



# PROGRAM OVERVIEW

LIVING AND LEARNING INTERNATIONAL



## QUITO SEMESTER





# INTRODUCTION

From the Executive Director

Living & Learning International (L&LI) is a study abroad program designed for college students who desire to grow in their ability to integrate Life and Learning—to integrate their Christian faith with the realities of poverty, suffering, and injustice in the world. Not simply to add knowledge or travel to their lives, but to understand with wisdom God’s calling on each of us. Who is God calling us to be? What is He calling us to do? How does He want us to respond? We believe this unique program, opportunity, and setting will impact student’s lives for eternity.

This semester opportunity combines classroom learning, ministry, and real-life experiences in a unique and challenging cross-cultural setting. Students will enjoy rich interaction with faculty, ministry site hosts, and fellow students who are sharing their journey. This interdisciplinary, cross-cultural program enables students to understand the unique challenges of their

respond with an informed, Christ-centered worldview.

This semester program is available to all students who desire to continue their college/life education in an international setting. Along with earning college credit, students will live, learn, and grow intellectually, experientially, and spiritually. The program introduces students to the diversity of Latin America, including the Andes, the Amazon Jungle, the Galapagos Islands, and other regions of Ecuador. It is our hope that students will gain a global perspective and discover anew the joys and the challenges of serving God during their time in Ecuador.

Sincerely,

Phil Payne  
Founder & Executive Director  
philpayne@landli.org  
(805) 823-5839



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# OVERVIEW OF PROGRAM

## MISSION

Academically excellent study abroad programs where students live in community, engage the challenges of the world, and learn to respond with a biblical Christian worldview.

## GOALS

To capture the excitement of cross-cultural learning.

To challenge individuals to see the world as God sees it.

To provide real life opportunities for cross-cultural ministry.

To enjoy, learn from, and value the riches of the Ecuadorian culture and people.

### **Students, while living in Ecuador:**

- Enroll in 12-18 credit hours to be completed during the semester. Of those credits, 3-8 will be college-level Spanish taught by native Spanish speakers.
- Engage and participate in orientation, debrief, and leadership development.
- Complete an internship practicum for credit or engage in service-learning opportunities across the city and country.
- Live with an Ecuadorian family for one month to experience culture and build relationships.
- Participate in academic guided tours of the Amazon Jungle, Galapagos Islands, and other areas of Ecuador.
- Live in Christian community.

## DETAILS

**College Credit:** L&LI is a fully accredited program wherein students can receive credit from L&LI's accrediting institution or receive credit from their home institution via course equivalencies. All faculty have appropriate advanced degrees.

**Coursework:** Professors provide classroom instruction to students (course descriptions listed below). Classes are typically held one day per week for approximately 3 hours (excluding Spanish courses, which meet multiple days per week). Most classes consist of 45 hours of instruction, equivalent to 3 credit hours. Some courses consist of 60 hours of instruction, equivalent to 4 credit hours.

**Housing & Food:** Students live with a local Ecuadorian family for 4-5 weeks during the time they are in the program (additional time with family available to Spanish majors). This interaction provides "life-on-life" experiences to teach culture, language, and a deeper appreciation for differences and similarities between U.S. and Latin American culture. When not in homestays, students live in program apartments (separated male and female).

**College-level Spanish:** Students enroll in at least one Spanish course during their time in Ecuador. After taking a placement test, students will be placed in classes that reflect their appropriate level of learning.

**Internship/Service-learning:** Cultural exposure and learning experiences in Ecuador offer a complement to classroom experience and lectures. Opportunities to be involved in ministry challenge students to put into practice all that they are seeing and learning. Thus, every student is placed in an internship for credit (or non-credit-bearing service-learning) with partner ministries, foundations, and organizations in and around Quito. Practicum/Internship credit may be earned, in compliance with policies and standards at the sending institution.

**Travel Opportunities:** To complement classroom learning, students participate in multiple excursions around Ecuador and South America. The program includes 4-6 day-long excursions to the Amazon Jungle, the Galápagos Islands, the city of Cuenca, and the coastal beaches of Ecuador. Additionally, there are multiple opportunities for one and two-day trips around Ecuador over the weekends. A full list of travel opportunities is indicated on the semester calendar.



