

Request for Proposal
UNDERGRADUATE ARABIC FLAGSHIP PROGRAM

Application Guidelines

DEADLINE FOR RECEIPT OF PROPOSAL:

November 28, 2012

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Dear Grant Applicant,

The Institute of International Education (IIE) is pleased to provide you with application materials to develop an Undergraduate Domestic Flagship Program in Arabic. The Language Flagship is a major initiative of the National Security Education Program (NSEP), which is part of the Defense Language and National Security Education Office (DLNSEO). IIE considers it a distinct pleasure to serve as the administrative agent for this important effort.

NSEP was created by Congress in 1991 to increase the ability of Americans to communicate and compete globally by knowing languages and cultures of other countries. NSEP recognizes that the scope of national security has expanded to include not only the traditional concerns of protecting and promoting American well-being, but also the new challenges of a global society, including sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness.

The Language Flagship has already achieved national success in launching new and innovative programs of advanced instruction in Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish. Through this solicitation we hope to identify and invest in the development of one or two U.S. campus-based Undergraduate Domestic Arabic Flagship Programs.

SECTION 1: PROGRAM GUIDELINES

The Institute of International Education (IIE), acting as the administrative agent of the National Security Education Program (NSEP) for The Language Flagship, seeks proposals from U.S. Institutions of Higher Education (IHEs) to develop and implement an Undergraduate Domestic Arabic Flagship Program, with the goal of increasing the number of U.S. undergraduate students obtaining professional level language competency in Arabic. This solicitation is open to U.S. IHEs with existing programs in Arabic language.

THE LANGUAGE FLAGSHIP

The Language Flagship is an ambitious effort to empower an expanding group of colleges and universities that are implementing new models of language learning to produce college graduates with professional level (ILR 3, ACTFL Superior) proficiency. Existing Flagship Programs set high expectations for participating students of all majors and provide the opportunity for these students to reach professional levels of proficiency in the target languages. Regardless of their disciplines, students make language an integral part of their undergraduate academic pursuits. All Flagship programs include rigorous language training and cultural immersion at overseas Flagship Centers.

Flagship focuses on critical languages including Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish. Flagship Programs at U.S. universities offer advanced language instruction and work closely with Flagship overseas Centers for articulated language immersion.

The Flagship community is currently composed of 26 Flagship Programs at institutions of higher education and 10 overseas Centers. The leadership of these Programs are nationally recognized individuals in language education that have been engaged with innovative language education research and materials development.

The objectives of The Language Flagship are to:

- Establish programs for undergraduate students of all majors and disciplines that teach critical languages to the professional level (ILR 3, ACTFL Superior) and beyond during their course of study;
- Re-engineer existing language programs at all levels to provide students with opportunities and additional support for advanced language learning leading to professional level proficiency;
- Promote and improve on teaching excellence in the target language;
- Stimulate institutional support and long-term commitment to reforming language learning;
- Articulate domestic programs with high-quality overseas study centers; and
- Improve national capacity in critical languages.

OVERVIEW

Applicants must demonstrate prior experience with undergraduate Arabic language programs and must describe their existing programs. Applicants must also indicate how they will adjust and enhance their language and disciplinary programs to meet Flagship goals and articulate instruction with overseas study in the yearlong Overseas Flagship Program in Alexandria, Egypt. As the primary focus of The Language Flagship since 2007 has been on undergraduate program development and expansion, enhancements to graduate programs will not be considered.

DOMESTIC UNDERGRADUATE ARABIC FLAGSHIP PROGRAM

As with all Flagship programs, the goal of an undergraduate Arabic Flagship Program is to dramatically increase the number of U.S. students of all majors reaching professional level proficiency (American Council on the Teaching of Foreign Languages Superior level and/or Interagency Language Roundtable Level 3) in speaking, reading, writing, and listening by the time they complete their bachelor's degrees. The Flagship undergraduate curriculum must include one year overseas at the Flagship Program at Alexandria University (Egypt) where students engage in Flagship coursework, direct enroll in courses in their academic, professional, or technical discipline, and engage in an internship or other appropriate professionally experiential activity.

