

Request for Addition of New Experience to IU Kokomo's Record of Experiential and Applied Learning (REAL)

Deadlines for Submission: Fall-Oct. 1; Spring-Feb. 15; Summer-June 1

Originator/Main Contact & Dean Information

Chair or Dean's Name: Alan Krabbenhoff

Chair or Dean's Email Address & Phone Number: agkrabbe@iuk.edu 765-455-9275

Main Contact Name & Title: Heather Kennedy-Eden

Main Contact Email Address & Phone Number: kennedyh@iu.edu 765-455-9402

Overview

Insert below a general overview of the experience, who is involved, how is the information maintained, who is served, etc.

20 Students from Hospitality and Tourism, Business, Criminal Justice, and Sociology have gone on a KEY trip to Walt Disney World and took part in the Disney Education Series College Program. While at Disney, they took classes and/or learned about Leadership Strategies, Hospitality: Disney Style, Culture of Excellence, and Design Thinking. They also met with Disney professionals and had seminars and meetings related to emergency management and event management.

Steps for Notation on REAL

QUALIFIED EXPERIENCE WITH INTEGRATION OF KNOWLEDGE

Include bullet points that explain how the experience represents a true integration of knowledge using the following indicators:

- Directed, firsthand immersive experience in the real world, laboratory or studio
- Expected application and practice of concepts, methods and skills
- Development of knowledge through research or dialogue with individuals/groups beyond the University
- Appreciation of multiple sources of wisdom
- Integration of knowledge with application and theory in real-world experiences
- Identification of UP TO (no more than) three KEY Outcomes (Application, Integration, Collaboration, Initiative, Mindset) which best describe the expected learning outcomes tied to the experience

- The emergency management meeting took place in the control center of emergency management and the students participated in a presentation and then a tour of the command center with a question and answer session afterwards. Professionals took them through scenarios they have dealt with and how they respond, plus how they work with security and event management to create safe attractions and events.
- In the Leadership Strategies workshop, students were allowed into Epcot before the park was open and were given a tour of the backstage areas. They learned about the Disney Leadership Style and then saw how it was applied in the park. They were given scenarios where they would have to work out how they would lead through different challenges and apply those strategies. They were also given examples of great leaders throughout history and analyzed the way those people led and categorized their styles and perspectives for success.
- In the Hospitality class, students learned about the great lengths that Disney goes to ensure customer satisfaction. They learned that housekeepers go through 12 weeks of training to be able to clean a room in the Disney way and to their level of standard. They talked about intentionality of areas, of where people are placed to provide assistance, and demonstrated the way they are innovative in their thinking to continue to provide better services that are constantly scrutinized to see if there is a better way.
- In learning of Disney Culture, you learn of the intentionality of so much of the way Disney designs parks and infuses that culture in to their employees. They learned that every Disney employee is taught to take pride in their areas and that it is everyone's responsibility to embrace that culture by doing things such as picking up trash and helping others whenever you can.
- In the Design thinking class, students learned how to deal with creative discontent and how to develop and maintain creative teams that are supportive, even in failure. They learned about how teams can thrive and then were put to the test by being given scenarios to work together

Check the KEY Outcomes (no more than 3) this experience includes:

NOTE: Contact your KEY coordinator for assistance in identifying KEY outcomes.

- Application** – Experiential learning connects knowledge from classroom learning to the world outside the classroom.
- Integration** – Through multifaceted and/or interdisciplinary experiences and discussions, students will see ways to connect diverse fields and issues in order to solve problems.
- Collaboration** - Internships, field experiences, clinical and similar experiences provide opportunities to work with others on a team, both as a leader and as a contributor.
- Initiative** – Undergraduate research allows students to follow their interests, carve out a niche and apply their energies to meaningful work in a discipline.
- Mindset** – Students will develop a greater sense of themselves as engaged, constructive, actualized men and women who are ready to grow into greatness and pursue lifelong learning.

REFLECTION AND ASSESSMENT

Include bullet points that explain the kinds and levels of student reflection that occurs as part of the process as well as the assessment plan for determining that, based on the experience, the student learning outcomes were achieved.

- Students must engage in critical analysis (e.g., guided reflection) linking examination of the experience to learning objectives, professional and personal development, and the KEY Outcomes.
- Evaluation of reflections should lead to further intellectual discussion and further reflection on personal growth, academic and professional development, KEY Outcomes, concepts of civic engagement and responsibility.
- A clear assessment plan must be outlined reflecting both student learning as well as the effectiveness of the actual experience in relation to experiential learning and community outcomes.
- Assessment plan must demonstrate student learning in relation to the experience as a whole, the relevant KEY Outcomes, and personal growth in relation to civic engagement and responsibility.

