
living & learning international

program overview





Letter

from the program 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 walk with God with the realities of struggle, poverty 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 produce impact in student's lives for eternity.

This semester opportunity is designed to combine classroom learning, ministry, mission, and practical internships in a unique and challenging setting. Students will enjoy the rich interaction with teachers, faculty, ministry site hosts, and other students who are on this same journey. This interdisciplinary, cross-cultural program enables students to communicate and understand the unique challenges of a developing nation and teaches them to respond with an informed, Christ-centered worldview.

This semester is available to all students who desire to continue their college/life education in an international setting. Along with receiving up to 18 credit hours, students will live, learn and grow academically, experientially, and spiritually. The program introduces students to the diversity of Ecuador, including Quito, the Amazon Jungle, and the Galapagos Islands. While living in Ecuador, it is our hope that students would experience a variety of new cultures, gain global perspective, and discover anew the joys and the challenges of serving God.

Sincerely,

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table of contents

- ◇ Overview of Program
- ◇ Course Descriptions
- ◇ Internships & Service-Learning Opportunities
- ◇ Homestay Experience
- ◇ Faculty Resumes & CVs (by Course)
- ◇ Financial Model
- ◇ Credit Options & MOU
- ◇ Partnership with Youth World/IT
- ◇ Country Specifics



overview

of living & learning international

Mission: L&LI exists to provide an academically excellent semester where students will engage the challenges of a developing nation and learn to respond with an appropriate Christian worldview.

Goals:

- To help capture the excitement of cross-cultural learning.
- To challenge individuals to see the world as God sees it.
- To provide real life opportunities for international ministry.

Students, while living in Ecuador, will:

- Live with an Ecuadorian family to learn about culture and relationships.
- Enroll in college-level Spanish that will teach students a foreign language from native speakers (minimum of 4-6 credit hours).
- Enroll in college-level courses to be completed during the semester (maximum of 18 credit hours).
- Complete an internship practicum for credit, or engage in service-learning opportunities across the city and country.
- Experience multiple short-term ministry trips to put into practice what students are learning.
- Engage and participate in orientation, debrief, leadership development and cultural experiences.

Details:

Housing & Food: Students will 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 will provide "life-on-life" experiences to teach culture, language, and a deeper appreciation for differences and similarities. When not in homestays, students will live in program apartments (separated male and female), with students from other colleges and universities.

College-level Spanish: Students will enroll in at least one Spanish course during their time in Ecuador. After introductory and pre-semester testing, each student will be placed in classes that reflect their appropriate level of learning. College credit should be awarded for these courses (institutional language requirements).

Coursework: Professors will offer classroom instruction to students (course descriptions listed). Courses will be held one day per week for approximately 3 hours (excluding Spanish courses, as they meet multiple days per week). Most classes consist of 45 hours of instruction, equivalent to 3 credit hours (see "Educational Philosophy" for additional information). Some courses consist of 60 hours of instruction, equivalent to 4 credit hours.

Internship/Service-learning: Cultural exposure and learning experiences in Ecuador will offer a complement to classroom experience and lecture. Opportunities to see and be involved in ministry will challenge students to "put into practice" all they are seeing and learning. Every student will perform an internship (for credit or service-learning) with partner ministries, foundations and organizations in and around Quito. Practicum/ Internship credit should be earned (according to departmental instructions, oversight, details and hour requirements)

College Credit: L&LI is designed as a fully accredited program wherein students should receive credit from their home institution (course equivalencies). In exceptional cases, students may receive credit from L&LI's accrediting institution: Trinity Christian College. All qualified faculty are M.A., M.S. and/or Ph.D educated (or in pursuit).



course descriptions

REQUIRED COURSES

Worldview & Global Religions (Seminar) 340 3 credit hours

All students will engage in the second week on-ground with the seminar portion of this course. Students may also choose to add the course for credit, with work & class times that continue throughout the semester. The goal of this course is to understand the nature of a worldview and the function of faith and reason in developing a worldview, to define and analyze different basic worldviews, and to offer an internal critique of each worldview and an evaluation from the standpoint of Biblical Christianity.