Undergraduate Flagship Program applications must demonstrate how the proposed Flagship Program will attract and recruit students from all majors and disciplines. They must also demonstrate a curricular program and path that will enable students to graduate within a four- or five-year period with ACTFL Superior/ILR 3 proficiency in Arabic.

FUNDING FOR DOMESTIC UNDERGRADUATE ARABIC FLAGSHIP PROGRAM

Institutional funding will be administered by the Institute of International Education (IIE). IIE anticipates making one or two awards of up to \$60,000 for a planning and development period from March 1 through May 31, 2013, and up to \$300,000 per year for the following two years (please see project timelines below). The successful applicant will be eligible for an additional three years of grant support contingent upon success of the initial grant and the appropriation of funds.

INSTITUTIONAL COMMITMENT

The Language Flagship is committed to continuing its investment in language learning in the U.S. for the long term and, accordingly, requires evidence of significant institutional commitment to support and sustain Flagship efforts. The Language Flagship normally commits to long-term funding for programs if institutions demonstrate a similar commitment to support the language education infrastructure required for institutionalization and sustainment of these efforts over time. This must be demonstrated

by a clear commitment of financial support to core operations of the project. As mentioned previously in this document, The Language Flagship seeks to invest in projects over multiple funding cycles provided that the institution demonstrates similar commitment and progress. Successful applicants will:

- Demonstrate that the institution is committed to long-term financial support of Flagship efforts that will ensure that the Flagship program will be sustained over the long term. Competitive proposals will clearly demonstrate how the institution plans to contribute to the project as well as incorporate the costs of the Flagship Program into normal institutional operations over time;
- Assign a senior, tenured faculty member, preferably in the field of the target language, to serve as Flagship Director;
- Describe a clear reporting relationship for the Flagship Program that involves leadership to the level of the Dean at minimum;
- Describe how the institution will reexamine or change any institutional regulations or requirements that create barriers to students of various majors to engage in effective language education and overseas study, including smaller class size, additional study time if necessary, or recognition of credit for overseas study;
- Discuss plans for the institution to provide physical space, facilities, and technological support conducive for faculty and students to thrive in a first-rate language learning environment;
- Provide significant institutional contribution for the long-term support of the program in the form of new faculty lines, release time for faculty and senior administrators, dedicated student scholarships, reduced overhead charges, budgetary support, travel costs, capital equipment, and so forth.

PROJECT TIMELINES

IIE expects to award this grant on or around March 1, 2013. Applicants will address important outcomes and timetables in their proposals for the follow periods:

Initial Project Planning and Development: March 1, 2013 – May 31, 2013

Project Year 1: June 1, 2013 – May 31, 2014

Project Year 2: June 1, 2014 – May 31, 2015

The National Security Education Program (NSEP) anticipates long-term support for Flagship Programs. Funding levels may vary depending on program performance and funding availability. NSEP also expects each Flagship Program to develop a plan for

long-term sustainment that includes support from other sources including government, foundations, and private sector organizations.

SECTION 2: PROPOSAL DEVELOPMENT

This solicitation seeks to establish a Domestic Undergraduate Arabic Flagship Program. The program must focus on undergraduate education that offers students from all majors an opportunity to achieve professional level language proficiency in four years. Plans might include a fifth year option for undergraduates depending on a student's language proficiency level at entry or major. A successful plan must include a year of intensive language study in the Overseas Flagship Program in Alexandria, Egypt as part of its undergraduate Flagship program, and will indicate how overseas study will be integrated with studies at the home institution.

UNDERGRADUATE FLAGSHIP CURRICULAR DESIGN

The Language Flagship is dedicated to producing students of all majors who are proficient in an array of critical languages. The Language Flagship is committed to an approach that combines investment in U.S.-based language learning infrastructure coupled with overseas immersion.

