

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION INTERNATIONAL CONSORTIA PROGRAM

Project Title Form

* Program:

Consortium Members - - U.S. Partners:

* Lead:

* Partner:

Partner:

Consortium Members - - Foreign Partners:

* Lead:

* Partner:

Partner:

Consortium Members - - Foreign Partners:

Lead:

Partner:

* Project Title:

*** Abstract of Proposal: (1000 Character Limit)**

We propose a concentration in Global Education and Development Studies (GEDS) that integrates student experiences at home and a 1-semester experience abroad to prepare them to assume leadership roles in education and intervention for young children. The participating institutions will meet for 4 consortium meetings and 5 seminars for a total of 9 times over the course of the grant, and include University of North Carolina at Chapel Hill and Vanderbilt University in the United States, and J?nk?ping, Porto, and Ludwig-Maximilians Universities in the EU. The GEDS concentration will utilize the ECI-NET website and the International Curriculum developed from the successful work of the Transatlantic Consortium on Early Childhood Intervention, and will be integrated with field experiences and seminars to create an innovative higher education training model focusing on acquisition of knowledge and skills related to education policy, evaluation, practices, and research in the EU and U.S.

*** Select project format:**

- Four-year consortia project
- Two-year consortia project

Federal Funds Requested (\$):

* Year 1:	<input type="text" value="44,904.00"/>
* Year 2:	<input type="text" value="44,904.00"/>
* Year 3:	<input type="text" value="44,904.00"/>
* Year 4:	<input type="text" value="44,904.00"/>
* Total:	<input type="text" value="179,616.00"/>

U.S. Department of Education Budget Summary

* 1. Program

EU-U.S. Program

* 2. Select One: Lead (fiscal agent) Partner

* 3. Name of the Institution/Organization:

University of North Carolina at Chapel Hill

Project Costs Requested from FIPSE:

Budget Categories:	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
4. Personnel (salary & wages)	0.00	0.00	0.00	0.00	0.00
5. Fringe Benefits (employee benefits)	0.00	0.00	0.00	0.00	0.00
6. Travel	7,500.00	7,500.00	7,500.00	7,500.00	30,000.00
7. Equipment (purchase)	0.00	0.00	0.00	0.00	0.00
8. Supplies (and materials)	0.00	0.00	0.00	0.00	0.00
9. Contractual (enter partner totals here)	2,000.00	2,000.00	2,000.00	2,000.00	8,000.00
10. Other (equipment rental, printing, etc.)	4,389.00	4,389.00	4,389.00	4,389.00	17,556.00
11. Total Direct Costs (lines 4-10)	13,889.00	13,889.00	13,889.00	13,889.00	55,556.00
12. Indirect Costs* (8% of line 11)	1,111.00	1,111.00	1,111.00	1,111.00	4,444.00
13. Mobility Stipends	30,000.00	30,000.00	30,000.00	30,000.00	120,000.00
14. Language Stipends	0.00	0.00	0.00	0.00	0.00
15. Subtotal of Stipends (lines 13 + 14)	30,000.00	30,000.00	30,000.00	30,000.00	120,000.00
16. Total Requested from FIPSE (lines 11 + 12 + 15) (These figures should appear on the Title Form)	45,000.00	45,000.00	45,000.00	45,000.00	180,000.00

Project Costs Not Requested from FIPSE:

17. Lead Partner Non-Federal Funds					
18. Subcontractor(s) Partner Non-Federal Funds					

Funds Requested by Foreign Partners:

19a. Total Requested from Canada	(b)(4)
19b. Total Requested from Mexico	
19c. Total Requested from Brazil	
19d. Total Requested from Europe	

* Indirect Cost Information (To be completed if requesting reimbursement for indirect costs on line 12)

If you are requesting reimbursement for indirect costs on line 12, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No

(2) If Yes, please provide the following information:

* Period covered by the Indirect Cost Rate Agreement: From: 07/01/2005 To: 07/01/2011

* Approving Federal Agency: OED Other (please specify): DHHS

(3) For Restricted Rate Programs (select one) - - Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)?

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
---	---	---

* 3. Date Received: 04/02/2008	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

8. APPLICANT INFORMATION:

* a. Legal Name: University of North Carolina at Chapel Hill

* b. Employer/Taxpayer Identification Number (EIN/TIN): 566001393	* c. Organizational DUNS: 608195277
--	--

d. Address:

* Street1: Office of Sponsored Research
Street2: 104 Airport Dr., Suite 2200, CB1350
* City: Chapel Hill
County: _____
* State: NC: North Carolina
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 27599-1350

e. Organizational Unit:

Department Name: School of Education	Division Name: _____
---	-------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: _____ * First Name: Victoria
Middle Name: _____
* Last Name: Moore
Suffix: _____

Title: Sr. Contract Specialist

Organizational Affiliation:
Office of Sponsored Research

* Telephone Number: 1-919-962-4673 Fax Number: 919-962-3352

* Email: victoria_moore@unc.edu

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.116

CFDA Title:

Fund for the Improvement of Postsecondary Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-020108-001

* Title:

Special Focus Competition: European Union-United States Atlantis Program CFDA 84.116J

13. Competition Identification Number:

84-116J2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Concentration in Global Education and Developmental Studies

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="180,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="180,000.00"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

- Yes
- No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

Tracking Number: GRANT00445388

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Victoria Moore</p>	<p>* TITLE Vice Chancellor for Research & Econ. Dev.</p>
<p>* APPLICANT ORGANIZATION University of North Carolina at Chapel Hill</p>	<p>* DATE SUBMITTED 04-02-2008</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year quarter date of last report
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known: * Name: University of North Carolina at Chapel Hill * Address: Office of Sponsored Research 104 Airport Dr., Suite 2200, CB1350 Chapel Hill NC: North Carolina 27599-1350 Congressional District, if known:		5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
6. * Federal Department/Agency: United States Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Postsecondary Education CFDA Number, if applicable: 84.116	
8. Federal Action Number, if known:	9. Award Amount, if known:	
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: N/A N/A - No Lobbying to Disclose * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: N/A N/A - No Lobbying to Disclose	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
* Signature: Victoria Moore * Name: Dr. Tony G. Waldrop PhD		

	Title: Vice Chancellor for Research & Econ. Dev. Telephone No.: 919-966-3411 Date: 04-02-2008
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) 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 provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

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 1890-0007. The time required to complete this information collection is estimated to average 1.5 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: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name	Mime Type
4749-ED_GEPA_427_Form_Narrative,GEDS%5B1%5D.doc	application/msword

There was a problem with converting this attachment to PDF.

The PDF service could not convert the attachment within the specified time limit.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION University of North Carolina at Chapel Hill	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Tony Middle Name: G * Last Name: Waldrop Suffix: Ph.D * Title: Vice Chancellor for Research & Econ. Dev.	
* SIGNATURE: Victoria Moore	* DATE: 04/02/2008

CONSORTIUM PARTNERS IDENTIFICATION FORM

* Program:

* Country:

Lead Partner:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Two:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Three:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Important: Please attach your Consortium Partners Identification Form Attachment file(s). Please remember that any files you attach must be a Pure Edge document.

1) Please attach Attachment 1

ED_FIPSEConsortiumPartnersIdentificationFormAttachment-V1.0.xfd

2) Please attach Attachment 2

CONSORTIUM PARTNERS IDENTIFICATION FORM

* Program:

* Country:

Lead Partner:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip / Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Two:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

CONSORTIUM PARTNERS IDENTIFICATION FORM

Partner Three:

* Name:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Name of Institution/Organization: (60 Character Limit)

Department: (60 Character Limit)

* Complete Address:

* Street1:

Street2:

* City:

County:

* State:

State/Province:

* Country:

* Zip/Postal Code:

Phone Number: Fax Number:

Email:

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Dr.

Rune

J.

Simeonsson

PhD

* Address:

Peabody Hall, CB#3500

UNC

Chapel Hill

NC: North Carolina

27599-3500

USA: UNITED STATES

* Phone Number:

(919) 962 2512

Fax Number:

Email:

rjsimeon@email.unc.edu

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00445388

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 3000-Mandatory_GEDS_Proposal_Narrative.doc

1. Objectives and contribution of project

This project proposes an innovative model for higher education in the form of a concentration in Global Education and Development Studies (GEDS). The GEDS will provide a focused training experience to prepare students to work on international issues in education and child development. The GEDS concentration extends the successful achievements of the Transatlantic Consortium on Early Childhood Intervention and is responsive to the identified priorities of the guidelines for the excellence in mobility programs by: (a) developing and implementing a concentration as a sustainable and flexible program of study applicable across partner universities; (b) expanding an established international curriculum and web-based network developed by Consortium partners (c) building on a successful track record of student exchange; (d) reflecting support across partners with signed memorandum of agreements; and (e) providing added value by demonstrating the concentration as a prototype instructional model for higher education beyond the consortium partners.

(b)(5)

Specific objectives of this project are:

1. To develop an innovative, transatlantic model of training in higher education in the form of the GEDS concentration for students in education and related disciplines.
2. To implement a transatlantic program of study for students through academic work at home and partner universities.
3. To evaluate the efficacy and added value of the GEDS concentration as an instructional model for training on global issues in education and child development.

4. To disseminate information on the GEDS concentration model of training, findings on its implementation in student mobility and its potential as a sustainable and flexible form of transatlantic study.

