



MINISTÉRIO DA EDUCAÇÃO
Secretaria de Educação Profissional e Tecnológica
Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul
Pró-reitoria de Extensão
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ANEXO III

INFORMAÇÕES OFICIAIS DO PROGRAMA

PROGRAM OVERVIEW AND DESCRIPTION

Study of the U.S. Institutes for Secondary Educators (SUSIs) are intensive post-graduate level academic programs that provide foreign secondary school educators and administrators the opportunity to deepen their understanding of U.S. society, culture, values, and institutions. The program goal is to strengthen curricula and to enhance the quality of teaching about the United States in secondary schools and other academic institutions abroad.

(U) SUSIs for Secondary Educators will take place at various academic institutions throughout the United States over the course of five weeks in summer 2024. Each Institute includes a four-week academic residency and a one-week integrated study tour in another region of the United States.

PROGRAM DESCRIPTION:

The SUSIs will provide three multinational groups of 20 experienced secondary school educators (including secondary school teachers, administrators, teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others) with a deeper understanding of U.S. society, education, and culture – past and present. The Institutes focus on providing content and materials for participants to develop high school level curricula about the United States. Two of the Institutes are tailored for secondary school teachers; please note that the Institutes for teachers focus on content and materials about the United States rather than teaching methods and pedagogy. The third Institute is tailored to experienced administrators, including teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others.

Through a combination of traditional, multi-disciplinary, and interdisciplinary approaches, program content will examine the history and evolution of U.S. institutions and values, broadly defined. The programs will also illuminate contemporary political, social, and economic debates in American society. The four-week academic residencies will take place at U.S. university and college campuses and will consist of a balanced series of lectures, panels, seminar discussions, readings, workshops, site visits, meetings with practitioners in the field, and cultural activities. One-week study tours in a different region will complement the academic residencies and showcase the cultural, geographic, and ethnic diversity of the United States. The program features curriculum based on the study of how America's foundations and historical development have shaped and continue to inform U.S. politics, economics, and society. Community service activities are a key cultural component of the program and provide participants with a first-hand experience of how volunteerism plays a vital role in U.S. civil society. The program will offer multiple opportunities for follow-on engagement through alumni webinars, grant-funded follow-on projects, social media, and an alumni workshop.

The University of Montana (UM) in Missoula, Montana, will oversee and administer the three SUSIs for Secondary Educators and will also conduct one Institute for teachers which will explore U.S. studies through the lens of democracy and citizenship. The Institute for Training and Development (ITD) in Amherst, Massachusetts, will conduct the second Institute for teachers which will explore the ways in which individual rights and social obligations have evolved through American history. California State



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University at Chico will conduct the Institute for Administrators and will focus on sociocultural understanding, equitable learning communities, and diversity and inclusion in U.S. education and society.

CANDIDATE DESCRIPTION AND QUALIFICATIONS

Selection for SUSIs for Secondary Educators is highly competitive. To confirm suitability for the program as well as the required English fluency, an American officer at the U.S. Embassy or consulate must interview the proposed nominee in English before submitting the nomination to ECA. For Fulbright commissions, the executive director or an experienced staff member must interview the nominee in English. Priority will be given to candidates who have firm plans to enhance, update, or develop courses and/or educational materials with a U.S. studies focus or component; who have limited or no prior experience in the United States; and who have a special interest in the program subject areas as demonstrated through past scholarship, accomplishments, and professional duties. In addition, ECA/A/E/USS makes every effort to ensure geographic and gender diversity in each Institute.

Candidates should be mid-career, typically between the ages of 30-50, highly motivated, experienced secondary school teachers and administrators whose students are approximately 14-18 years of age.

Ideal candidates come from institutions seeking to introduce aspects of U.S. studies into their curricula, to develop new courses in the Institute subject, to enhance and update existing courses on the United States, or to offer specialized seminars/workshops for professionals in U.S. studies areas related to the program theme. While the nominees' scholarly and professional credentials are an important consideration, the potential impact and multiplier effect from their participation in the Institute is equally important. Ideal candidates will have little or no prior experience living in or visiting the United States.

As noted above, candidates must demonstrate English language fluency. Institutes are rigorous and demanding academic programs conducted entirely in English. Participants will be expected to read and comprehend substantial written materials and assignments in English and to fully and actively participate in all seminar and panel discussions. English fluency is vital to a successful experience in the Institute, for participants as individuals, and to foster a cohesive and interactive group. Posts must indicate the level of English language fluency on the nomination form. Host institutions will take into account that the level of comprehension and speaking ability of participants may vary and will prepare lectures and discussions that meet the highest academic standards while using language appropriate for participants whose English is their second or third language.