- Students and faculty would meet after our training and discuss their classes and meetings and talk about what they learned and how it impacted their view point. We would meet in small disciplinary groups and then also in larger multi-disciplined groups to exchange knowledge and perspectives of what they experienced. These discussions would then lead to talking about their futures and the possibility of internships and jobs at Disney or similar organizations and what steps they need to be taking now to make that achievable.
- The students will be taking an assessment survey of the trip that will help us determine their level of knowledge gained and whether learning outcomes were met. The trip was a KEY trip and organized through CANVAS, so students will receive the survey this week through their CANVAS "class" that was set up for the trip.
- Students were able to apply what they had just learned in class by collaborating with the other students to solve issues and scenarios that were given to them. They were able to go through the steps with the moderator to ensure that they were applying the steps appropriately and learning how the process flows.
- Students also talked to many people who started their Disney career through the internship program and how that program was able to lead them to the position they have today. They were able to see that Disney employees gain a multitude of experience as they move through their career. They talked about their career paths and what they needed to be successful, and how valuable the internship program is.

Workflow Summary reflecting which KEY Outcomes are the focus of the experience and which individuals will be reviewing and approving at each level.

Experience Criteria	KEY Outcomes	Summary	Individual responsible for verification (Name/Title)
Experience with Integration of Networking and Knowledge	Application, Integration, and Collaboration	<ul style="list-style-type: none"> Students were able to apply the knowledge they learned through scenarios given with problems to solve. Students were able to see how to integrate the things they have learned in class to an actual work setting with real problems. Students worked in teams to come up with solutions to solve problems. 	Heather Eden Mark Meng Gabby Vanalstyne Jamie Oslawski-Lopez Kelly Brown
Reflection(s) & Assessment		<ul style="list-style-type: none"> The professors regularly met with the students after the workshops to talk about what they learned and focus it on their individual major area perspective so that they could further apply their knowledge in career settings. A survey is being administered after the trip through the CANVAS site to determine if outcomes were met. 	Heather Eden Mark Meng Gabby Vanalstyne Jamie Oslawski-Lopez Kelly Brown
Chair/Dean		Review experience and ensure accuracy of identified REAL categories and KEY outcomes.	Dean Alan Krabbenhoff
KEY Taskforce		Review, approve or return for revision and sign document. Email approved document to Registrar.	TBD
Registrar		Review workflow document for completeness; verify (sub) title character limit met. Sign and upload to box account. Inform Originator of approval.	Stacey Thomas, Registrar

OTHER INFORMATION NEEDED

- Check under which of the approved Experiential and Applied Learning categories this experience should reside:
 - Diversity** - Permanent and impermanent characteristics that influence our values, beliefs, behaviors, experiences, and expectations and make us who we are.
 - Global Engagement** - Committed, meaningful interaction with the world as a whole.
 - Internships/Career Development** - An agreed-upon structured and experiential learning experience in the area of a student's career interest and in a work setting. The experience is driven by intentional learning goals and objectives which extend the student's knowledge and understanding of classroom outcomes and is accompanied by structured reflection.

_____ Number of internship hours to be posted to individual student record

Leadership – The ability to see a problem as a challenge and go forward to solve it, have humility to put others first, lead by example and have integrity to do the right thing. Ability to help people achieve their own success, even if they do not think it is possible. Coach and develop others. Ability to guide others into a direction that they seem empowered. Providing vision, stepping out of comfort zones and taking risks, to motivate a team to work toward the same goal.

Research – A sustained, recursive, and reflective process of systematic exploration of a problem, question, or issue. Researchers use a variety of methods and materials, including the synthesis of existing knowledge to create new knowledge, ideas, and positions.

_____ Number of research hours to be posted to individual student record

Service - A project or activity that integrates a relevant community service experience with regular instructional learning.

_____ Number of service hours to be posted to individual student record

Creative Expression - An intentional act, idea or creation that alters an existing domain or creates a new one, through transformation.

2. **Experience Title** (75 character limit): _Disney College Education Series: Leadership, Culture, Hospitality and Design Thinking_____

3. **Experience Subtitle, if needed** (50 character limit): _____

provider name Walt Disney World City, Orlando State FL

It is expected that each student completes all requirements outlined in this document. The individual identified above for verifying the experience(s) must sign the REAL Assessment Agreement and verify completion prior to addition of the experience to the REAL.

Originator/Main Contact Signature: Heather Kennedy Eden Date: 10/31/18

Chair/Dean's Signature: John H. Hebbeler Date: 10/31/18

KEY Task Force Member Signature #1: Cheryl Date: 11/01/2018

KEY Task Force Member Signature #2: Stacey Springer Date: 11/01/2018

KEY Task Force Approve X Return for Revision _____

Registrar's Signature: Stacey D. Thomas Date: 12/4/18

Comments: Title shortened to 75 characters: Disney College Educ

Series: Leadership, Culture, Hospitality & Design Thinking ; provider added per email from Heather on 12/4/18