This project is expected to have both immediate and long term contributions. Within the life of the project, it offers a highly focused set of learning experiences for students in the form of courses and field work coupled with the interactive use of the consortium website. As such, it will provide students with the knowledge base and leadership skills related to cultural differences in implementation of educational policies and practices for young children. In that the GEDS concentration will involve experiences in the home university and abroad, it will offer students common and unique contributions of partner universities in student training. Although the focus of this concentration is on education and developmental issues related to young children, the nature of concentration model is very applicable to different areas of professional study. A major long term contribution of the project is expected to be the demonstration of the GEDS concentration as an efficient and flexible method for delivering an international curriculum among transatlantic partner universities. In this context, the GEDS can serve as a prototype applicable to other disciplinary areas in which internationalization of content is a priority such as social sciences, health, business and economics. Further, the flexibility of the concentration can readily be formalized in certificates, and other forms of recognition documented in academic credit and transcripts.

2. Project outcomes for improving teaching and student achievement

While broad principles are in place related to education and childhood intervention in the EU and the US, cultural, ethnic and other sources of diversity add to variability of policy and practice for children and youth with disabilities. To

assume international leadership roles, professionals need a global perspective on educational policies and practices by acquiring a knowledge base and skills on these dimensions in their own countries and abroad (Björck-Åkesson & Granlund, 2003; Boavida & Borges, 2000; Peterander, 2003; Farran, 2001). The underlying philosophy of the Global Education and Developmental Studies concentration is based on the importance of a knowledge based on educational policy and practice, universal conceptualizations of child development and functioning (ICF-CY, 2007; Simeonsson et al, 2003) within different cultural and social contexts and skills in designing, implementing and translating research. The GEDS will incorporate the use of the web-based network of the consortium to integrate learning experiences for students across the partner universities.

The specific goals of the GEDS concentration are to prepare students for leadership roles in increasingly diverse cultural, social and economic environments by providing them with an international perspective through course work and practice. Outcomes in terms of student achievement with completion of the GEDS concentration are:

- Gain a global perspective on current issues, policies, practices essential for leadership in education and childhood intervention
- Identify implications of theories and concepts in education and childhood intervention to improve policy and practice in their own country and globally.
- Carry out integrative activities in the application of new ideas in of cultural factors on educational policies and practices

- Define ways in which practices can be applied reciprocally in their own country and abroad, with particular emphasis on the themes addressed at their host institutions.
- Contribute to advancement of the field through innovation and translation research, designed to speed up the application of empirical findings into practice through implementation, dissemination and diffusion.

3. Added value for discipline and profession

The concentration in Global Education and Developmental Studies (GEDS) is designed to provide academic preparation for students interested in international work in education and child development. The GEDS constitutes an added value component and is defined by course work and learning experiences taken complementary to requirements for existing degrees in education, psychology and related fields at partner universities. The GEDS concentration involves completion of specified requirements at the home university and abroad at a transatlantic partner university and may be available in some universities as focus areas or certificates. The GEDS at the home university will require 6 credit hours (US) and 15 ECTS (Europe) of academic course work and will involve topics on education, health, policies and research within cross-cultural and international perspectives. The format of the academic work may involve courses, modules, seminars, field work and independent study. The GEDS abroad will require 12 credit hours or 30 ECTS credits.

GEDS =
6 + 12
————

A summary of the GEDS concentration is presented in the table below, illustrating the work to be completed at the home university and the common learning experiences to be completed in the semester abroad.

University	Academic degree programs	GEDS courses at home university	GEDS requirements abroad
Jönköping University	Education Special Education Health sciences	-C.H.I.L.D. research seminar -Research Methods - Person based analytic approaches	-Seminar -Language course -Field work -Independent study
Vanderbilt University	Early Childhood Education Special Education	-Global Dimensions of Community Development -Field Experiments	-Seminar -Language course -Field work -Comparative study
University of North Carolina Carolina	Early Childhood Education School Psychology Special Education	- Globalization and Health - Applied Investigation	-Seminar -Language course -Field work -Comparative study
Ludwig Maximilian University	Psychology Early Childhood Education	-Globalization and intercultural communication - International studies and analyses	-Seminar -Language course -Field work -Comparative study
Porto University	Psychology Education Early Childhood Education	-Multicultural issues in early childhood education and intervention -Research methods	-Seminar -Language course -Field work -Comparative study

A significant feature of the GEDS concentration for transatlantic cooperation is the flexibility it provides for integrating content expertise of partner universities

with 1/3 of the content for students unique to each university and 2/3 common across partner universities. The rationale for the concentration drew on two sources: the international curriculum developed by the consortium in the ECI-Net, a two year Policy Oriented Project, and universal issues defining education and development of young children. In the context of increasing internationalization defined by a global economy, population mobility and associated social and cultural diversity, societies are facing shared issues on educational goals, policy and practice. Describing the challenges of comparative analysis of early childhood programs in developing countries and the US, Britto et al., (2008) emphasized the need for comparisons based on common *program principles* rather than program components. These principles included a developmental approach, a holistic view of the child and comprehensiveness of services. A significant issue that emerged in the study was *children's rights* as a common principle in defining the basis for child programs (Simeonsson, Bjorck-Akesson & Bairrao, 2006). A related issue in international work is the need for a common language of health and development of children and youth. This area of collaboration builds on the work of Professors Simeonsson and Björck-Akesson who both served on World Health Organization Work Group that developed the International Classification of Functioning, Disability and Health for Children and Youth published in 2007(Simeonsson et al., 2003). Collaborative activities have focused on the applicability of the classification in education and children's service systems represented by scholarly contributions on child functioning and disability (Simeonsson, Granlund & Bjorck-Akesson, 2000; Simeonsson, Periera & Scarborough, 2002). Of direct relevance for training of students within the GEDS concentration are policy and practice applications of the ICF-CY in partner countries of the consortium. The CHILD research group at Jonkoping University is conducting studies on the use

of the ICF-CY in the schools and in interventions for children with disabilities. In Portugal, the ICF has served as the framework for a national law relating to special education. Partner colleagues at Porto University have implemented the ICF-CY in early intervention practices (Simeonsson, Pereira & Bairrao, 2003) and have also been instrumental in coordinating the introduction of the ICF in governmental and academic settings. A fourth issue of international significance for advancing education and interventions for children is the the increasing emphasis on evidence to guide policy and practice. Addressing the growth of childhood intervention programs, Huston (2008) calls for stronger scientific quality of evidence and more effective communication of empirical knowledge to advance social policy.

These universal issues are complementary to the elements of the international curriculum developed in the context of the ECI-Net policy based project consortium. A summary of the International Curriculum is presented in Appendix I with modules integrated with the four themes for the concentration on global issues: common principles of education and intervention, a common, holistic view of child development and disability, a common language for documenting child health and functioning (ICF-CY) and common person-based approaches to analysis and evaluation in education and intervention. With reference to the international curriculum, common principles for the content of modules 3 and 4, and a holistic view of child development is covered in modules 1 and 2. Common approaches in analysis and evaluation forms the content for modules 5 and 6 and the common language of the ICF-CY are central to the seminar and comparative study defined by modules 7 and 8. The common themes and modules will be used by consortium faculty to implement the structure and content of the GEDS concentration with the initiation of the project.

Fulfillment of the GEDS requirement at the partner university abroad will be one semester in length and involve four learning experiences common to all partner universities as shown in the table; (a) a seminar on cultural, economic and social factors defining educational policy and practice in the host country, (b) knowledge of another language and culture; (c) field work providing direct experience with educational policy and practice, (d) independent study leading to the production of a concept paper for submission for publication. The four components of the semester abroad incorporate the international curriculum developed in the ECI-NET, a two year Policy Oriented Project funded for 2006-2008. A summary of the International Curriculum is presented in Appendix 1 serving as the basis for content of each of the four required components.

4. Mobility programme

The project will support 6 students from the EU and 6 from the US partner institutions each year for a total of 24 students respectively over the four year period. All of the students will spend at least one full academic term in a partner university abroad and may also participate in intensive courses conducted by faculty in association with annual consortium meetings. These meetings are scheduled alternatively for Vanderbilt University and the University of North Carolina in 2009 and 2011 and Jönköping University and Ludwig Maximilian University in 2010 and 2012 respectively. An added benefit of the project is that additional students from the host country can participate in the intensive courses, a productive approach that has been implemented in the previous 7 years of Consortium activities. The Consortium's experience in this regard is strong, in that in the first mobility exchange consortium, there were more than 100 placements for graduate students through intensive courses and extended stays. Students came from 7 countries and engaged in mobility exchanges that afforded them the opportunity to work together with students and faculty from other universities to learn how early childhood intervention was

practiced in different countries. Their experiences were pivotal in their professional development, and their renewed understanding contributed to an expanded perspective on early childhood intervention in their own and other countries.

Exchanges will involve students and faculty members from multiple disciplines, as research into the implementation of education and childhood intervention indicates that professionals need broad interdisciplinary exposure to assume leadership roles in addressing educational policies, practices and related systems serving young children and their families. Students will be selected for the GEDS concentration by faculty in their home institutions on the basis of their educational background, leadership potential, and demonstrated commitment to international efforts to improve education and childhood intervention.

5. Institutional commitment

Partner universities in this Consortium have a history of institutional relationships and are committed to the proposed project through letters of endorsement and memoranda of agreement. In a recent presentation at the FIPSE/DG EAC 2008 meeting in Fredricton, Dr. Björck-Åkesson described the major components of multilateral agreements essential to transatlantic projects. Specifically, presentation was made of the responsibilities of participating institutions and their agreed upon roles in contributing to the success of implementation of the concentration in Global Education and Developmental Studies. The letters of endorsement are presented in the other attachments of this proposal and blueprints for memoranda of agreement are included in Appendix 2.