Our experience supporting the development of Flagship Programs has shown that existing language programs often need to be re-engineered to achieve the goal of producing graduates with professional proficiency. In addition, to accommodate students of all majors, the requirements for undergraduate students involved in Flagship programs need to be carefully examined and, if necessary, reshaped to allow students to undertake the rigors of a Flagship program.

The Language Flagship encourages applicants to consider a broad range of transformative activities with respect to curricular design, institutional enhancements, and institutional commitment to advanced language programming. In addition, we strongly encourage all potential applicants to review curricula and approaches at each of the current Flagship Programs (links can be found at www.thelanguageflagship.org). We encourage applicants to thoroughly research and incorporate Flagship curricular approaches that are applicable to their program into their proposal.

A successful applicant will clearly describe the undergraduate curricular model it seeks to implement as well as describe a curricular design that is based on solid practice and good planning to ensure that there will be pathways for students from all majors to reach professional proficiency by the time of their graduation. Successful applicants will describe in detail the following:

- **Diagnostic assessment:** Given that students will enter the program with varying levels of language skills, competencies, language learning backgrounds, and disciplinary interests, successful applicants will explain how they will develop or implement a

rigorous diagnostic assessment system that places students in the program and tailors courses of study directed at the strengths and weaknesses of the individual learner.

- Customized and individualized language learning: Insofar as the proficiency target for The Language Flagship is set high and the cadre of students will vary in background, strengths and weaknesses, rates of progress, and disciplinary interests, learning must be adapted to the needs of each student. Such customization may entail:
 - Modularized curriculum, where learners can take the configurations of sub-course units appropriate to their needs, strengths, and weaknesses;
 - Variable credit according to work done;
 - Summer and intersession intensive coursework;
 - Ongoing process of assessment and feedback for students and instructors;
 - Access to a planned 24/7 learning environment that blends a variety of approaches such as classroom learning, language discussion sessions, structured tutoring sessions, planned self-study, language “houses”, and a variety of computer assisted, Personal Digital Assistant (PDA), or on-line delivery for “anytime, anywhere” learning.

- Incorporation of content-based or domain-based language learning: Given that the desired graduating cohort of undergraduate Flagship students includes a range of academic majors, the successful program will prepare students to be able to use their language skills in a range of disciplines. Successful applicants will describe how the program will incorporate in its curriculum:
 - Significant collaboration across academic disciplines and programs in the design of curriculum and program implementation;
 - Experiential learning opportunities, including disciplinary modules and/or courses in the target language;
 - A clear strategy for training of faculty in disciplines outside foreign language departments in course work development, mentoring, and teaching content in the language.

- Incorporation of theory and research and best practices in language learning: The successful applicant will describe program development based on solid theory and research in second language acquisition. In addition, successful applicants will describe how their Flagship program will build on successful practice in effective language learning already underway at their own institution, other Flagship programs, or other institutions.

- Articulation with the existing Overseas Flagship Program: All Flagship students, upon reaching ILR2/ACTFL Advanced language proficiency, are required to spend one year overseas enrolled in coursework in their subject areas and engaged in work-related experiences. Successful applicants will describe how their undergraduate program will incorporate the overseas study and experiential component at the Arabic Overseas Flagship Program in Alexandria, Egypt. Applicants are strongly encouraged

to contact the administrator of the Arabic Overseas Flagship Center for details on the program in order to incorporate program details into their plan. Information on Overseas Flagship Programs can be found at www.thelanguageflagship.org. Applicants may also contact Ms. Armine Poghikyan at the American Councils for International Education, administrator of the Arabic Overseas Flagship, at (apoghikyan@americancouncils.org) for information about the Arabic overseas Flagship program.

- Integration of evaluation in curricular design and in the program: Given the high standards for success and continued funding for individual projects, evaluation of student progress and program performance must be incorporated into the program and curricular design.
- Integration of a sophisticated faculty and staff development process that supports state-of-the art advancements in undergraduate language learning in all modalities (reading, writing, listening, and speaking).

