



2020 STUDY OF THE U.S. INSTITUTES FOR SECONDARY SCHOOL EDUCATORS and ADMINISTRATORS

The Embassy of the United States of America in Mexico is pleased to announce the Department of State will sponsor three Study of United States Institutes addressed to secondary school educators and administrators over the course of five weeks beginning in late May or early June 2020, pending budget approval. Two will be focused on classroom teachers and the third on administrators, including teacher trainers, curriculum developers, textbook writers and ministry of education officials, among others. Each institute will have 20 participants selected from a worldwide competition and will include a four-week academic residency component plus a one-week integrated study tour.

GENERAL PROGRAM DESCRIPTION

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

The focus of the Institutes will be on providing content and materials for participants to develop high school level curricula about the United States. The three Study of the U.S. Institutes for Secondary Educators are organized around the unifying theme of "Liberty, Equality, and the American Dream." 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 program will also serve to illuminate contemporary political, social, and economic debates in American society. The four-week academic residencies will take place at U.S. universities and colleges 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 to a different region of the United States will complement the academic residencies. One goal of the study tours is to showcase the cultural, geographic, and ethnic diversity of the United States. A key cultural component of the program involves community service activities, which will provide participants with a first-hand experience of how volunteerism plays a vital role in U.S. civil society.

The University of Montana (UM) in Missoula will host one Institute for Teachers from approximately May 31 to July 5, 2020 (to be confirmed). The Institute will explore American studies through the lens of democracy and citizenship. The Institute for Training and Development (ITD) in Amherst, Massachusetts, will host the second Institute for Teachers from June 6 to July 11, 2020. The Institute will explore the ways in which individual rights and social obligations have evolved through American history. California State University at Chico will host the Institute for Administrators from June 3 to July 9, 2020. The Institute will focus on access and equity in U.S. education and society. All three Institutes will conclude with one-week study tours that end in Washington, D.C.

Prospective applicants are encouraged to visit the program's website to obtain general information about the Institutes at: <http://exchanges.state.gov/susi>.

CANDIDATE DESCRIPTION AND QUALIFICATIONS:

- ❖ Study of the U.S. Institutes are highly competitive. 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 no or limited prior experience in the United States, and who have special interest in the secondary education as demonstrated through past scholarships, accomplishments, and professional duties.
- ❖ Candidates should be mid-career, highly motivated and experienced secondary school educators and administrators. Ideal candidates are individuals who are seeking to introduce or enhance aspects of U.S.

studies into their curricula or to offer specialized seminars/workshops for education professionals in U.S. studies or related fields. While the candidates' scholarly and professional credentials are an important consideration, the potential impact and multiplier effect of the Institute is equally important.

- ❖ Candidates must demonstrate English language fluency: 213 CB (computer-based) TOEFL or 550 Institutional TOEFL score or equivalent levels are required. Institutes are rigorous and demanding programs, participants will be expected to handle substantial reading 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 all participants.
- ❖ Candidates should be willing and able to fully take part in an intensive post-graduate level academic program and study tour. While senior and entry level educators are eligible applicants, first consideration will be given to mid-career professionals with little or no prior experience in the United States and to persons who are likely to be comfortable with campus life and an active program schedule.
- ❖ **Mexican citizenship.** Interested parties with dual nationalities (U.S. and Mexican) or those holding resident status in the U.S. are **ineligible**.

IMPORTANT:

Participants in this program will be traveling to the U.S. with a **J-1 visa subject to the two-year home residency requirement**. This means they cannot apply for a resident or work visa until they have returned to Mexico for at least two years. The Embassy, in principle, does not support waivers to this requirement.

PROGRAM BENEFITS:

Financial Provisions: The Department of State will cover all participant costs, including: program administration, travel and ground transportation in the United States; housing and subsistence; and book, cultural, mailing, and incidental allowances.

Housing and meal arrangements: Participants may be asked to share living quarters during the residency portion (four weeks) of the Institute. Private room accommodations cannot be guaranteed. During the study tour (up to one week), participants may share a hotel room with a participant of the same gender. During the residency, housing will typically be in college or university owned housing. Most meals will be provided at campus facilities, though participants may have access to a kitchen to cook some meals on their own. Care will be taken to ensure that any special requirements regarding diet, daily worship, housing and medical care are satisfied.

