

European Union-United States Atlantis Program

GUIDELINES AND APPLICATION INFORMATION

Fiscal Year 2010

U.S. DEPARTMENT OF EDUCATION Fund for the Improvement of Postsecondary Education

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Dear Applicant:

Thank you for your interest in applying for a grant under the European Union – United States (EU-U.S.) Atlantis Program. This program is administered jointly by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture (DG EAC). The EU-U.S. Atlantis Program is designed to assist colleges and universities in the United States and the European Union in developing and offering joint or dual degrees, integrated curricula with academic-term study abroad, and policy studies. Please note that in order to be eligible for this competition, the lead institutions in the EU and the United States must submit an application to their respective funding agencies.

The origin of European Union-United States cooperation in education and training dates from the Transatlantic Declaration on EU-U.S. Relations adopted in November 1990. In 1993, a two-year exploratory phase of cooperation was launched and the experience gained during this period provided the basis for a formal EU-U.S. Cooperation Agreement signed in June 1995. Since that time a total of 162 transatlantic consortia have been funded involving more than 840 European and United States institutions of higher education and vocational education and training. More than 5000 U.S. and EU students have completed programs of study abroad with these consortia projects.

You should review the entire application package carefully before preparing and submitting your application. The Department requires that for FY 2010 you submit applications for the EU-U.S. Atlantis Program electronically in the Department's e-grants page <http://e-grants.ed.gov>

The application must be submitted on or before the closing date unless you follow the procedures in the Federal Register Notice and qualify for an exception to the electronic submission requirement. We suggest that you submit your electronic application at the portal page several days before the closing date. The Department is required to enforce the established deadline to ensure fairness to all applicants. If you think you may need an exception you are urged to review the requirements promptly.

The notice published in the Federal Register contains specific information governing word limits. You should note that the Federal Register Notice is the official document and that you should not rely on any information inconsistent with that. Again, thank you for your interest in the EU-U.S. Atlantis Program.

Sincerely,

Ralph Hines /signed/
Acting Director, Fund for the Improvement of Postsecondary Education (FIPSE)

EU-U.S. ATLANTIS PROGRAM--2010

1. Introduction

The European Community-United States of America Cooperation Agreement in Higher Education and Vocational Education and Training aims primarily to promote understanding between the peoples of the European Union and the United States of America and improve the quality of their human resource development. The Cooperation Agreement includes the Fulbright-Schuman scheme administered by the U.S. Department of State and the European Commission. The other cooperation actions in the field of higher education and vocational training are grouped under the title of “Atlantis” (Actions for Transatlantic Links and Academic Networks for Training and Integrated Studies). Atlantis is jointly funded by the European Commission and U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE). The European Commission has entrusted the implementation of Atlantis to the Education, Audiovisual, and Culture Executive Agency (hereafter referred to as the Agency). The following guidelines describe Atlantis actions (hereafter referred to as Atlantis).

There are three main “actions” under Atlantis:

ACTION 1 – Transatlantic Degree Consortia Projects

This Action provides support for consortia of EU and U.S. higher education institutions (hereafter called “consortium or consortia”) to implement dual/double or joint degree programs referred to in the present document as “Transatlantic Degrees”. Support includes grants for students and members of the academic and administrative staff (“faculty”).

ACTION 2 - Excellence in Mobility Projects

This Action provides funding for international curriculum development projects that involve short-term transatlantic mobility not directly related to award of a joint or dual/double degree. FIPSE and the European Commission encourage the application of projects funded under previous EU-US programs or other sources. Consortia applying for such a project are expected to have a solid experience in transatlantic cooperation and exchanges. The European Commission and FIPSE issue a special invitation for proposals that have a defined and designated curricular focus. Details on this focus are in section 5. Support includes mobility grants for students and members of the academic and administrative staff (“faculty”).

ACTION 3 - Policy-oriented Measures

This Action provides support to multilateral EU-U.S. projects and activities designed to enhance collaboration in the higher education and vocational training field.

The main focus of Atlantis is on supporting innovative projects for cooperation in the higher education field, including vocational training, which are designed to develop and implement double or joint “transatlantic degrees” for students in the EU and U.S. The program may also support projects to promote other forms of EU-U.S. cooperation in higher education and vocational training, including mobility projects and policy-oriented measures.

2. What are the objectives of Atlantis?

The objectives of the Atlantis program are same as those of the 2006-2013 agreement and are divided into general, specific, and operational categories.

The general objectives shall be to:

promote mutual understanding between the peoples of the European Community and the United States of America including broader knowledge of their languages, cultures and institutions;

and improve the quality of human resource development in both the European Community and the United States of America, including the acquisition of skills required to meet the challenges of the global knowledge-based economy;

The specific objectives shall be to:

enhance collaboration between the European Union and the U.S. in the domains of higher education and vocational training;

contribute to the development of higher education and vocational training institutions;

contribute to individual participants’ personal development for their own sake and as a way to achieve the general objective of the program;

and contribute to transatlantic exchanges between EU and U.S. citizens.

The operational objectives shall be to:

support collaboration between higher education and vocational training institutions with a view to promoting joint study programs and mobility;

improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of qualifications and periods of study and training, and, where appropriate, portability of credits;

support collaboration between public and private organizations active in the field of higher education and vocational training with a view to encouraging discussion and exchange of experience on policy issues; and

support transatlantic mobility of professionals with a view to improving mutual understanding of issues relevant to EU-U.S. relations.

3. Who is eligible for funding and what constitutes a consortium?

General Eligibility

Atlantis is based on the development of a multilateral consortium of postsecondary higher education educational institutions or organizations in the United States and in the Member States of the European Union. For the purpose of this action:

“higher education institution” means any recognized establishment according to the applicable laws or practices that offers qualifications or diplomas at the higher education level, whatever such establishment may be called;

“vocational education and training institution” means any type of public, semi-public or private body, which, irrespective of the designation given to it, in accordance with the applicable laws and practices, designs or undertakes vocational education or training, further vocational training, refresher vocational training or retraining; and

“student” means any person following learning or training courses or programs leading to degree completion that are run by higher education or vocational education and training institutions.

Eligible Consortia

A consortium applying for the Atlantis program must meet the following membership criteria. FIPSE and DGEAC recommend only the minimum numbers for the degree and mobility applications.

Transatlantic Degree Projects must include one of two membership options:

- a minimum of one U.S. institution and two EU institutions from different EU Member States or
- a minimum of two U.S. institutions (from the same or different states) and two EU institutions from different EU Member States.

Excellence in Mobility projects must include at least two U.S. institutions (from the same or different states) and two EU institutions from different EU Member States. Additional partners above the minimum number do not increase the budget.

Policy-oriented Measures must include at least two U.S. institutions (from the same or different states) and two EU institutions from different EU Member States. Additional partners above the minimum number do not increase the budget.

For a table of membership requirements and funding amounts see Section 9.

Membership may include higher education and/or vocational education and training institutions or organizations (including industry and business groups, non-governmental organizations, publishers, government departments, chambers of commerce, and research institutes).

All consortia must have a non-profit lead institution or organization in the European Union and in the United States responsible for submitting the common proposal, for coordinating the project, and for grant management and fiscal control. In all projects for-profit partners may represent business and industry groups and that may help give your project the national and international visibility necessary for it to succeed beyond the funding period. These partners may offer internships or may offer professional advice and expertise as part of Atlantis.

With regard to mobility grants, eligible beneficiaries are students, faculty, and staff enrolled in / employed by one of the partner institutions and selected by the consortia, which will also disburse those grants.

Eligible Countries and Individuals

Eligible institutions and organizations must be from the United States and from one of the twenty-seven Member States of the European Union (Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden, and the United Kingdom).

Eligible EU students and faculty must be citizens of the European Union or third-country nationals who had been legal residents in the European Union for at least three years (and for the purpose other than study) before the start of the outgoing mobility. Eligible U.S. students and faculty must be U.S. citizens or permanent residents.

Selection of Grants

The selection of Atlantis grants will be a competitive process based on the assessment of the quality of the proposals against the background of the description of the Actions.

The Education, Audiovisual and Culture Executive Agency (the Agency) and FIPSE will be assisted in their joint selection of projects for funding by panels of independent experts. The quality of the proposals meeting the eligibility and selection criteria will be judged on the basis of the award criteria set out below, which will be the main basis on which the selection decision is taken. However, when drawing up the final list of projects to be funded, attention will be paid to ensuring the participation of institutions from as many EU Member States as possible and as broad a diversity of U.S. institutions. *FIPSE and the European Commission share a commitment to a funding priority for grants at institutions and departments that have previously not been funded. [new language]*

Note carefully that the final list of selected projects will be such that any EU Member State is not represented with its institutions in the role of coordinator in more than one project for each of the

three actions covered by the present call for proposals, provided there are other proposals of a sufficient quality where that country is not represented.

4. Transatlantic Degree Consortia Projects

Atlantis focuses on supporting multilateral consortia for the purpose of developing and implementing dual/double or joint “**Transatlantic Degrees**” at the undergraduate (first cycle) or the masters (second cycle) level. The program does not support doctoral level study. Projects should focus primarily on curriculum development. Projects that focus primarily on research will not be competitive for funding.

A “transatlantic degree” is defined as an undergraduate or graduate program of study undertaken at institutions located in the European Union and in the United States that leads to the awarding of two separate degrees (dual or double degree) or a single degree (joint degree) by the participating EU and U.S. award institutions and that students are able to attain in considerably less time and a lower cost than would be required to obtain two separate degrees.

An “undergraduate degree” is defined as any degree or diploma below the master’s level that is recognized by the appropriate authorities in the Member State where the degree awarding institution is located and in the United States.

A “graduate degree” is defined as any degree or diploma at the master’s level that is recognized by the appropriate authorities in the Member State where the degree awarding institution is located and in the United States.

Applicants must clearly stipulate whether they are applying for an undergraduate project or a graduate/masters project and whether a dual/double or joint degree will be awarded. Applicants should note that in the present call, support is limited to either undergraduate or graduate (masters) programs. Combinations of bachelors and masters degrees are not supported. Transatlantic degree proposals that focus on doctoral students or doctoral degrees will not be supported.

Transatlantic degree projects may award degrees in one of three ways:

- The first option for awarding degrees is a consortium of one U.S. institution and two EU institutions but only one of the EU institutions awards the degree to the U.S. student.
- The second option for awarding degrees is a consortium of one U.S. institution and two EU institutions and both of the EU institutions are able to award the degree to the U.S. student.
- The third option for awarding degrees is a consortium of two U.S. institutions and two EU institutions and all four institutions are able to award the degree.