MAXIMUM EXPOSURE AND USAGE OF LANGUAGE

Gaining advanced language proficiency can only be accomplished by providing novice students with 1) well-trained language instructors and professors, 2) well-designed curricular materials, 3) sustained exposure to real language usage, and 4) the opportunity to use the language in real-life situations. The successful applicant will have a curricular design that builds on current program offerings to maximize the exposure to and significant use of the target language, while also identifying areas that must be adjusted or developed to meet Flagship goals. Established Flagship Programs achieve this goal by utilizing the following strategies:

- Senior faculty and staff involved in the core language instruction;
- Additional hours of classroom instruction;
- Additional hours of individual tutoring and group discussion sessions;
- Access to well-trained language tutors and language partners;
- Creative training and use of speakers of the target language, including on-campus faculty and students;
- Blended learning that incorporates strategic access to media and online learning opportunities;
- Use of authentic materials in the target language;
- On-campus immersion environments, such as language houses and language tables;
- Integration with Flagship overseas immersion learning opportunities;
- Summer and intersession intensive-immersive language learning opportunities.

UNDERGRADUATE FLAGSHIP STUDENT REQUIREMENTS

By definition, a Flagship Undergraduate is a student who has applied for and been granted formal admission to a Flagship Program. Flagship Undergraduate students agree to fulfill all of the following requirements:

1. Sign student contracts and formally agree to all of the terms and conditions involved in being Flagship Undergraduate students;
2. Agree to the use of their personal data and acknowledge that their progress will be tracked and monitored for the duration of the Flagship program and beyond;
3. Demonstrate substantial progress, by Flagship Program standards, toward professional level language proficiency in their Flagship languages;
4. Commit to completing all components of their domestic Flagship programs; and
5. Commit to completing the yearlong overseas experience at a Flagship program.

These Flagship students, as defined above, are eligible to receive Flagship student support. The Language Flagship provides limited support for extraordinary study activities such as summer intensive or overseas study.

UNDERGRADUATE OVERSEAS STUDY REQUIREMENTS

All Arabic Flagship students are required to participate for one year in the Arabic Overseas Flagship Program at Alexandria University in Egypt. This yearlong program is typically referred to as a “capstone overseas” experience, and involves direct enrollment in academic courses offered at Alexandria University alongside peers whose first language is Arabic, guided tutoring, as well as internships or other service learning activities that provide students the opportunity to use the language in a professional environment. Admission to the capstone program is determined by standards set by the Flagship Council of Directors, which include a minimum ILR 2/ACTFL Advanced proficiency level as the benchmark to qualify for yearlong overseas study in the Flagship Program.

The requirement for all fully participating Flagship students to study in the overseas capstone program for one year is fundamental to establishing a high standard for language and culture immersion. As a result, it establishes clear expectations for all Flagship programs to develop the appropriate administrative structures and curricular approaches to ensure that all students have the opportunity to learn and work in their subject areas in an overseas academic environment. Participation in multiple short-term summer overseas programs will not count as the overseas academic year requirement.

INSTITUTIONAL ROLE IN THE UNDERGRADUATE FLAGSHIP PROGRAM

The feasibility of attaining the goals of The Language Flagship rests on a high level of institutional engagement across administrative units at the university. Applicants should address the following:

- **Fit to Overall Institutional Mission:** A successful Flagship applicant will demonstrate how having a Flagship Program will be supported by the institutional administration and fit into the long-term mission of the institution.
- **Leadership, Management, and Flexibility:** A successful applicant will clearly describe the management and leadership of the proposed Program. The proposal will describe how senior leadership in the language field on their campus will be supported and how that leadership will operate in the context of the new Program. The applicant must concretely identify the location of the program within an appropriate academic department, its support of management and leadership, its staffing, its campus “chain of command,” and the procedures by which it will implement the proposed curriculum. Experience has shown that successful Flagship institutions draw support across departments and colleges, and from senior university administrators in creating opportunities for students to learn languages to the advanced levels.
- **Outreach and Recruitment:** Applicants must describe a full range of creative outreach and recruitment efforts that will successfully attract undergraduate students, with proficiency levels in the target language ranging from beginner to advanced, into the proposed Flagship program. Applicants must also describe how they will recruit nationally and locally, and how they will work with the K-12 sector, particularly high schools in their states and across the nation that have established language programs in their target language. Successful applicants will describe target enrollment numbers per annual cohort and will describe how they plan to work with the university admissions office to better recruit into the program.
- **Cross Disciplinary Approach:** The long-term success of any Flagship Program depends largely on how well it collaborates with academic departments and programs that represent undergraduate disciplines across the spectrum. A successful Flagship Program will engage members of fields and disciplines beyond languages and literature in the training of students towards professional proficiency.
- **Student Support:** Successful applicants must demonstrate how they will work with financial aid and other university offices involved in student support to maximize institutional and student financial aid, including scholarships, to help support students who do not have the resources to participate full time in this program. Successful applicants will identify existing national funding sources (such as Boren Awards, FLAS, Gilman International Scholarships, etc.) as well as existing or potential new on-campus scholarships or other sources of funding.

- The Language Flagship will provide a limited amount of support for domestic or overseas summer intensive language study or for capstone overseas study at the Arabic Overseas Flagship Program at Alexandria University. The applicant must provide a well-designed student support plan in order to receive student support funding. Student support plans and funding requests are submitted separately to IIE on an annual cycle; funding is in addition to the institutional award amounts projected in this solicitation.

The Institute of International Education and The Language Flagship are committed to the principle of diversity. No applicant will be discriminated against on the basis of race, religion, gender, sexual preference, or national origin.

SECTION 3: APPLICATION PROCEDURES

PROPOSAL CONTENT

A successful proposal should include and/or address the following:

1. Title page
2. Abstract of no more than 250 words
3. Proposal narrative of no more than twenty-five (25) pages that contains the following:
 - a) A project plan that clearly describes the development of a domestic undergraduate Flagship Program that emphasizes the foci described in the solicitation guidelines (engagement of undergraduate students of all majors, a plan to adjust language offerings to meet the high proficiency goals, a description of the planned curricular design, assessment processes, processes to ensure maximum exposure to language, etc.). This must also include a description of what specifically will be done during each project period and by whom. (Please attach a timeline for program development.)
 - b) A discussion of how the new Program will incorporate best practices from existing Flagship Programs to develop a state of the art learning environment. The successful applicant(s) will describe how the development of the proposed Flagship Program and proposed program builds upon research, successful initiatives, or best practices in the field.
 - c) A description of the proposed outcomes of the Flagship Program over the funding period. How will the Flagship Program make a significant contribution to improve professional level language learning for students? What methods of assessment will be used to verify improved language learning?
 - d) A clear description of institutional commitment and how the Flagship Program will become sustained and institutionalized.
 - e) A plan for working with departments and schools on campus to articulate pathways for students in their major fields to integrate language study in their disciplines and complete their majors while satisfying the professional language proficiency and overseas study requirements of the Flagship Program.
4. A list of key individuals directly involved in the development and management of the Flagship Program, including key partners across the institution. Include complete contact information: mail and email addresses, and telephone and fax numbers.
5. An appendix including short curriculum vitae of no more than three pages for each lead individual involved in the Flagship Program, with mini-bios for other key individuals.
6. Support letters from senior university leadership (i.e., president, provost, vice president of academic affairs, deans, department chair) indicating institutional support, fit with mission, and willingness to institutionalize a Flagship Program.
7. A budget summary, spreadsheet, and narrative. Use the preliminary budget summary forms to present a complete budget overview, following the project timelines included at the end of Section 1. Please follow all directions on the budget sheets. Provide a separate, detailed, line-item budget for each year of the project (using the budget template provided; please email flagship@iie.org to request an Excel version

of the template) and a separate narrative budget justification. The budget narrative should explain:

- a. The basis for estimating the costs of professional personnel salaries and wages, including annual salary or hourly wage rate and percentage of staff time; employee benefits per person, including rates and percentage of staff time; employee travel per person/per trip; consultants and subcontracts, including non-employee travel; materials and supplies; other costs, including printing, telephone expenses, and equipment rental; and indirect costs;
- b. How the major cost items relate to the proposed activities; and
- c. A detailed breakdown of institutional and other support for the Flagship Program in addition to the federal funds requested.