6. Academic credit arrangements

On the basis of prior consortium experience, coordination of credit transfer has been agreed upon within EU universities using ECTS and with a transfer formula with US

universities. These arrangements were summarized in presentation by the Consortium at the FIPSE/DG EAC annual meeting in Lisbon in 2003. Specifically, the formula for credit transfer of concentration components (field work, seminars, courses, independent study) will be based on 7.5 ECTS being equivalent to 3.0 credit hours. Students will enroll in 15 ECTS/6.0 credit hours in appropriate course work at their home institution and will enroll in 30 ECTS/12.0 credit hours (full-time graduate student status) during their experience at an institution abroad. Previous Transatlantic Consortium experiences have led to well-established systems of providing credit and assigning grades to the work of international students, and faculty are prepared to work with students to establish expectations and to clarify this system. The international offices at the partner universities have been involved in previous collaboration and been of great benefit for the implementation of the project. This collaboration will continue.

7. Qualifications and accreditations

The three European and two U.S. partners represent linguistic, cultural and ethnic diversity, urban and rural environments as well as distinct geographical differences of topography and climate. The unique cultural and demographic characteristics represented by these geographic settings is mirrored by variability in societal structures, governmental systems and legislation, policy and practice related to programs and services for children and youth with disabilities. Consortium faculty and students from different cultural backgrounds, disciplines and research perspectives will share the universal conceptual framework of the ICF defining the course work and learning experiences on legislation, policy, and practice issues related to education and developmental studies of children in different cultures. Grounded in this shared framework, the project will extend the knowledge base and

contribute to the professional development of academic leaders in the EU and the US, with dissemination of the GEDS model of training to institutions of higher education in the EU, US and internationally.

Each student will develop an individual study plan for the concentration together with the professors at the home university and the host university. This plan will be used in the planning of the academic work in GEDS, and also be used as a compliment to the study report used for transferring credits to the home university. Diploma Supplement will be used when applicable to facilitate academic and professional recognition.

The Diploma Supplement will describe the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended.

8. Cooperative mechanisms for institutionalization

On the basis of seven years of experience in the Transatlantic Consortium, Eu and US partner universities are committed to develop and implement a flexible and sustainable training model in the form of a concentration focusing on global issues in education and child development.

The major link among the partners is the collaborative effort in the Transatlantic Consortium on Early Childhood Intervention that has been continued since 2001 with a common proposal funded by EU/FIPSE in 2001. All project partners have been involved in research and in pre-service and in-service preparation of professionals in the education and childhood intervention for children at risk and with disabilities (Granlund & Bjorck-Akesson, 2005). University partners share a common theoretical perspective on systems theory and on family-centered practice and contribute

extensively to the literature on early childhood intervention in European and U.S. literature.

During the past seven years, under the direction of Dr. Eva Björck-Åkesson from Sweden and Dr. Rune J. Simeonsson from the United States, a consortium of 12 faculty members from EU and US universities has developed and implemented the International Curriculum in Early Childhood Intervention (ECI-NET). The collaboration has involved numerous factors, such as partner professors employed as guest professors, lecturers and adjunct professors at collaborating universities.

The ECI-NET focused on comparing the legislation, policy and practice related to early childhood intervention for children in EU countries and the US. Students examined procedures and measures for working with young children and their families. Based on these activities, the International Curriculum and a web-based network were developed in a consortium policy project between 2006 and 2008.

9. Arrangement for tuition and fees

Students are responsible for paying tuition and fees at their home university, and will not be expected or required to pay for tuition or fees at their host institution abroad. This arrangement has been approved by all participating institutions and is stipulated in the memoranda of agreement. As per the submitted budgets, students will receive the allocated stipend to be used for travel expenses, housing, food, and incidentals. Under the EU/USA Transatlantic Degree programme, faculty mobility stipends are budgeted at a maximum of of 1.000 Euros per week per faculty member for a minimum period of 1 week and a maximum of 8 weeks plus a fixed amount of 1.000 Euros for travel in relation to programme related scholarly work at the partner US Institutions. A similar model is use in the US according to the regulations for the proposal.

10. Student and faculty mobility

The consortium consists of four years of student work at home universities and at participating universities abroad, with a total of six US and six EU students completing the concentration in GEDS each year. Students from the United States will study abroad in Europe (two US students at each of the three EU institutions) in the fall of each academic year, while students in Europe will study abroad in the United States (three EU students at each of the two US institutions) in the spring of each year. This will be done to ensure that participating students have the opportunity to collaborate and establish long-term working relationships with their international colleagues. Over the course of the four years of the grant, faculty exchanges will occur at the annual EU/FIPSE EAC conferences that will be held both in Europe and North America, and there will also be mobility of faculty at annual seminars and network meetings at each of the participating universities over the course of the grant. In their semester abroad, students will be fully integrated in the academic schedule of the institution, benefit from available university services, and have the ability to engage in all necessary activities given their capacity as students.

11. Plan for language and cultural training

English will be the official language of instruction for collaborative consortium activities. Students are required to enroll in a culture and language course at the institution abroad, which will be facilitated by the faculty of the consortium and/or the international studies office at each university. Students in the United States will be encouraged to seek out courses in the language of the institution abroad prior to leaving; but, this will not be a requirement for admission to the GEDS program. Students in the European Union will be expected to be highly proficient in English and will take a course on language, diversity and culture at the U.S. partner

institutions. U.S. partner institutions will also provide additional supports to these students as necessary, utilizing the international student offices at the respective universities. Language mentors and tutors can be arranged for students as necessary, but will not be provided to each individual student. Learning opportunities in language and culture specific to each partner university are described below.

At the University of North Carolina at Chapel Hill, students can enroll in GRAD 810, Communicating in the American Classroom, which combines issues in English language as well as cultural issues in learning and teaching in the United States. Additional classes are offered and provided in the local community, and details are available from and facilitated by the International Student and Scholar Services (<http://oisss.unc.edu/>). *The University of North Carolina* maintains a Study Abroad office charged with arranging for foreign study for university students and experienced in establishing bilateral and multilateral student exchanges with other universities.

At Vanderbilt University, students can enroll in EDUC 3530, Foundations of Bilingual Education. This course is focused on the multiple languages of immigrants found in American classrooms. Vanderbilt has a newly reconstituted Vanderbilt International Office (<http://www.vanderbilt.edu/international/>), which offers a wide variety of support for international students including each semester a course in English for Academics and Professionals.

Students that will attend Jönköping University will benefit from online language training through material developed by the ATLANTIS project CIRT (Consortium for Intercultural Reflective Teachers, 2007-2011), where HLK is the European coordinator. An on-line language course will be offered to English speaking students, facilitating the preparation of studying in Sweden. Students can enroll in

international student course LS1A17, Swedish Language, Culture, and Society I upon their arrival at the university. This formal course consists of weekly class meetings and utilizes a Swedish language textbook and CD for learning outside of the classroom. Additional language supports are available at local learning institutions, and the international student office (<http://www.hs.hj.se/doc/1320>) provides further information about these courses as needed.

At the University of Porto, students can enroll in a Course of Portuguese for foreigners in the Department of Portuguese and Romanic Studies (Faculdade de Letras) of the University of Porto (PLE 09/04 – PLEA 01/02). These formal studies address the learning of Portuguese, recently defined as a global language with more of 250 millions of native speakers in Portugal, Brazil, Angola, Mozambique, Guinea-Bissau, Cap Verde, San Tome, and East Timor. In these courses some aspects of the Portuguese Culture are also introduced.

At Ludwig Maximilian University, students can enroll in a broad range of courses of German for Foreigners (<http://www.lmu.de/international/>) or (<http://www.fremdsprachen.lmu.de>). The LMU developed also the online-program "German-Uni Online" offering courses in classroom and online with the possibility of getting ECTS points (<http://www.uni-deutsch.de>). Another German Course available for students at the LMU (Deutschkurse für Ausländer: <http://www.dkfa.de>). The LMU as an Elite University offers students in the Department of Cultural Sciences a wide variety of courses about German and European global issues (<http://www.ikk.lmu.de>) - also at the Faculty of Psychology and Education a master course for international students in English language: "Psychology of Excellence in Business and Education" (<http://www.paed.uni-muenchen.de/excellence>).

12. Resources for student support

The international offices and designated consortium coordinators (see the commitment agreements) will be available to help students and faculty at universities both home and abroad to establish all necessary arrangements for successfully achieving a concentration in GEDS and participating in this program. The international offices at the participating institutions are well-established and equipped to find housing arrangements, additional linguistic assistance at the university or in the community, and also provide experiences to mingle with other international colleagues as well as with colleagues at the host institution. It will be the responsibility of exchange students to take care of visa and related requirements and to make satisfactory provision regarding necessary personal insurance coverage; however, international offices at each institution are available to provide information and support in filing for visas and insurance. While most of these offices also provide information on social and cultural activities in the local community and in other locations in the country, supervising and participating consortium faculty are also available and committed to ensuring that students and faculty have the opportunity to integrate with local culture, language, and social activities. Academic and professional coaching and support will be available to students through consortium faculty.

13. Evaluation plan

The consortium project will be evaluated through a series of performance measures relevant to the overall goal and objectives specified for the GEDS concentration. Dr. Stephen Bagnato, will serve as evaluation consultant to the project in keeping with FIPSE guidelines. Dr. Bagnato served as evaluation consultant for the previous ECI-NET policy oriented project and brings expertise in higher education and program evaluation. Evaluation methods and approaches will address the four major objectives

defined for the project of (1) developing the GEDS concentration, (2) implementing the learning experiences of the concentration, (3) evaluating the efficacy of the GEDS as an instructional model, and (4) disseminating findings on the GEDS and its implications for higher education.

