

Archived Information

EU-U.S. ATLANTIS PROGRAM

Guidelines and Application Information

1. Introduction

The European Community-United States of America Cooperation Agreement in Higher Education and Vocational Education and Training aims primarily at promoting understanding between the peoples of the European Union and the United States of America and improving 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 and other cooperation actions in the field of higher education and vocational training grouped under the title of “Atlantis” (Actions for Transatlantic Links and Academic Networks for Training and Integrated Studies) administered by the U.S. Department of Education¹ and the European Commission². 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”) to implement dual/double or joint degree programs referred to in the present document as “Transatlantic Degrees”. Support includes mobility grants for students and members of the academic and administrative staff (“faculty”).

ACTION 2 - Excellence (Follow-up) 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. Consortia applying for such a project must be able to demonstrate a proven track record in transatlantic cooperation and exchanges including those funded under preceding EU-U.S. agreements. Support includes mobility grants for students and members of the academic and administrative staff (“faculty”).

ACTION 3 - Policy-oriented Measures

¹ Fund for the Improvement of Post Secondary Education (FIPSE)

² Subject to the modification of the applicable provisions governing the activities of the Education, Audiovisual and Culture Executive Agency, the Commission will entrust the implementation of this call for proposals to the latter. As a result and if applicable, all references to the European Commission in this document should be replaced by “the Agency”

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. It 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.

The origin of EU-U.S. cooperation in education and training dates from the 1990 Transatlantic Declaration on EU-U.S. Relations. Following a two-year exploratory phase (1993-95), two Cooperation Agreements between the European Community and the United States signed in 1995 and 2000 enabled a total of 107 transatlantic consortia to be funded, involving 726 European and United States institutions of higher education and vocational education and training. More than 4000 U.S. and EU students were involved with these consortia projects and have participated in the study abroad programs. The third agreement became effective in 2006 for program support until 2013. The agreement moves the EU-U.S. Program in a new direction. From implementing small curriculum components among consortia composed of six partners, as in the past, the program now pursues the more ambitious aim of implementing joint or dual transatlantic undergraduate degrees within a smaller consortium. The rationale for this is that the growing pace of global interconnectedness in virtually all aspects of human life means that our postsecondary institutions must rethink how best to prepare students for a lifetime of work that will, in all likelihood, be in an international environment. In doing so, the European Commission and FIPSE intend to support collaborative projects that can contribute to innovation and to the acquisition of skills required to meet the challenges of the global knowledge-based economy. The most successful colleges and universities of the future will increasingly define themselves as international in terms of their educational and training activities and the demographic profile of their faculty and students. While the research community has to a large extent taken on board the global dimension, as reflected in broad and intensive international collaborative activity, the study and teaching dimensions of higher education still have to address this challenge in a truly international perspective. In the EU-U.S. context Atlantis seeks to address this challenge by developing and testing a new and more integrated form of international education: transatlantic dual or joint degrees. By implementing transatlantic degree programs that provide students with an education in the United States and in Europe, we shall be helping to create an environment in which professional skills and language capability will better prepare students to participate in the workforce and meet the social challenges of the 21st century.

The agreement also provides opportunities for funding policy-oriented measures and for supporting consortia with proven track record for shorter-term mobility. Details on each of the three options are provided below.

New features of the 2007 Atlantis program

There are four new features of the 2007 competition. First, the action on "Transatlantic Degrees" now includes joint/dual undergraduate degree projects as well as joint/dual masters degree projects. The graduate (masters) format is added for 2007 as a pilot phase. Continuation of the graduate format in 2008 will be dependent on evaluation and appropriations. Second, the action entitled Excellence in Mobility will be funded this year and includes a special invitation for U.S. community colleges and partner institutions in the EU. Third, each of the three actions of the Atlantis program now has its own minimum requirements for consortium membership. Finally, budgets and student mobility numbers for each of the three actions are now standardized. Details on these changes are in the guidelines below.

2. What are the objectives of Atlantis?

The objectives of Atlantis 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. What is the proposed timetable for 2007?

March 2007	Publication of the call for proposals
31 May 2007	Deadline for submission of applications
June 2007	Assessment of applications by independent experts
July 2007	Joint selection by European Commission and FIPSE
Aug-Sept 2007	Awarding of grants
October 2007	Start of consortia project activities

Applications must reach the Commission and FIPSE no later than 31/5/2007 (please read carefully section 12 of this call for proposals concerning the procedures for submitting applications). Activities must start between 1/10/2007 and 31/12/2007. The maximum duration of projects is specified in section 5.3.

