

New Faculty-directed Program Development Proposal Instructions

1. Complete the proposal narrative by addressing the topics listed below:

(a) Provide an overview of the program's

- i. **academic content** (list course titles and codes, number of credits) and how credit earned on this program will fulfill requirements in the major (as well as university and college requirements)

The program requires summer enrollment in SCM 303: Introduction to Supply Chain Management. The course is required of all Business majors and fulfills a major degree requirement. Additionally, this course fulfills a concentration requirement for the Applied Engineering Sciences major in the College of Engineering. Finally, this course is a major requirement for five majors within the College of Agriculture and Natural Resources. These majors are: agribusiness management, food industry management, packaging, construction management, and environmental economics and management.

- ii. **intended itinerary**, including travel, classroom time, field trips/excursions, guest speakers, etc. (this can be in the form of an all-inclusive syllabus)

The SCM 303 participants will complete on-line coursework prior to the education tour planned for the short summer semester. There will be a final assessment immediately following the educational tour. *See the attached syllabus.*

During the on-site portion of the program, students and their faculty-leader will travel by charter bus from East Lansing, MI to Montreal, Canada with numerous stops in between. These stops include: a visit to Asahi Kasei Plastics in Fowlerville, MI; US Customs at US/Canadian border; FCA Assembly in Windsor; Welland Canal in Ontario; BASF Paint in Toronto; MacMillan Yard in Toronto; a government panel in Ottawa; and the port of Montreal. *See the attached itinerary.*

- iii. **Physical environment** (including housing options, meal arrangements, available shopping, public transportation, available student services and facilities, accessibility and services for students with disabilities, etc.)

During the program, the students and the faculty-director will travel via charter bus. The students and faculty-director will be housed in hotels. The students will stay in shared double rooms. The faculty-director will have his/her own single room. In regards to meals, students will be able to eat breakfast at the hotels. Students will be required to purchase their lunches. As for dinners, there will be three group dinners on the program: the first night, the fourth night, and the last night. For the other 4 days, students will purchase dinner on their own.

- iv. **contact hours** in terms of how many contact hours will be met through classroom time and through field experiences (the standard guide suggests 1.5 credits per week on site; field trips count as half credits, therefore, every two hours of a field trip, including travel time, count for one hour of instruction).

Outside of class time, there will be one week of field trips with roughly 6 hours a day of interaction between instructors and the student group. Thus, we are looking at approximately 54 hours aside from in-class instructional hours.

- (b) Briefly discuss the program’s expected academic and experiential student learning outcomes** and explain how these outcomes support MSU/college/department learning goals. Please include any plans for facilitating (inter)cultural engagement and learning on site, as well as reflection during and after the program.

Following the spring course, students will experience a guided study tour to view first-hand how the Great Lakes Region supports an international supply chain from a global business, engineering, and agricultural perspective. Students will interact with both government and private sector employers throughout the tour and learn about operations as well as work environments and the kinds of job skills required to maintain the efficient flow of goods in the Great Lakes region.

Cultural activities, such as a visit to Canada’s Capitol City, Ottawa, and time with a panel of experts there will provide historical and governmental perspectives of the U.S. and Canada binational friendship as well as an understanding of the trade partnership that is vital to both nation’s economic sustainability. Differences in governance and regulation as well as the both nations’ trade infrastructure will be explored.

- (c) Explain how the proposed program supports college/department education abroad strategy.**

The proposed program exposes students to numerous information and prospective employer resources while they learn the intricacies of international trade movement as well as the important historical foundation of U.S. and Canada’s unique trade partnership. This educational opportunity unveils the value of the Great Lakes region to both nations’ livelihood as well as its significance to global trade relations. In addition, the experience will clarify cultural differences that are unfortunately overlooked, but critical to binational exchanges and the student’s ability to think like a global citizen.

- (d) Provide an estimate of likely student enrollment** initially and in subsequent years (number of students, targeted majors) and briefly describe your recruitment plan, including plans for recruiting a diverse student body.