# COURSE OFFERINGS

## REQUIRED COURSES

### **SPANISH 3-8 CREDIT HOURS**

Students come to Ecuador with varying degrees of fluency in Spanish. Consequently, after initial placement testing, students are placed in classes that correspond to their level of proficiency. Courses instruct the students in the sounds and structure of the Spanish language through listening, speaking, reading, and writing, thereby providing the basis to understand and communicate Spanish effectively. All students are required to take at least one Spanish course. Course offerings include:

Spanish 101/102: Elementary I & II

Spanish 201: Intermediate I

Spanish 250: Readings & Writings

Spanish 310: Conversation & Advanced Grammar

Spanish 320: Advanced Grammar & Composition

Spanish 330: Voces del Ecuador: Select Topics in Ecuadorian Perspectives

Spanish 400: Visión General de Literatura Latinoamericana

### **ECUADOR 250/350: HISTORY, ART, AND CULTURE 1-3 CREDIT HOURS**

This course provides an overview of the history, art, and culture of Ecuador, along with the relationship between these various aspects. The course includes guest speakers from local organizations and visits to community groups, along with lectures and readings.

### **COMMUNITY DEVELOPMENT 100 AND INTERNSHIP 1-3 CREDIT HOURS**

An integrative cross-cultural experience designed to help the student develop a Christian worldview, engage cross-culturally, and understand diverse social and cultural contexts. A one hour per week classroom-based lecture is a required component of this course. The goal and emphasis of this course is to provide students with a set of tools to utilize in interacting with people in work, community, or educational settings. Community development interventions in this course are designed to strengthen and improve less-advantaged communities, empower residents to participate in the developmental processes, and interact in larger social, political, and economic systems on behalf of the community.

# COURSE OFFERINGS

(CONTINUED)

## ADDITIONAL COURSE OFFERINGS

### **CHRISTIAN SPIRITUAL FORMATION AND TRANSFORMATION 320** - 3 CREDIT HOURS

This course examines the dynamics of personal development in student's lives, focusing on spiritual growth. Biblical principles that govern Christian character and conduct are addressed. Students will employ analytical tools and reflection skills to develop greater self-awareness, and from this foundation they will explore the process of spiritual formation and develop a life-plan for the regular practice of spiritual disciplines.

### **WORLDVIEW AND GLOBAL RELIGIONS 340** - 3 CREDIT HOURS

This course explores the nature of a worldview and the function of faith and reason in developing a worldview. Students are challenged to define and analyze different worldviews, and to offer an internal critique and evaluation of each worldview from the standpoint of Biblical Christianity. [Note: All LLI students will participate in the seminar portion of this course during the second week of the semester. Students may also choose to take the course for credit, with class sessions and activities that continue throughout the semester.]

### **INTERCULTURAL COMMUNICATION 300** - 3 CREDIT HOURS

The course examines the principles and processes of communicating from one culture to another, with particular emphasis given to differing perceptions, ways of thinking, values, non-verbal expression, language expression, and the impact of various forms of media on communication. Furthermore, students will examine strategies for practical application that will address these issues from a Christian perspective.

### **BIOLOGICAL PRINCIPLES 100 + LAB** - 4 CREDIT HOURS

This course provides a broad survey of biological principles, primarily designed to provide meaningful and adequate exposure to biology for the non-science major. It also prepares students for further study in the biological sciences. Because Ecuador is rich in biodiversity, it is an ideal place to survey biological principles such as the nature of science, life origins, ecology, cell biology, genetics, zoology and human anatomy, as well as their effects on daily life. While no laboratory class is required for this course, a hands-on lab component and field experience is included.

### **SOCIAL ENTREPRENEURSHIP & LEADERSHIP 360** - 3 CREDIT HOURS

Social Entrepreneurship is an emerging and rapidly changing business field that examines the practice of identifying, starting, and growing successful mission-driven for-profit or non-profit ventures—that is, organizations that strive to advance social change through innovative solutions. This course provides socially relevant academic experiences that enable students to better understand economic and social value-creation across sectors such as social justice, poverty alleviation, energy, health, and sustainability. Through case studies, lectures, and classroom dialogue, students will learn to think strategically and act opportunistically with a socially-conscious business mindset. Topics include problem/opportunity assessment, resource acquisition, leadership and management styles, and the tradeoffs between social and financial returns on investment. Students will also study various social organizational models that are making tangible and potentially scalable progress in serving the poor.