4. What is the budget available for 2007?

For EU institutions, the budget available amounts to approximately EUR 4.2 million. The largest portion of this will be devoted to Action 1- Transatlantic Degree Projects. For U.S. institutions comparable funding will be provided. U.S. new and continuing awards are made pending annual congressional appropriations. For details on funding amounts for the different type of projects please refer to section 9.

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

5.1. 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.

A consortium applying for

- a Transatlantic Degree Project must include a minimum of one U.S. institution and two EU institutions from different EU Member States.
- an Excellence in Mobility project or 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 different EU Member States.

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.

5.2. 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 resident aliens.

5.3. Eligible Activities

5.3.1. Transatlantic Degree Consortia Projects

Atlantis focuses on supporting multilateral consortia over a four-year grant period for the purpose of developing and implementing dual/double or joint “**Transatlantic Degrees** at the undergraduate (or first cycle). In 2007 also proposals at graduate level (Master) will be considered for funding as a pilot phase.

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/master 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 programs. Combinations of bachelors and masters degrees are not supported in this 2007 Call but may be supported in future call for proposals. Grant proposals that focus on doctoral research will not be supported.

Each EU or U.S. student must be awarded the Transatlantic Degree by one institution in the U.S. and one institution in the EU. This means that within the consortium at least one EU institution and one US institution must be able to award a Transatlantic Degree. Another option is to have each of the two EU institutions award the transatlantic degree. Under such an arrangement a EU student would still receive a degree from her/his home institution (either EU-1 or EU-2) plus the U.S. institution. A U.S. student would receive a degree from either one of the EU institutions depending on the length of the study at the respective EU institutions. **The European Commission and FIPSE will give preference to a consortium in which more than two institutions can award a transatlantic degree.**

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. The most competitive proposals are those based on existing courses. Agreements on programs of study leading to the Transatlantic Degree must include provisions on credit recognition

and/or transfer, tuition and other fees, language study, visa requirements, recruitment, and student services.

Transatlantic Degree projects are selected for four years of funding. The Commission and FIPSE reserve the right to increase or decrease funding, or to terminate a project based on annual performance reviews. All four 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.

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 documents.

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.

The Commission and FIPSE reserve the right to terminate any project that has not submitted a signed agreement at the conclusion of the first year or at the time of the first performance report.

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

Proposals for Transatlantic Degrees may focus on any undergraduate or graduate (masters level), postsecondary program of study provided that it clearly demonstrates how such an international degree program will prepare students better 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 which 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 that students will take 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.

Duration of the program of study. Applicants must explain how long it will take a full-time student to complete the entire proposed 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. Whenever possible the use of ECTS is recommended. Consortia institutions must agree on progression and transfer arrangements for students prior to student mobility.

Mobility: EU and U.S. students seeking a transatlantic degree must carry out a period 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 and 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 at least one EU and at least one U.S. institution after successful conclusion of a period of study in three of the partner institutions. Such a guarantee must be provided through letters of commitments that are attached to the proposal by the appropriate governing persons or bodies from the participating degree-awarding institutions. If required, formal legal agreements will have to be submitted in the first year of the grant, prior to the first study period abroad. The nature and form of the transatlantic degree must be described in the application. Applying consortia must prove that the participating countries concerned recognize the degrees delivered. For EU applicants the appropriate arrangements must exist at 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.

Student mobility

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 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 20 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 20 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. See Section 9 of these guidelines for more information on mobility budgets.

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 of study 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

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 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. - For more budget details for this aspect of the program see section 9.

Language and cultural training and assessment

A key objective of Transatlantic Degrees is to enable students to gain international expertise and competence. Cultural and linguistic preparation and training will therefore 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. 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.

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 to be employed by sending institutions for assessing whether students are ready for instruction in English or the designated European languages.

Evaluation

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.

Dissemination

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

5.3.2. 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 funded for four years and 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 excellent 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. Excellent mobility projects are expected to produce manuals and guidelines for disseminating results of transatlantic mobility and their experience in implementing it. Strategies for sustainability and dissemination should be incorporated in every project proposal.

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. A proposal will be considered less competitive if the application is submitted without a signed memorandum. If the memorandum is to be signed in the first year of the project, no transatlantic student mobility may be implemented until the documents are signed by all partners.