The development of the evaluation plan will draw on a presentation made on the topic of "Evaluating projects and disseminating their results effectively" by Drs. Simeonsson and Leskinen of the Consortium at the recent FIPSE/DG EAC 2008 meeting in Fredricton (<http://>) Canada. In keeping with the Common Assessment Framework-CAF (http://www.eipa.eu/files/File/CAF/Brochure2006/English_2006.pdf) and evaluation model in that presentation, the evaluation plan for this project is summarized in the table below.

Objective	Evaluation question	Evaluation method
Development of the GEDS concentration	<p>Does the structure and concentration encompass the defined global themes in a flexible and efficient manner of courses and learning experiences for partner universities?</p> <p>What are characteristics of students entering the concentration across partner universities?</p>	<p>Evaluation of the elements of structure and content of the concentration for comprehensiveness and correspondence with defined themes and international curriculum.</p> <p>Questionnaire on demographic and academic characteristics of students entering the concentration.</p>

<p>Implementation of the GEDS concentration</p>	<p>What is the knowledge base of global issues of students at entry and completion of the concentration?</p> <p>How have students engaged academically in the concentration?</p> <p>What characterizes student achievement in terms of the 5 objectives specified for the concentration?</p>	<p>Pre-post assessment of Questionnaires/ reports completed by students on their experience completing the concentration.</p> <p>Documentation of student performance in the form of evaluations of course work and products.</p> <p>Review of student papers and reports with rubric defining curriculum outcomes.</p>
<p>Efficacy/ added value of the GEDS concentration</p>	<p>What have students experienced as personally rewarding/valuable?</p> <p>What have students experienced as professionally rewarding/valuable?</p> <p>In what ways have students engaged in collaborative activities with students and</p>	<p>Questionnaires and reaction papers completed by students on personal and professional experiences and accomplishments in the project.</p> <p>Documentation of the nature and form of collaborative activities.</p>

	<p>faculty in partner universities?</p> <p>Are there any unanticipated outcomes of students and faculty in the project?</p>	
Dissemination of findings	<p>How and to whom have achievements of students and faculty been disseminated?</p>	<p>Record of formal presentations at conferences, development of web-based materials, and publications submitted to scientific journals.</p>

14. Dissemination of project results and sustainability

Formative evaluation will ensure that the dissemination efforts are practical, usable, and effective in reaching targeted audiences. The extent to which dissemination activities are effective, i.e., reach appropriate audiences, will be documented by monitoring the number of student and faculty visits at the web-site and their interaction. Dissemination will also be accomplished by presentation at seminars and conferences including the annual-FIPSE/DG meetings. The extent to which information is viewed as useful will be documented by collecting evaluation information on presentations. The number of visitors to the web page of other categories than students and faculty will be documented as well as requests from the web page for more information regarding the project.

There are a number of ways in which the project will be sustained beyond the funding period. In keeping with the overall project commitment to dissemination, relationships will be established with other universities in the countries in the

expanded EU and universities in North America. The project will also be sustained by means of collaborative development of curricular materials and comparative studies of education and intervention models. Success in implementation of the GEDS should lead not only to formalization of the concentration as an academic focus area, certificate or other form of recognition, but may also influence the development of concentration in other areas of education and related disciplines. The homepage of the project and the listserv will also serve to sustain and further develop the project by providing a central site where students can share information. Service development work will be supported by multinational research designs involving the faculty of the project and coming master and graduate students. Many of the participating students are expected to assume leadership roles in education and childhood intervention which will contribute to the fact that results of the project will be generalized in the different countries and cultures and enrich the practices in the European Union and the United States. In a global perspective, there are long-term humanitarian and economical benefits to study and improve education and intervention practices adapted to cultural contexts. This will lead to a deepened international investment in the field of education and childhood intervention and the training of professionals well suited to work in multicultural societies and across international borders.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 6303-Mandatory_JU_letter_of_support.pdf

Attachment 2:

Title: Pages: Uploaded File: 9352-GEDS_Appendix_6.pdf

Attachment 3:

Title: Pages: Uploaded File: 8453-LM_letter_of_support.pdf

Attachment 4:

Title: Pages: Uploaded File: 7879-PU_letter_of_support.pdf

Attachment 5:

Title: Pages: Uploaded File: 5641-UNC_Letter_of_support.doc

Attachment 6:

Title: Pages: Uploaded File: 2496-Vanderbilt_letter_of_support.pdf

Attachment 7:

Title: Pages: Uploaded File: 1403-GEDS,Appendices.doc

Attachment 8:

Title: Pages: Uploaded File: 4884-
Timetable_for_Concentration_in_Global_Education_and_Developmental_Studies%5B1%5D.doc



JÖNKÖPING UNIVERSITY

Jönköping April 1st, 2008

To: The European Commission
"EU-US Atlantis 2008"

Attn. Education, Audiovisual and Culture Executive Agency
Unit P4
Avenue du Bourget 1 (BOUR 00/37)
B-1040 Brussels

LETTER OF ENDORSEMENT

I am pleased to write in support of the proposal for the Excellence Mobility Project, Concentration in Global Education and Developmental Studies (GEDS) in the EU-US ATLANTIS PROGRAMME COOPERATION IN HIGHER EDUCATION AND VOCATIONAL TRAINING. Jönköping University (JU), School of Education and Communication, will be the European lead partner, coordinating the project through the dean Eva Björck-Åkesson.

This project describes a concentration in Global Education and Development Studies integrating experiences across 3 EU (Jönköping, Porto and Ludwig Maximilians University) and 2 US (University of North Carolina at Chapel Hill and Vanderbilt) partner universities to prepare students for leadership roles related to education policy, evaluation, practices, and research with a focus on early childhood intervention.

Jönköping University is a foundation university and conducts research, undergraduate studies, graduate studies and doctoral studies and contract education through four schools. We offer a focused and inspiring environment for higher education, research and innovative projects developed in collaboration with the wider society. Our focus is both local and global. The four specialised and well focused schools, each with its distinct profile, address a portfolio of exciting interlinked topics relating to some of the major issues of our time, for example: internationalisation, innovative learning, a holistic approach to health throughout life.

Jönköping University is characterised by a focused environment for higher education and research which is open to diverse relations with the surrounding society. It has one of the most internationalised study programmes and campus in Sweden, characterised by intensive exchange of students and researchers with partner institutions all around the world. It has a front position among Swedish universities in terms of models for engagement and collaboration with the national and international society. Our teacher training cooperates with over 1,000 schools and pre-schools and with over 90 international partners. Jönköping University works closely with five university colleges in Western Sweden to promote high quality Master's programmes.

The School of Education and Communication (HLK) is one of four independent schools at Jönköping University, with nearly 3,000 students. HLK embraces study programmes, single subject courses and research. The research theme is Conditions of Education and Communication and consists of four research profiles; Innovative Learning, Learning in Life, and Media and Communication Research and CHILD (Children - Health - Intervention - Learning - Development) which is common the HLK and the School of Health Sciences (HHJ). The proposed project GEDS will be conducted in close collaboration with the CHILD-group lead by professors Mats Granlund (HHJ) and Eva Björck-Åkesson (HLK). One of the focuses in CHILD is early childhood intervention and it has long-ranging relations with the partner universities in Europe and the US.



JÖNKÖPING UNIVERSITY

This new proposal builds on success of the Transatlantic Consortium on Early Childhood Intervention, from 2001-2005 and a policy oriented measure ECI-NET, 2006-2008. The Consortium has provided rich experiences for U.S. and European students to learn about the practices of early childhood intervention through intensive institutes and student longer-stay exchange visits to participating universities and through web-based communication.

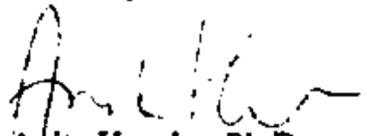
The International Curriculum developed by the ECI-NET Consortium, involving field experiences, seminars and web based learning in an innovative higher education training model will be used in the project. This training will prepare students for leadership roles through cross-cultural opportunities encompassing practical, research and policy experiences. It will use the already established mechanism for ongoing transatlantic exchange of information. In addition, the edited book under production based on contributions from the participating universities, will be an asset for the program. The flexible master program at the School of Education and Communication at JU is suitable for this collaboration, where students can use part of elective courses for the GEDS program.

In June 2008 the School of Education and Communication/CHILD offers a summer course in "International Perspective in Early Childhood Intervention using ICF-CY" through the ECI-NET Consortium. We expect about 30 international master students participating in this course, which is a pilot-project for the course materials and web-based material developed by the ECI-net under the policy oriented measure. We look forward to welcome the international students and faculty.

Jönköping University is committed to support the implementation of the GEDS project building on previous collaboration and through the signing of agreements with the partner universities. Our participation will expand on the collaborative links and successful work among faculty at the universities. We will conclude the agreements on tuition and credit recognition and transfer at the start of the project.

I am delighted to support the proposed effort and look forward to HLK coordinating this timely and important enterprise, and to the long-term outcomes regarding the field of Global Education and Developmental Studies.

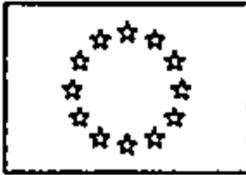
Sincerely



Anita Hansbo, Ph.D.