Initially, we expect around 30 students to participate on the program. In future years, this number could reach as high as 48 due to limitations on the number of individuals a charter bus can carry. During the first year, the intended majors for the program are from business, particularly supply chain management students, and applied engineering science majors. However, students from the five majors in the College of Agriculture and Natural Resources could also participate in the program. And in the future, we intend to broaden access to policy-focused majors.

In regards to recruitment, efforts will be made to recruit students during the Education Abroad Expo. A table at the Expo will allow outreach to a large number of students that might be interested in education abroad. Campus flyers will promote the program. Finally, we will work with advisers in the College of Business and College of Engineering to introduce the program to students.

Additional requested information:

- i. Who will serve as the point person for the Education Abroad college liaison (i.e., program coordinator)?

ii. Who will be responsible for student advising?

Advisors within the aforementioned colleges

iii. Who will review student applications?

Broad College of Business

iv. Will non-MSU students be eligible to participate?

At the current time, no.

v. Who will serve as chief of party and take responsibility for post-program financial reconciliation?

Broad College of Business

vi. Whether or not this new program competes with existing MSU education abroad offerings.

There is only one program that offers an equivalence to the SCM 303 that this program would offer. That program is the International Business Management in Western Europe program. This program typically runs during the summer term.

The proposed program avoids interference with competitive summer internships, and provides an experience that is critical to students in these majors as they consider work environments best suited to them.

(e) Describe your prior experience in the host country and, if applicable, your foreign language proficiency. Also list any host country partners you will be working with.

Professor X has been long-engaged with, and often an advisor to Canadian universities with Supply Chain programs, as well as companies and government agencies engaged in cross-border security and trade activity. Likewise, Professor Y's expertise is more relative to engineering sciences.

The Canadian Studies Center director is well acquainted with educational institutions as well as government leaders and private sector representatives particularly in the Great Lakes region and on both sides of the border. Efforts to build exchanges with Michigan State faculty and students over the last five years have served as the impetus for these connections.

(f) List the minimally required as well as desired requirements for participation in the program (such as class standing, GPA, course pre-requisites, application essay and/or interview etc.)
Enrollment in the SCM 303 course is the only program requirement.

(g) Briefly, address how the program will endeavor to create relationships with/in the host community that are mutually beneficial?

This endeavor will address a mutual goal to connect much-needed talent with employers while simultaneously advancing a general understanding of binational differences in government, culture, etc. It will open communication about research and talent needs in the geographic area as well as

multiple discipline. Furthermore, it will set the stage for university to university student and faculty exchanges.

- (h) Describe how students will be prepared/oriented for the program and what, if any, post-program follow-up will be available to them (e.g., program reunion, reflective “unpacking” workshops, etc.)**

Participation will be drawn from course enrollees. Class curriculum addresses the principles underlying each visit during the tour. A written, standard evaluation will be completed for each site, and a discussion of each site visit will be held. A program overview will include student feedback to tie up the tour.

- (i) Describe how the department/college will evaluate the program and assess its intended student learning outcomes.**

The department will use the Office for Education Abroad program evaluations to evaluate the program. Intended student learning outcomes will be assessed by having students complete their final assessment for the SCM 303 course. This final assessment will require the students to incorporate their experience on the program into their work and the information they learned during the course.

2. Attach a draft budget

See attached.

3. Complete the required “Health, Safety & Security” information (see instructions below) See below

The area of travel is currently free of terrorism or civil unrest and has a long history of peaceful deliberation. Crime is held at a steady low record and natural disasters are unknown to the area. That being said, the program leaders have routed out hospitals near the travel path should a personal health consideration arise or a group incident occur. The program leaders have included the area Consulate General in the planning, so they are aware of the visit and have offered assistance should it be needed.

Note there are no activities planned that are considered strenuous in any way. Moderate walking similar to students travel on campus should not cause unusual physical strain. Ambulatory assistance will be available to enrolled students who request it. General travel will be made by charter bus.