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.

The Commission and FIPSE reserve the right to terminate any project that has not submitted a signed agreement at the conclusion of the first year or at the time of the first performance report.

Consortia Implementation proposals submitted to DG EAC and FIPSE 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.

Development and dissemination of innovative international curricula

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. For example, 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.

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.

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 details the mechanisms in place among the partner institutions that will ensure full recognition of the study period abroad. Although all higher education and vocational training institutions are eligible to apply for support under this action, FIPSE and the European Commission are interested in receiving applications from U.S. community colleges and their partner EU institutions.

Student services and language and cultural preparation

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 abroad period.

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.

Organizational frameworks for student mobility

Selected Excellence in Mobility consortia projects will receive funding to support short term transatlantic mobility of students at the participating institutions. Students must spend a minimum of one academic semester or term on the other side of the Atlantic in the framework of 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. In any case the study abroad period on the other side of the Atlantic should not be less than four months and should include at least 30 ECTS credits.

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 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 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 evidenced by signed memoranda of understanding or agreements that applicants must submit 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 reality of credit systems in the European Union and in the United States, as well as between the U.S. and Europe, is very complex. A European Credit Transfer System (ECTS) has been used in Europe for more than a decade and has been implemented successfully in several EU-US projects. ECTS becomes more and 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 .

A variety of approaches to credit recognition and transfer across borders may be found in the American Council on Education publication, *Where Credit is Due*. An electronic version of this publication is available on the ACE website at www.acenet.edu/bookstore/

If your project focuses on professional education or vocational training, you should discuss how your project might work with EU and US, state, and national professional associations and/or accrediting organizations to explore means for international quality assurance and certification. What are the challenges of transatlantic certification, licensure, or accreditation that your project touches on? What solutions are you proposing?

Faculty mobility

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. For more budget details for this aspect of the program see section 9.

Evaluation

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.

Dissemination

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

5.3.3. 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. Policy-oriented measures may include studies, seminars, working groups, benchmarking exercises that address comparative higher education and vocational training issues. The European Commission and FIPSE are particularly interested in proposals addressing the following issues:

- a) Recognition of studies and qualifications,
- b) Benchmarking
- c) Accreditation;
- d) Quality Assurance
- e) Intensifying the interface between transatlantic higher education, vocational training and industry.
- f) Dissemination and scale-up of innovation;

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. Policy studies grants do not include student mobility but may include faculty and staff exchanges. 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.

Competitive proposals for policy studies must include i) a project design, ii) evaluation, and iii) a plan for dissemination.

Project Design

Proposals should describe in detail the nature and purpose of the proposed policy studies project. Explain how this will enhance understanding about the proposed issue and how each U.S. and EU institution and organization contributes 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

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

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

5.4 Eligible proposals (for EU applicants)

6. Exclusion criteria (for EU applicants)

7. Selection criteria (for EU applicants)

8. What are the award criteria for funding?

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 under section 5.3.

The European Commission 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. 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.

8.1. Transatlantic Degree consortia 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 **20%** 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 value for the proposed discipline and profession?

The quality of the proposed project design, (representing **80%** 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 does the quality and added value of the proposed transatlantic degree or certificate compare with courses and programs that may already exist in the same field at national and international levels?
2. How well integrated is the transatlantic degree or certificate among the consortia institutions?
3. What is the level of commitment for the delivery of the degree or certificate as evidenced by the letters from the institutions?
4. What is the evidence that the proposed degrees or certificate granted by the institutions in the EU and the U.S. will be recognized and accredited by Member States and relevant U.S. agencies?
5. 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?
6. If the Diploma Supplement is used, what is the quality of the plan to improve international transparency in order to facilitate academic and professional recognition of qualifications and accreditation?
7. 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?
8. 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?
 9. What is the quality of the language plan, particularly, the use of training facilities, mentors and tutors, and local language resources?
 10. 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?
 11. What is the quality of the evaluation plan, including formative and summative evaluations, feedback mechanisms, and assessments by independent and external entities?
 12. What is the quality of the dissemination plan? Is there a clear strategy for the project's sustainability after the Atlantis funding period?

8.2. 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 **20%** 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 for the proposed discipline and profession?