# **COURSE OFFERINGS**

(CONTINUED)

## **SOCIAL WORK TRACK**

### **INTERNATIONAL FIELD SEMINAR 1 & 2 - 2-4 UNITS**

This course offers the student the opportunity to process the international internship experience under the professional supervision of the professor. This course will discuss re-entry components of the international experience and will incorporate a discussion of globalization as it relates to social work and the diversity of the social work profession in other countries. The senior international seminar is held two (2) hours weekly in which students submit their own practice records for critical study and offer constructive feedback to their peers. Emphasis is placed on the integration of students' social work theoretical knowledge and skills as they enter the profession. Students must demonstrate all social work competencies designated by the Council on Social Work Education.

### **JUNIOR FIELD PLACEMENT - 100-150 HOURS**

This course provides an educationally directed practicum, introducing the student to agency-based social work practice. The student completes 150 hours in a social service setting, engaging in direct social work practice, under the guidance of a professional social worker. The student begins to integrate theory and practice and demonstrates beginning social work practice behaviors.

### **SENIOR FIELD PLACEMENT - 400+ HOURS**

This course provides an educationally directed practicum, introducing the student to agency-based social work practice. The student completes 400 hours in a social service setting, engaging in direct social work practice, under the guidance of a professional social worker. The student begins to integrate theory and practice and demonstrates beginning social work practice behaviors.



# FACULTY CREDENTIALS

## **SPANISH 100-400\***

María Fernanda Andrade de Beltrán - M.S. & Lic. Clinical Psychology & Education

María Alejandra Valverde López - Licensed in Education Science

María José Portalanza Mancheno - M.S. Applied Math & Lic. Spanish Education

Ruth Ramirez - M.S. Education

Viviana Jimenez Garcés de Suárez - Masters in New Applied Technologies in Education

Aura Luna Narváez de Morillo - M.S. Education & Administration

Susana Estévez Troya de Sánchez - Postgraduate studies and Licensure in Higher Education Science

## **ECUADOR 250/350: HISTORY, ART, AND CULTURE\***

José Luis Tipantuña

Abogado, Derecho internacional, Universidad Central del Ecuador (Quito, Ecuador)

Estudios Teológicos, Teología/Estudios teológicos, Word of Life Bible Institute (Argentina)

Maestría, Teología/Estudios teológicos, Southwestern Baptist Theological Seminary (TX)

## **COMMUNITY DEVELOPMENT 100 AND INTERNSHIP**

Robert Watson

B.A. Religion and Culture Studies, Western Washington University (Bellingham, WA)

M.Ed. Community Development, University of Glasgow (Glasgow, Scotland)

## **SOCIAL ENTREPRENEURSHIP AND LEADERSHIP 360**

Aaron Passmore

B.A. Youth Ministry, John Brown University (Siloam Springs, AK)

M.A. Educational Leadership, Azusa Pacific University (Los Angeles, CA)

## **INTERCULTURAL COMMUNICATIONS 300**

Robert Watson

B.A. Religion and Culture Studies, Western Washington University (Bellingham, WA)

M.Ed. Community Development, University of Glasgow (Glasgow, Scotland)

## **BIOLOGICAL PRINCIPLES 100 + LAB**

Janelle Groeneweg

B.A. Middle School Education, Asbury University (Wilmore, KY)

M.S. Science Education, University of North Carolina at Greensboro (Greensboro, NC)

## **CHRISTIAN SPIRITUAL FORMATION AND TRANSFORMATION 320**

### **WORLDVIEW AND WORLD RELIGIONS 340**

Loren Groeneweg

B.A. History, University of Northwestern - St. Paul (St. Paul, MN)

B.A. Bible, University of Northwestern - St. Paul (St. Paul, MN)

M.A. Theological Studies, University of Northwestern - St. Paul (St. Paul, MN)

Master of Divinity, University of Northwestern - St. Paul (St. Paul, MN)

### **INTERNATIONAL FIELD SEMINAR 1 & 2 - LLI 450 SW**

Leslie Whitfield

Masters of Public Health - The George Washington University

M.A. Social Work - University of North Carolina At Chapel Hill

B.A. Sociology - Wheaton College

\*Additional Professors as necessary/applicable (Master's level or equivalent) - Guest Speaker(s)



# EDUCATIONAL GOALS

## MISSION

To be an academically excellent international program where students live in community, engage the challenges of the world, and learn to respond with a biblical Christian worldview.