4. Attach letters of support from the affected department chair(s) and the college’s lead representative on the Advisory Council for Education Abroad. Special Instructions for Addressing Health, Safety, and Security

Risk management is a crucial component in our review of program proposals. The Office of International Health and Safety (OIHS) is happy to assist program leaders in developing thorough health, safety, and security program protocols so do not hesitate to reach out to them (oihs@msu.edu or 517-884-9419).

Program leaders must complete a Critical Incident Management Seminar (formerly called the Emergency Preparedness and Response Seminar – or EP&R) before leading a program for the first time and then at least every two years. More information on these seminars and other important tips for program leaders are found on the [OIHS website](#).

1. Safety and Security

Program proposals must demonstrate the leaders' clear understanding of the risk environment and must detail appropriate risk mitigation strategies. Many risks can be mitigated through thoughtful program design, pre-departure education, and consulting local sources.

For each category below, identify any risks that may impact your program and the strategies your program will undertake to mitigate these risks:

- a) Terrorism – *Little to no risk given historical record*
- b) Civil unrest – *Little to no risk given historical record*
- c) Crime/criminal activity – *Little to no risk given historical record*
- d) Natural disasters – *Little to no risk given historical record*
- e) Other – *None*

2. Health

Program leadership must be aware that there may be health issues that arise during the program, and should be prepared to handle student, faculty, or staff health issues.

Identify the risks and mitigation strategies for:

- a) Public health risks including but not limited to: water drinkability, food safety, and air pollution
- b) Access to medical care (e.g. nearest local health center/hospital with appropriate standard of care - email oihs@msu.edu for assistance)

The health risks possibly confronted during the education abroad are ranked as minimal and extremely low because travel is limited to urban and suburban areas and in well-functioning, well-populated municipalities. This environment lends to the ease of medical care access should an issue arise.

3. Program Activities – See map and itinerary attached

It is also important to consider risk as it may relate to the program activities. In this section, please offer the following:

- a) A detailed program itinerary that describes the locations and activities the program will undertake. Relevant information includes vendors that will be contracted. We understand that your program itinerary may change but request an overview of what you expect your program will look like.
- b) A description of any water safety concerns and mitigation strategies (e.g. swimming, snorkeling, water sports etc.).
- c) Maps of program activity locations.
- d) Physical requirements for participation in the program. Keep in mind that students with physical disabilities and/or pre-existing physical and mental health conditions may be interested in participating in your program.
 - *Regular*: involves similar activities to those on campus. Moderate level of walking expected. Should not create any unusual physical demands.
 - *Strenuous*: Involves travelling that includes carrying luggage and may include frequent use of public transportation. Includes one or more required physical activities that contribute to the academic goals of the program.
 - *Very strenuous*: Involves regular, constant and demanding physical activity necessary for full participation in the program. Above average physical fitness required.

4. Local Support and Resources

Strong local support can be crucial in ensuring your program is healthy, safe, and well managed. Your program proposal must include:

- a) An overview of on-site contacts that your participants and MSU can connect with while your program is running.

To be attached to final itinerary.

- b) A description of the types of transportation you will be using throughout your program. This may include modes of public transportation, contracted vendors, etc.

This will be limited to charter bus transportation.

- c) Contact information for the nearest U.S. Embassy or Consulate in each location your program will be visiting.

Consul General Juan Alsace
Consulate General of U.S. in Toronto
360 University Avenue
Toronto, Ontario M5G 1S4
Phone: 416.595.1700
After Hour's Emergency line: 416-201-4056
American Citizens Emergency Line: 416-595-6506
FAX: (416) 595-6501

Consul General Elizabeth Moore Aubin
Consulate General of U.S. in Ottawa
490 Sussex Drive
Ottawa, Ontario K1N 1G8 Canada
Tel: 613-688-5335
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Consul General Nina Maria Fite
Consulate General of U.S. in Montreal
315 Place d'Youville, Suite 500
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H2Y 0A4
Phone: 514-398-9695
Emergency Phone: 514-398-9695 and follow prompts
Fax: 514-398-9748