Candidates should be willing and able to fully take part in an intensive post-graduate level academic program. It is important that posts and commissions nominate individuals who are likely to be comfortable with campus life and an active program schedule. ECA/A/E/USS encourages posts to recruit nominees from disadvantaged groups, individuals with disabilities, and women. While senior and entry-level educators are eligible applicants, ECA/A/E/USS urges posts and commissions to give first consideration to mid-career professionals.

OTHER ESSENTIAL PROGRAM INFORMATION

Program Funding: Through an award given to the University of Montana (UM), ECA will cover all participant costs, including program administration; travel allowances, domestic travel, and ground transportation; book, cultural, mailing and incidental allowances; and housing and subsistence; as well as



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arrange and pay for participants' international and visa travel costs and travel allowances within set limits and in coordination with posts and Fulbright commissions. If the program is conducted virtually, ECA will work with UM to provide a technology stipend to all participants.

Program Requirements and Restrictions: All participants are expected to participate fully in the program. Candidates should be made aware that they are applying for an intensive program and there will be little time for personal pursuits unrelated to the program. The Institute is not a research program. Participants must attend all lectures and organized activities and complete assigned readings. Family members and/or friends may not accompany participants on any part of the program. If the program is conducted virtually, the same participation requirements apply. Note that Institute curriculum will not formally address teaching methodology and pedagogical methods. Institutes focus on U.S. studies, with only a brief focus on the U.S. education system itself. Please make these requirements clear to all nominees.

Housing and Meal Arrangements: When possible, each participant will have a private room with a shared bathroom during the residency portion (four weeks) of the Institute. However, private room accommodations are not guaranteed. During the study tour (one week), participants will likely share a hotel room with another participant of the same gender. During the residency, housing will typically be in college or university owned housing or nearby hotels. Most meals will be provided at campus facilities, though participants may have access to a kitchen to cook some meals on their own. Please explain the above possible housing arrangements to your nominees to ensure that they are comfortable with such arrangements, particularly sharing a room with another participant during the study tour. All participants will be expected to respectfully share communal spaces and any necessary responsibilities.

Special Accommodations: Care will be taken to ensure that any special requirements regarding diet, daily or weekly worship, housing, and medical care are satisfied. Special accommodations will be made available to the greatest extent possible. Should a participant need to quarantine due to health and safety concerns, accommodations will follow Centers for Disease Control and Prevention (CDC) and host institution guidelines.

Travel Arrangements: The implementing partner (UM) will arrange and pay for international and visa travel for all Institutes. The host institution will provide each participant with a small travel allowance. Fulbright commissions who are funding their nominees' participation in the Institute will be responsible for arranging and paying for their participants' international travel and visa travel related expenses, as well as providing their participant with a travel allowance. The host institutions will arrange and cover the cost of any travel within the United States.

Health Benefits: All participants will receive the Department of State's Accident and Sickness Program for Exchanges (ASPE) health benefit, which provides coverage of up to \$100,000 with a \$25 co-pay per medical visit and a \$75 co-pay per emergency room visit, for the duration of the program. Pre-existing conditions may be covered up to \$100,000, subject to policy exclusions and limitations. Information on the health benefit program may be found online at <https://www.sevencorners.com/gov/usdos>.

Grounds for Program Dismissal: Violations of program rules, host institution rules, or local, state, or federal laws can be grounds for immediate dismissal from the program. If selected, candidates are required to sign the SUSI Terms and Conditions. This document will outline SUSI policies and rules for participation in more detail.



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Virtual Program Contingency: Should health, safety, and travel conditions pose significant challenges to the program, SUSIs will pivot to a virtual format. The virtual program would consist of at least 36 hours of required programming and include both synchronous and asynchronous learning. Virtual programming may include lectures, small group discussions, videos, readings, panels, individual assignments, and group activities. Participants would be required to fully participate in the entire virtual program from their location.

Connectivity: Participants should have access to a computer and a stable internet connection for virtual pre-departure orientation sessions. If a participant does not have adequate computer or internet access, the UM will work with the participant to facilitate access on an as-needed basis. Additionally, should the program need to pivot to a virtual format, participants would need access to a computer and a stable internet connection. If a participant does not have access to these two items, the University of Montana (UM) will work with the participant and post to facilitate access. Participants are expected to actively engage in all program activities and therefore should immediately notify UM and post of any issues during the program as well as any difficulties affecting their participation.