*The faculty and staff of L&LI have expressed their purpose in sending forth graduates:*

### **Whose lives reflect the love of Christ and find sole identity in Christ as part of His kingdom.**

- Through reverence and worship of God.
- Through consecration to Christ and His Church.
- Through knowledge of the Bible and commitment to its principles and truth.
- Through displaying Christ in thought, word, and deed.

### **Who develop healthy, life-giving rhythms.**

- Through possessing intellectual integrity and an enthusiasm for continuing growth and maturity in Christ.
- Through engaging in intelligent discussions, critical thinking, and making connections between ideas.
- Through demonstrating proficiency with a variety of sources of information.
- Through effective communication in speech and writing.
- Through becoming aware of, and responding to idols and treasures to become emotionally, physically, and spiritually healthy.

### **Who value diversity and contribute fully to community.**

- Through an awareness of diverse cultural contexts and values.
- Through development of skills and attitudes necessary to interact, work, and minister with people of other cultures.
- Through application of knowledge and practice of wisdom.
- Through understanding the inclusiveness and breadth of God's kingdom and the equality of all people before God.
- Through formation of a Christian worldview.

### **Who demonstrate the character, knowledge and wisdom to live purposeful lives.**

- Through their willing response to God's plan to become like Christ, and developing Christ-like character.
- Through working in chosen vocations with skill, sacrifice and dedication, with a commitment to obeying God's will.
- Through a cooperative and understanding attitude toward fellow workers.

### **Who function effectively and bear fruit personally; locally and globally.**

- Through active cooperation with others toward community transformation.
- Through becoming people of love and justice.

# EDUCATIONAL PHILOSOPHY

Distinction between **LOWER** (100-200 level) and **UPPER-DIVISION** courses (300-400 level): Generally, introductory (lower-level) courses are differentiated from specialized courses (upper-level) that require student entry with substantial knowledge and skill in the field.

- Lower-division courses, typically designed with freshmen and sophomores in mind, may also be suitable for juniors or seniors with little or no background in a particular discipline.
- Lower-division courses often serve as pre-requisites for upper-division study. Rather, they may be ends in themselves, providing breadth, enrichment, or general knowledge of a subject or field of study.
- Lower-division courses often deal with skills although some upper-division courses may be skills- oriented as well.
- Proper sequencing of curriculum and requirements of partner institutions/accrediting bodies also has an impact on course numbering.

Nevertheless, these general distinctions may serve as guidelines for course numbering:

**LOWER-DIVISION COURSES** (100-200 level) generally have one or more of the following characteristics:

- Breadth: students gain some understanding of the extent of a field or discipline; OR students learn how one field fits into or relates to other fields.
- Foundation: students become acquainted with principles, terms, methods and perspectives of a discipline or professional field, as a basis for more advanced or specialized study (most often completed in students' first two years of study).
- General Education: students develop essential skills, attitudes, and practices (basics of critical thinking, communication, problem-solving) important in many other fields of higher education.
- Preparation: lower-division courses may assume some basic entry-level knowledge.

**UPPER-DIVISION COURSES** (300-400 level) generally have one or more of the following characteristics:

- Depth/Focus: students engage in in-depth study of a discipline's theories and methods, developing an understanding of the application and limitations of those theories.
- Specialization: students develop specific intellectual and professional abilities that will enable them to succeed or progress in a particular field or professional practice.
- Refinement: students build upon the "general education" background noted above, applying these skills more discerningly or in more challenging contexts.
- Preparation: prerequisites may include more general courses, student class standing, GPA, or admission to a pre-professional program. Thus, majors and minors most often complete upper-division courses in students' final two years of study.

**GENERAL CAPSTONE COURSES** (400 level), although not necessarily specialized or focused on an in-depth study of one discipline, have an integrative function. Because one of the primary goals of these courses is to integrate knowledge gained from earlier studies, they are necessarily offered at the upper-division level and limited to juniors and/or seniors.