Regardless of the number of awarding institutions in the consortium, each EU or U.S. student must receive the Transatlantic Degree from one institution in the U.S. and one institution in the EU. Consortia formed by two EU and two U.S. institutions, each of which is committed to awarding a transatlantic joint or dual degrees are particularly encouraged. Such consortia would receive additional funding.

The key curricular components of the Transatlantic Degree must be included in the proposal and be in place before the application for support is submitted. Agreements on programs of study leading to the Transatlantic Degree must include provisions on credit recognition and /or credit transfer, tuition and other fees, language study, visa requirements, recruitment, and student services.

Transatlantic Degree projects are selected for four funding years with the fourth year extended from 12 to 24 months. The total performance period is five years and there is no extension. The Agency and FIPSE reserve the right to increase or decrease funding, or to terminate a project based on annual performance reviews. All years of the grant may be used for student and faculty mobility although it is expected that in the first year some adjustments in the curriculum and in the administration of the project will be made. Disbursement of funding will be made conditional on the consortium providing evidence that the transatlantic degree is operational and that students are selected to undertake the required period of study abroad. It is expected that transatlantic degree or programs will be institutionalized at the participating institutions and will be sustained beyond the funding period. EU partner schools may request a one-year extension for a degree project.

Memorandum of Understanding for Transatlantic Degree Projects

Proposals for transatlantic degree projects will be implemented only with signed agreements or memoranda of understanding that demonstrate the commitment of the partner institutions. The most competitive proposals submit signed agreements as part of their application package. Memoranda may be signed in the first few months of the first year but no student may commence study abroad until all partners sign the document.

Copies of signed memoranda must be submitted to the Agency and to FIPSE by July 15 as part of first year performance report as a precondition for receiving second-year funding. The Agency and FIPSE reserve the right to terminate any project that has not demonstrated sufficient progress or fulfilled grant requirements.

A memorandum of understanding may include many items to be determined by the parties. However, all memoranda must include agreements on the recognition of credits and the agreement on tuition and fees. Memoranda must include specific references to the degrees that will be awarded. The agreement may also cover student services, housing assistance, cultural preparation, and special fees such as health insurance.

Proposals that focus on implementing a transatlantic degree must describe in detail six components: i) joint study program, ii) student mobility, iii) faculty mobility, iv) language and culture training, v) evaluation, and vi) dissemination.

Joint Study Program for Transatlantic Degree Projects

Proposals for Transatlantic Degrees may focus on any undergraduate or graduate (masters level) postsecondary program of study provided it clearly demonstrates how such an international

degree program will better prepare students for work in an international context. A proposal for a Transatlantic Degree program should include the following components:

Integrated program of study. The description of a jointly developed curriculum or full recognition by the Transatlantic Degree consortium of courses that are developed and delivered separately, but make up a common study program, is the central component of the proposal. The program of study (including the courses, methods, modules and internships in which students will participate in the U.S. and in the EU, leading to the awarding of the undergraduate or graduate Transatlantic degree) must be fully described in the application. . The transatlantic degree project must include for all students a diploma supplement from the EU institution and a comparable description of the program of study by the U.S. institution.

Duration of the program of study. Applicants must explain how long it will take a full-time student to complete the entire proposed dual or joint degree program. Competitive proposals will make it feasible for students to complete the transatlantic degree as close as possible to the time needed to finish the longer of the two original degree programs. Proposals must also indicate how many months will be required to complete the study abroad component of the transatlantic degree.

Integrated admission standards. Students must apply to the degree program through a shared application procedure or through institutional application procedures that are accepted by and meet the requirements of each partner institution in the consortium. Consortia institutions should therefore agree on shared admission standards and entry requirements, a shared application procedure, and a shared student selection process. For EU institutions, this must be in accordance with national legislation.

Examinations and progression (transfer) requirements. Consortia institutions must agree that the examinations passed and credits earned at one institution will be fully and automatically recognized by the partner institutions on the other side of the Atlantic. This is one required component of the memorandum of understanding. Whenever possible, the use of ECTS (European Credit Transfer System) is recommended. Consortia institutions must agree on progression and transfer arrangements for students prior to student mobility.

Mobility: EU and U.S. students seeking an undergraduate or graduate Transatlantic degree must carry out a program of study in at least three participating institutions (at least two EU institutions located in different Member States, and at least one U.S. institution). This mobility cannot be replaced by virtual mobility. For both the undergraduate and the graduate dual or joint degree the duration of the program of study abroad must be at least one full academic year.

Degree award: The awarding of a recognized joint or double/dual undergraduate or graduate degree must be guaranteed by one or two EU and one or two U.S. institution after successful conclusion of a period of study in three of the partner institutions. Such a commitment must be provided through letters of commitment that are signed and attached to the proposal by the appropriate governing persons or bodies from the participating degree-awarding institutions and must be guaranteed by the time the Memorandum of Understanding is submitted. Formal legal agreements will have to be submitted in the first-year performance report. The nature and form of the transatlantic degree must be described in the application. Applying consortia must prove

that the participating countries involved recognize the degrees delivered. For EU applicants the appropriate arrangements must exist at the national level if this is a legal requirement for degree award in the countries concerned. Appropriate national or state authorities may be consulted on the formal recognition of the proposed degrees.

Language requirements: Transatlantic degrees must provide EU and U.S. students with the possibility of using at least two European languages spoken in the Member States where the consortia institutions are located. The language (non-English) spoken in the country where the student will receive their degree must be studied intensively and the student's language skills must be assessed. This is a requirement for all U.S. students. The second language may be a shorter introduction to the language and the culture of the partner country and language assessment is optional.

Student mobility for Transatlantic Degree Projects

Selected Transatlantic degree consortia projects will receive funding to support the transatlantic mobility of students at the participating institutions. The following aspects of the mobility component of the degrees should be carefully addressed in the project proposal.

The length of the study abroad must be carefully negotiated between the institutional partners in order to meet the requirements for graduation at the institutions issuing the degree. It should be of comparable length and may not be less than a full academic year. For U.S. students this includes a period of study at two EU institutions, one of which allows the student to earn 15 ECTS credits (10 ECTS for graduate joint/double degrees), with a total of at least 60 ECTS credits for a full academic year. In addition to studying at their home institution and at least one institution in the U.S., EU students must spend a period of study at one additional EU institution in a different Member State bearing at least 15 ECTS credits for an undergraduate joint/double degree and at least 10 ECTS for a graduate joint/double degree. Mobility at an institution other than the home institution cannot be replaced by virtual mobility.

Applicants should note that the mobility costs of European students within Europe will not be funded by the Atlantis program. As a result, consortia institutions are invited to arrange additional sources of funding for students, including the Erasmus/Lifelong Learning program, in relation to the period of study to be spent in the second EU institution.

If the Transatlantic degree curriculum involves work placements or training experience, the application for support should describe the objectives and the intended learning outcomes in relation to the proposed double degree, and how the internships or work placements will be organized (how long they will last, how and by whom they will be monitored and assessed, and how they will conform to the applicable laws and regulations of the host country). Inclusion of the names and locations of the host organizations for such placements (industry, business, government, non-government organizations) will be positively assessed when processing the application.

The issue of tuition and fees must be carefully negotiated and finalized before the proposal is submitted, and the application for support must contain a detailed description of the agreed

arrangements. We recommend that students studying abroad pay tuition and fees at their home institution and incur no additional payments to the host institution, though other mutually acceptable arrangements are possible.

The arrangements for the award of academic credits for the transatlantic degree program must also be agreed between the partners prior to the submission of the proposal and described in detail. The text must demonstrate clearly that all participating institutions have agreed on the credits to be awarded.

Student services: Institutions participating in a transatlantic degree will need to pay particular attention to the support and guidance students will need to help navigate these new degree programs. Students will need to be well prepared for foreign study and well received at host institutions. Applications should therefore contain a description of the pre-departure orientation activities at the home institution and arrival orientation activities at the receiving institution. Each partner institution should have an “international office” or equivalent to assist with housing, coaching, language courses, and activities for social integration, visas, health insurance, and special needs.

The application for support should describe the consortium’s plan to mobilize students in each of the four years and the duration of the study abroad period.

Faculty mobility for Transatlantic Degree Projects

Transatlantic degree projects will be expected to arrange for transatlantic mobility of faculty (academic staff members) to carry out teaching and research assignments related to the program, and may receive specific funding for this purpose. Mobility of administrators is welcome but will be funded from the flat rate in the EU budget and the faculty mobility section in the U.S. budget.

Language and cultural training/assessment for Transatlantic Degree Projects

A key objective of transatlantic degrees is to enable students to gain international expertise and competence. Cultural and linguistic preparation and training must be a vital part of each project proposal.

Transatlantic degrees must provide students with the possibility of using at least two European languages spoken in the Member States where the consortia institutions are located. However, the use of at least two languages does not imply the use of two different languages of instruction. Also, there is no obligation that the institutions use the national language as the language of instruction

Projects where English is the language of instruction at the host university but not the language generally spoken in the host country, must provide for students to participate in a program of intensive study of the host country language. For example, students studying in a non English speaking country might be instructed in English, but every student must take intensive courses in

the language of the host country. Proposals failing to include detailed plans for this language and culture training will not be competitive in the assessment process.

For U.S. students, the basic approach to language learning may be defined as “one plus one.” That means that as a result of obtaining a second degree in Europe, the student must gain sufficient knowledge and skill in an EU language other than English in order to use that language in a professional capacity. The second European language may be more of an introductory nature and based on a lower proficiency. The method of assessing students’ competence in the host country language must be included in the evaluation plan proposed by the project and will be taken into account in selecting the projects to be supported. For example, undergraduate students participating in a dual degree program that is issued in the United Kingdom but includes study in Hungary, would have instruction in the culture of the UK, but not its language. At the second institution in Hungary the students would receive a solid introduction to the host language. As indicated above, applicants should describe what institutional and other resources will be used to prepare students to study abroad within the framework of the program. The language resources at their institutions or elsewhere that will be used for EU and U.S. students should be described, as should the methods by which the sending institutions will assess whether students are ready for instruction in English or the designated European languages. For US applicants the evaluation plan must include methods to assess gains in language acquisition.