The quality of the proposed project design, (representing **80%** 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 does the quality and added value of the proposed mobility program compare with courses and programs that may already exist?
2. How well integrated is the mobility program among the consortia institutions?
3. What is the level of commitment for the delivery of the mobility program as evidenced by the letters from the institutions?
4. 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?
5. 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?
6. 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?
7. What is the quality of the language plan, particularly, the use of training facilities, mentors and tutors, and local language resources?
8. 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?
9. What is the quality of the evaluation plan, including formative and summative evaluations, feedback mechanisms, and assessments by independent and external entities?
10. What is the quality of the dissemination plan? Is there a clear strategy for the project's sustainability after the Atlantis funding period?

8.3. Policy-oriented Measures

The European Commission and FIPSE may select projects on a bilateral basis for international policy studies. Such projects will be selected for support with the assistance of independent experts. While overall attention will be paid to supporting a diverse range of institutions, the proposals will be judged on the basis of two criteria.

The significance of the proposed project, (representing **20%** 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 **80%** 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.

9. What are the funding amounts?

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 six to eight Transatlantic Degree projects, three to five Excellence in Mobility and three to five Policy-Oriented Measures projects will be funded in 2007.** A summary of funding amounts is provided in the table below.

	Minimum Consortium Membership	Administrative Flat Rate	Faculty Mobility Grants	Student Mobility Grants	Project Total (U.S. + EU)
Transatlantic Degree Projects	1 U.S. 2 EU	\$60,000 €60,000	\$60,000 €60,000	\$288,000 €288,000	\$408,000 €408,000
Excellence in Mobility Projects	2 U.S. 2 EU	\$30,000 €30,000	\$30,000 €30,000	\$120,000 €120,000	\$180,000 €180,000
Policy Oriented Measures	2 U.S. 2 EU	N/A	N/A	N/A	\$50,000 €50,000

9.1. Transatlantic Degree consortia projects

Transatlantic degree consortia may apply for three types of funding: i) flat rates/fixed amounts for administering the project, ii) transatlantic mobility grants for EU and U.S. students and iii) travel grants for EU and U.S. faculty.

EU applicants

The amounts of funding EU consortia institutions can apply for in relation to the three categories mentioned above for a four-year project are explained below. The overall amount of funding on the EU side for a four-year consortia project cannot exceed a maximum of 408,000 EUR.

Flat rates for EU consortia institutions: A flat-rate amount of 60.000 EUR will be granted for a four-year period to each selected transatlantic degree consortium. This flat-rate amount is calculated at a maximum of 7.500 EUR per institution per year and is to be distributed between the EU partner institutions and covers the entire contractual duration of the project.

Transatlantic mobility grants to EU students: Transatlantic mobility grants are set at 12.000 EUR per student. Each student is supposed to spend on the other side of the Atlantic at least one full academic year. The purpose of the grant 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. Mobility grants are intended for full-time studies. The maximum amount of mobility grants to EU students for a four-year project will not exceed 288.000 EUR. Consortia should plan to mobilize in total at least 24 students from each side of the Atlantic or six students for each year of the four-year project duration.

Transatlantic degree consortia are free to 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 grant must not be charged more than students without a grant. Transatlantic degree consortia must determine how mobility grants 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.

Transatlantic mobility grants to EU faculty: Each successful project will be awarded a maximum of EUR 60.000 for faculty travel grants. Transatlantic mobility grants are calculated at 1,000 EUR per week plus a fixed amount of 1.000 EUR for travel per scholar in relation to scholarly work at the partner U.S. institutions with a minimum of one week and a maximum of eight weeks. Any number of faculty members may participate in mobility provided that the grant allocation and the minimum and maximum duration requirements are respected.

U.S. Applicants

The award for a four-year undergraduate or graduate degree project is based on support for 24 students, six students in each of four years. The total award for the project will be divided equally across all four years. Funds not used in any given year will be carried forward into the next year.

Flat rates for U.S. consortia institutions: A flat-rate amount of \$60,000 will be granted for a four-year period to each selected transatlantic degree consortium. This flat-rate amount is to be distributed between the U.S. partner institutions and covers the entire duration of the project. It will be distributed at \$15,000 annually.

Transatlantic mobility stipends for U.S. students: Each student will receive a stipend of \$12,000 to defray the difference between study at home and study abroad. Each student must spend at least one full academic year in Europe. 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. The travel stipends are intended for full-time studies. The maximum amount of travel stipends to U.S. students for a four-year project will be \$288,000.