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 will correspond to their level of proficiency. Courses will introduce the students to the sounds and structure of the Spanish language through listening, speaking, reading, and writing. Courses will provide the basis to understand and communicate Spanish effectively. All students are required to take at least one Spanish course, recommended to take multiple. Course offerings include:

Spanish 101/102: Elementary I & II

Spanish 201/202: Intermediate I & II

Spanish 250: Readings & Advanced Grammar

Spanish 310/320: Advanced Composition, Conversation & Grammar (Composition & Conversation Option)

Spanish 400: Literatura Latinoamericana

Ecuador 250/350: History, Art & Culture (Art & History Option) 3 credit hours

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

Community Development 100 & Service-Learning/Internship 1-3 credit hours

An integrative cross-cultural experience designed to help the student understand and form his or her Christian worldview, cross-cultural engagement, and understanding of diverse social and cultural contexts. A 1-hour per week course requires attendance of all students. 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 understood as activities to facilitate, strengthen, and improve less-advantaged communities, empower residents to define and participate to the developmental processes, and interact in larger social, political, and economic systems on behalf of the community.



course descriptions (cont'd)

ADDITIONAL COURSE OFFERINGS

Christian Spiritual Formation & Transformation 320 3 credit hours

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

Intercultural Communication 300 3 credit hours

The course is designed to examine the principles and processes of communicating from one culture to another. Focus for the course lies in differing perceptions, ways of thinking, values, non-verbal expression, language expression, and sub-groups within a culture as they relate to the media and the message. Furthermore, students will have opportunity to discuss strategies for practical application that will address these issues and integrate Christian values.

Biological Principles 100 3 credit hours + 1 credit hour (Biological Principles Lab) = 4 credit hours

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

English Literature in Context 230 3 credit hours

This course explores how mid-nineteenth century American writers have shaped the collective imagination of the nation at large and modern/contemporary authors specifically. This course traces the influence of Henry David Thoreau on such writers as Annie Dillard, Wendell Berry, and Jonathan Krakauer. Students will listen carefully to the dialogue that took place between American Renaissance writers themselves and to the conversation they began with writers who would succeed them; connecting the past and present through a series of critical dialogues between Emily Dickinson and Sylvia Plath; Harriet Beecher Stowe and Terrence Malik; Nathaniel Hawthorne and Henry James; Edgar Allan Poe and William Faulkner; and Ralph Waldo Emerson and Robert Bellah. The main texts will be from the American Renaissance period, but the course will examine essays, short stories, poems, and films from the modern/contemporary period.



internships & service-learning opportunities

It is our goal as a program to place students in an internship that is best suited to their skills, background, future interests, and major. In some cases, students have a good idea of future careers and we can be very specific in their placements. In other cases, internships will provide an opportunity to serve, learn and "try on" a field or job with the desire to see how it fits. Practical ministry internships are also one of the most rewarding parts of this program. Learning to serve and love in another setting, language and culture is rewarding. We will design an internship with your skills in mind as well as your ability to speak the national language. Over the course of the semester you will have the opportunity to serve weekly at a local site.

NOTE: If you have specific hour-requirements to accomplish, please notify L&L 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 outlets 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 excellent 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

Business students study communication skills, financial modeling, statistical theory as it applies in business settings, recreational opportunities in the private sector, business law and business ethics. Seeing how business runs internationally equips students to succeed. A business internship deepens students' involvement in the global marketplace by gaining practical hands-on and field experience. Business partners and connections constitute these internship opportunities.

Intercultural Studies

Intercultural internships seek to 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 God's Word in a global context. Internships are offered at church partners and humanitarian organizations.

Education

Educational internships prepare students to teach in public, private, or Christian schools. Teaching in a multi-cultural society, and even teaching in a different language prepares teachers well to enter into the educational community. Opportunities include teaching English in high schools (international and national) elementary/middle schools, and after-school programs.

Outdoor Leadership

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



internships

& service-learning opportunities (cont'd)

Youth & Worship Ministries

Youth & Worship Ministry opportunities seek to help each student examine the scriptural basis for the faith and to guide the student in the use of basic tools for grasping the content and application of God's Word. International ministry helps students acquire and develop their skills in ministry through involvement in other hands-on experience opportunities; through service projects, campus ministries and volunteer programs. Opportunities include high schools, youth groups, and church worship ministries.

Social Work, Family Studies, Sociology & Psychology

Pulling from the historical roots of the profession, such opportunities emphasize that community well-being is essential to a common good, that each 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, old-folks homes, prison ministries, and community outreach partners.

NOTE: L&LI can accommodate a 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, out and in-patient procedures, all to gain an understanding of international medicine and medical practices. Internships include clinics, hospitals, and hospice ministries.

Other(s)

Other internship opportunities may be available (for specific major requirements), but may not be due to changes in national volunteer laws and procedures, as well as the students' Spanish language level. Other non-major internships include work at orphanages, old-folks homes, prisons, coaching, soup kitchens, a daycare for children at the city dump, and other ministry partners connected with L&LI.



educational

philosophy

Mission: L&LI exists to provide an academically excellent semester where students will engage the challenges of a developing nation and learn to respond with an appropriate Christian worldview.