Evaluation for Transatlantic Degree Projects

Consortia should include in their proposals a detailed evaluation plan that states the goals and anticipated outcomes of the project and indicates what qualitative and quantitative indicators will be used to measure the success of the project.

For U.S. applicants: U.S. applicants must follow the instructions for budgeting funds in the budget to support project evaluation throughout the life of the project. Proposals must include detailed evaluation plans plus information about who will conduct the evaluation. U.S. applicants must use an independent (i.e. independent of the program but not necessarily outside the institution) evaluator and submit evaluation progress reports as part of their annual performance reports as well as their final performance report. This is a condition of the U.S award.

Dissemination for Transatlantic Degree Projects

Strategies for sustainability and dissemination of products, outcomes, and results from the project to a wider public should be incorporated in every proposal.

Award Criteria for Transatlantic Degree Projects

The following quality criteria will be applied to determine the overall quality score of each eligible proposal:

The significance of the proposed project, (representing **30%** of the total score) will be determined by –

the utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used in a variety of other settings; and

the importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

In particular proposals will be assessed with regard to:

1. What are the objectives of the transatlantic degree and what is its contribution to educational excellence and innovation?
2. What is the significance of the project's outcomes for improvements in teaching and student achievement?
3. What is the distinctive transatlantic added value for the proposed discipline and profession?

The quality of the proposed project design, (representing **70%** of the total score) as determined by:

The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and

The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

In particular proposals will be assessed with regard to:

1. How **well integrated** is the transatlantic degree among the consortia institutions?
2. What is the **level of commitment** for the delivery of the degree as evidenced by the letters from the institutions?
3. What is the soundness and clarity of the **arrangement for academic credits**, including, if applicable, the extent to which ECTS mechanisms such as the grading scale and other mechanisms for study periods compatible with ECTS will be used?
4. How well does the proposal describe the **cooperation mechanisms and administrative structure** of the transatlantic consortium for institutionalization, meetings, defined roles for partners, and communications? Does the proposal describe clearly the agreements reached within the consortium on student tuition and other fees?
5. How well does the proposal describe the consortium structure **for student and faculty mobility** between hosting institutions? If work placements or training experiences are foreseen, are the host organizations clearly identified as well as the duration and context in which these activities will take place?
6. What is the quality of the **language plan**, particularly, the use of training facilities, training and evaluation methods, mentors and tutors, local language resources, and assessment?

7. How well does the proposal describe the **resources available for hosting foreign students** and faculty, particularly, the availability of an office and persons dedicated to linguistic assistance, housing, coaching, visas and insurance, and activities for social integration?
8. What is the **quality of the evaluation plan**, including formative and summative evaluations, feedback mechanisms, and assessments by independent and external entities?
9. What is the **quality of the dissemination plan**? Is there a clear strategy for the project's sustainability after the Atlantis funding period?

5. Excellence in Mobility Projects

Excellence in Mobility projects are funded for four years. A consortium applying for an Excellence in Mobility project must include a minimum of two U.S. institutions (from the same or different U.S. states) and two EU institutions from different EU Member States.

Excellence in Mobility projects are intended to give recognition, visibility and financial support to consortia of EU and U.S. higher education and/or vocational training institutions that possess a demonstrated track record of excellence in innovative curriculum development and Transatlantic mobility of students, with full recognition of the study period abroad. Applicant consortia should already be established and operational at the time of the application. They should demonstrate that they operate on the basis of a well-established partnership and provide evidence for this. Excellence in Mobility projects should be sustainable beyond the funding period. An important aspect of every project is the dissemination of products, outcomes and results. Strategies for sustainability and dissemination should be incorporated in every project proposal.

Excellence in Mobility projects must include for all students a diploma supplement from the EU institution and a comparable description of the program of study from the U.S. institution. Excellence in Mobility proposals that lead to the development and implementation of programs of study designated as a certificate, concentration, track, focus, or similar term defined by the home institution are strongly encouraged. The certificate or concentration is offered by the home institution for its own students but is based in part on the study abroad component. The Excellence in Mobility project must include for all students a diploma supplement from the EU institution and a comparable description of the program of study by the U.S. institution.

Memorandum of Understanding for Excellence in Mobility Projects

Proposals for excellence in mobility projects will be implemented only with signed agreements or memoranda of understanding that demonstrate the commitment of the partner institutions. The most competitive proposals should submit signed agreements as part of their application package and be prepared to move students in the first year. However, the signed memorandum must be submitted with the first year performance report (please see the section on reporting requirements for detailed timetable). No transatlantic student mobility may be implemented until the document is signed by all partners. FIPSE and the Agency reserve the right to discontinue any project that does not submit a signed memorandum.

A memorandum of understanding may include many items to be determined by the parties. However, all memoranda must include agreements on the recognition of credits and the agreement on tuition and fees. The agreement may also cover student services, housing assistance, cultural preparation, and special fees such as health insurance.

Excellence in Mobility projects must address the following six components: i) curriculum development, ii) language and cultural preparation, iii) student mobility, iv) faculty mobility, v) evaluation and vi) dissemination.

Innovative international curricula for Excellence in Mobility Projects

The proposal must address an important international curricular problem or challenge and describe a specific EU-US educational strategy to add value to this field of study. The proposal should address how the project implements a new educational program or improves current practice to prepare students for work in an international context.

Excellence in Mobility projects must develop or implement designated international certificates in new or existing disciplines. This applies to the U.S. partners of consortia. The certificate may be called by a variety of names like minor, track, specialization, concentration, or another term. Such an educational term may not exist in the EU. In such a case, the U.S. institutions will offer the certificate for U.S. students while the EU institutions may simply use the Diploma Supplement for their students. For example, the U.S. partners will develop a certificate or concentration in international marketing for their business and marketing majors. This could include perhaps more than the four courses taken abroad. U.S. students would take some courses prior to the study abroad, continue taking courses or participating in an internship at the host institution and then complete the certificate upon return to the home institution. The designated program would be recognized in the U.S. diploma and transcript. Students in the EU in the same program would make it part of their study without the specific designation. Unlike the degree programs, the home institution offers the special designation of the study abroad only to its own students.

The proposal should describe the program of study in terms of courses and modules that students might typically take at both the home and the host institution and the teaching materials and methods that will be used. The EU partner institutions must use the Diploma Supplement to describe the program of study. The U.S. institutions must develop a comparable mechanism for explaining the program of study.

It should describe the role that each partner institution in the EU and in the US has in developing and implementing the curriculum and indicate to whether the proposed curriculum is based on existing programs of study offered at partner institutions or will involve new programs of study that are to be developed by the consortium – or both.

The proposal must describe in detail the mechanisms in place among the partner institutions to ensure full recognition of the study abroad period. Although all higher education and vocational training institutions are eligible to apply for support under this action, applications from U.S. community colleges and their partner EU institutions are strongly encouraged.

Student services, language, and cultural preparation for Excellence in Mobility Projects

Since a key objective of this Program is to encourage and enable students to experience an academic, cultural, and linguistic milieu different from their own, applicants must clearly address the cultural and linguistic instruction that they plan to give students before, during, and after their study period abroad.

Students will need to be well prepared for foreign study and well received at host institutions. Applications should therefore contain a description of the pre-departure orientation activities at the home institution and arrival orientation activities at the receiving institution. Each partner institution should have an “international office” or equivalent to assist with housing, coaching, language courses, and activities for social integration, visas, health insurance, and special needs.

Please note that applications proposing international programs of study with weak provision for language and cultural preparation will be considered less competitive. Language proficiency and cultural study prior to and during the study abroad period is key to a student's integration in the academic and training culture of the host institution and country. The proposal must include specific provisions for language study as part of the study abroad.

Organizational frameworks for student mobility for Excellence in Mobility Projects

Excellence in Mobility consortia projects will receive funding to support transatlantic mobility of students at the participating institutions for a minimum of one academic semester or term on the other side of the Atlantic. The focus of the proposed project must be a coherent program of study and obtain full recognition for the study abroad period by the home institution. Study abroad periods are not expected to lead to a Transatlantic joint or a double degree.

Participation in these programs should not prolong time to degree completion. For each of the following aspects of the mobility component, applicants should describe their experience, the solutions identified and results obtained in the past as well as outline how they intend to address them in the implementation of the project.

Length of study abroad. The length of time a student spends abroad in study or training is closely related to the greater acquisition of cross cultural skills and academic knowledge needed to prepare for a global workforce. All participating students are expected to conduct a study abroad period on the other side of the Atlantic of at least one full academic term. The study abroad period should be of comparable length for both U.S. and EU students and should include at least 30 ECTS credits. Proposals that include study abroad only during the summer are generally not competitive.

Number of mobile students. Applicants should demonstrate the capacity of arranging Transatlantic mobility for 24 EU and 24 U.S. students over the life of the project. On average, applicants should plan to move no fewer than six EU and six U.S. students annually over the four-year span of the project. Consortium projects must plan for student mobility among all partner institutions. Students may select one of the transatlantic partner institutions for their study abroad. Unlike the transatlantic degree projects, Excellence in Mobility projects require study abroad at only one overseas institution.

Work placements and internships. If your project involves work or training experience, the application should address the objectives and the intended learning outcomes, and how the internships or work placements will be organized (how long they will last, how and by whom they will be monitored and assessed, how they will be recognized as being part of the student's designated study program by the home institution, etc). Competitive proposals should include the names and locations of participating industry, business, government and non-government organizations in which the applicant intends to place the students.

Student recruitment strategies. Also for this element, applicants are expected to outline the results obtained in recruiting for transatlantic mobility in the past and the strategies that they intend to follow for implementing the project. Since language learning is a key and required component of this program, applicants are expected to get students thinking about the program early and help guide students to make the proper language course choices to ensure that they can acquire an adequate level of proficiency.

Agreements on tuition and fees. Students studying abroad will pay tuition and fees at their home institution and should incur no additional payments to the host institution. This includes fees for tuition, registration, examinations, and the use of library and laboratory facilities. Partner institutions should have an agreement and this should be evident in the signed memoranda of understanding or agreements that applicants should submit, if possible, together with the application form.

Agreements on recognition or transfer of credit. Recognition of credit for periods of study and training is a crucial component in successful organizational frameworks. In order to assure that students do not increase the length of their program of study applicants should secure administrative assurances from the home institutions so that the students' study or work abroad will be fully credited upon their return. Applicants, as part of the proposal should submit formal signed agreement for credit recognition and protocols for study or work placement from all participating institutions.