University director

Jönköping University



EUROPEAN COMMISSION

Education and Culture

Lifelong Learning: Education and Training, Programmes and Actions
Tempus - Erasmus Mundus

Brussels, - 5 JAN. 2006
B6/DS D(2006) 68 - RCP

Malardelens Högskola,
Ms. Tola Jonsson
Högskoleplan Box 883
SE - 721 23 VASTERAS

Copy:
Mrs. Eva Björck-Åkesson, Ph.D
Professor in Education
Department of Social Sciences &
Vice President
Mälardalen University
Box 883, SE 721 23 Västerås,
Sweden

Subject: - Final report project no 2001-1279-US
- Transatlantic consortium on early childhood intervention

Dear Mrs. Jonsson,

Following our analysis we confirm our approval of the final report you have submitted.

We were pleased to see that the project that you have coordinated has delivered very high quantitative and qualitative results. In particular the planned mobility of students was realised and exceeded, the project partners developed a joint international curriculum in the field of Early Childhood Intervention, agreements on tuition fees were concluded and recognition of study period abroad ensured.

We consider your project to have been a very successful one and would like to refer to it as one of the best practices developed under the EU-US cooperation programme in higher education and vocational training. To this end I would like to kindly ask you to provide us with :

a) a short (half-page) text summarising the content and results of the project to be put in the best practices section of our web site:http://europa.eu.int/comm/education/programmes/eu-usa/best_en.html

b) some short testimonials from students and faculty or administrators involved in the project, if possible with the photograph of the people providing the testimonials and the authorisation to publish them on the web or other information material.

Commission européenne, B-1049 Bruxelles / Europese Commissie, B-1049 Brussel - Belgium. Tel: (32-2) 299 11 11.
Office: 8 7 6/07 Telephone: direct line (32-2) 295 63 19. Fax: (32-2) 295.57.19. G:\B6\3C\US CAN JAP AUS
NZ\PROJECTS\Correspondence\US 2001\2001-1279-feedback final report.doc

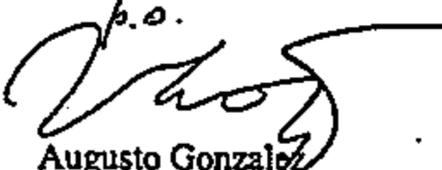
http://europa.eu.int/comm/dgs/education_culture

c) the relevant documents in electronic format related to the project's output that you wish to place on our web site.

With regard to the question you raised in the final report about the possibility of using the remaining funding, please note that according to the actual expenditure that you have declared we will shortly be paying to you, subject to the necessary financial and budgetary validations, the full outstanding balance of 13,050.50 €.

Should you require clarification on the above please do not hesitate to contact Mr. Sammaritano (diego.sammaritano@cec.eu.int , tel. +32-2-299 00 23) who will be happy to assist you.

Yours sincerely,


Augusto Gonzalez
Head of Unit

FAKULTÄT FÜR PSYCHOLOGIE UND PÄDAGOGIK
LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN
- DER DEKAN -

Eva Björck-Akesson, Ph.D., Dean
School of Education and Communication
Box 1026
Jönköping University
SE-551 11, Sweden

Rune J. Simeonsson, Ph.D.
Professor of Education
University of North Carolina at Chapel Hill
Chapel Hill NC 27599-3500, USA

25-03-08

Dear Professors Björck-Akesson and Simeonsson,

it is my pleasure to write in support of your proposal for a "Concentration in Global Education and Developmental Studies" between universities in the United States and in Europe. The proposal represents the strong and continuing relationship of our university and the partner universities in the Transatlantic Consortium on Early Childhood Intervention in two previous projects in higher education. I believe that the model of the Concentration is a useful innovation in higher education to further the educational experiences and opportunities for growth and leadership among graduate students in Europe and the United States and will support research, collaboration, cooperation, and leadership in the international communities of education and child development.

The research conducted at our university, and the courses we offer students, would support your objectives of providing a global perspective to issues in education and development in children and youth. Students attending or visiting our university have the opportunity to attend courses related to the study of German culture and language and global issues in the research and study of child development and education. In addition, students have the opportunity to engage in field work providing direct experience with policies and practices impacting children and youth across many disciplines, and would have the supervision and support necessary to engage in independent studies relating to the concentration you have designed for the proposal.

The Ludwig-Maximilians-Universität, along with Professor of Psychology Franz Peterander and the faculty in the psychology and education departments, is committed to global experiences and cooperation in the fields of child development and education. Our goals align with your own of expanding graduate student knowledge and experiences in order to promote leadership and further research in these fields, and continued collaboration between universities in the United States and Europe as we expand upon our work in the Transatlantic Consortium on Early Childhood Intervention. I strongly endorse the proposal for a "Concentration in Global Education and Developmental Studies," and hope you will not hesitate in letting me know how I can support and contribute to this project.

Sincerely yours


Prof. Dr. Joachim Kahlert
Dean

Eva Björck-Åkesson, Ph.D., Dean
School of Education and Communication
Box 1026
Jönköping University
SE-551 11, Sweden

Rune J. Simeonsson, Ph.D.
Professor of Education
University of North Carolina at Chapel Hill
Chapel Hill NC 27599-3500

25 March, 2008

Dear Professors Björck-Åkesson and Simeonsson:

I am writing in support of your proposal for the Concentration in Global Education and Developmental Studies, which I have read and reviewed. I am immediately impressed by the salience of your proposal in view of the need for a global focus in the fields of education and child development. I feel that your proposal represents an innovative model in higher education training and I am excited about our university continuing to collaborate and work with our partners in the European Union and the United States.

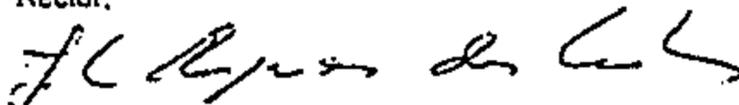
The Universidade do Porto strives to create the international relationships necessary for successful implementation of the proposal. We embrace the proposal's goals of providing international experiences and knowledge for students, and our approach to training would provide students the necessary opportunities to explore global issues in child development and education. Students and faculty can engage in experiences that promote leadership in these fields, which will advance future research and practice as they work and collaborate with international colleagues. Porto also provides an atmosphere that encourages integration with local culture and with the Portuguese language, which are essential to an international experience and perspective.

The university and faculty at the "Faculdade de Psicologia e de Ciências de Educação," and Professor Pedro Lopes dos Santos in particular, would be resources for supporting the development of the graduate students as they pursue the proposed concentration. Using curriculum, research, and field experiences, our professors can provide the knowledge, experience, and supervision necessary for these students to advance in the fields of child development and education while gaining valuable leadership skills for future research and practice at an international level. We can commit staff hours and facilities for support of this project, along with our support and collaboration on establishing and implementing the proposed concentration. We feel prepared to continue our work together after our successful collaboration as part of the Transatlantic Consortium on Early Childhood Intervention.

This letter acknowledges our support of your innovative proposal as well as our commitment to participate in this collaborative project. Please contact me if I can be of further assistance.

Yours sincerely,

Rector,



(José Carlos D. Marques dos Santos)

U. PORTO

UNIVERSIDADE DO PORTO
Faculdade de Psicologia e de Ciências de Educação
Rua do Campo Alegre, 617
4169-006 Porto, Portugal
Tel. +351 22 201 3000 Fax. +351 22 201 3001

Timetable for Concentration in Global Education and Developmental Studies

<i>Component/Goal of project</i>	<i>Outcomes/Outputs to be achieved/produced by the end of the implementation of this component</i>	<i>Activities leading to this output</i>	<i>Activity to be started by this date and completed by this date</i>
1. Development and dissemination of innovative transatlantic curricula	A flexible system of courses to form the concentration in Global Education and Developmental studies to form the concentration. Including seminars, language courses, field work and independent study.	Use of international curriculum in early childhood intervention. Inventory of academic programs and courses in the field. Listing current courses at graduate level, selecting existing courses and using the webpage and list serve from ECI-NET.	October 1 st 2008 September 30 th , 2009
2. Arrangements for academic credits	A transparent system for the transfer of credits. A diploma or equivalent for the concentration. Agreements among all participating universities	Updating existing learning agreements and study reports. Development of individual studyplans. Use of existing system for credit transfer ECTS and the formula for tranfering it the US requirements.	October 1 st 200 December 31 th , 2009 October 1 st , 2008
3. Development of organisational frameworks for student mobility	A flexible organisation for student mobility, where courses can be complementary to existing programs.	Preparation for all partners to include students in the requirements for the concentration at home university and abroad. Using learning agreements, study reports and existing systems for recruitment of international students.	Student exchanges start fall semester 2009 Framework should be in place fall semester 2009.

4.. Development of language and cultural preparation and assessment	Specification of language experience for students	The use of existing programs at partner universities. Using the CIRT on-line language course in Swedish etc.	October 1 st 2008 July 31 st , 2009
5. Joint development of a strong project evaluation plan	(1) Proving the utility of the GEDS concentration (2) Information about the learning experiences (3) Efficacy of the GEDS as an instructional model (4) Clear findings on the GEDS and its implications for higher education.	Use the Common Assessment Framework-CAF in development of questionnaires and reaction papers for completion by students Schedule of quantitative and qualitative evaluation of nature and form of student achievement	October 1 st 2008 December 31 st , 2009
6 Structured exchanges and teaching assignments consortium faculty and others (teachers, trainers, administrators and other relevant specialists) as applicable	Connection with ongoing research. Designing comparative studies for student accomplishment.	Faculty will teach courses in the consortium in connection with student placements. They will also lead seminars at annual meetings.	Faculty exchanges occur through travel to annual meetings, beginning in Year 1 (starting October 1 st 2008) and occurring through all four years of the grant (ending September 30 th 2012).