# EDUCATIONAL PHILOSOPHY

## (CONTINUED)

### I. GUIDELINES FOR READING

1. Guidelines for Total Amount of Reading:

- 100-level courses: 800-1000 total pages (i.e., on average 50-75 pages per week)
- 200-level courses: 1100-1500 total pages (i.e., on average 75-100 pages per week)
- 300-level courses: 1500-2250 total pages (i.e., on average 100-150 pages per week)
- 400-level courses: 1500-3000 total pages (i.e., on average 100-200 per week)

2. Totals in all instances should include specific reading assignments and an approximation by the professor for all research assignments.

### II. GUIDELINES FOR ASSIGNMENTS (WRITING)

1. Final grades for all 100-, 200-, 300-, and 400-level courses should not be based solely on in-class examinations.

2. At least one major assignment in all 100-, 200-, 300- and 400-level courses should involve a significant out-of- class writing assignment:

- For 100-level courses the significant writing assignment should be at least 3-5 pages in length (i.e.,1000-1250 words)
- For 200-level courses the significant writing assignment should be at least 5-7 pages in length (i.e., 1250-2000 words)
- For 300-level courses the significant writing assignment should be at least 7-10 pages in length (i.e., 1750-3000 words)
- For 400-level courses the significant writing assignment should be at least 8-12 pages in length (i.e., 2500-3500 words)

3. The specific nature of all significant writing assignments should be the professor's discretion.

### SEAT TIME

All L&LI courses base credit hours on 15 hours of seat time = 50 minutes = 1 credit hour. Following this protocol:

- 1 credit hour courses: 15 hours of seat time
- 3 credit hour courses: 45 hours of seat time
- 4 credit hours course: 60 hours of seat time

# INTERNSHIPS

Living & Learning International seeks to place students in an internship that is best suited to their skills, background, future interests, and major. In some cases, students have well-defined career goals, and we can be specific in their placements. In other cases, internships will provide an opportunity to serve, learn, and “try on” a field or job. Practical ministry internships are also one of the most rewarding parts of this program. Learning to serve and love in another cultural setting and language is rewarding. We will design an internship with the students' skills in mind and that is attuned to Spanish language ability. Over the course of the semester students will complete 40 hours (1 credit) or 120 hours (3 credits) at their internship site.

NOTE: If you have specific hour-requirements to fulfill, please notify L&LI staff ASAP as to those requirements, particularly the Director of Community Impact.

## *Communications, Information Technologies, Graphic Design & Digital Media*

Within communications, there are a variety of corporate, non-profit and public roles. Cross-cultural communication exposes students to training in a variety of media opportunities such as writing, programming, broadcasting, blogging, and even television and/or radio production. A communications internship prepares students for work in media industries, businesses, non-profit organizations and ministries requiring strong written, interpersonal, organizational, oral and media production skills. Opportunities include HCJB, a local healthcare and media mission, and Control Z, a youth-focused radio station.

## *Business*

A business internship deepens students' involvement in the global marketplace by gaining practical hands-on and field experience. Business internships develop students' proficiency in communication, business law and ethics, financial modeling, and/or statistical theory as they apply to business settings and recreational opportunities in the private sector. L&LI business partners and connections constitute these internship opportunities.

## *Intercultural Studies*

Intercultural internships help students examine culture from a biblical perspective and guide the student in the use of basic tools for grasping the content and application of biblical principles in a global context. Internships are offered at church partners and humanitarian organizations.

## *Education and Student Teaching*

Educational internships prepare students to teach in public, private, or Christian schools. Teaching in a multicultural society, and even teaching in a different language, prepares students to excel as future educational professionals. Opportunities include teaching English in high schools (international and national) elementary/middle schools, and after-school programs.

NOTE: L&LI offers a track for education majors to complete their required student teaching at an accredited international school. Students can complete up to 16 weeks of full-time student teaching.

## *Outdoor Leadership*

Knowing your way through the wilderness is valuable. Being able to guide others through their journey of faith in an outdoor context is even better. Outdoor Leadership internships develop necessary knowledge and skills in experiential education. Internships in this area are realized at Hacienda El Refugio, an outdoor training and leadership center (requires 1-2 hours of travel).

# INTERNSHIPS

## (CONTINUED)

### *Youth & Worship Ministries*

Youth & Worship Ministry internships help students examine the scriptural basis for the faith and to guide the student in the use of basic tools for applying biblical principles in a ministry setting. International ministry helps students acquire and develop ministry skills through involvement in other hands-on experience opportunities, service projects, campus ministries, and volunteer programs. Opportunities include high schools, youth groups, and church worship ministries.

