

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: BUAD 261

Year: 2023-2024

Course Title: Walt Disney World College Program

Credit Hours: 3-15

**I. Course Description:** Through employment, classes, and self-directed studies at *Walt Disney World Resort* in Orlando, Florida, students enhance their understanding of leadership, teamwork, communication, and diversity as they experience the day-to-day workings of a Fortune 100 company. An integral part of the program is the opportunity to meet and live with people from all over the world. Participants are selected by *Walt Disney World Co.* representatives. This course is open to students of all majors. For more information, go to <https://jobs.disneycareers.com/disney-programs>. Prerequisites: At least 12 college credits completed before applying (not including high school dual credit); 18 years or older; minimum cumulative GPA of 2.0; instructor permission; appropriate proficiency in English as determined by placement. Additional requirements or restrictions may apply for international students. 3-15 Cr. Fall and spring semesters.

**II. Additional Course Information:**

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| 1. In this unique course, <i>Walt Disney World Co.</i> provides shared instruction and learning environment, while TC3 faculty facilitate and evaluate student learning. The course may be especially of interest to students pursuing for the Business Administration A.S., Business Administration A.A.S., and Hotel and Restaurant A.A.S. , but can be beneficial to students in a wide variety of programs. Depending on a student’s major, the course may fulfill an internship requirement, substitute for one or more required courses, or function as a general elective. |
| 2. <i>Walt Disney World Co.</i> will interview and select students that have been pre-screened through TC3’s application process. <i>Walt Disney World Co.</i> reserves the right to assign the academic training role for the student.   |
| 3. The <i>Walt Disney World Co.</i> provides College Program Participant Housing. Alternative housing arrangements must be approved.  |
| 4. This course requires proficiency in speaking and writing in English; multiple language capabilities are a plus.  |
| 5. Specific <i>Walt Disney World Co.</i> requirement criteria will be applied at the company’s discretion.  |

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

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| 1. Demonstrate self-awareness and changes in perspectives through experiences of personal growth: Students will develop transferable skills such as personal responsibility, time management, problem solving, teamwork, intercultural communication, and professionalism.    |
| 2. Demonstrate professional growth and leadership skills: Students will develop their knowledge of fundamental business topics such as leadership, communication, management, and marketing.  |
| 3. Evaluate cultural assumptions, ethnocentrism, and stereotypes: Students will gain understanding of diversity by living, working and engaging with people from other cultures, backgrounds, and lifestyles.   |
| 4. Explain applied business principles and practices of a Fortune 100 company: Students will have the experience of working for a Fortune 100 company that is world-renowned and participate in its corporate culture, employee training, and philosophy of customer service. |

#### **IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas**

##### **Tompkins Cortland ILOs – N/A**

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- Use technology appropriate to their discipline.
- Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

##### **Program Learning Outcomes –N/A**

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

##### **SUNY General Education Competencies– N/A**

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

## V. Essential Topics/Themes

1. The heritage, culture, and business standards of the <i>Walt Disney World</i> Company, a Fortune 100 organization
2. Leadership strategies for organizational success
3. Bridging the gap between academic theory and real-world experience
4. Examining employee and customer diversity
5. Applying concepts of human resources management through participation in training, evaluation, and working in a <i>Walt Disney World</i> cast member role
6. Exploring cultural identities, biases, and patterns
7. Evaluating verbal and nonverbal intercultural communication
8. Exploring transferable career skills such as teamwork, responsibility, communication, time management, and professionalism
9. Creating a value and goal statement
10. Applying and evaluating front-line customer service by creating a positive guest experience and facilitating in service recovery
11. Examining personal interests, values, skills, and strengths in the career decision-making process
12. Understanding and communicating personal brand and professional value

### Specific Learning Activities:

1. Orientation to the <i>Walt Disney World</i> College Program – Provided by TC3 faculty before students depart for Florida; this meeting prepares them for their upcoming experience. Approximately 2 hours.
2. BUAD 261 Introductory Class – This takes place at TC3 prior to departure for current TC3 students. For international exchange students, it occurs during the first week in Florida. This class provides in-depth information on the course assignments and expectations. Approximately 2 hours.
3. <i>Disney</i> Cultural Immersion Program – Facilitated by staff of <i>Disney's</i> International Programs Operations office, this meeting is for international exchange students and occurs during the first week in Orlando. Its purpose is to prepare students for living in a new country and adjusting to American culture. Approximately 2-4 hours.
4. <i>Disney Traditions</i> Program – This is the cornerstone training session for all new <i>Disney</i> cast members. It introduces them to <i>Disney</i> history, mission, culture, standards of business conduct and core quality standards. Approximately 4 hours.
5. Student Statement of Goals-written assignment
6. Online- and In-Class Discussions
7. Learning Reports and short reflective assignments of two to four pages
8. A volunteer service learning activity: <i>VoluntEAR</i> (Service Learning), minimum of 4 hours – <i>Disney</i> encourages cast member involvement in community service. Popular programs include “Give Kids the World” (vacations for critically ill children and their families) and International Culture presentations in local schools. Service activities are available throughout the course period.
9. Successful performance in work role – Students work in entry-level frontline positions such as Food and Beverage, Hospitality, Merchandise, Operations, Recreation and Lifeguard. Leadership Check-In and Employer Evaluation submissions will be assessed.
10. Attendance at Meeting(s) with TC3 faculty and other TC3 students. These are scheduled in Orlando during the course time period.
11. Participate in at least one (1) or more <i>Disney</i> Education Offerings led by a qualified <i>Walt Disney World</i> professional.
12. Participate in an interview (mock, informational, or real) to practice an elevator speech.
13. Course Project: Create an E-Portfolio to include Goals, Summary, Certificates, Awards, Evaluations, Resume, and References to showcase the Academic Experience at <i>Walt Disney World</i> .

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Successful completion of orientations, training classes, <i>Walt Disney World Co.</i> classes, individual learning and service learning activities, learning reports and final project.	60%
2. Work performance as reflected by supervisor's evaluation	40%

**VII. Texts – None** - Materials necessary will be delivered via articles and research done through instructor tools and work-related activities.

## VIII. Bibliography of Supplemental Materials

1. Capodagli, B., & Jackson, L. <i>The Disney Way: Harnessing the Management Secrets of Disney in Your Company</i> . 3 <sup>rd</sup> ed., 2016. McGraw-Hill.
2. Kinni, T. B. <i>Be Our Guest: Revised and Updated Edition: Perfecting the Art of Customer Service</i> . 2011. Disney Institute.
3. <a href="http://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf">http://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf</a>
4. <a href="https://crlt.umich.edu/sites/default/files/resource_files/InterculturalKnowledgeVALUERubric.pdf">https://crlt.umich.edu/sites/default/files/resource_files/InterculturalKnowledgeVALUERubric.pdf</a>

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

**Audiovisual:** <https://www.youtube.com/@DisneyPrograms/videos>

**Electronic:** None specified

**Other:** Strong Interest Inventory Tool <https://www.themyersbriggs.com/en-US/Products-and-Services/Strong>

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation*

*of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event*