<p>7 Dissemination of findings and products using web-based and computer-based technologies</p>	<p>A webpage and communication system in regular use by students and faculty. A resource for scholars and faculty in GEDS, and for external actors in the field of global education and developmental studies</p>	<p>Starting with the webpage and communication system developed in the Policy oriented measure ECI-NET. Further development through use of the webpage and communication system in course work and in student assignments. Dissemination of conferences presentations, publications and concentration curriculum through web site and other communication forms</p>	<p>October 1st 2008</p> <p>September 30th, 2012</p>
--	--	--	---

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 8671-Mandatory_GEDS-Budget_Justification.doc

**Global Education and Development Studies
Budget Justification**

Yearly Funds: A total of \$45,000 is requested for each year of the four-year grant.

Personnel: NO funds requested

Faculty Travel: Funds of \$7500 are requested for each year of the grant to support travel of U.S. faculty to annual consortium meetings in the U.S. and at partner institutions abroad.

Consultant (Contractual): \$2000 per year is set aside for travel and an honorarium for the consultant who will engage in evaluation activities for the project.

Supplies and materials: No funds requested.

Meeting Costs (Other on FIPSE form): \$4389 is requested to support the cost of annual meetings, conferences, and seminars. This money will be used to help secure locations for these meetings, to provide materials for these meetings, to support accommodations for these meetings, and to finance incidental costs.

Student Mobility stipends: Six stipends of \$5000 are requested for each year of the grant for student mobility, meaning six U.S. students will receive a stipend of \$5000 each year of the four-year grant. This money will be used to support the mobility of students to an institution abroad, to help fund travel within the country abroad, and to support the cost of living (rent, food, incidentals) while abroad. Students are responsible for paying tuition and fees at their home university, but will NOT have to pay tuition or other fees at the partner university abroad.

8% of Indirect Costs subtotal: $8\% * (45,000 - 30,000) = \$1,111$ each year



UNC
SCHOOL OF EDUCATION

THE UNIVERSITY
of NORTH CAROLINA
#1 CHAPEL HILL

OFFICE OF THE DEAN

CAMPUS BOX 3500
PEABODY HALL
CHAPEL HILL, NC 27599-3500
<http://soe.unc.edu>

27 March, 2008

Eva Björck-Åkesson, Ph.D., Dean
School of Education and Communication
Box 1026
Jönköping University
SE-551 11, Sweden

Rune. J. Simeonsson, Ph.D.
Professor of Education
University of North Carolina at Chapel Hill
Chapel Hill NC 27599-3500

Dear Professors Björck-Åkesson and Simeonsson:

I am delighted to write in support of your proposal to develop and implement a Concentration in Global Education and Developmental Studies as part of the continued work of this university and the partner universities in the European Union and the United States in the Transatlantic Consortium on Early Childhood Intervention. In keeping with the mission of a major public research university, the School of Education at the University of North Carolina is committed to advancing practice, policy and research in education. Early childhood intervention and education is a significant area for graduate training in the School of Education, and the state of North Carolina has been a leader in state-wide support for the education of young children. Our faculty maintains ongoing cooperative relationships with other departments on campus focusing on preparation of professionals working in the field of early childhood intervention. These include the departments of physical and occupational therapy, speech and hearing, social work and maternal and child health. A strong relationship also exists with the Frank Porter Graham Child Development Institute for research training. As a nationally and internationally recognized center focusing on policy and research issues pertaining to the development and education of young children and family support, it provides an array of training opportunities for graduate students.

The collaborative role proposed for the concentration, and in continuation of the Transatlantic Consortium effort between Jönköping University and the University of North Carolina, is well suited to the common interests and objectives of the two universities. The coordination of joint seminars and the provision of practicum experiences for student and faculty exchange focusing on skill development are strategies that will, I believe, permit us to share our knowledge and contribute to the improvement of policies and practices for ongoing development of this important field. Cross-cultural and global training is very much in keeping with the commitment to national and international initiatives by the University of North Carolina. With the recent opening of the FedEx Global Center, students will have a unique and salient resource for exploring global issues in education and child development. The availability of the UNC Center for European Studies is an additional resource for this proposal and future international initiatives. We have much to learn from each other, and I feel that the University of North Carolina is well prepared to help you and the students achieve the goals of this proposal.

We welcome the opportunity to participate in the implementation of this exciting collaborative project involving European university partners in Sweden, Germany and Portugal and US partners at Vanderbilt University. Your proposal represents an innovative response to the need for global experience and knowledge in higher education programs, and I feel excited for our university to be part of this new training model. Please feel free to contact me if I can be of further assistance.

Sincerely yours,



Jill Fitzgerald, Ph.D., Interim Dean
School of Education

Office of the Dean
March 28, 2008

VANDERBILT  Peabody College

Eva Björck-Åkesson, Ph.D
Professor in Education/Special Education and Habilitation
School of Education and Communication
Jönköping University
Box 1036
551 11 Jönköping, Sweden

Rune J. Simeonsson
Professor of Education
CB#3500 Peabody Hall
University of North Carolina - Chapel Hill
Chapel Hill, NC 27599

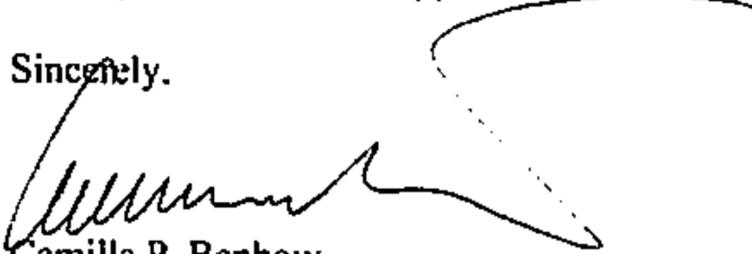
Dear Drs. Björck-Åkesson and Simeonsson.

I am writing to give my strongest support for your excellence in mobility proposal entitled a **Concentration in Global Education and Development Studies** that will continue the fine work of the TransAtlantic Consortium that began in 2001. Peabody College of Vanderbilt University looks forwarding to continuing our collaborative relationships with the United States and European Union partner universities, and we are encouraged and proud of the Consortium's recognition on the European Commission website as an example of best practice in international working relationships. In 2004, Peabody hosted a four week intensive course for 20 students from four European countries and the United States that involved the contributions of seven international scholars. We would welcome the opportunity to both host additional international students and colleagues and to provide our graduate students the opportunity to participate in experiences abroad with our esteemed colleagues.

Peabody College at Vanderbilt University is ranked second highest of all colleges of education in the United States. We not only make a contribution to policy and research in the United States but we also take very seriously our international work featured in all of the departments in the College. Your proposal represents a new way to broaden graduate student experiences and training, and to foster the international research community that is so important to the fields of early childhood intervention and education. I cannot help but feel that the continued work of the TransAtlantic Consortium will advance knowledge in global issues related to intervention and education, and prepare leaders for work at national and international levels.

Vanderbilt University is pleased to be included among the participating United States universities, and, as a native of Sweden myself, I am personally very pleased to see the continued participation of Jönköping University in Sweden, as well universities in Portugal and Germany. The proposal you have developed has our full support. We look forward to being a part of this important and innovative project.

Sincerely,


Camilla P. Benbow
Patricia and Rodes Hart Dean
of Education and Human Development

VANDERBILT UNIVERSITY

Peabody #129
230 Appleton Place
Nashville, Tennessee 37203-6721

<http://peabody.vanderbilt.edu>
tel 615.322.8264
fax 615.322.8501

APPENDICES

1. International Curriculum
2. Blueprints for memoranda of agreement
 - a. EU Universities and University of North Carolina at Chapel Hill
 - b. EU Universities and Vanderbilt University
3. Brief Personnel Descriptions
4. Literature
5. US Program Budget Justification
6. European Commission Comment on Transatlantic Consortium on Early Childhood Intervention

International Curriculum in Early Childhood intervention

The Transatlantic consortium of Early Childhood Intervention ECI



The overall purpose of this International Curriculum is to identify and build on national and international perspectives and understandings about young children and early childhood intervention to achieve the goals below.

The goals of the international curriculum are to: strengthen practice and policy in early childhood intervention

- to expand the research base for early childhood intervention
- to prepare students for leadership roles in early childhood intervention

The international curriculum in Early Childhood Intervention is based on activities offered through the Transatlantic Consortium in Early Childhood Intervention during 2001-2005.

Evaluation of Transatlantic Consortium activities informed the development of the international curriculum.

The objectives of the Transatlantic Consortium were:

1. Students will be offered the opportunity to consider the implications of theories and concepts in early childhood intervention for their own countries.
2. Students will be provided with a broad perspective on the field of early childhood intervention.
3. Students will engage in integrative activities to apply new ideas in their own settings
4. Students will consider ways in which practices in their own countries might be applied abroad, with particular emphasis on the themes addressed at their host institutions.
5. Students will report increased awareness of cultural differences

**International Curriculum in Early Childhood Intervention -
for a *flexible* international graduate program**

Modules in international curriculum	Format	Setting
1. Introduction - International and theoretical perspectives on Early Childhood Intervention	Course at intensive institute	One of the participating host universities
2. The Child in Early Childhood Intervention	Course	Home university or one of the participating host universities
3. The Social Environment of the Child in Early Childhood Intervention	Course	Home university or one of the participating universities
4. The system of services in Early Childhood Intervention	Course	Home university or one of the participating universities
5. Intervention and assessment in Early Childhood Intervention: Research and Quality Issues	Course	Home university or one of the participating universities
6. Research and/or clinical practicum in Early Childhood Intervention	Internship	One of the participating host universities
7. International seminar on early childhood intervention	Web-based and/or intensive institute	Distance learning -- all participating universities and one of the participating universities as host
8. International cross-cultural comparisons in Early Childhood Intervention -- application of concepts in master thesis	Thesis	Home university or one of the participating universities

The modules are based on 10 weeks of fulltime studying. They can be combined into larger units.