Transatlantic degree consortia are free to 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.

Transatlantic mobility stipends for U.S. faculty: Each successful project will be awarded a maximum of \$60,000 for faculty travel stipends. Faculty travel stipends are calculated at \$1,000 per week plus a fixed amount of \$1,000 for travel per scholar in relation to scholarly work and teaching at a partner EU institution with a minimum of one week and a maximum of eight 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.

9.2. Excellence in Mobility projects

Excellence mobility projects may apply for three types of funding: i) flat rate/fixed amounts for administering the project, ii) transatlantic mobility grants or stipends to EU and U.S. students and, iii) travel stipends to EU and U.S. faculty.

EU applicants

The overall amount of funding on the EU side for a four-year consortia project cannot exceed a maximum of 180,000 EUR.

The maximum amounts of funding EU consortia institutions can apply for in relation to the three categories mentioned above for a three-year project are fixed as follows:

Flat rates for EU consortia institutions: A maximum flat-rate amount of 30,000 EUR will be granted for a four-year period to each selected transatlantic degree consortium. This flat-rate amount is calculated at 3,750 EUR per institution per year and is to be distributed between the EU partner institutions and covers the entire contractual duration of the project.

Transatlantic mobility grants to EU students: Transatlantic mobility grants are fixed at EUR 5.000 per student. Grants are intended for full-time studies. Each mobile student is supposed to spend on the other side of the Atlantic at least one academic semester or term of no less than four months and such to bear at least 30 ECTS. The purpose of the grant 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. Excellence consortia project should plan to mobilize at least six (24) students from each side of the Atlantic over the life of the four-year project duration. The maximum amount of students mobility grants for a four-year project will be EUR 120.000.

Transatlantic mobility grants to EU faculty: Each successful project will be awarded a maximum of EUR 30.000 for faculty travel grants. Transatlantic mobility grants are calculated at 1.000 EUR per week plus a fixed amount of 1.000 EUR for travel per scholar in relation to scholarly work and teaching at the partner U.S. institutions with a minimum of one week and a maximum of eight weeks. Any number of faculty members may participate in mobility provided that the grant allocation and the minimum and maximum duration requirements are respected.

U.S. Applicants

The overall amount of funding on the U.S. side for a four-year consortia project cannot exceed a maximum of \$180,000.

The maximum amounts of funding U.S. consortia institutions can apply for in relation to the three categories mentioned above for a four-year project are fixed as follows:

The fixed amount for administering the Mobility project is \$7,500 for each of four years or \$30,000 total. That administrative budget amount covers salaries and benefits, evaluation costs, attendance at the annual meeting, and additional consortia meetings. Indirect costs may be applied to this part of the budget. More details are provided in the U.S. budget instructions.

The budget for scholar/faculty travel stipends in a Mobility program grant is \$7,500 per year or \$30,000 total. Teachers, trainers, administrators, and other relevant specialists are encouraged to participate in structured exchanges. Such exchanges for teaching or research must be done within the consortium and be directly related to the project's

focus. Faculty travel stipends are calculated at \$1,000 per week plus \$1,000 for travel expenses. Faculty travel stipends may support expenses for travel from one to eight weeks. The amount of the grant or stipend per U.S. scholar therefore ranges between \$ 2,000 and \$ 9,000 depending on the actual duration of transatlantic mobility. Faculty stipends are restricted to travel expenses and may not be used for salaries. See the U.S. budget instructions for additional information.

Transatlantic mobility stipends to US students: Transatlantic mobility grants are fixed at \$5,000 per student. Stipends are intended for full-time studies. Each mobile student should spend at least one academic semester or term of no less than four months on the other side of the Atlantic and include at least 30 ECTS. 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. Excellence consortia project should plan to mobilize at least six students annually from each side of the Atlantic over the life of the four-year project duration. This means that the U.S. and the EU would each support 24 students. The maximum amount of student mobility grants for a four-year project will be \$120,000. U.S. student mobility stipends are restricted to overseas expenses and may not be used for other budget lines

9.3 Policy-oriented Measures

In the U.S., policy-oriented measures projects will be funded for two years for a maximum total of \$50,000 (or \$25,000 for each year). Budgets may be submitted that include all line items except student grants. Indirect costs are applicable. See the U.S. budget instructions for additional information.