APPLICATION FORMAT

NOTICE: Failure to abide by the following requirements or failure to submit a complete proposal may result in disqualification.

1. Margins: 1” on all sides
2. Type face: 12 pt, Times New Roman
3. Spacing: double-spaced throughout
4. Printing: double-sided for narrative sections
5. Binding: binder clip
6. Copies: one (1) signed original and nine (9) copies
7. Pages numbered consecutively, starting with title pages, and in the order specified in “Proposal Content”

TRANSMISSION INSTRUCTIONS

Please send one (1) original plus nine (9) copies of your proposal by U.S. Postal Service or by delivery service (e.g., FedEx) to:

The Language Flagship
National Security Education Program
Institute of International Education
1400 K Street, NW, Suite 700
Washington, DC 20005
[Telephone for delivery services: 202-898-0600]

The **DEADLINE FOR RECEIPT** is **4:30 p.m. (EST), November 28, 2012**. The burden of timely delivery is the applicant’s. Proposals received after the deadline will be disqualified. Proposals must be mailed or delivered (e.g., FedEx). Faxed and emailed proposals will not be accepted.

SECTION 4: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

MERIT REVIEW PROCESS

Proposals will be evaluated by a merit-review panel organized by the Institute of International Education (IIE). The panel will rank proposals and make recommendations to the National Security Education Program (NSEP). Final award decisions will be made by NSEP based on the review panel recommendations, funding availability, and program priorities, including diversity of institutions and participants. Final award funding levels may be lower than those proposed. Additionally, proposed budgets will be examined for their ability to support the proposed project in an efficient and effective way while demonstrating reasonableness, relevance, and costs that are allowable and allocable.

Final awards will be made by IIE to the selected institution(s). IIE may discuss the grant application with the applicant if deemed necessary. IIE also reserves the right to award grants without discussion with any applicants. IIE may cancel the competition, or may reject any or all applications if they do not sufficiently demonstrate an ability to meet the stated initiative goals.

EVALUATION CRITERIA

I. Quality of leadership, proposed administrative structure, and staffing: 20 points

Proposals will be evaluated on the degree to which the proposal demonstrates high-quality leadership and staff experience to develop and manage a Flagship Program.

- Does the proposal show clear evidence of experienced leadership capable of designing, implementing, and staffing cutting edge language programs? (10 points)
- Do the administrative structures of the proposed Flagship Program provide clear reporting arrangements to senior campus administration? (10 points)

II. Institutional commitment: 20 points

Proposals will be evaluated on the degree to which the institution supports a strong mission for proficiency-based language learning and teaching with real financial support. Institutional commitment can be evident in a number of ways. Successful applicants will demonstrate in their budget how they will invest directly in the long-term success of this project through dedicated faculty lines, student support, physical space, teaching staff, and reduced overhead charges. Successful applicants will minimize costs allocated to unassigned institutional “overhead” and demonstrate direct commitment to building a strong program over the long term.

- Does the proposal demonstrate a clear institutional commitment in its budget for language learning, faculty lines, teaching staff, space, and students? (10 points)

- Does the proposal indicate how a Flagship Program fits into the long-term strategic planning of the institution? (10 points)

III. Strength of proposed curricular design: 20 points

Proposals will be evaluated on the quality of the curricular design. Proposals must describe in detail the proposed curricular approach as well as the desired outcomes. Successful applicants will provide solid grounding in theory and practice to justify the planned design, stating what evidence exists that the chosen design will produce the desired proficiency outputs. Proposals must also address how the curricular design builds upon best practices of existing undergraduate Flagship Programs.