### *\*Social Work, Family Studies, Sociology & Psychology*

Drawing on the historical roots of these professions, such opportunities emphasize that community well-being is essential to a common good, that each individual and community has gifts and assets, and we are called to participate in the life of a community. Opportunities for students to fulfill their callings to Christ-like service are present through numerous service-learning and field education experiences, including high schools, orphanages, homes for the elderly, prison ministries, and community outreach partners.

NOTE: L&LI offers a track for Social Work majors to complete their required Social Work practicum (400+ hours), including MSW oversight.

### *Pre-Med, Nursing & Physical Therapy*

Physical well-being and access to healthcare are essential to a healthy life, particularly in a developing country. Pre-med and nursing opportunities give students hands-on experience in an international medical context—in clinics, emergency rooms, and out- and in-patient procedures—all to gain an understanding of international medicine and medical practices. Internships include clinics, hospitals, and hospice ministries.

### *Other Internships*

Additional internship opportunities may be available for specific major requirements. Such opportunities, however, cannot be guaranteed and are subject to changes in national volunteer laws and procedures, as well as the students' Spanish language proficiency. In addition, non-major internships include work at orphanages, homes for the elderly, prisons, coaching, soup kitchens, a daycare for children at the city dump, local businesses, government agencies, and other ministry partners connected with L&LI.

### ECUADOR SEMESTER TRACKS:

L&LI provides three specialized tracks within the semester program. **Education majors** are able to complete their student teaching requirements, accounting for state licensure requirements and university-specific degree-plan requirements. **Social work majors** are able to complete their junior or senior practicum with oversight from an MSW. **Spanish majors** are able to complete 16 credits of upper-division Spanish while living full-time in a homestay with an Ecuadorian family.

Students completing one of these three tracks are embedded within the semester program with the only difference from other students being how they spend their 8am-5pm, Monday-Friday.

# HOMESTAY EXPERIENCE

Living with an Ecuadorian homestay family is one of the most interesting and rewarding aspects of the L&LI experience. All homes are carefully screened for suitability and are inspected regularly by our staff. During a semester, students will have the privilege of living with a family for 4-5 weeks.

L&LI has relationships with a network of families who are interested in hosting international students. We call this our "homestay" program because when students participate in this program, they are not only renting a room in somebody's house; students are welcomed into a home as if they were a member of a family. The homestay weeks gives students the opportunity for additional practice speaking Spanish outside of the classroom, as well as the opportunity to experience some of the cultural aspects of Ecuadorian life, such as food, family outings, and holidays. L&LI attempts to match students and families with personality, needs, history and characteristics. The families with which we are affiliated have experience in hosting international students. A host family provides a single room, internet service, two to three meals per day (depending on schedule) and laundry services. Traditionally, students are paired for safety and language learning methodology.

Profiles of L&LI's network are provided below. Their stories serve as examples of the families that L&LI provides the privilege of hosting students (families listed are not guaranteed as providers every semester):

## SOME FAMILY PROFILES

### **The Jaramillo Family**

Ivanhoe works at a private systems and computer company. His wife Lily is a Literature teacher at a local high school. Their 30-year old daughter Cristina, and two children: Matías, who is 5, and Ana Julia, who is 2, live with Lily and Ivanhoe. They have another daughter Gaby, age 24, who attends college at a local university.

### **The Arteaga Family**

Alfredo is an architect who works for a private company. Paty is a stay-at-home mom and works part-time at a clothing store owned by the family. They have three children. Their sons, David and Antonio are both married. Their daughter Belén, who is 19 attends college at a local university.

### **The Córdova Family**

Juan Sebastian sells medical equipment and instruments. Carla works part-time in Public Relations (PR). They have been married for 3 years and do not have children... yet.

### **The Córdova Family**

Andrés is a lawyer and works at a bank. Maritza works in a law firm as an Assistant Manager. Their two children: Naty, who is 7 and Felipe, who is 5, both attend elementary school.

### **The Peña Family**

Fabricio works as a lawyer in a law firm. Cristina owns and operates her own baking business. They have three sons: Fabricio, who is 17, Juan Martín, 13 and Daniel, 5. They love adventure and the outdoors.