The EU side of the consortia implementing policy oriented measures may apply for a funding of up to 75% of the project cost incurred by the EU side up to a maximum of 50.000 EUR, for projects with a maximum duration of two years.

The annual conference

An important part of Atlantis will be the annual conference for running projects. All faculty and staff participants are expected to attend the annual meeting for the first three years of the project. 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. Participation in this conference may be covered from either the flat rate/administrative

costs or grants for faculty mobility. No other specific funding will be provided. The Atlantis meeting is held in the fall or winter and alternates between Europe and the United States.

10. Financial conditions

10.1. Grant Agreements

For EU applicants a grant agreement for a transatlantic degree or Excellence in Mobility project with a maximum duration of four (4) years will be signed between the Commission and the coordinator of the project. For Policy-oriented measures the grant agreement would normally be two (2) years. For U.S. applicants the grant agreement is with the institutional applicant and the same durations apply.

10.2. General financial conditions (for EU applicants)

10.3. Payment procedures (for EU applicants)

10.4. Audit report (for EU applicants)

10.5. Guarantee (for EU applicants)

10.6. Double financing (for EU applicants)

11. Sub-contracting and award of procurement contract (for EU applicants)

12. Publicity (for EU applicants)

13. What are the procedures for submitting a proposal?

The EU-U.S. Atlantis Program is administered by the European Commission's Directorate-General for Education and Culture (DG EAC) and 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 DG EAC in the official languages of the European Union. **Applicants from the European Union and the United States must include in their application forms to be submitted to DG EAC and to FIPSE a common proposal narrative.**

The closing date for receiving proposals is May 31, 2007. Proposal applications not received by both agencies in time for this submission date will not be eligible for funding. Selection results will be communicated in August and awards will be made by FIPSE and by DG EAC in August or September 2007.

Submission of the grant application in the United States.

The U.S. Department of Education and other U.S. federal agencies and departments have 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 www.grants.gov. The package is available as soon as the Federal Register Notice is published. It is important to note that U.S. institutions must register for this site in order to apply for federal grants. If your institution has not already done so, a representative for your institution should register several weeks in advance of the submission date in order to apply in time for this federal grant program. If you wish to request an exemption from this electronic submission, note the conditions listed on the website. You may also register for email notification for federal grant programs.

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
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frank.frankfort@ed.gov

Submission of the grant application in the European Union.

The call for proposals is being published on the Internet site of the Education and Culture DG at the following address:

:

http://europa.eu.int/comm/education/programs/eu-usa/call_en.html
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. Applications should be sent by electronic mail to: EACEA-EU-US@ec.europa.eu **AND** by registered mail postmarked no later than **the closing date mentioned above** in one original and two (2) copies of the application forms that include the common proposal narrative. Copies should be stapled and not bound in any way. Proposals sent by FAX will not be accepted.

The proposal submitted to the European Commission may be in any of the official languages of the European Community. Applications and supporting documents should be sent by registered mail postmarked to:

Education, Audiovisual and Culture Executive Agency

Call for proposals "EU-US Atlantis 2007"
Unit P4
Avenue du Bourget 1 (BOUR 00/37)
B-1040 Brussels

Reminder: Late delivery will lead to the application being excluded from the selection procedure

No changes to the dossier can be made after the application has been submitted. However, if there is a need to clarify certain aspects, the Commission may contact the applicant for this purpose.

Only applications that fulfil the eligibility criteria will be considered for a grant. If an application is deemed ineligible, a letter indicating the reasons will be sent to the applicant.

Selected proposals will be subjected to a financial analysis, in connection with which the Commission may ask the persons responsible for the proposed actions to provide additional information and, if appropriate, guarantees.

The joint selection of admissible proposals is scheduled to be completed in July 2007. The grant award procedure for successful applicants is expected for completion by the end of September 2007. All applicants will be informed in due course in writing of whether or not their proposal has been accepted.

The list of accepted applications with details of beneficiary, project description, amount and percentage of subsidy will also be published on DG EAC web site after the completion of the award procedure.