- Does the proposal clearly describe an effective curricular design for high proficiency language learning? (10 points)
- Does the proposal describe the use of state of the art methods and approaches, blended language learning, content based language learning, and advances in curricular design? (10 points)

IV. Exposure to language: 10 points

Proposals will be evaluated on the degree to which they incorporate study and work abroad, experiential and community learning, distance learning, and language learning for professional, business, and other disciplines.

- Does the proposal demonstrate innovative and effective means to provide students intensive instruction through intersession, summer intensive/immersive programs, tutoring, or other means? (10 points)

V. Strength of recruiting and student enrollment plan: 10 points

Proposals will be evaluated on their plans to recruit students from a range of populations, disciplines, and majors. Recruitment plans should describe local and campus efforts as well as regional and national efforts. They should also discuss plans to recruit students who are absolute beginners, novice learners, heritage students, and others, and demonstrate how each would be able to attain ILR 3/ACTFL Superior level proficiency by the time they complete the Flagship Program.

- Does the proposal concretely identify on-campus and other populations from which participants could be recruited, including the number of existing and potential, and the disciplines/majors and proficiency levels of current students? (5 points)
- Does the proposal provide a clear plan for recruiting a diverse student cohort, with sufficient resources allotted to recruiting, as well as defined measures of recruiting success? (5 points)

VI. Incorporation of theory and research:

10 points

The successful applicant will describe program development based on solid theory, research, and practice in second language acquisition. In addition, successful applicants will describe how their Flagship Program will build on successful practices in effective language learning already underway at their own institution, existing Flagship Programs, or other institutions.

- Does the proposal clearly demonstrate incorporation of language acquisition research, theory and practice in the development of the Flagship Program? (10 points)

VII. Strength of linkages and collaborations with other disciplines:

10 points

Successful proposals will demonstrate substantive involvement of content and expertise from a variety of academic disciplines and professions in the curricular and instructional design.

- Does the proposal demonstrate involvement in and commitment from other disciplines in the design and implementation of the Flagship Program? (10 points)

VIII. Budget

All costs must be allowable, allocable, and reasonable. Reviewers should consider and comment specifically upon the budget's ability to support the proposed project in an efficient and effective way while demonstrating a reasonable and appropriate allocation of funding.

SECTION 5: BUDGET FORMS

PRELIMINARY BUDGET SUMMARY

THE LANGUAGE FLAGSHIP

DOMESTIC UNDERGRADUATE FLAGSHIP PROGRAM

Name of Applicant Institution

Please list all funds requested; non-federal funds provided to or by the applicant should be included in the preliminary budget summary, Part II: Non-Federal Funds. **Remember to include separate budget spreadsheets and budget narratives detailing your funding request using the budget template provided.**

PART I: THE LANGUAGE FLAGSHIP FUNDS

| Budget Categories | Planning & Development (3/1/13-5/31/13) | Project Year 1 (6/1/13-5/31/14) | Project Year 2 (6/1/14-5/31/15) | Total |
|-----------------------------------|--|------------------------------------|------------------------------------|-------|
| 1. Personnel | | | | |
| 2. Fringe Benefits | | | | |
| 3. Travel | | | | |
| 4. Equipment | | | | |
| 5. Supplies | | | | |
| 6. Contractual | | | | |
| 7. Other | | | | |
| 8. Total Direct Costs (lines 1-7) | | | | |
| 9. Indirect Costs @ ____% | | | | |
| 10. Total Federal Request | | | | |

| | | | | |
|---|--|--|--|--|
| Total Non-Federal Funds (from Part II) | | | | |
|---|--|--|--|--|

PRELIMINARY BUDGET SUMMARY
THE LANGUAGE FLAGSHIP
DOMESTIC UNDERGRADUATE FLAGSHIP PROGRAM

Non-Federal Funds

Please list all non-federal funds being provided; enter Total of Non-Federal Support onto the Applicant Budget Summary Form (Part I) under "Total Non-Federal Funds." **Remember to include separate spreadsheets and budget narratives detailing this information.**