The academic credit systems in the European Union and in the United States are very complex. An European Credit Transfer System (ECTS) has been used in Europe for more than a decade and has been implemented successfully in several EU-U.S. projects. ECTS has become more widely used in the EU. We encourage you to use this system to facilitate credit recognition and transfer. DG EAC provides budget funds for an ECTS consultant to work with project participants. Information on ECTS can be obtained at http://europa.eu.int/comm/education/programs/socrates/ects_en.html .

Faculty mobility for Excellence in Mobility Projects

Excellence in Mobility projects will be expected to arrange for transatlantic mobility of faculty (academic staff members) to carry out teaching and research assignments related to the program, and may receive specific earmarked funding for this purpose. Mobility of administrators is welcome but will be funded from the flat rate in the EU budget and the faculty mobility section in the U.S. budget.

Evaluation for Excellence in Mobility Projects

Consortia should include in their proposals a detailed evaluation plan that states the goals and anticipated outcomes of the project and indicates what qualitative and quantitative indicators will be used to measure the success of the project.

For U.S. applicants: U.S. applicants must follow the instructions for budgeting funds in the budget to support project evaluation throughout the life of the project. Competitive proposals should include detailed evaluation plans plus information about who will conduct the evaluation. U.S. applicants must use an independent evaluator and submit an evaluation progress report as part of their annual performance report as well as an evaluation report as part of their final performance report. Submission of these reports in the U.S. is a condition of the award.

Dissemination for Excellence in Mobility Projects

Strategies for sustainability and dissemination of products, outcomes and results from the project to a wider public should be incorporated in every proposal.

Award Criteria for Excellence in Mobility Projects

The following quality criteria will be applied to determine the overall quality score of each eligible proposal:

The significance of the proposed project, (representing **30%** of the total score) will be determined by –

the utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used in a variety of other settings; and

the importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

In particular the significance of a proposal will be assessed with regard to:

1. What are the objectives of the mobility project and what is its contribution to educational excellence and innovation?
2. What is the significance of the project's outcomes for improvements in teaching and student achievement?
3. What is the distinctive transatlantic value of the special designation for the program of study for the proposed discipline and profession?

The quality of the proposed project design, (representing **70%** of the total score) will be determined by –

the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and

the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

In particular the quality of the project design proposals will be assessed with regard to:

1. **How well integrated is the mobility program** among the consortia institutions?
2. What is the **level of commitment** for the delivery of the mobility program as evidenced by the letters from the institutions?
3. What is the soundness and clarity of the **arrangement for academic credits**, including, if applicable, the extent to which ECTS mechanisms such as the grading scale and other mechanisms for study periods compatible with ECTS will be used?
4. How well does the proposal describe the **cooperation mechanisms and administrative structure** of the transatlantic consortium for institutionalization, meetings, defined roles for partners, and communications? Does the proposal describe clearly the agreements reached within the consortium on students' tuition and other fees?
5. How well does the proposal describe the **consortium structure for student and faculty mobility** between hosting institutions? If work placements or training experiences are foreseen, are the host organizations clearly identified as well as the duration and context in which these activities will take place?
6. What is the **quality of the language plan**, particularly, the use of training facilities, mentors and tutors, language resources, and assessment?
7. How well does the proposal describe the **resources available for hosting foreign students and faculty**, particularly, the availability of an office and persons dedicated to linguistic assistance, housing, coaching, visas and insurance, and activities for social integration?
8. What is the **quality of the evaluation plan**, including formative and summative evaluations, feedback mechanisms, and assessments by independent and external entities?
9. What is the **quality of the dissemination plan**? Is there a clear strategy for the project's sustainability after the Atlantis funding period?

6. Policy-oriented Measures

Policy-oriented Measures are funded for two years. A consortium applying for a Policy-oriented Measures project must include a minimum of two U.S. institutions from the same or different states and two EU institutions from two different Member States. Atlantis may provide financial support to multilateral projects involving institutions or organizations active in the field of higher education and vocational training with a view to enhancing collaboration between the European Community and the United States of America. Joint curriculum development activities and preparatory or planning work for the setting up of a transatlantic joint/double degree project or an Excellence in Mobility project are excluded from Policy Oriented projects.

Proposals addressing the following issues are strongly encouraged:

Access to higher education and to international exchanges

University-industry cooperation

Recognition of degrees and qualifications;

Higher education and lifelong learning;

Comparing and “tuning” learning outcomes and competences to enhance comparability and transparency of educational structures and programs;

Higher Education reforms in Europe and in the U.S. and their implications for cooperation and mobility;

Credit accumulation and transfer systems

Quality measurement, Accreditation and Quality Assurance;

Accountability and assessment in higher education

The projects may also include comparative studies and analyses, language and content integration, dissemination of projects, software and Web development, e-learning and open education, and infrastructure and resources development.

Competitive proposals for policy measures are those providing evidence of maximum impact for the future of transatlantic cooperation in education and training. It is expected that a policy project will result in a product that is of use to more than just the original participants in the project. Policy grants do not include student mobility but may include faculty and staff exchanges.

Competitive proposals for policy studies must include a project design, an evaluation, and a plan for dissemination.

Project Design for Policy-oriented Measures projects

Proposals should describe in detail the nature and purpose of the proposed policy studies project. Explain how the results will enhance understanding about the proposed issue and how each U.S. and EU institution and organization will contribute to the project. This should include a description of the collaborative activities to be carried out, the personnel who will execute these activities and the intended results. Explain how this policy project will increase knowledge within a particular discipline or a group of disciplines. Describe what the consortium expects to accomplish on a two-year schedule. What skills and resources will each partner contribute to the project? How will the requested resources increase knowledge about issues important to the United States and the European Union?

Evaluation Plan for Policy-oriented Measures projects

Consortia partners should define the project goals and outline an evaluation plan based on quantitative and qualitative evidence. The evaluation should include both the process of the work and the result of that work. The goal should be to evaluate the entire project. If you engage evaluators in the U.S. and Europe, it is expected that they will work in cooperation. See the budget instructions for more information.

U.S. applicants must follow the instructions for budgeting funds to support project evaluation throughout the life of the project. Competitive proposals should include a detailed evaluation plan plus information about who will conduct the evaluation. U.S. applicants must submit an evaluation progress report as part of the annual performance report as well as a final evaluation report as part of the final performance report.

Dissemination Plan for Policy-oriented Measures projects

Strategies for sustainability and dissemination of products, outcomes and results from the project to a wider public should be incorporated in every proposal. This dissemination effort should be quite detailed.

Award Criteria for Policy-oriented Measures

The following quality criteria will be applied to determine the overall quality score of each eligible proposal:

The significance of the proposed project, (representing **30%** of the total score) as determined by:

the extent to which the proposed project involves the development or demonstration of promising new ideas or strategies; and

the utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used in a variety of other settings; and

the importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

The quality of the project design, (representing **70%** of the total score) as determined by:

the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and

the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

7. What are the funding amounts?

For EU institutions, the budget available amounts to approximately EUR 6 million. The largest portion of this will be devoted to Action 1- Transatlantic Degree Projects. For U.S. institutions the funding is 6 million dollars for the same number of institutions. U.S. new and continuing awards are made pending annual congressional appropriations.

The European Commission will provide funding for the direct use of the EU partners, and the U.S. Department of Education (FIPSE) will provide funding for the direct use of the United States partner(s). **It is anticipated that 8-10 Transatlantic Degree projects, 5-7 Excellence in Mobility and 5-7 Policy-Oriented Measures projects will be funded.** A summary of funding amounts for direct costs/flat rates, faculty travel grants, and student travel grants is provided in the table below.

	Minimum Consortium Membership	Direct Costs/ Flat Rate	Faculty Mobility Grants	Student Mobility Grants	Project Total (U.S. + EU)
Transatlantic Degree Projects (2 EU and 1 US institution awarding the joint/dual degree)	1 U.S. 2 EU	\$68,000 €60.000	\$60,000 €60.000	\$288,000 €288.000	\$416,000 €408.000
Transatlantic Degree Projects (2 EU and 2 US institutions awarding the joint/dual degree)	2 U.S. 2 EU	\$88,000 €60.000	\$80,000 €80.000	\$288,000 €288.000	\$456,000 €428.000
Excellence in Mobility Projects	2 U.S. 2 EU	\$38,000 €30.000	\$30,000 €30.000	\$120,000 €120.000	\$188,000 €180.000
Policy-oriented Measures	2 U.S. 2 EU	N/A	N/A	N/A	\$70,000 €70.000

The budgets for the EU and U.S. submissions divide the money differently. Read the particular budget instructions carefully for your submission. Note that in the EU and in the U.S. all projects in the same category are funded at the same award level.

Flat rates/ Direct Costs: For EU and U.S. consortia institutions a flat-rate or direct costs amount will be granted to degree and mobility projects for a four-year period to cover costs related to the administration of the project. The amount of the flat rate or direct costs depends on the number of institutions in the consortium and the type of project. See the table above and the budget instructions. For the U.S. applicant this includes salaries, benefits, supplies, contractual, and “other.” It does not include the travel line which has a separate amount. Together these comprise the total direct costs. The U.S. budget includes funds for evaluation and language assessment. See the budget instructions.

Mobility grants for students: Mobility grants for transatlantic degrees are calculated at €12.000/\$12,000 or per student. Excellence in Mobility student grants are calculated at €5.000/\$5,000 per student. The purpose of the stipend is pay for those costs associated with study abroad that are over and above the cost for conducting the same study at the home institution. Travel stipends are intended for full-time studies. Each student is required to spend at least one full academic year abroad for a degree project and one full academic (minimum four months and at least 30 ECTS) term for an Excellence in Mobility project. Both transatlantic degree and Excellence in Mobility projects must budget for a total of 24 students from each side of the Atlantic or six students for each year of the four-year project duration. U.S. student mobility stipends are restricted to overseas expenses and may not be used for other budget lines.

Proposals that are based on a summer program of study of less than a full academic term of four months will not be competitive for funding.

With rare exceptions projects operate according to tuition reciprocity with students paying costs only to their home institution. Transatlantic degree consortia may charge tuition and fees to students as they wish according to their national legislation and according to the agreement reached within each consortium. However, all students participating in a joint or dual degree must be treated in the same way regardless of whether or not they receive a stipend or grant. In other words, students receiving a stipend must not be charged more than students without a stipend. Transatlantic degree consortia must determine how stipends will be allocated within the consortia, taking into account the mobility requirements of the double or joint degree as well as an appropriate balance in the distribution of students. However, consortia will have some flexibility for adjustments.