Blueprints for memoranda of agreement

a. EU Universities and University of North Carolina at Chapel Hill

AGREEMENT OF COOPERATION

between

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, USA

and

JÖNKÖPING UNIVERSITY, SWEDEN, UNIVERSITY OF PORTO, PORTUGAL & LUDWIG
MAXIMILIANS UNIVERSITY, MUNICH, GERMANY

March 6th, 2008

The universities above agree to cooperate for the following purposes to advance leadership in child intervention services:

1. To facilitate transatlantic exchange of graduate students between the two institutions;
2. To foster faculty collaboration in teaching and research

Cooperation will take place as follows:

Each year, matriculated students in relevant departments at Jönköping University, University of Porto, Ludwig Maximilian University, Munich, and University of North Carolina at Chapel Hill will be selected by participating departments at each university for exchange visits to the partner institution. From the range of courses and learning experiences available at the partner institution, each student will in collaboration with the appropriate faculty at the two institutions, select a suitable program of study.

1. The receiving institution will assist in the identification of accommodation and related arrangements.
2. Exchange students will pay university fees, as applicable, at their home institution.
3. Credits will be recognized by the receiving and the sending institution.
4. All exchange students on academic programs of study will register as visiting scholars in the host institution in order that they may enjoy the full range of facilities available.
5. While in the host institution, exchange students will be subject to the code of discipline and the regulation in force at the host institution.
6. In the event disciplinary action becomes necessary, the appropriate officer of the institution concerned, after consultation with the coordinators responsible for the student, shall reserve the right to terminate the student's registration with immediate effect.
7. It will be the responsibility of exchange students to take care of visa and related requirements and to make satisfactory provision regarding necessary personal insurance coverage.
8. Each institution shall appoint coordinators responsible for visiting students.
9. The role for the coordinator(s) shall consist of:
 - Ensuring that the program of study is suitable for each student;
 - Monitoring the progress of each student throughout her/his program of study;
 - Transmitting results of the student's performance back to the home institution;
 - Resolving any issues which may arise in connection with the exchange;

- Providing a contact point between the receiving and home institutions.
10. At the end of the exchange visit, a report summarizing the activities and performance of the student will be sent to the home institution.
 11. It is expected that the institution will extend graduate faculty status to qualified members of the respective institutions to facilitate supervision and advisement of exchange students.
 12. This agreement is effective for five years from the date of signing. In exceptional circumstances, and only after mutual consultation, each side reserves the right to terminate this agreement, provided that at least six months notice is given in writing prior to the beginning of the next academic year.
 13. It is expected that this agreement will be renewed.

For Jönköping University

**For University of North Carolina at
Chapel Hill**

Thomas Andersson, Rector

James Moeser, Chancellor

Eva Björck-Åkesson, Dean,
School of Education and Communication,
coordinator

Linda Dykstra, Dean Graduate School

Tom James, Dean School of Education

Rune J. Simeonsson, Professor of
Education, coordinator

For the University of Porto

José Carlos D. Marques dos Santos
The Rector of the University of Porto

For Ludwig-Maximilians University, Munich

Joachim Kahlert, Dean, Faculty of Psychology
and Education.

b. EU Universities and Vanderbilt University

AGREEMENT OF COOPERATION

between

VANDERBILT UNIVERSITY, USA

and

**JÖNKÖPING UNIVERSITY, SWEDEN, UNIVERSITY OF PORTO, PORTUGAL & LUDWIG
MAXIMILIANS UNIVERSITY, MUNICH, GERMANY**

March, 6th 2008

The universities above agree to cooperate for the following purposes to advance leadership in child intervention services:

To facilitate exchange of graduate students between the two institutions;
To foster faculty collaboration in teaching and research

Cooperation will take place as follows:

Each year, matriculated students in relevant departments at Jönköping University, University of Porto, Ludwig Maximilian University, Munich, and Vanderbilt University will be selected by participating departments at each university for exchange visits to the partner institution. From the range of courses and learning experiences available at the partner institution, each student will in collaboration with the appropriate faculty at the two institutions, select a suitable program of study.

1. The receiving institution will assist in the identification of accommodation and related arrangements.
2. Exchange students will pay university fees, as applicable, at their home institution.
3. Credits will be recognized by the receiving and the sending institution.
4. All exchange students on academic programs of study will register as visiting scholars in the host institution in order that they may enjoy the full range of facilities available.
5. While in the host institution, exchange students will be subject to the code of discipline and the regulation in force at the host institution.
6. In the event disciplinary action becomes necessary, the appropriate officer of the institution concerned, after consultation with the coordinators responsible for the student, shall reserve the right to terminate the student's registration with immediate effect.
7. It will be the responsibility of exchange students to take care of visa and related requirements and to make satisfactory provision regarding necessary personal insurance coverage.
8. Each institution shall appoint coordinators responsible for visiting students.
9. The role for the coordinator(s) shall consist of:
 - a. Ensuring that the program of study is suitable for each student;
 - b. Monitoring the progress of each student throughout her/his program of study;
 - c. Transmitting results of the student's performance back to the home institution;
 - d. Resolving any issues which may arise in connection with the exchange;
 - e. Providing a contact point between the receiving and home institutions.
10. At the end of the exchange visit, a report summarizing the activities and performance of the student will be sent to the home institution.
11. It is expected that the institution will extend graduate faculty status to qualified members of the respective institutions to facilitate supervision and advisement of exchange students.

12. This agreement is effective for five years from the date of signing. In exceptional circumstances, and only after mutual consultation, each side reserves the right to terminate this agreement, provided that at least six months notice is given in writing prior to the beginning of the next academic year.
13. It is expected that this agreement will be renewed.

For Jönköping University

For Vanderbilt University

Thomas Andersson, Rector

Camilla Benbow

Dean, Peabody College

**Eva Björck-Åkesson, Dean, coordinator
School of Education and Communication**

For the University of Porto

**José Carlos D. Marques dos Santos
The Rector of the University of Porto**

For Ludwig Maximilians University

**Prof. Dr. Joachim Kahlert,
Dean, Faculty of Psychology and
Education.**

**Brief Personnel Descriptions for Main US and EU Personnel
Concentration in Global Education and Developmental Studies**

UNIVERSITIES IN EUROPE

**JÖNKÖPING UNIVERSITY, SCHOOL OF EDUCATION AND
COMMUNICATION, SWEDEN**

Eva. M. Björck-Åkesson, Ph.D., Professor of Education with focus on Special Education, is EU project leader and will assume overall responsibility for the conductance of the collaborative program. She is the managing director and dean of the School of Education and Communication. As a former graduate student of University of Wisconsin she is fluent in English and has extensive contacts and experience in the United States and Europe making her well suited for this coordinating role. She has been the European coordinator of the Transatlantic Consortium on Early Childhood Intervention, 2001-2005, an EU-US program, elected best practices in Europe in 2006 (project no 2001-1279-US). She is EU coordinator of the policy oriented measure ECI-NET, Transatlantic Consortium on Early Childhood Intervention: Advancement of Policy and Practice (project no 2006-4563-01), 2006-2008. She has been the chair and co-chair of a number of international research symposiums in Europe and North America, and worked with international organizations, for example WHO on the development of a derived version of the International Classification of Functioning, Disability and Health for Children and Youth. She has been initiating and responsible for the research programme CHILD (Children- Health-Intervention-Learning-Development) together with professor Mats Granlund. She has been lecturing in different countries in Europe, North America and Asia and arranged international workshops. She has written several books and chapters in edited books, and published in international journals on early childhood intervention for children and their families and on ICF. She is leader of the Swedish part of the 6th framework project MHADIE (Measuring Health and Disability in Europe, www.mhadie.it/) and the Marie Curie-project MURINET www.murinet.eu/ . She belongs to the steering committee of International Society of Early Intervention, and of the Forum for Special Education, which is a national center for interdisciplinary cooperation between educators, psychologists, professionals in health care and nursing, social workers, and technicians. She is a member of Eurlaid. She has been vice president and acting president of Mälardalen University. Mälardalen University.

Through the interdisciplinary research programme CHILD, involving 43 researchers and faculty (25 doctoral students, seven professors and 10 senior researchers, that is based both in the School of Education and Communication and the School of Health Sciences at Jönköping University, Jönköping University and Mälardalen University have a collaboration agreement regarding. Through the collaboration between these two universities in CHILD the experiences from Mälardalen University in the Transatlantic consortium for Early Childhood Intervention can be transferred to Jönköping University and vice versa. CHILD is a unit for collaboration in the

consortium. Child is partner in the Swedish Institute for Disability Research and collaborates with the National Health Care Sciences Postgraduate School. (ki.se/ki/jsp/polopoly.jsp?a=1124&d=740&l=en).