For EU applicants seeking further information, please contact the following mailbox:
EACEA-EU-US@ec.europa.eu

14. What are the requirements for performance reports?

DG EAC and FIPSE carefully monitor the progress of projects towards their goals through communication with their respective lead and partner institutions and through communication among themselves. Although the timing may vary somewhat, both DG EAC and FIPSE require annual performance reports to be submitted to the respective government agency on the project goals, curricular development, student mobility, project expenditures, and a plan for upcoming activities. Both DG EAC and FIPSE require a final report at the conclusion of the project. FIPSE has a website for filing U.S. project descriptions, annual performance reports, final reports, and requests for administrative changes. FIPSE and DG EAC will send instructions for submitting performance reports to the respective lead institutions or organizations. FIPSE annual reports are due July 15 and final reports are due 90 days after the grant ends.

If funded, the applicants will be required to report data on student persistence and graduation/completion rates. In the U.S. this is explained in the application package under the Government Performance and Results Act (GPRA).

15. What are the contents of the proposal?

EU and U.S. applications packages for Atlantis consist of three components: proposal narrative, application forms, and annexes/attachments. It is important to remember that the proposal narrative must be identical for both submissions. There are differences only in the EU and U.S. application forms and required annexes or attachments.

The forms for U.S. applicants and the instructions for filling them out are in www.grants.gov. The forms for EU applicants and the instructions for filling them out are in http://europa.eu.int/comm/education/programs/eu-usa/call_en.html http://europa.eu.int/comm/education/programs/calls/callg_en.html

EU and U.S applicants must submit the identical proposal narrative in their respective application packages The requirements for the proposal narrative that is submitted by EU and U.S. applicants are the same and are listed below. Proposal narratives for Atlantis grants may not exceed 6000 words (excluding annexes and attachments) and must address the following points.

For a Transatlantic Degree project:

1. The objectives of the transatlantic degree and its potential contribution to educational excellence and innovation.
2. The project's outcomes for improving teaching and student achievement.
3. The added value for the proposed discipline and profession and the proposed transatlantic degree compared with courses and programs that may already exist in the same field at national and international levels.
4. The joint study program and how it is integrated among the consortia institutions (including its work placement and internship elements if any).
5. The commitment and the formal administrative arrangements for the delivery of the degree as evidenced by letters from the highest administrative and academic levels at the partner institutions.
6. The guarantee that the proposed joint or dual degrees awarded by the institutions in the EU and the U.S. will be recognized and accredited by Member States and relevant U.S. agencies.

7. 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.
8. The use of the Diploma Supplement (if applicable) and the plan to improve international transparency in order to facilitate academic and professional recognition of qualifications and accreditation.
9. The cooperative mechanisms and administrative structure for institutionalization, meetings, roles for partners, and communications.
10. The shared arrangements for student selection and admission to the transatlantic degree.
11. The arrangement for tuition and fees.
12. The consortium structure and mechanisms for student and faculty mobility between hosting institutions.
13. The language plan, particularly, the use of training facilities, mentors and tutors, and local language resources.
14. 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.
15. The evaluation plan, including formative and summative evaluations, feedback mechanisms, and assessments by independent entities.
16. The plans for promoting and disseminating the results of the project as well as for ensuring its sustainability after the end of the Atlantis funding.

For an Excellence in Mobility project:

1. The objectives of the mobility project and its potential contribution to educational excellence and innovation, including the discipline.
2. The project's outcomes for improving teaching and student achievement.
3. The added value for the proposed discipline and profession and the proposed mobility project compared with courses and programs that may already exist in the same fields at national and international levels.
4. The mobility program and how it is integrated among the consortia institution (including its work placement and internship elements if any).

5. The commitment and the formal administrative arrangements for the mobility program as evidenced by letters from the highest administrative and academic levels at the partner institutions.
6. 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.
7. The cooperative mechanisms and administrative structure for institutionalization, meetings, roles for partners, and communications.
8. The arrangement for tuition and fees.
9. The consortium structure and mechanisms for student and faculty mobility between hosting institutions.
10. The language plan, particularly, the use of training facilities, mentors and tutors, and local language resources.
11. 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.
12. The evaluation plan, including formative and summative evaluations, feedback mechanisms, and assessments by independent entities.
13. The plans for promoting and disseminating the results of the project as well as for ensuring its sustainability after the end of the Atlantis funding.

For a Policy-oriented Measures project:

1. The goals, objectives, and activities of the project, including the role of each of the partners in the project.
2. The development or demonstration of innovative ideas or strategies within the proposed discipline or group of disciplines.
3. The utility of the information, materials, processes, or techniques that will result from the proposed project.
4. The impact of the proposed project on improvements in teaching, research, and student achievement.
5. The evaluation and dissemination plan of the project.