### **The Sanchez Family**

Miguel works in a private company as an Administrator. Margarita is a stay-at-home mom, heavily involved in church ministry. They have three sons: one of whom is married. Andrés, the oldest son, at 29 is a computer engineer and Nicolai, 21, attends college.



# CULTURAL ACTIVITIES AND ENGAGEMENT

Engaging and seeing the beauty and culture in Ecuador is an important value of the program. Both day and overnight trips are a part of offerings for semester students in addition to homestays and experiential outings provided in classes; most costs are covered by the program, while some are out-of-pocket expenses for students:

## *In-Class*

- Tour one Gothic and one Baroque-style church in Colonial Quito (Experiential Outing)
- Tour the Presidential Palace

## *Day Trips*

- Orientation Session(s) at a Retreat Facility and/or City Park
- Equator Visit & Ziplining in the Cloud Forest
- Hike Rucu Volcano with a summit of 15,696ft (higher than any Summit in the Continental US)
- Explore Otavalo Market (the largest open-air market in South America) or Hike to the Refuge of the Cotopaxi Volcano (15,748ft)

## *Overnight Trips*

- 5-day service trip to the Amazon Region of Ecuador (Puerto Misahualli)
- 2-day trip to the mountain adventure town of Baños (Swing at the End of the World)
- 5-day trip to the Galápagos Islands (Santa Cruz)
- 4-day trip to the Coast of Ecuador for Debrief

Depending on availability, national or club soccer games may be provided as optional activities.





# FINANCES

## PRICING FOR THE 2024/2025 ACADEMIC YEAR

*(not including airfare)*

\$15,000 per student

### COST INCLUDES

- Minimum of 12 credit hours, maximum of 18 credit hours
- All in-country travel and student/cultural activities
- Excursions to the Galápagos Islands, the Amazon Rain Forest, and the Coast of Ecuador
- Homestay experience\*
- Housing (in L&LI apartments)
- All meals during program events (about 40% of the meals during the semester)
- Full-time onsite staff and support

### COST BREAKDOWN

\$12,000 Tuition

\$3,000 Room and Board

### MAILING ADDRESS

Living & Learning International  
81 Pelican Place  
Moses Lake, Washington 98837

### INTERNATIONAL ADDRESS

Living & Learning Intl.: Misión Mundo Juvenil  
SANCHO DE LA CARRERA N37-68 Y VILALENGUA  
Quito, Ecuador  
SOUTH AMERICA

\* Students doing the Spanish Track will have an additional full-time Homestay fee added to the invoice.

# CREDIT OPTIONS & MOU

Living & Learning International has a bold academic vision which is distinctive in the world of international education. L&LI offers academic programs of the highest quality that are based on a foundation of faith-integrated curriculum and education. While not a college or university, L&LI is a fully-accredited program wherein students can receive credit from our school of record, College of the Ozarks. In addition, in some situations, students can receive credit from their home institution directly via course equivalencies. L&LI actively works with partner institutions to determine best options for credit.

Partner institutions can be assured that all L&LI programs are academically-rigorous and credible in terms of curricula, faculty qualifications, contact hours, study and research expectations, grading policies, and overall academic administration. Additionally, L&LI ensures that its programs adhere to the recognized standards of best practices in the field of study abroad, and its programs are regularly assessed on the basis of the "Standards of Good Practice for Education Abroad," articulated by the Forum for Education Abroad. These standards address academic integrity, learning environments, health and safety, student conduct and advising, and student learning and development.

We partner with about 40+ CCCU and other colleges & universities. Below are a few of them.

Anderson University  
Azusa Pacific University  
Biola University  
Cal Baptist University  
Cedarville University  
College of the Ozarks  
Colorado Christian University  
Concordia University - Irvine  
Concordia University - Nebraska  
Covenant College  
George Fox University  
Geneva College

Grand Canyon University  
Grove City College  
John Brown University  
Liberty University  
Messiah University  
Oklahoma Baptist University  
Seattle Pacific University  
Southeastern University  
Trinity Christian College  
Union University  
Vanguard University

# ECUADOR PARTNERSHIP

YOUTH WORLD AND ONE COLLECTIVE

L&LI works directly with YouthWorld (Mundo Juvenil) in Ecuador. YouthWorld is a ministry of One Collective (OC). L&LI operates in direct partnership and under the legal protection of YouthWorld in Ecuador. It is through this partnership that L&LI is able to offer students the many opportunities in this program through the rich network of relationships, ministry, wisdom and experience that YouthWorld has maintained for 20+ years.

