

**Integrative Studies through Study Abroad  
Request for Program Development Proposals  
Office of the Provost  
Undergraduate Education**

**I. Overview**

**Introduction**

The Office of the Provost on behalf of the Centers for Integrative Studies wishes to fund up to three proposals from faculty for new Integrative Studies Study Abroad programs. The grant will provide up to \$2000 in support for the work of the faculty team, in addition to an arranged site visit to the study-abroad destination.

**Background and Rational for the RFP**

The integrative studies program at Michigan State University is our unique approach to general education. MSU has developed the integrative studies program: a series of courses that are integrative and interdisciplinary in content, involve active learning and problem solving, and which deliberately seek to develop in students a set of intellectual processes and skills which will help them become integrative learners and thinkers. Students enroll in courses in the arts and humanities, social sciences, and physical and biological sciences.

One of the opportunities in undergraduate education which can be expected to promote desired integrative outcomes is a study abroad experience. Living and studying in another country or culture creates a learning laboratory for observing differences and similarities, linking a variety of types of experiences, making connections between one's own experience and the experiences of others, and using various methods of inquiry to understand and explain.

The nature of the study abroad experience provides some unique opportunities to foster the goals of integrative studies, and the integrative studies perspective can prompt a richer study abroad experience.

It seems reasonable that a study abroad experience could be constructed which would allow students to **integrate knowledge in the arts and humanities, the social sciences, and the biological or physical sciences through the study of a significant problem, issue, or question.** If the study of the issue is situated in an appropriate cultural or geographic context, students may be more likely to make meaning of both the problems and approaches to the solution.

**This request for proposals seeks to encourage and support faculty initiatives that involve curricular collaboration among faculty in arts and humanities, social science, and biological or physical science and between integrative studies and study abroad.** This process is intended to prompt consideration of study abroad opportunities

that would be accessible to students earlier in their academic careers (first or second year), while many are still pursuing completion of general education requirements, and perhaps still exploring potential majors. Proposed study abroad programs should foster integration of knowledge in the arts and humanities, the social sciences, and the biological or physical sciences through the study of a significant problem, issue or question.

**Faculty are asked to submit proposals for the development of a study abroad experience which integrates a minimum of two of the three areas of study abroad, with preference given to programs which successfully integrate all three areas of study around a significant theme, problem, issue or question.**

## **II. Proposals**

Interested faculty teams are asked to submit proposals that provide the following:

### A. Program Description

- Description of the issue, problem or question which serves as an integrative theme, with rationale for its value as an integrative mechanism
- Discussion of how the location provides opportunities for deeper understanding of the program's issue, problem, or question
- Anticipated focus of the 2-3 courses in the program
- Target student audience and brief discussion of ways in which this study abroad program might be linked, connected or integrated into the students' overall academic program
- Program goals, student outcomes and assessment plan

### B. Program Timeline

- Proposed timeline for the program development and delivery, from the award of the grant through the first delivery of the study-abroad program. This timeline need not be confined to a single academic year.

### C. Promotion

- Brief description of ways in which the program would be promoted, in addition to OSA services (Personnel representing funded projects will be expected to participate in the two study abroad fairs prior to the year of the offering.)

### D. Staffing

- Detailed staffing plan for the program and the relevant qualifications of the interdisciplinary team
- Description of how staffing this program might be sustainable for 3-5 years

E. Budget

- Brief explanation and justification of the use of the funds; legitimate expenditures include student support and labor, consumable supplies, travel expenses, materials and resources, and clerical assistance

F. Signatures

- Letter of support from chairpersons of participating faculty
- Signature of each participating faculty member
- Indication of contact person for the proposal

Faculty interested in developing a proposal are invited to consult with Director Kathleen Geissler, Center for Integrative Studies in Arts and Humanities, or Julie Friend, International Studies and Programs.

The proposal should include no more than 6 pages of text. This limit excludes the timeline, budget, staffing plan, and signatures.

### **Proposal Review**

Proposals will be reviewed by a committee comprised of representatives from the Integrative Studies centers and the Office of Study Abroad.

## **III. Project Outcomes**

The following **deliverables** are expected from **funded proposals**:

- A. Detailed course syllabi, submitted to the Directors of Integrative Studies for their review and approval
- B. Detailed program description, submitted to the Office of Study Abroad for their review and approval
- C. Delivery of the approved study abroad program, per arrangements with the Office of Study Abroad

**Funded projects** are expected to yield a summer or semester study abroad program that yields at least eight Integrative Studies credits for undergraduate students. These programs should:

- facilitate connecting content across the disciplines
- introduce students to a range of intellectual processes and modes of inquiry that are used in various disciplines to understand and generate knowledge in those disciplines
- intentionally promote development of the intellectual abilities that facilitate integrative learning
- promote the connection of in and out of classroom experiences
- foster understanding of another culture – beliefs, values, perspectives, practices
- foster understanding of international processes, trends or systems
- require students to formulate a personal response to the problem or issues as a citizen of an interconnected and interdependent world.