

**U. S. Department of Education  
International and Foreign Language Education (IFLE)**

**UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN  
LANGUAGE (UISFL) PROGRAM  
GUIDE FOR DEVELOPING THE UISFL APPLICATION NARRATIVE  
FISCAL YEAR 2012  
SELECTION CRITERIA AND PRIORITIES**

**Selection Criteria**

1.	Plan of Operation	(15 points)
2.	Quality of Key Personnel	(10 points)
3.	Budget and Cost Effectiveness	(10 points)
4.	Plan of Evaluation	(20 points)
5.	Adequacy of Resources	(5 points)
6.	Commitment to International Education (Institutional Applicants/Organizations and Associations)	(15/10 points)
7.	Elements of the International Studies Program (Applicable only to Institutional Applicants)	(10 points)
8.	Need for and Results of Program (Applicable only to Institutional Applicants)	(15 points)
9.	Need for and Impact of Project in Improving International Studies and Foreign Languages at the Undergraduate Level (Applicable only to Organizations and Associations)	(30 points)
10.	Competitive Preference Priorities	(10 points)
<b>Total Score for Selection Criteria</b>		<b>110 points</b>

The following guidance will assist you in addressing each of the selection criteria.

**1. Plan of Operation (Maximum 15 points)**

- Provide a brief introduction.
- Will your plans for management of the project ensure proper and efficient administration? How will this be accomplished?
- How do the objectives of the project relate to the purpose of the UISFL program?
- Describe the design of the project, and the activities that will be carried out, on a week-to-week or month-to-month basis for each of the two or three years of the project.
- How will resources and personnel be used to support the objectives of the project?
- Describe how the project will provide equal access and treatment for eligible project participants who are members of racial or ethnic minority groups, women, handicapped persons, and the elderly.

**2. Quality of Key Personnel (Maximum 10 points)**

- Describe the project director's education, experience and other qualifications.
- Show the percent of full-time effort which will be spent on the project.
- Describe the other key personnel's education, experience and other qualifications. Show the percent of full-time effort which will be spent on the project.
- As part of the institution's non-discriminatory employment practices, how will applications for employment from underrepresented groups (e.g., members of racial and ethnic minority groups, women, handicapped persons, and the elderly) be encouraged?

**3. Budget and Cost Effectiveness (Maximum 10 points)**

- How do these costs support the project activities?
- Are your budget items cost effective?
- Travel must be Fly America Act compliant.

**4. Plan of Evaluation (Maximum 20 points)**

- Provide a plan for evaluating the effectiveness of the project.

- What data will be collected and analyzed? Are they objective and quantifiable?
- What effects and impacts will the project have?
- Describe evaluation methods. How will these effectively measure project activities and impact?
- Provide a timetable for the evaluation process.
- How will the evaluation tools determine if the needs for which the project is designed are being met?
- How will evaluation results be used to shape the development of the project (before, during, after)?
- Provide examples of the evaluation tools in the appendices.

#### **5. Adequacy of Resources (Maximum 5 points)**

- Describe the sources and kinds of institutional and matching resources which will be provided in support of the project.
- Are the resources -- the facilities, library and language labs, equipment, supplies, etc., -- adequate to carry out the activities of the project?

#### **6. Commitment to International Education (Institutional Applicants/Organizations and Associations) (Maximum 15/10 points)**

- Describe your current strengths, including the types and numbers of international studies courses currently offered.
- To what extent has the planning for the project involved administrators and faculty?
- Are you making optimal use of available personnel and other resources?
- Are you making optimal use of institutional and matching funds?

#### **7. Elements of the International Studies Program (Only for Institutional Applicants) (Maximum 10 points)**

- Describe the extent to which the proposed activities will contribute to the implementation of a program in international studies and foreign languages.
- Discuss the interdisciplinary aspects of the project.
- How many new and revised courses with an international perspective will be added? How will these meet program goals?

- How will you improve or expand language instruction?

**8. Need for and Results of the Proposed Program (Only for Institutional Applicants) (Maximum 15 points)**

- Describe the extent to which the proposed activities are needed.
- What will be the extent of the international studies and foreign language program that will be implemented?
- What is the likelihood that the activities will be continued after the project ends?
- Describe how you will share the materials and results of the program with other institutions of higher education.

**9. Need for and Impact of Project in Improving International Studies and Foreign Languages at the Undergraduate Level (Only for Organizations and Associations) (Maximum 30 points)**

- How will the federal funds contribute to achieving results?
- How will the project make an especially significant contribution to the teaching of international studies or foreign languages at the undergraduate level?
- How will the project have a major regional and national impact on undergraduate education?
- Explain your provisions for sharing the materials and the results of the project with the higher education community.

**10. Competitive Preference Priority 1 (Maximum 5 points, 0-5 point range) (*Institutional Foreign Language Requirements for Entry or Exit*)**

- Describe how the project applicant either:
  - a) Requires entering students to have successfully completed at least two years of secondary school foreign language instruction; or
  - b) Requires each graduating student to earn two years of postsecondary credit in a foreign language or have demonstrated equivalent competence in the foreign language; or
  - c) In the case of a two-year degree granting institution, offer two years of postsecondary credit in a foreign language.
- If consortial applicant, the lead applicant must meet these requirements in order to garner points.

- The entrance or exit requirements must be for the institution as a whole, not for individual programs.
- Provide supplemental information in the appendices, if necessary under “Other Narrative Forms.”

**11. Competitive Preference Priority 2 (Maximum 5 points, 0-5 point range)**  
*Learning Foreign Languages/Supporting In-Service Teacher Professional Development)*

- Describe how the project applicant either:
  - a) Expands opportunities for **advanced** learning of foreign languages, **especially Less Commonly Taught Languages (LCTLs) and for undergraduates;** or
  - b) Supports in-service **(K-12)** teacher professional development
- Select one of the above to address. If both are addressed, readers will award up to 5 points for the one above that is addressed more in depth.
- In-service refers to K-12 teachers who are already licensed who are seeking professional development opportunities such as teacher licensure re-certification courses.

**12. Invitational Priority 1 (No points)**  
*(Minority-Serving Institutions and Community Colleges)*

- Describe how one or more of the project applicants is either a:
  - a) Minority-serving institution
    - Eligible to receive assistance under Part A or B of Title III of the Higher Education Act (HEA); or
    - Eligible to receive assistance under Title V of the HEA; or
  - b) Community College
- If this is a consortial application any of the partners can fulfill this requirement.

**13. Invitational Priority 2 (No points)**  
*(List of 78 Priority Languages)*

- Describe how your project will propose programs or activities focused on language instruction or the development of area or international studies

programs to include any of the 78 priority languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages)

**U.S. Department of Education's List of Less Commonly Taught Languages (LCTLs):**

Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.

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