The faculty & 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.
 - o Through reverence and worship of God.
 - o Through consecration to Christ & His Church.
 - o Through knowledge of the Bible and appreciation of its principles & truth.
 - o Through displaying Christ in thought, word & deed.
- Who develop and are equipped to live life defined by healthy, life-giving rhythms.
 - o Through possessing intellectual integrity and an enthusiasm for continuing growth & maturity in Christ.
 - o Through use of mental processes which lead to intelligent discussions, critical thinking, and make connections between processes.
 - o Through familiarization with a variety of sources of information.
 - o Through mastery of means of communication of ideas.
 - o Through becoming aware of, and responding to idols & treasures to become emotionally, physically and spiritually healthy.
- Who value diversity, engage in and contribute fully to community.
 - o Through a heightened awareness of diverse cultural contexts and values.
 - o Through development of skills and attitudes necessary to interact, work, and minister with people of other cultures.
 - o Through utilization of knowledge and practice of wisdom.
 - o Through understanding the inclusiveness and breadth of God's kingdom and the equality of all people before God.
 - o Through formation of a Christian worldview.
- Who express and possess the character, knowledge and wisdom to live purposeful lives.
 - o Through their willing response to God's plan to become like Christ, and developing Christ-like character.
 - o Through working in chosen vocations with skill, sacrifice and dedication, with a commitment to obedience to God's will.
 - o Through a cooperative and understanding attitude toward fellow workers.
- Who are able to function effectively and bear fruit personally; locally and globally.
 - o Through active cooperation with other people toward community transformation.
 - o Through practice in becoming people of love and justice.



educational

philosophy (cont'd)

Distinction between **LOWER** (1-200 level) & **UPPER-DIVISION** courses (3-400 level):

Generally, introductory (lower-level) courses are differentiated from highly specialized courses (upper-level) that require student entry with substantial knowledge and skill in the field.

- o Lower-division courses, often designed with freshmen and sophomores in mind, may also be suitable for juniors or seniors with little or no background in a particular discipline.
- o 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.
- o Lower-division courses often deal with skills although some upper-division courses may be skills-oriented as well.
- o 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 (1-200 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 & 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 (3-400 level) generally have one or more of the following characteristics:

- Depth/Focus: students make 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 & 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 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, there are necessarily offered at the upper-division level and limited to juniors and/or seniors.



educational

philosophy (cont'd)

I. GUIDELINES FOR READING

1. Guidelines for Total Amount of Reading:

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

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



faculty

by COURSE (full resumes & cvs available online)

Worldview & World Religions 340 3 credit hours
Loren Groenweg, M.A. Theological Studies

Spanish 3-4 credit hours
Janelle Groeneweg, M.S. Science Education (Department Head)
Emily Gratson, M.A. (US Liaison & Department Head)
Susana Sanchez, Lic. Education
Isabel Sylva, M.S. Education
María Fernanda, M.S. & Lic. Clinical Psychology & Education
Additional Professors as necessary/applicable (Master's level or equivalent)

Ecuador 250/350: History, Art & Culture 3 credit hours
Bryan Cole, M.S. Higher Education Leadership

Community Development 100 & Service-Learning/Internship/Practicum 1-3 credit hours
Aaron Voth, M.A. Comparative International Development Education

Spiritual Formation 320 3 credit hours (currently not offered for Fall 2016/Spring 2017)
Elizabeth Payne, M.A. Spiritual Formation & Soul Care

Intercultural Communications 300 3 credit hours
Jessie Ritchey, Ph.D Intercultural Studies & M.A. Intercultural Studies & Aaron Voth, M.A. Comparative International Development Education

Biological Principles 100 + Lab 4 credit hours
Janelle Groeneweg, M.S. Science Education

English Literature in Context 230 3 credit hours
Christine Passmore, M.S. Education



homestay

experience

Living with an Ecuadorian homestay family is one of the most interesting and rewarding aspects of the L&L 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&L 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&L 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&L's network are provided below. Their stories serve as examples of the families that L&L provides the privilege of hosting students (families shown are not guaranteed as providers every semester):

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.

homestay

experience (cont'd)

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 *Cordero* Family

Jaime is a salesman and travels to the jungle once per month. Ana Lucía is a stay-at-home mom. Their two daughters: María Fernanda, who is 23 recently graduated from college and is applying for jobs, and María José, 17, is attending high school. They are dog lovers.

homestay

experience (cont'd)

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.