PART II: NON-FEDERAL FUNDS

| Budget Categories | Planning and Development (3/1/13-5/31/13) | Project Year 1 (6/1/13-5/31/14) | Project Year 2 (6/1/14-5/31/15) | Total |
|--------------------------------------|--|------------------------------------|------------------------------------|-------|
| 1. Personnel | | | | |
| 2. Fringe Benefits | | | | |
| 3. Travel | | | | |
| 4. Equipment | | | | |
| 5. Supplies | | | | |
| 6. Contractual | | | | |
| 7. Other | | | | |
| 8. Total Direct Costs (lines 1-7) | | | | |
| 9. Indirect Costs @ ____% | | | | |
| 10. Total Non-Federal Support | | | | |

INSTITUTION NAME
 ARABIC DOMESTIC FLAGSHIP PROGRAM
 THE LANGUAGE FLAGSHIP FUNDS - DETAILED BUDGET

| | Role on Project | Planning and Development (3/1/13-5/31/13) | | | Project Year 1 (6/1/13-5/31/14) | | | Project Year 2 (6/1/14-5/31/15) | | |
|------------------------------------|-----------------|--|----------|--------------|------------------------------------|----------|--------------|------------------------------------|----------|--------------|
| | | Inst. Salary | % Effort | III | Inst. Salary | % Effort | III | Inst. Salary | % Effort | III |
| PERSONNEL | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| FRINGE BENEFITS | | Salary | Fringe | Total | Salary | Fringe | Total | Salary | Fringe | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| TRAVEL | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| EQUIPMENT | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| MATERIALS AND SUPPLIES | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| CONTRACTUAL | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| OTHER EXPENSES | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| | | | | Total | | | Total | | | Total |
| SUBTOTAL DIRECT COSTS | | | | \$0 | | | \$0 | | | \$0 |
| MODIFIED TOTAL DIRECT COSTS | | | | \$0 | | | \$0 | | | \$0 |
| TOTAL INDIRECT COSTS | | | | \$0 | | | \$0 | | | \$0 |
| TOTAL COSTS FOR III | | | | \$0 | | | \$0 | | | \$0 |

INSTITUTION NAME
 ARABIC DOMESTIC FLAGSHIP PROGRAM
 NON-FEDERAL FUNDS - DETAILED BUDGET

| | Role on Project | Planning and Development (3/1/13-5/31/13) | | | Project Year 1 (6/1/13-5/31/14) | | | Project Year 2 (6/1/14-5/31/15) | | |
|------------------------------------|-----------------|--|--------------|-------------|------------------------------------|--------------|-------------|------------------------------------|----------|-------------|
| | | Inst. Salary | % Effort | Institution | Inst. Salary | % Effort | Institution | Inst. Salary | % Effort | Institution |
| PERSONNEL | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| FRINGE BENEFITS | | Salary | Fringe | Total | Salary | Fringe | Total | Salary | Fringe | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| TRAVEL | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| EQUIPMENT | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| MATERIALS AND SUPPLIES | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| CONTRACTUAL | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| OTHER EXPENSES | Description | Frequency | Cost | Total | Frequency | Cost | Total | Frequency | Cost | Total |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | | \$0 | | | \$0 | | | \$0 |
| | | | Subtotal | \$0 | | Subtotal | \$0 | | Subtotal | \$0 |
| | | | Total | | | Total | | | | |
| SUBTOTAL DIRECT COSTS | | | \$0 | | | \$0 | | | | \$0 |
| MODIFIED TOTAL DIRECT COSTS | | | \$0 | | | \$0 | | | | \$0 |
| TOTAL INDIRECT COSTS | | | \$0 | | | \$0 | | | | \$0 |
| TOTAL COSTS FOR INSTITUTION | | | \$0 | | | \$0 | | | | \$0 |