Mats Granlund, Ph.D. Professor of psychology with focus on disability, intervention and health is employed at the School of Health at Jönköping University. He is working in the area of health psychology, disability and intervention. He is responsible for the research programme CHILD. He has worked with international organizations, for example ISAAC (International Society for Augmentative and Alternative Communication) and ISEI (International Association of Early Childhood Intervention). He is scientifically responsible for the research programme CHILD. He is an often invited lecturer in different countries in Europe, North America, Asia and Africa and has arranged international seminars and workshops. He has written several books and chapters on intellectual disability, communication, participation and early childhood intervention and published extensively in international journals. He is in the ethics committee of the 6th framework project MHADIE. He was responsible for evaluation of the Transatlantic Consortium on Early Childhood Intervention, 2001-2005, an EU-US program. He is engaged in the National Postgraduate School for the Health Care Sciences and the Postgraduate School for Promotion and Prevention at Örebro University. He is also in the board of directors of the National Institute for Handicap research in Sweden.

THE LUDWIG-MAXIMILIANS-UNIVERSITY IN MUNICH, GERMANY

Franz Peterander, Dr., Professor of Psychology, has for more than ten years mainly been engaged in the research of early intervention at the university. The main fields of his research are: analyzing the organizational and structural conditions of early intervention work, quality management in early intervention, the process of cooperation between professionals and parents, development of computer-based analysis and counseling programs for professionals, longitudinal studies in early intervention. In the context of this work he and his research team of pedagogics, psychologists and computer scientists cooperate intensively with a great number of professionals in the 120 early intervention centres in Bavaria. He gives lectures and courses for professionals in the area of mother-child interaction analysis, videofeedback training, parent counseling, behavioral-oriented family therapy and supervision. He has organized a number of national and international congresses in the area of child therapy, early intervention, quality management in social institutions and worked with international organisations. He took part at the Helios II program of the European Union (1993-1996), he was the contact person for the group early intervention, he organized in 1994 the Helios II seminar "Early intervention in theory and practice: changes and innovations" and published the results in German (Peterander, Speck 1996) and with colleagues from France and Canada in French (Peterander, Speck, Pithon, Terrisse 1999). He is the editor of the Helios II final report in 1996, which was published in seven languages. He is engaged in the European group of exchanges in Early Intervention (EURLY AID). He has lectured in different countries in Europe and has published several books and articles on early intervention with children and their families in national and international journals.

UNIVERSITY OF PORTO, PORTUGAL

Pedro Lopes dos Santos, Ph.d., professor of psychology with focus on early child development and in early intervention. His collaboration in this consortium will be in the areas of early childhood developmental assessment and of team work models in early intervention. His main interests are the theories and models of early intervention. He has developed mainly research in pre-school education and development.

UNIVERSITIES IN THE UNITED STATES

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Rune J. Simeonsson, PhD, MSPH is the Principal Investigator, Professor at the School of Education at the University of North Carolina at Chapel Hill, and Senior Investigator at the Frank Porter Graham Child Development Institute. He served as chair of the WHO Work Group responsible for the development of the International Classification of Functioning, Disability and Health –Children and Youth (ICF-CY) published in 2007. Dr. Björck-Åkesson, European Principal Investigator, is also involved in the International Task Force. Work on the ICF-CY has led to collaborative scholarly contributions on classification issues in childhood disability (Simeonsson, Granlund & Björck-Akesson, 2000). Dr. Simeonsson has published extensively on disability, and on assessment and intervention. He was the Principal Investigator on the FIPSE-funded Transatlantic Consortium for Early Childhood Intervention Studies, ending in December of 2005. *The School of Education at the University of North Carolina at Chapel Hill* offers undergraduate training to prepare teachers for public schools and graduate training to prepare educational leaders in administration, supervision and research. The graduate programs in School Psychology and Special Education have national visibility with particular strengths in the preparation of practitioners at the master's level and researches at the doctoral level in education and childhood intervention. These program areas are enhanced by strong collaborative ties with other academic units and clinical sites at the University. He was installed as guest professor at Jönköping University in September 2006 and is currently there on a sabbatical leave. He has earlier been guest professor at Mälardalen University working with the CHILD research program.

Irene Nathan Zipper, MSW, PhD is the Project Director. She is a Clinical Associate Professor at the School of Social Work and a fellow at the Frank Porter Graham Child Development Institute. She directs the Family Support Network of North Carolina, a department in the School of Medicine at the University of North Carolina at Chapel Hill. This program to promote and provide support for families with children who have special needs operates with 16 affiliated programs across North Carolina. Dr. Zipper has published in the areas of family support, early childhood intervention, and service coordination. She is on the faculty of the FIPSE-funded Transatlantic Consortium for Early Childhood Intervention Studies, ending in December of 2003.

VANDERBILT UNIVERSITY

Dale Farran, PhD, Vanderbilt University, Professor of Early Childhood Education, was for five years the director of the Susan Gray School for Children the largest early intervention program in Tennessee. She has published extensively on the integration and development of young children with disabilities in pre-school settings. Dr. Farran

is a Developmental Psychologist who has been involved in research and intervention for high risk children and youth for all of her professional career. She has conducted research at the Frank Porter Graham Child Development Center in Chapel Hill, NC and the Kamehameha Schools Early Education Project in Hawaii. Her current research emphasis is on evaluating the effectiveness of alternative preschool approaches. Dr. Farran has extensive experience consulting with school districts, working with teachers who are implementing curriculum, and developing instruments to collect valid data in field settings. She is on the faculty of the FIPSE-funded Transatlantic Consortium for Early Childhood Intervention Studies (2001-2005).

Literature

- Björck-Åkesson, E., & Granlund, M. (2003). Creating a team around the child through professional continuing education. In S Odom, M. J. Hansson, J.A. Blackman & S. Kaul S. *Early Intervention Practices Around the World*. Chap.9. Paul H. Brookes Publishing Company. pp 171-190.
- Boavida, J., & Borges, L. (2000). Community-based early intervention: The Coimbra Project (Portugal). *Child: Care, Health and Development*, 26, 343-354
- Britto, P.R. & Gilliam, W.S. (2008). Crossing borders with head start: commonalities and differences between head start and early childhood programs in developing countries. *Infants and Young Children*, 21 (1) 82-91.
- Faran, D. (2001). Another decade of intervention for children who are low-income or disabled: What do we know now? In J.P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention*. (2nd ed). New York: Cambridge University Press Pp. 510-548.
- Florian, L., Hollenweger, J., Simeonsson, R.J., Wedell, K., Ridell, S., Terzi, L. & Holland, A. (2006). Cross-cultural perspectives on the classification of children with disabilities: issues in the classification of children with disabilities. Part 1. *Journal of Special Education*.40(1) pp.36-45.
- Granlund, M., & Björck-Åkesson, E. (2005). Participation and general competence – do type and degree of disability really matter? In, A. Gustavsson, & J. Sandvin, R. Traustadottir & J. Tøssebro, (Eds.) *Change, Resistance and Reflection: Current Nordic Disability Research*. Lund, Sweden: Studentlitteratur. Pp 277-294.
- Huston, A.C. (2008). From research to policy and back. *Child Development*, 79(1) 1-12.
- Lollar, D.L. & Simeonsson, R.J. (2005) Diagnosis to function: Classification for children and youth. *Journal of Developmental and Behavioral Pediatrics*. 26(4) 323-330.
- Peterander, F. (2003). Supporting the early intervention team. In S. L. Odom, M. Hanson, J. A. Blackman. & S. Kaul, *Early Intervention: Practices from Around the World*. Baltimore: Paul H. Brookes Publishing Company, pp.301-332
- Simeonsson, R.J. (2006) Appendix C: Defining and Classifying Disability in Children. In Field MJ, Jette A, and Martin, L. *Workshop on Disability in America: A New Look*. Washington, DC: National Academy Press.pgs.67-87.
- Simeonsson, R.J., Björck-Åkesson, E. & Bairao, J. (2006). Rights of children with disabilities. In G. Albrecht (ed). *Encyclopedia of Disability*. Thousand Oaks, CA: Sage Publications. Pgs. 257-259.
- Simeonsson, R. J., Björck-Åkesson, E. & Granlund, M. (2006). The concept and classification of mental retardation. In H.N. Switzky & S. Greenspan. *What is mental retardation?* Washington DC: American Association on Mental Retardation. Pgs 245-266.
- Simeonsson, R.J., Leonardi, M., Lollar, D. Björck-Åkesson, E., Hollenweger, J. & Martinuzzi, A. (2003). Applying the International Classification of Functioning, Disability and Health to measure childhood disability. *Disability and Rehabilitation*. 25(11-2). 602-610.
- Simeonsson, R.J., Pereira, S. & Scarborough, A. (2003). Documenting delay and disability in early childhood development with the WHO-ICF. *Psicologia* 17(1) 31-41.
- Simeonsson, R.J., Simeonsson, N.E. & Hollenweger, J. (2008). *International Classification of Functioning, Disability and Health: a common language for special education*. In L. Florian & M. McLaughlin (eds). *Disability Classification in Education*. NY: Corwin Publishers
- WHO (2001). *International Classification of Functioning, Disability and Health. (ICF)*, WHO, Geneva.
- WHO (2007). *Classification of Functioning, Disability and Health for Children and Youth, ICF-CY. (ICF)*, WHO, Geneva.

Appendix 5

US Program Budget Justification

Appendix 5. U.S. FIPSE Budget Justification

Note: Appendix 5 is another placeholder for our colleagues in the EU, who need to include the US budget justification in their application (which has been included in our main application). We apologize for any confusion, but we wanted to be consistent with our EU colleagues.

Appendix 6

European Commission Comment on Transatlantic Consortium on Early Childhood Intervention

Note: Please see the pdf titled "Appendix 6," which has been included in the Additional Attachments section.