Health Benefits: All participants will receive the Department of State's coverage of USD\$100,000 with a USD\$25 co-pay per medical visit and a \$75 co-pay per emergency room visit, for the duration of the program. **Pre-existing conditions are not covered.** Information on the health benefit program may be found online at: <https://www.sevencorners.com/gov/usdos>

PROGRAM REQUIREMENTS AND RESTRICTIONS:

All participants are expected to participate fully in the program and must attend all lectures and organized activities, and complete assigned readings. Family members and/or friends cannot accompany participants on any part of the program. Candidates should be aware that the Institutes are intensive and there will be little time for personal pursuits unrelated to the program. The Institute is not a research program

Health Conditions: A physical examination is not required in order to participate in the program. It is important, however, for U.S. host universities to know in advance about any medical conditions that might require special assistance (wheelchair access, limitations on walking, etc.) or chronic conditions, such as diabetes, for which treatment may be necessary during the program. All institute programs include substantial travel, as well as day or weekend trips that may require long walks or time spent standing.

Selection process: Candidates selected by the U.S. Embassy will be nominated to the U.S. Department of State for final selection and approval. Nominated candidates will be notified regarding selection or non-selection in late April 2020.

APPLICATION DEADLINE: Monday January 20, 2020 (11:59 p.m. Mexico City time)

If you are interested in applying, please complete and submit the enclosed application form by e-mail to: solicitudesbecas@state.gov. The subject of the e-mail should be your first name, last name and the Institute you are applying to. Example: Margarita González – 2020 SUSI Secondary School Educators for Teachers (or Administrators, as appropriate). **Incomplete applications or applications that are send via download links will not be considered.**

For questions and requests for further information, please send an e-mail to: CarrilloA@state.gov



2020 Study of the United States Institutes for Secondary School Educators or Administrators

APPLICATION FORM

A. Title of the U.S. Studies Institute you are applying to
B. Candidate's Full Name, exactly as it appears on passport or birth certificate
Prefix: Dr. <input type="checkbox"/> Miss <input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms. <input type="checkbox"/> Prof. <input type="checkbox"/>
Last Name: First Name: Middle Name:
C. Gender
Male <input type="checkbox"/> Female <input type="checkbox"/>
D. Date of Birth (mm/dd/yyyy):
E. Birth City:
F. Birth Country:
G. Citizenship
Primary: Secondary: (if applicable)
H. Country of Residency:
I. Medical, Physical, Dietary or other Personal Considerations:

Disability:

Blind and Visual Impairments

Physical Disabilities

Deaf and Hearing Impairments

Psychiatric Disabilities

Learning Disabilities

Please describe any pre-existing medical conditions, including any prescription medication you may be taking, or other dietary or personal consideration.

This will not affect the candidate's selection, but will enable the host institution to make any necessary accommodations.

J. Candidate's Contact Information

Address:

City:

Home state or province:

Postal code:

Country:

e-mail:

Phone (include area code):

Cell (include area code):

Emergency contact & relationship:

Emergency contact's phone:

Emergency contact's e-mail:

K. Current Position, Title, Institution

Public Secondary School Teacher

Private Secondary School Teacher

National Curriculum/Exam Developer

Teacher Trainer

Textbook Writer Other

Title:

Institution Name:

Institution Country:

Address:

Phone (include area code):

L. Work experience, including previous positions and titles:

From:	To:	Title (Please specify if position is part-time)	Institution

M. Education, Academic and Professional Training:

Please list all earned degrees and any and all current teacher qualifications you have such as certificates, licensures beginning with most recent. Degrees listed should reflect the closest U.S. equivalent.

Degree earned:

(Doctorate/J.D./etc; Candidate/ABD; M.A.; Graduate Certificate; B.A.; Associates/2 yr. Degree)

Year earned:

Specialization/Institution/Teacher Qualification Expiration Date:

Degree earned:

(Doctorate/J.D./etc; Candidate/ABD; M.A.; Graduate Certificate; B.A.; Associates/2 yr. Degree)

Year earned:

Specialization/Institution/Teacher Qualification Expiration Date:

Degree earned:

(Doctorate/J.D./etc; Candidate/ABD; M.A.; Graduate Certificate; B.A.; Associates/2 yr. Degree)

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Degree earned:

(Doctorate/J.D./etc; Candidate/ABD; M.A.; Graduate Certificate; B.A.; Associates/2 yr. Degree)

Year earned:

Specialization/Institution/Teacher Qualification Expiration Date:

Additional Professional Training:		
N. Active Professional Memberships:		
Active Professional Memberships independent of current professional responsibilities. These should not include university committee work or other professional duties directly related to current employment.		
Position	Title	Organization
O. Publications Related to the Institute Theme (up to 10)		
Please list all foreign titles in English, including whether book, chapter, journal article, newspaper article, web article, etc		
Publication Type:	Year:	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)
Publication Title/Publisher:		
Publication Type:	Year:	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)
Publication Title/Publisher:		
Publication Type:	Year:	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)
Publication Title/Publisher:		
Publication Type:	Year:	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)
Publication Title/Publisher:		
Publication Type:	Year:	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)
Publication Title/Publisher:		
Publication Type:	Year:	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)
Publication Title/Publisher:		
Publication Type:	Year:	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)
Publication Title/Publisher:		
Publication Type:	Year:	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)
Publication Title/Publisher:		
P. Previous Experience in the United States		
Purpose of visit:	To:	(mm/dd/yyyy)
From:		
Description:		

Purpose of visit:

From:

To:

(mm/dd/yyyy)

Description:

Purpose of visit:

From:

To:

(mm/dd/yyyy)

Description:

Q. Family/Friends Residing in the United States:

Please include city and state (Example: John Doe – Chicago, IL)

R. Evidence of English Fluency:

Preferably an IB TOEFL or Institutional TOEFL score. In the event English score is not available, applicants should have the attached English proficiency evaluation form completed by a valid evaluator.

S. Professional Responsibilities:

Please discuss your professional responsibilities in greater detail, including research interests, administrative responsibilities (ex. curriculum design), and/or other pertinent information.

Current Courses Taught:

Course title:

Level of student (Ph.D., M.A., Undergraduate, High School):

Classroom hours per semester:

Number of students:

Estimated percent of U.S. Studies content:

Course title:

Level of student (Ph.D., M.A., Undergraduate, High School):

Classroom hours per semester:

Number of students:

Estimated percent of U.S. Studies content:

Course title:

Level of student (Ph.D., M.A., Undergraduate, High School):

Classroom hours per semester:

Number of students:

Estimated percent of U.S. Studies content:

Current Extra-Curricular/Co-Curricular Activities Leadership:

Activity:

Position/Title:

From:

To:

(mm/dd/yyyy)

Description of duties:

Activity:

Position/Title:

From:

To:

(mm/dd/yyyy)

Description of duties:

Other Potential Outcomes:

Please select any likely potential professional outcomes of this program.

Update existing course	<input type="checkbox"/>	Create new course	<input type="checkbox"/>
Create new degree program	<input type="checkbox"/>	School curriculum redesign	<input type="checkbox"/>
National curriculum redesign	<input type="checkbox"/>	New research project	<input type="checkbox"/>
New publication	<input type="checkbox"/>	Professional promotion	<input type="checkbox"/>
Government or ministry policy	<input type="checkbox"/>	New professional organization	<input type="checkbox"/>
New institutional linkages	<input type="checkbox"/>	Raise institutional profile	<input type="checkbox"/>

T. Personal Essay (Limit 250 words) – **This is a critical part of the application so candidates are encouraged to document carefully.** Please discuss why you wish to participate in this program. Include your current personal teaching philosophy, how your participation in the institute will enhance your work, improve education about the United States in your community, and help achieve the "Other Potential Outcomes" you have checked above.

Please enclose the following:

- Your full CV in English, if readily available, if not in Spanish.
- A support letter from your immediate supervisor endorsing your candidacy and confirming your availability to travel if selected, as well as the Department's or institution's interest in developing or enhancing U.S. Studies. The letter may be written in Spanish and should be addressed to: Cultural Section – Public Affairs, U.S. Embassy, Ciudad de México.

Please submit your application form and accompanying documents as an e-mail attachment to: solicitudesbecas@state.gov. The subject of the e-mail should be your first name, last name and the Institute you are applying to. Example: Margarita González – 2020 SUSI for Secondary Educators (Teachers or Administrators, as appropriate)

Questions or requests for further information may be sent by e-mail to: CarrilloA@state.gov

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