Mobility grants for faculty: Each Atlantis consortium will be awarded funds for faculty travel. All faculty and staff in an Atlantis project may receive travel support that is calculated at €1,000/\$1,000 per week for living expenses plus €1,000/\$1,000 for travel expenses in relation to scholarly work at the transatlantic partner institutions for a minimum of one week and a maximum of four weeks. Teachers, trainers, administrators, and other relevant specialists are encouraged to participate in structured exchanges. Such exchanges for teaching or research assignments must be done within the consortium and be directly related to the project's focus. Any number of faculty members may participate in mobility provided that the stipend allocation and the minimum and maximum duration requirements are respected.

Policy-oriented measures: These projects are funded for two years and budgets may include all line items except student mobility grants. See the EU and U.S. budget instructions.

The annual conference

An important part of Atlantis is the annual conference. All faculty and staff participants are expected to attend the annual meeting. The participation of all U.S. and EU partners at these conferences is essential because it provides the only opportunity for your consortium and both funding agencies to meet together. We recommend that you also arrange for the participation of some selected students to this event. This conference is intended to serve as a medium where EU and U.S. project participants can meet together to share ideas on what works. It is also intended as a forum for discussion to help the EU and U.S. administrations make important decisions on how best to coordinate the program. Project partners are also given ample time during the annual meeting to work as a group by themselves as well as with their program officers. Consortia should make provisions for participation in these meetings with at least one partner from each participating institution. It is also expected that the independent evaluator will be at one of meetings, preferably the first meeting. The Atlantis meeting is held in the fall or winter and alternates between Europe and the United States. The meeting may be held in conjunction with the EU-Canada Program. The 2009 meeting will be in the United States, 2010 in the EU, 2011 in Canada, and 2012 in the EU.

Non-competitive and Ineligible proposals

Applications that focus primarily on research activities for students are not competitive for funding. Competitive proposals should focus on curriculum, class work, language training, and program development. For example, an Excellence in Mobility proposal that proposes the finishing of a master's thesis as the sole or primary activity of the academic term abroad would not be competitive. However, all non-competitive proposals are reviewed and the results shared with the applicant. Per agreement with the European Commission, the Atlantis program does not fund doctoral level projects or any project whose primary purpose is to plan for and develop a degree project.

A proposal is ineligible and will not be reviewed if it does not meet the absolute priority of the two lead institutions submitting an application in the U.S. and in Europe. Similarly, a U.S. proposal is ineligible and will not be reviewed if it contains a budget request for 12 months that exceeds the amount stated in the closing date notice.

8. What are the procedures for submitting a proposal?

The present call for proposal is implemented by the Education, Audiovisual and Culture Executive Agency Executive (the Agency) on behalf of the European Commission (DG EAC) and by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). European partners should read the guidelines and forms published by the Agency. **Applicants from the European Union and the United States must include in their application forms to be submitted to the Agency and to FIPSE a common proposal narrative.** Proposal narratives for Atlantis grants may not exceed 6000 words, excluding annexes and attachments.

Proposal applications not received by both agencies in time for the submission date will not be eligible for funding. Selection results will be communicated in June 2010 and awards will be made by FIPSE and by EACEA in July, 2010. The timetable for the 2010 competition is:

November 2009	Publication of the call for proposals
February 19, 2010	Deadline for submission of applications
April 2010	Assessment of applications by independent experts
May 2010	Joint selection by European Commission and FIPSE
June/July 2010	Awarding of grants
Sept 2010	Start of project activities (grant performance period)

The U.S. Department of Education has a single point of information and submission for all grant programs. If you are applying to FIPSE for the EU-U.S. Atlantis Program, you will find information and instructions in the application packet at <http://e-grants.ed.gov>. The package is available as soon as the Federal Register Notice is published. If you wish to request an exemption from this electronic submission, note the conditions listed in the Closing Date Notice.

For U.S. applicants seeking further information, please contact:

Frank Frankfort, Ph.D.
EU-U.S. Atlantis Program Coordinator
U.S. Department of Education
Fund for the Improvement of Postsecondary Education (FIPSE)
1990 K Street, NW, 6th Floor
Washington, D.C. 20006-8544
Tel: 202-502-7513
Fax: 202-502-7877
frank.frankfort@ed.gov

For EU applicants activities must start between 1 September 2010 and 31 December 2010. Activities must end before 31.12.2014. The maximum duration of projects varies between 24 and 48 months depending on the action.

Transatlantic Degree projects	48 months
Excellence in Mobility	48 months
Policy-oriented Measures	24 months

No applications will be accepted for projects scheduled to run for a longer period than that specified in this call for proposals. However, if after the signing of the agreement and the start of the project it becomes impossible for the beneficiary, for fully justified reasons beyond his control, to complete the project within the scheduled period, an extension to the eligibility period may be granted. A maximum extension of 12 months may be granted, if requested before the deadline specified in the agreement.

The intention is to inform applicants of the outcome of the selection procedure no later than the month of July 2010 . It is planned that beneficiaries will receive their agreements for signature in July/August 2010 .

The call for proposals is being published on the Internet sites:

http://eacea.ec.europa.eu/extcoop/usa/index_en.htm
http://europa.eu.int/comm/education/programs/calls/callg_en.html

Applications on behalf of the EU lead institution must be submitted on the correct form, duly completed, signed the person authorised to enter into legally binding commitments on behalf of the applicant organization and dated.

The European lead institution must submit the original application plus two copies by registered mail postmarked before the deadline to the following address:

The Education, Audiovisual and Culture Executive Agency
EU-US Atlantis Call for proposals 2009
Avenue du Bourget 1 (BOUR 00/37)
B-1040 Brussels

In addition the European lead institution must send an electronic version of the proposal of the following email address: eacea-eu-us@ec.europa.eu

Application Checklist

This U.S. application package consists of standard forms and attachments. All of the forms are found on e-Grants. The package is divided into the following parts:

Part I, 424 Forms

- Application for Federal Assistance – (SF 424)

- Department of Education Supplemental Information Form for SF 424

Part II, 524 Forms

- Department of Education Budget Form (SF 524)

 - Section A, Department of Education Funds

 - Section B, Non-Federal Funds

 - Section C, Budget Narrative

Part III, Attachments

- ED Abstract Form (one-page summary)

- Program Narrative Attachment Form

- Budget Narrative Attachment Form

- Other Attachment Form (personnel, timetable, letters, and additional attachments)

Part IV, Assurances, Certifications, and Survey Forms

- GEPA Section 427 Form

- Certification Regarding Lobbying Form

- Survey Instructions on Ensuring Equal Opportunity for Applicants

- Disclosure of Lobbying Activities (SF-LLL)

- Assurances – Non-Construction Programs (SF 424B)

4000-01-U

DEPARTMENT OF EDUCATION

Office of Postsecondary Education

Overview Information

Fund for the Improvement of Postsecondary Education (FIPSE)--

Special Focus Competition: European Union-United States Atlantis
Program

Notice inviting applications for new awards for fiscal year (FY)
2010.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.116J.

Dates:

Applications Available: [INSERT DATE OF PUBLICATION IN THE
FEDERAL REGISTER].

Deadline for Transmittal of Applications: February 19, 2010.

Deadline for Intergovernmental Review: May 25, 2010.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the program is to provide
grants to or enter into cooperative agreements with eligible
applicants to improve postsecondary education.

Absolute Priority: EU-U.S. Atlantis Program (84.116J)

This priority supports the formation of educational
consortia between the European Union and U.S. institutions. To
meet this priority, the applicant must propose a project that

encourages cooperation in the coordination of curricula, the exchange of students, if pertinent to grant activities, and the opening of educational opportunities between the United States and countries in the European Union. In order to be eligible for an award under this priority, the applicant in the U.S. must be a U.S. institution and the applicant in the EU must be an EU institution.

European Union institutions participating in any consortium proposal under this priority may apply to the Directorate-General for Education and Culture (DG EAC), European Commission for funding under a separate but parallel European Union competition.
Program Authority: 20 U.S.C. 1138-1138d.

Applicable Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education (IHEs) only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Administration has requested \$47,424,000 for the FIPSE programs, of which we intend to allocate \$6,000,000 for new awards for the European-Union-United

States Atlantis program in FY 2010. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Estimated Range of Awards: \$35,000-\$108,000 for the first year only.

Estimated Average Size of Awards: \$35,000 for a Policy Oriented Measures grant, \$45,000 for a Mobility grant, and \$108,000 for a Transatlantic Degree grant. These figures are for the first year of funding in a multi-year grant. You can find a detailed description of each of these three types of grants in the program guidelines in the application package for this competition.

Maximum Award: We will reject any application that proposes a budget exceeding \$150,000 for a single budget period of 12 months. The Assistant Secretary for Postsecondary Education may change the maximum amount through a notice published in the Federal Register.

Estimated Number of Awards: 25.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 60 months.

III. Eligibility Information

1. Eligible Applicants: Institutions of higher education (IHEs) or combinations of IHEs and other public and private nonprofit institutions and agencies.

2. Cost Sharing or Matching: This program does not require cost sharing or matching.

IV. Application and Submission Information

1. Address to Request Application Package: You can obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain a copy via the Internet, use the following address: <http://e-grants.ed.gov>. To obtain a copy from ED Pubs, write, fax, or call the following: Education Publications Center, P.O. Box 1398, Jessup, MD 20794-1398. Telephone, toll free: 1-877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), call, toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also:
www.ed.gov/pubs/edpubs.html or at its e-mail address:
edpubs@inet.ed.gov

If you request an application from ED Pubs, be sure to identify this program or competition as follows: CFDA number 84.116J.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large

print, audiotape, or computer diskette) by contacting the person or team listed under Accessible Format in section VIII of this notice.

2. Content and Form of Application Submission:

Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this competition.

Word Limit and Application Format: The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit the application narrative to no more than 6000 words. The page format for the application must comply with the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman,

Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The 6000-word limit applies only to the application narrative. It does not apply to the Application for Federal Assistance sheet (SF 424); the supplemental information form required by the Department of Education; the budget summary form (ED Form 524); and the assurances, certifications, and survey forms. In addition, the 6000-word limit does not apply to the one-page abstract, appendices, the short bios, letters of commitment, line item budget, or a table of contents. You must include your complete response to the selection criteria in the program narrative.

We will reject your application if you exceed the 6000 word limit.

