

Detailed information about the SUSI teacher program

The Study of the U.S. Institutes (SUSI) for Secondary Educators are intensive post-graduate level academic programs with integrated study tours whose purpose is to provide foreign secondary school (i.e. “ungdomsskole” and “videregående skole”) educators and administrators with an opportunity to deepen their understanding of U.S. society, culture, values, and institutions. The overall program goals are to strengthen curricula; provide educators and administrators with resources to teach about the United States in secondary schools and other academic institutions upon their return home; and ensure that the United States is the preferred partner for educational exchanges and training opportunities.

Study of the U.S. Institutes for Secondary Educators will take place at various academic institutions throughout the United States over the course of five weeks beginning in late May/early June 2026 (exact dates for each institute will be determined at a later time) with rigorous, dedicated America250 program content promoting American excellence and innovation. Each Institute includes a one-week integrated academic field experience in the United States.

The Study of the U.S. Institutes for Secondary Educators (SUSIs) will provide three multinational groups of 20 experienced secondary school educators (including teachers, administrators, teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others) with a deeper understanding of U.S. society and institutions, U.S. history, and American excellence, informing and enhancing teaching about the United States. The institutes focus on providing content and materials for participants to develop curricula about the United States, including key readings on American historical documents and visiting U.S. historical and natural landmarks celebrating America’s great legacies.

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 for experienced administrators including teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others.

Program Content. Through a combination of traditional, multi-disciplinary, and interdisciplinary approaches, program content will examine rigorous, dedicated America250 program content promoting American excellence and innovation.

The four-week academic residencies will take place at U.S. educational institutions and will consist of a series of lectures, panels, seminar discussions, readings, workshops, site visits, meetings with practitioners in the field, and cultural activities. The academic field experience will complement the residency and take participants to a different region of the United States. The program provides secondary educators with resources to teach American history upon their return home, promoting a deeper understanding of America's founding principles, history, and achievements that celebrate America 250 themes. Participants will learn from content related to patriotic education; key readings such as the Gettysburg Address and the American Constitution; and visiting U.S. historical and natural landmarks celebrating America's great legacies. The program will offer multiple opportunities for follow-on engagement.

The University of Montana (UM) in Missoula, Montana will oversee three SUSIs for Secondary Educators institutes, including two institutes for teachers and one institute for administrators. UM will administer one of the Institutes for teachers. An additional Institute for teachers will be held at The Institute for Training and Development (ITD) in Amherst, Massachusetts. California State University, Chico, will conduct the Institute for administrators.

Program Funding. Through an award given to the University of Montana (UM), ECA (dvs. U.S. State Department Bureau of Educational and Cultural Affairs) 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 arrange and pay for participants' international and visa travel costs and travel allowances within set limits and in coordination with posts and Fulbright commissions.

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 assignments. Family members and/or friends may not accompany participants on any part of the program. Please note that Institute curriculum will not formally address teaching methodology, and instructional strategies. Institutes focus on U.S. studies, with only a brief focus on the U.S. education system itself.

English Language Fluency. All candidates must be proficient in English so that they can actively participate in the academic program. 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.

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.

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 academic field experience (one week), participants will likely share a hotel room with another participant of the same sex. 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.

Care will be taken to ensure that any special requirements regarding diet, daily 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.

Health Benefits. While all participants will receive the Department of State's Accident and Sickness program for Exchanges (ASPE) health benefit (which provides coverage 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, **participants are responsible for their own comprehensive health and travel insurance for the duration of the program.**

Information on the ASPE health benefit program may be found online at [USDOS | Seven Corners Government Solutions](#)

Candidate description and qualifications:

Ideal candidates come from home institutions seeking to introduce aspects of U.S. studies into its curricula, to develop new courses in the Institute subject, 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.

Ideal candidates will seek to learn about U.S. studies, with an understanding that pedagogy is not the focus of the program.

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. Norwegian citizenship is not required. If an applicant lives and works or studies in Norway, but is a citizen of another country, that is acceptable.

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 participate in all seminar and panel discussions fully and actively. English fluency is vital to a successful experience in the Institute, for participants as individuals and to foster a cohesive and interactive group.