YOUTH WORLD was founded in 1994 to impact Latin America and the world by reaching young people with the life-saving Gospel of Jesus Christ.

YOUTH WORLD accomplishes this goal by:

- Identifying, training, equipping and networking national youth leaders throughout Latin America (La Red)
- Ministering to international students and expatriates in Ecuador (Expat Ministries)
- Bringing together ministries within the same region for relationship building, resource sharing, education and networking (International Youth Ministry)
- Developing a retreat/training center (300 acre property north of Quito) which facilitates a deeper relationship with Jesus Christ through nature and outdoor adventure (El Refugio)
- Exposing youth, adults and families to missions, ministry and the world (Short-Term Teams)

For more information about YouthWorld, visit [www.youthworld.org.ec](http://www.youthworld.org.ec)

One Collective (OC) is the mission agency, which our YouthWorld team of missionaries serves with and under. OC exists to mobilize international teams to build transforming communities around the world. OC USA is headquartered in Elgin, Illinois. Founded in 1960, OC has over 500 missionaries serving in 36 countries around the globe. Team members originate from 20 different countries, and pursue a variety of specific ministry focuses. YouthWorld is one of those teams.

For more information about One Collective, visit [www.onecollective.org](http://www.onecollective.org)



FULL COUNTRY NAME: Republic of Ecuador

AREA: 109,483 sq. miles (about the size of the state of Colorado)

POPULATION: 12,920,092 (Growth rate: 2.04%, Literacy rate: 90.1%, Life Expectancy: 71 yr.)

PEOPLE: 65% mestizo (mixed Spanish/Indian), 25 % Indigenous, 7% Spanish/others, 3% Black

LANGUAGE: Official language is Spanish, which is spoken by 77% of the population. In addition, 22 indigenous languages including Quichua are spoken. In Quito, English is spoken by a large number of North Americans and some Ecuadorians.

RELIGION: Freedom of religion is enjoyed. 95% are Roman Catholic. 3.8% are Evangelical.

GOVERNMENT: Democracy-Presidential Republic

PRESIDENT: Lenin Moreno (Term began May of 2017)

CURRENCY: U.S. Dollar (as of 2000), Ecuadorian coins have been minted in values equal to American coins and are concurrently in circulation. The Sucre has been eliminated.

EXPORTS: Exports are crude oil, bananas, coffee, cacao, shrimp, cut flowers, and wood.

LOCAL TIME: Eastern Standard Time Zone (same as New York City) & Central Standard Time (same as Chicago), as Ecuador does not observe DST.

CLIMATE/WEATHER: Ecuador, with its 4 distinct geographical regions, has a varied climate as well.

- The Sierra, where Quito is located, is mild throughout the year. Although it is on the equator, because of the altitude, temperatures range from 55-78 (average 64) year-round. This region claims to have "eternal spring," where a typical day in Quito can be sunny in the morning, cool and cloudy in the early afternoon, rainy in the late afternoon, and cool/cold and clear in the evening.
- The Costa is warm and humid during the entire year (76-90, average 83). The rainy season is usually December to May.
- The Oriente is also warm (72-80, average 76), humid and rainy. The rainy season is constant with less rain from December to February.
- The Galapagos Islands enjoy warm and dry weather year-round, with an average yearly temperature of 85.

### **Greetings & Goodbyes**

Be prepared to shake hands with/kiss everyone you meet. You will also shake hands/kiss when you say good- bye, even if you have only a few words exchanged.

### **Acceptable Dress & Behavior**

Remember most Ecuadorians in the Sierra are conservative in dress as well as many other ways. Rarely are shorts worn. People will talk about their bodies and your body. Control your body; facial expressions and body language speak louder than words. At meals, say "gracias," smile, and compliment your host. Since many Ecuadorians speak or at least understand English, say only what you want to be understood. Do not judge the value system you will encounter according to your own cultural norms. "It is not right, it is not wrong, it is just different." You will encounter beggars. A coin is an acceptable gift if you choose to give one, but it is not necessary. View these people as Christ views them.