3. Submission Dates and Times:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: February 19, 2010.

Applications for grants under this program must be submitted electronically using the e-Grants site. For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission

requirement, please refer to section IV. 6. Other Submission Requirements in this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII in this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: May 25, 2010.

4. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. Funding Restrictions: We reference regulations outlining funding restrictions in the Applicable Regulations section in this notice.

6. Other Submission Requirements:

Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. Electronic Submission of Applications.

Applications for grants under the EU-U.S. Atlantis Program --CFDA number 84.116J--must be submitted electronically using the Department's e-Grants Web site at: <http://e-grants.ed.gov>.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- You must complete the electronic submission of your grant application by 4:30:00 p.m., Washington, DC time, on the application deadline date. E-grants will not accept an application for this competition after 4:30:00 p.m., Washington,

DC time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.

- The hours of operation of the e-Grants web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until 8:00 p.m. Sunday, Washington, DC time. Please note that, because of maintenance, the system is unavailable between 8:00 p.m. on Sundays and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time. Any modifications to these hours are posted on the e-Grants web site.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications. You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format.

If you upload a file type other than the three file types specified in this paragraph or submit a password protected file, we will not review that material.

- Your electronic application must comply with any page and word limit requirements described in this notice.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the Application Control Center after following these steps:

- (1) Print SF 424 from e-Grants.

- (2) The applicant's Authorizing Representative must sign this form.

- (3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.

- (4) Fax the signed SF 424 to the Application Control Center at (202) 245-6272.

- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of e-Grants

Unavailability: If you are prevented from electronically submitting your application on the application deadline date because e-Grants is unavailable, we will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--

(1) You are a registered user of e-Grants and you have initiated an electronic application for this competition; and

(2) (a) e-Grants is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

(b) e-Grants is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either (1) the person listed elsewhere in this notice under For Further Information Contact (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If e-Grants is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who

have initiated an e-Grants. Extensions referred to in this section apply only to the unavailability of e-Grants.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the e-Grants system because--

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the e-Grants system;

and

- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Frank Frankfort,
U.S. Department of Education, 1990 K Street, NW., room 6154,
Washington, DC 20006-8544. FAX: (202) 502-7877.

Your paper application must be submitted in accordance with
the mail or hand delivery instructions described in this
notice.

b. Submission of Paper Applications by Mail.

If you qualify for an exception to the electronic submission
requirement, you may mail (through the U.S. Postal Service or a
commercial carrier) your application to the Department. You must
mail the original and two copies of your application, on or
before the application deadline date, to the Department at the
applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.116J)
400 Maryland Avenue, SW.

Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center, Stop 4260
Attention: (CFDA Number 84.116J)
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper

application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.116J)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this program are from 34 CFR 75.210 of EDGAR and are listed in the application package.

2. Review and Selection Process: Additional factors we consider in selecting an application for an award are applications that demonstrate a tri-lateral, innovative transatlantic approach to training and education.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section in this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section in this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>

4. Performance Measures: Under the Government Performance and Results Act of 1993 (GPRA), the following two performance measures will be used by the Department in assessing the success of the FIPSE–Special Focus Competition: EU-U.S. Atlantis Program:

1) The extent to which funded projects are being replicated (i.e., adopted or adapted by others).

2) The manner in which projects are being institutionalized and continued after funding.

If funded, you will be asked to collect and report data from your project on steps taken toward achieving these goals. Consequently, applicants are advised to include these two outcomes in conceptualizing the design, implementation, and evaluation of their proposed projects. Institutionalization and

replication are important outcomes that ensure the ultimate success of international consortia funded through this program.

VII. Agency Contact

For Further Information Contact: Frank Frankfort, Fund for the Improvement of Postsecondary Education, EU-U.S. Atlantis Program, 1990 K Street, NW., room 6154, Washington, DC 20006-8544.

Telephone: (202) 502-7513. If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

VIII. Other Information

Alternative Format: Individuals with disabilities can obtain this document and a copy of the application package in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the program contact person listed under For Further Information Contact in section VII in this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site:

www.ed.gov/news/fedregister

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

www.gpoaccess.gov/nara/index.html

Dated:

Daniel T. Madzelan,
Delegated the Authority to Perform
the Functions and Duties of the
Assist Secretary for
Postsecondary Education

FIPSE Authorizing Legislation
(20 U.S.C. 1138-1138d)

Higher Education Act of 1965
Title VII, Part B, Subparts 741-745
(As amended by the Higher Education Opportunity Act of 2008)

PART B — FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

SEC. 741. FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION.

- (a) **AUTHORITY** — The Secretary is authorized to make grants to, or enter into contracts with, institutions of higher education, combinations of such institutions, and other public and private nonprofit institutions and agencies, to enable such institutions, combinations, and agencies to improve postsecondary education opportunities by—
- (1) the encouragement of reform and improvement of, and innovation in, postsecondary education and the provision of educational opportunity for all students, including nontraditional students;
 - (2) the creation of institutions, programs, and joint efforts involving paths to career and professional training, including—
 - (A) Efforts that provide academic credit for programs; and
 - (B) Combinations of academic and experiential learning;
 - (3) the establishment and continuation of institutions, programs, consortia, collaborations, and other joint efforts based on communications technology, including those efforts that utilize distance education and technological advancements to educate and train postsecondary students (including health professionals serving medically underserved populations);
 - (4) the carrying out, in postsecondary educational institutions, of changes in internal structure and operations designed to clarify institutional priorities and purposes;
 - (5) the design and introduction of cost-effective methods of instruction and operation;
 - (6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering postsecondary institutions and pursuing programs of postsecondary study tailored to individual needs;
 - (7) the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties;
 - (8) the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current institutional practices related thereto;
 - (9) the introduction of reforms in remedial education, including English language instruction, to customize remedial courses to student goals and help students progress rapidly from remedial courses into core courses and through postsecondary program completion;
 - (10) the provision of support and assistance to partnerships between institutions of higher education and secondary schools with a significant population of students identified as late-entering limited English proficient students, to establish programs that—
 - (A) Result in increased secondary school graduation rates of limited English proficient students; and
 - (B) Increase the number of participating late-entering limited English proficient students who pursue postsecondary education;
 - (11) the creation of consortia that join diverse institutions of higher education to design and offer curricular and cocurricular interdisciplinary programs at the undergraduate and graduate levels, sustained for not less than a 5 year period, that—
 - (A) Focus on poverty and human capability; and
 - (B) Include—
 - (i) A service-learning component; and
 - (ii) the delivery of educational services through informational resource centers, summer institutes, midyear seminars, and other educational activities that stress the effects of poverty and how poverty can be alleviated through different career paths;
 - (12) the provision of support and assistance for demonstration projects to provide comprehensive support services to ensure that homeless students, or students who were in foster care or were a ward of the court at any time before the age of 13, enroll and succeed in postsecondary education, including providing housing to such students during periods when housing at the institution of higher education is closed or generally unavailable to other students; and

- (13) the support of efforts to work with institutions of higher education, and nonprofit organizations, that seek to promote cultural diversity in the entertainment media industry, including through the training of students in production, marketing, and distribution of culturally relevant content.
- (b) **PLANNING GRANTS** — The Secretary is authorized to make planning grants to institutions of higher education for the development and testing of innovative techniques in postsecondary education. Such grants shall not exceed \$20,000.
- (c) **CENTER FOR BEST PRACTICES TO SUPPORT SINGLE PARENT STUDENTS** —
- (1) The Secretary is authorized to award one grant or contract to an institution of higher education to enable such institution to establish and maintain a center to study and develop best practices for institutions of higher education to support single parents who are also students attending such institutions.
 - (2) The Secretary shall award the grant or contract under this subsection to a four-year institution of higher education that has demonstrated expertise in the development of programs to assist single parents who are students at institutions of higher education, as shown by the institution's development of a variety of targeted services to such students, including on-campus housing, child care, counseling, advising, internship opportunities, financial aid, and financial aid counseling and assistance.
 - (3) The center funded under this section shall—
 - (A) Assist institutions implementing innovative programs that support single parents pursuing higher education;
 - (B) Study and develop an evaluation protocol for such programs that includes quantitative and qualitative methodologies;
 - (C) Provide appropriate technical assistance regarding the replication, evaluation, and continuous improvement of such programs; and
 - (D) Develop and disseminate best practices for such programs.
- (d) **PROHIBITION** —
- (1) In general. — No funds made available under this part shall be used to provide direct financial assistance in the form of grants or scholarships to students who do not meet the requirements of section 484(a).
 - (2) Rule of construction. — Nothing in this subsection shall be construed to prevent a student who does not meet the requirements of section 484(a) from participating in programs funded under this part.
- (e) **PRIORITY** — In making grants under this part to any institution of higher education after the date of enactment of the Higher Education Opportunity Act, the Secretary may give priority to institutions that meet or exceed the most current version of ASHRAE/IES Standard 90.1 (as such term is used in section 342(a)(6) of the Energy Policy and Conservation Act (42 U.S.C. 6313(a)(6))) for any new facilities construction or major renovation of the institution after such date, except that this subsection shall not apply with respect to barns or greenhouses or similar structures owned by the institution.
- (f) **SCHOLARSHIP PROGRAM FOR FAMILY MEMBERS OF VETERANS OR MEMBERS OF THE MILITARY** —
- (1) Authorization. — The Secretary shall enter into a contract with a nonprofit organization with demonstrated success in carrying out the activities described in this subsection to carry out a program to provide postsecondary education scholarships for eligible students.
 - (2) Definition of eligible student.—In this subsection, the term `eligible student' means an individual who is enrolled as a full-time or part-time student at an institution of higher education (as defined in section 102) and is—
 - (A) A dependent student who is a child of—
 - (i) An individual who is—
 - (I) serving on active duty during a war or other military operation or national emergency (as defined in section 481); or
 - (II) Performing qualifying National Guard duty during a war or other military operation or national emergency (as defined in section 481);
 - or
 - (ii) A veteran who—
 - (I) served or performed, as described in clause (i), since September 11, 2001; and
 - (II) died, or has been disabled, as a result of such service or performance; or
 - (B) An independent student who—
 - (i) is a spouse of an individual who is—
 - (I) serving on active duty during a war or other military operation or national emergency (as defined in section 481); or

- (II) Performing qualifying National Guard duty during a war or other military operation or national emergency (as defined in section 481);
- (ii) Was (at the time of death of the veteran) a spouse of a veteran who—
 - (I) served or performed, as described in clause (i), since September 11, 2001; and
 - (II) died as a result of such service or performance; or
- (iii) Is a spouse of a veteran who—
 - (I) served or performed, as described in clause (i), since September 11, 2001; and
 - (II) has been disabled as a result of such service or performance.
- (3) Awarding of scholarships. —Scholarships awarded under this subsection shall be awarded based on need with priority given to eligible students who are eligible to receive Federal Pell Grants under subpart 1 of part A of title IV.
- (4) Maximum scholarship amount. —The maximum scholarship amount awarded to an eligible student under this subsection for an award year shall be the lesser of \$5,000, or the student's cost of attendance (as defined in section 472).
- (5) Amounts for scholarships. —All of the amounts appropriated to carry out this subsection for a fiscal year shall be used for scholarships awarded under this subsection, except that the nonprofit organization receiving a contract under this subsection may use not more than one percent of such amounts for the administrative costs of the contract.

