | Course prerequisite(s) | <input type="checkbox"/> | Program description*  |
| <input type="checkbox"/> | Course title       | <input type="checkbox"/> | Drop course(s)         | <input type="checkbox"/> | Program requirements* |
| <input type="checkbox"/> | Course description | <input type="checkbox"/> | Drop program(s)        |                          |                       |

Semester and year change(s) take effect:

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

In space provided, briefly summarize change requested:

**Programs Only\***

Program Name: \_\_\_\_\_

Current Code: \_\_\_\_\_ Proposed New Code (list 2): \_\_\_\_\_ or \_\_\_\_\_  
(ex: INDE-BFA)

Can have second major: \_\_\_\_ Yes \_\_\_\_ No

Current 6-digit CIP Code: \_\_\_\_\_  
Does the change require a new or change in CIP code? \_\_\_\_ Yes \_\_\_\_ No

If yes, what is the proposed 6-digit CIP code?\* \_\_\_\_\_

\*for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Program to be promoted to prospective  
undergraduate students by TCU Admissions?                      Yes                      No

Catalog Copy: *if additional space or formatting is needed, include as an attachment*

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

Proposed change(s): Include exact catalog copy as desired. Strike-through deletions and underline changes in Adobe Acrobat by using Ctrl+E (PC) or Cmd+E (Mac).

1. What is the justification for the change(s) requested?
2. If applicable, explain how the change(s) will affect the current program outcomes and assessment mechanisms.
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.

4. **Educational Resources:** Will this change require additional resources not currently available (e.g. space, equipment, library, other)?  YES  
If yes, list additional resources needed.  NO

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

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

  
Approval signature of chairperson of originating unit

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What is the justification for the change(s) requested?

The Consultative Selling Certificate is a premier program, distinguished by its rigorous standards and innovative approach. Central to this program is experiential learning. Students are educated about professional selling, learning both the theory and practice of sales, and engaging in real-world selling experiences with genuine products and seasoned sales professionals.

The program's framework was established under the guidance of Dean Homer Erekson and Associate Dean Mark Muller. I, Dr. Zachary Hall, proposed that to earn this certificate, students must successfully demonstrate practical sales skills in a real-world context. Advised by the TCU Administration, Deans Erekson and Muller implemented safeguards to maintain both student welfare and the program's integrity.

To align with these standards, we propose the following requirements for the certificate:

Student Performance and Grading:

- a. A student's grade will not be heavily penalized for underperforming in sales. For instance, a student who makes minimal sales could still achieve a grade as high as a B.
- b. Conversely, high sales figures alone will not guarantee an automatic A. This is to prevent the possibility of 'buying' grades. Currently, student sales account for 20-25% of the total grade.

Rationale for Proposed Changes:

Under the current course catalog, a student could pass all required sales courses without fulfilling the live selling requirement, contradicting the program's fundamental ethos. This presents two alternatives:

1. **Strict Enforcement:** Failing to meet the sales quota could result in failing the course or being removed from it. This approach could have significant adverse effects on students, both psychologically and academically, potentially hindering their graduation prospects.
2. **Catalog Revision:** Amending the course catalog to allow students who do not meet the sales quota to still complete the course and receive their education, albeit without the certificate.

Case in Point:

This semester, a student experiencing a mental health crisis was advised to opt out of the real-world selling component and consider leaving the program. However, the student wished to continue learning sales and needed the credit hours for graduation. The faculty devised an alternative assignment, enabling the student to participate in all aspects of the course except the live selling. The student successfully completed the course and is currently recovering. They expressed immense gratitude for being able to continue their education.

Subsequently, it was determined that having completed all the courses, this student would be awarded the certificate, despite not undergoing the same rigorous selling experience as their peers. This outcome has prompted a reevaluation of our program's requirements to better align with our core values and educational objectives.