SEC. 742. BOARD OF THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION.

- (a) ESTABLISHMENT — There is established a National Board of the Fund for the Improvement of Postsecondary Education (in this part referred to as the 'Board'). The Board shall consist of 15 members appointed by the Secretary for overlapping 3-year terms. A majority of the Board shall constitute a quorum. Any member of the Board who has served for 6 consecutive years shall thereafter be ineligible for appointment to the Board during a 2-year period following the expiration of such sixth year.
- (b) MEMBERSHIP — The Secretary shall designate one of the members of the Board as Chairperson of the Board. A majority of the members of the Board shall be public interest representatives, including students, and a minority shall be educational representatives. All members selected shall be individuals able to contribute an important perspective on priorities for improvement in postsecondary education and strategies of educational and institutional change.
- (c) DUTIES — The Board shall—
 - (1) Advise the Secretary on priorities for the improvement of postsecondary education and make such recommendations as the Board may deem appropriate for the improvement of postsecondary education and for the evaluation, dissemination, and adaptation of demonstrated improvements in postsecondary educational practice;
 - (2) advise the Secretary on the operation of the Fund for the Improvement of Postsecondary Education, including advice on planning documents, guidelines, and procedures for grant competitions prepared by the Fund; and
 - (3) Meet at the call of the Chairperson, except that the Board shall meet whenever one-third or more of the members request in writing that a meeting be held.
- (d) INFORMATION AND ASSISTANCE — The Secretary shall make available to the Board such information and assistance as may be necessary to enable the Board to carry out its functions.

SEC. 743. ADMINISTRATIVE PROVISIONS.

The Secretary may appoint, for terms not to exceed 3 years, without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, not more than 7 technical employees to administer this part who may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates.

SEC. 744. SPECIAL PROJECTS.

- (a) GRANT AUTHORITY — The Secretary is authorized to make grants to institutions of higher education, or consortia thereof, and such other public agencies and nonprofit organizations as the Secretary deems necessary for innovative projects concerning one or more areas of particular national need identified by the Secretary.

- (b) APPLICATION — No grant shall be made under this part unless an application is made at such time, in such manner, and contains or is accompanied by such information as the Secretary may require.
- (c) AREAS OF NATIONAL NEED — Areas of national need shall include at a minimum, the following:
 - (1) Institutional restructuring to improve learning and promote productivity, efficiency, quality improvement, and cost reduction.
 - (2) Improvements in academic instruction and student learning, including efforts designed to assess the learning gains made by postsecondary students.
 - (3) Articulation between two- and four-year institutions of higher education, including developing innovative methods for ensuring the successful transfer of students from two- to four-year institutions of higher education.
 - (4) Development, evaluation, and dissemination of model courses, including model courses that—
 - (A) Provide students with a broad and integrated knowledge base;
 - (B) include, at a minimum, broad survey courses in English literature, American and world history, American- political institutions, economics, philosophy, college-level mathematics, and the natural sciences; and
 - (C) Include study of a foreign language that leads to reading and writing competency in the foreign language.
 - (5) International cooperation and student exchanges among postsecondary educational institutions.
 - (6) Support of centers to incorporate education in quality and safety into the preparation of medical and nursing students, through grants to medical schools, nursing schools, and osteopathic schools. Such grants shall be used to assist in providing courses of instruction that specifically equip students to—
 - (A) Understand the causes of, and remedies for, medical error, medically induced patient injuries and complications, and other defects in medical care;
 - (B) Engage effectively in personal and systemic efforts to continually reduce medical harm; and
 - (C) Improve patient care and outcomes, as recommended by the Institute of Medicine.

SEC. 745. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part such sums as may be necessary for fiscal year 2009 and each of the five succeeding fiscal years.

IMPORTANT – PLEASE READ FIRST
U.S. Department of Education
e-Application Submission Procedures and Tips for Applicants
<http://e-grants.ed.gov>

To facilitate your use of e-Application, this document includes important application preparation and submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education. Please read and follow these step-by-step directions to create and submit your application.

ATTENTION

Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on line and narratives are uploaded while logged into the system. Therefore, allow sufficient time to complete your application before the closing date. If you have not used e-Application in the past, you may want to walk through the Demo available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants help desk on 1-888-336-8930. The following are steps you should follow to successfully complete an application with e-Application.

Step 1 – **Determine** if your program is accepting electronic applications. The Federal Register Notice of each program will indicate whether the program is accepting e-Applications as part of the Department's e-Application program. Here is a link to the Department's Federal Register notices: <http://www.ed.gov/news/fedregister/announce/index.html>. Additional information on the Department of Education's grant programs can be found at <http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>.

Step 2 – **Register in e-Application** to access the application package. If you are a new user, you will need to register to use e-Application. From the e-Grants Portal Page <http://e-grants.ed.gov/>, click on the continue button and click the register button on the right side of the next page. Select the e-Application module and click the next button. Please provide the requested information. Your e-Grants password will be sent to the e-mail address you provide. Once you receive the e-mail, enter your username and password and click the login button.

If you already have a username and password for e-Grants, use them to login. If you have access to more than one e-Grants module, you will be directed to select which module you wish to enter. Keep in mind that this username and password will be used for all e-Grants modules. In order to update your registration for additional e-Grants modules, click the appropriate tab on the top of the screen and provide the requested information.


Note the following browser compatibility problems. The site is viewed best in Internet Explorer 5. We currently support IE 5, Netscape 6.2, Firefox 2.2 (along with later versions of IE, Netscape and Firefox). Please make sure that you have **Cookies** and **JavaScript** enabled in your browser.

Step 3 - **Add Application Package to your Start Page**. From your Start Page, click on the "Add" button to see the list of application packages. Click on a specific package link on the List of Application Packages to apply. The package will now appear on your Start Page. From this point forward, you will access your unique application from your Start Page (not the Packages Page).

Step 4 - **Begin the Application.** Click on the underlined Application Package Title on your Start Page. This brings you to a page where you will see all of the application's forms and narratives listed as underlined links.

Step 5 - **Fill out Forms.** Enter a form by clicking on the underlined form title in order to enter data. Remember to click the "Save" button at the bottom of the form and check the "Form Completed" box for each form as you complete it.

Step 6 - **Upload File(s) for Narrative Responses.** Click on an underlined narrative form title for the e-Application. Enter the title of the document, and click on the "Browse" button to locate your file. Remember to click the "Save" button after you upload the document and check the "Form Completed" box when you finish uploading your file(s). Please note for file uploads, we accept .doc, .rtf, and .pdf files only. If you are using Word 2007, please save your document in a lower version of Word before uploading into e-Application.

Step 7 - **Verify Information/Print Application.** Verify your information is complete and correct on all required forms and narratives. You have the option to print each form at any time by clicking on the print/view icon  next to the appropriate form. After submission of the forms and narratives, you have the option to print a complete e-Application package in PDF by clicking on the "Request Complete Package in PDF" on the e-Application PR/Award page. A second window will open informing you that your request has been received and that you will be notified via e-mail once it is available. This process can take anywhere from a few minutes to a few hours. Once you receive the e-mail, click on the link in the text of the message and enter your username and password in the new window. This will open the PDF file from which you can view/print the entire package. In addition, a blank complete package in PDF will be accessible from the package page in e-Application.

Step 8 - **Submit your Application.** Only authorized individuals for your organization can submit an application. Please check with your Authorizing Representative or sponsored research office before submission. Click on the "Ready to submit" button at the bottom of your application. Enter and verify the Authorizing Representative information. Click the "Submit" button. You will receive an e-mail to confirm that your application was received, and it will include a unique application number. Please print and keep this e-mail for your records. [Reminder: applications must be submitted before 4:30:00 p.m., Washington, DC time, on the deadline date for applications. e-Application will not accept your application if you try to submit it after 4:30:00 on the deadline date.]

Step 9 - **Fax the signed SF 424 Cover Page (or Program Specific Cover Page).** Write your unique application number (received in step 8) on the upper right corner of your printed SF 424 Cover Page (or Program Specific Cover Page), and fax it to the Application Control Center (202) 245-6272 within 3 business days of submitting your e-Application.

NOTE: For more detailed information on submitting an e-Application, please see the **User Guide**. In addition, please try practicing with our e-Application Demo site by clicking on the Demo button found on the upper left corner of the e-Application Home Page. Both the User Guide and Demo can be found at <http://e-grants.ed.gov>.

Other Submission Tips

- 1) **SUBMIT EARLY - We strongly recommend that you do not wait until the last day to submit your application.** The time it takes to upload the narratives for your application will vary depending on a number of factors including the size of the files and the speed of your Internet connection. If you try to submit your application after 4:30:00 p.m., Washington, DC time on the deadline date, the e-Application system will not accept it.
- 2) If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

- 3) Dial-Up Internet Connections - **When using a dial-up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial-up connection. If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. (See the Federal Register notice for detailed instructions.)**

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

1. Ensure that you only attach the Education approved file types detailed in the Federal Register application notice (.doc, .pdf or .rtf). If using Word 2007, save your file to an earlier version of Word before uploading. Also, do not upload any password-protected files to your application.
2. When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 50 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters including in the file names) could result in difficulties opening and processing a submitted application.

3. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Please note that each file attachment in e-Application has a file size limitation, which is anywhere from 2 to 8 MB, and the limitation will be indicated on the individual screen when you upload a file. For reference, however, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the size of your attachments before uploading them into e-Application.

Executive Order 12372 (Intergovernmental Review of Federal Programs)

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact process and a list of names by State can be found at:

<http://www.whitehouse.gov/omb/grants/spoc.pdf>

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, room 7E200. 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (eastern time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. **Do not send applications to the above address.**

General Education Provisions Act (GEPA) Section 427

ALL APPLICANTS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Section 427 requires each applicant to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six barriers that can impede equitable access or participation that you may address: gender, race, national origin, color, disability, or age.

A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

*Note: Applicants are required to address this provision by attaching a statement to the GEPA "Notice to All Applicants" form that is included in the North American Mobility application package that must be downloaded in Grants.gov.

Government Performance and Results Act (GPRA)

What is GPRA?

The Government Performance and Results Act (GPRA) of 1993 is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency clearly states what it intends to accomplish, identifies the resources required, and regularly reports its progress to the Congress. In doing so, GPRA is improving accountability for the expenditures of public funds, improving Congressional decision-making with more thorough and objective information on the effectiveness of Federal programs, and promoting a new government focus on results, cost-effectiveness, service delivery, and customer satisfaction.

FIPSE performance is focused on 1) the extent to which funded projects are being replicated—i.e., adopted or adapted—by others; and 2) the manner in which projects are being institutionalized and continued after grant funding. These two results constitute FIPSE's indicators of the success of our program. Consequently, applicants for FIPSE grants are advised to give careful consideration to these two outcomes in conceptualizing the design, implementation, and evaluation the proposed project. Consideration of these outcomes is an important part of many of the review criteria discussed below. Thus, it is important to the success of your application that you include these objectives and their measure. If funded, you will be asked to collect and report data from your project on these indicators.

An applicant that receives a grant award will be required to submit annual progress reports and a final report as a condition of the award. The reports will document the extent to which project goals and objectives are met. Currently, the forms for these reports can be viewed at <http://www.ed.gov/programs/fipsecomp/performance.html>.

Instructions for EU-U.S. Atlantis Program Forms and Attachments

General Information. Read the instructions below very carefully before submitting a budget.

Standard budget formats. The budgets for five-year degree projects, a four-year mobility projects, and two-year policy projects are based on standard amounts and are distributed over the stated budget period. Unused funds from one year are carried forward into the next year. All budgets will be funded at the stated amounts. Be sure to submit a budget that follows these instructions. The Standard Forms come with instructions. Read those carefully but pay very close attention to any program specific instructions written below.

Single project budget. There is only one budget submitted for each application and it covers all U.S. partner schools. There is no line item for a partner school(s). You may explain the sharing of funds in the budget narrative. But the applicant institution is the sole grantee for the project and is solely responsible for the grant funds.

Cost Sharing. Cost sharing is not required for this grant competition and is not part of this budget. Institutional resources that are part of the project may be described in the project narrative but do not appear in the budget.

Consortia with two US and two EU awarding degrees. The additional \$10,000 per year available for consortia if both U.S. and both EU partners award a dual degree may be allocated in any direct budget line. The amounts we stipulate for each line item may be adjusted for allowable indirect costs.

Indirect costs. Indirect costs are not applied to student mobility stipends. See line 12 for further information.

PART I, 424 FORMS

TITLE PAGE. (Standard Form 424—Application for Federal Assistance)

Follow the enclosed instructions. You must complete this form first because some information is automatically inserted into other sections of the e-Grants file. Do NOT attach any files to SF 424.

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF

EDUCATION GRANTS. Follow the enclosed instructions. On the question of human subjects research (item 3), the Department of Education has determined that this application and the proposed activities do not constitute human subjects research. However, the applicant institution or the partner institution may choose to use internal controls for human subjects if deemed applicable.

PART II, 524 FORMS

DEPARTMENT OF EDUCATION BUDGET FORM (Ed Form 524)

Note carefully that the budget must be completed as a single budget for both or all partner institutions in the U.S. consortium. An explanation of the funds to be shared (subcontract) with partner institutions may be detailed in a budget narrative but there is no separate line item for partner institutions in the budget. All line items are for annual and total amounts for all U.S. institutions in the consortium and must be entered in whole U.S. dollars. If you have questions about the budget, be sure to contact FIPSE.

SECTION A. DEPARTMENT OF EDUCATION FUNDS

Name of Institution/Organization: Fill in name of the U.S. applicant institution/organization.

1. Personnel: Enter annual amounts and totals for salaries and wages for all personnel. The amount for salaries and benefits is best calculated after consideration of the required travel, evaluation, and student and faculty travel stipends listed below.

2. Fringe Benefits: Enter annual amounts and totals for all personnel from all partner institutions.

3. Travel: For a four-year degree grant with one U.S. institution issuing a degree enter \$15,000 for each year (\$60,000 total). For a four-year degree grant with two U.S. institutions each issuing a degree enter \$20,000 for each year (\$80,000 total).

For a four-year mobility grant enter \$7,500 for each year (\$30,000 total).

Two-year policy projects may calculate funds for travel in accordance with project goals.

Annual meetings of the Atlantis program alternate between Europe and the United States. Typically a consortium meets twice in each year of the grant—once at the annual program meeting in the fall and once at a separate meeting for the individual consortium. Faculty mobility stipends for teaching and research at partner institutions should use a formula of \$1000 for travel expenses and \$1000 per week for living expenses. Faculty mobility stipends should not exceed four weeks and may not be used for salary. Faculty mobility stipends are limited to the faculty directly involved with the project.

4. Equipment: Leave blank.

5. Supplies: Enter annual amounts and totals for all partners.

6. Contractual: Enter annual and total amounts for evaluation. For transatlantic degree projects enter \$3,000 each year for a four-year total of \$12,000. For excellence in mobility projects enter \$2,500 each year for a four-year total of \$10,000. For policy projects enter \$4,000 each year for a two-year total of \$8,000. These are required minimum amounts. Do not use this line for any other purpose.

7. Construction: Leave blank

8. Other: For degree projects and mobility projects enter \$1500 each year for language assessments. The four-year total is \$6,000. These amounts are the required minimum but you may budget more. You may use line 8 line for additional funds but you must carefully distinguish between language assessments and any other funds with an explanation in the budget narrative.

9. Total Direct Cost: Enter totals for lines 1-8.

10. Indirect Costs: The U.S. Department of Education uses a training rate of 8 percent for grants in the North American Program. The 8 percent training rate also applies to all U.S. partners in the consortium. Indirect costs may be taken from direct costs. However the annual amounts for evaluation on line 6 and the language assessments on line 8 must be kept intact since they are directly related to reportable outcomes. If your institution does not have a negotiated rate, we recommend that you put all requested funds in the direct cost lines of the budget.

11. Training Stipends (Language and Mobility): For a degree grant each of the 24 U.S. students will receive \$12,000 to defray living expenses and language fees. Enter \$72,000 (6 students X \$12,000) in each of the four years. For a mobility grant each of the 24 U.S. students will receive a \$5,000 stipend for living expenses and language fees. Enter \$30,000 (6 students X \$5,000) in each of the four years. U.S. students may use a portion of the mobility stipend for language instruction. Mobility stipends are considered "training stipends" and are restricted to student use only. Note: Consistent with EDGAR 75.562, c, and 75.564, training stipends are not subject to indirect cost.

12. Total requested from FIPSE (lines 9 + 11): Field is calculated automatically. It is important that you request these amounts or as close as possible and no more. If you request more than the stated amounts, your grant will be reduced to the stated amounts.

The amount for a transatlantic degree grant with one U.S. partner is \$104,000 each year for a four-year total award of \$416,000. The amount for a transatlantic degree grant with two U.S. partners is \$114,000 each year for a four-year total award of \$456,000.

The amount for an excellence in mobility grant is \$47,000 each year for a four-year total award of \$188,000.

The amount for a policy measures grant is \$35,000 each year for a two-year total award of \$70,000.

Indirect Cost Information:

If you are requesting reimbursement for indirect costs, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the federal government. (2): If you checked “yes” in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another federal agency (Other) issued the approved agreement. If you check “Other,” specify the name of the federal agency that issued the approved agreement. (3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

SECTION B, NON-FEDERAL FUNDS

Do not fill in this section. The Atlantis program does not require cost sharing.

SECTION C, BUDGET NARRATIVE

The budget narrative must be line specific and be attached in the Budget Narrative Attachment Form under Part III

PART III, ATTACHMENTS

All attachments must be in .doc, .rtf, or .pdf format. Other types of files will not be accepted in e-Grants.

ED Abstract Form. This is where you attach the one-page project summary that includes the following five pieces of information:

- project title
- names of the partner institutions
- names and contact information for one person at each EU and US institution
- a project abstract not to exceed 200 words
- a history of EU-US grants received at the U.S. lead and partner schools*

Program Narrative Attachment Form. This is the central part of your application. Read carefully the description of the project narrative in the “Application” section of the guidelines. The limit is 6000 words.

Budget Narrative Attachment Form. You must attach a budget narrative or explanation. Be sure to explain each line item numbered according to the budget form. If applicable, this is where you may describe the various costs that will be part of the partner’s participation in the project. There is no subcontract in the budget form.

Other Attachment Form (the forms and attachments below must be uploaded as one file)

Personnel Information. The applicant must provide a letter of support from the senior executive officer of each academic partner, indicating how this project fits within the academic exchange policy and the international strategy of the institution, and emphasizing what this project will add to that strategy. Other major parties involved in the consortium should also indicate in writing their commitment to this project.

Timetable. List key project objectives, major activities and expected results. These items should be clearly aligned with timeframes. Use the same grid for each year of your project.

Endorsement Letters. The applicant must provide a letter of support from the senior executive officer of each academic partner in the U.S. and the EU, indicating how this project fits within the academic exchange policy and the international strategy of the institution, and emphasizing what this project will add to that strategy. Other major parties involved in the consortium should also indicate in writing their commitment to this project.

Additional Attachments. You may attach other files as long as they are part of this one attached files.

PART IV, ASSURANCES, CERTIFICATIONS, AND SURVEY FORMS

GEPA SECTION 427 FORM

CERTIFICATION REGARDING LOBBYING FORM

SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

DISCLOSURE OF LOBBYING ACTIVITIES (SF-LLL)

ASSURANCES—NON-CONSTRUCTION PROGRAMS (SF 424B)

For these five standard forms follow the published instructions.

Paperwork Burden Statement

According to the Paperwork reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1840-0636**. The time required to complete this information collection is estimated to average 30.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: EU-U.S. Atlantis Program, U.S. Department of Education, 1990 K Street, N.W. 6th Floor, Washington, D.C. 20202-8544.**