The *Cascante* Family

Jaime works in a private company. Janet is a teacher at an international school: Alliance Academy. They have two daughters: Diana, 22, who is currently studying in the United States for college, and Francisca, who is 13, studying at the Alliance Academy.





credit options

& mou

L&LI has a bold academic vision which is unique in the world of international education. L&LI's desire is to offer academic programs of the highest quality, based on a platform of faith-integrated curriculum and education. L&LI, however, is not an accredited college in its own right. The reality is that fully operational and accredited universities with a Christian academic agenda are rarely in place in countries outside the United States. This means L&LI must work with a respected, accredited University for the accreditation of L&LI as a program

Trinity Christian College (TCC) has agreed to partner with L&LI to serve as our Academic Sponsor and accrediting institution. This relationship affords L&LI the academic oversight necessary for its initiatives, while enjoying TCC's ongoing involvement, assessments, evaluations and accountability. The Provost of *Trinity Christian College*, Dr. Liz Rudenga, also serves on the Executive Board of L&LI.

With *Trinity Christian College* standing with L&LI, partner institutions may rest assured that all L&LI programs will be trustworthy and excellent in terms of curricula, faculty qualifications, contact hours, study and research expectations, grading, and overall academic administration. Additionally, L&LI is committed to all its programs adhering to the recognized standards of best practices in the field of Study Abroad. Therefore, all programs will be regularly assessed on the basis of the "Standards of Good Practice for Education Abroad," developed by the *Forum for Education Abroad*. These standards include baseline expectations regarding academic integrity, learning environments, health and safety, student learning and development, student conduct and advising, and student learning and development. L&LI is designed as a fully accredited program wherein students should receive credit from their home institution (course equivalencies). In exceptional cases, students may receive credit from L&LI's accrediting institution. All qualified faculty are M.A., M.S. and/or Ph.D educated (or in pursuit). L&LI is both open and happy to work with partner institutions in whatever manner one would choose. CCCU colleges & universities that currently have approved L&LI are:

- Azusa Pacific University
- Biola University
- Concordia University of Irvine
- Cornerstone University
- Eternity Bible College
- George Fox University
- Grace University
- Hope International University
- John Brown University
- Kuyper College
- Oak Hills Christian College
- San Diego Christian College
- Seattle Pacific University
- Trinity Christian College
- Trinity International University
- Vanguard University
- William Jessup University



credit options

& mou (cont'd - sample)

Biola University Consortium Agreement For Off Campus Programs with Title IV Eligible Institutions

This agreement is between Biola University, the "Home Institution" and Youth World International the "Host Institution."

1. This Consortium Agreement will cover all Biola University students granted approval and permission by Biola University's Office of the Registrar and the Host Institution to participate in the following fall or spring Host Institution program: **Quito Semester**. The Home Institution acknowledges and agrees that the Host Institution reserves the right, in its discretion, to dismiss a student from the program for violation of behavioral guidelines and standards of the Host Institution, for disruptive behavior or conduct that could bring the program into disrepute. Any loss or expense incurred by a student as a result of such dismissal shall be the responsibility of the student and not the Host or Home Institution.

This agreement covers Fall 2010 – Spring 2011, and must be renewed annually by May 1 to remain valid.

2. Host Institution will provide the Home Institution with a written list of Biola students accepted into the Host Institution's program each term. The Home Institution will determine each student's enrolled credit hours and status. Enrollment status (fulltime, part-time or less than part-time) will correspond to Biola University standards, and will be determined by the number of credit hours in which the student is enrolled at the Host Institution after the designated add/drop period. The student is required to make academic progress (complete a minimum of 12 units and a maximum of 18 units during a fall or spring semester off-campus program) and cannot receive financial aid for the following term until grades are received showing the student has made progress. The Host Institution will monitor attendance. The Home Institution's standards for satisfactory academic progress will apply.

3. Biola University will be responsible for determining the eligibility for financial assistance of each of its participating students. For federal, state and institutional aid the Home Institution will administer and disburse aid to the student's account, where eligible.

4. The Host Institution will invoice the Home Institution for each attending student in the amount of the Host Institution's total cost. The Quito Semester costs includes tuition, fees and charges for providing lodging to students, insurance, meals, local program related travel, as well as the Host Institutions' direct and indirect administrative costs that are included in the tuition costs of the program. Other costs incurred by attending students, including personal non-program travel, entertainment, and other student personal expenses are the responsibility of the student and are not included in the program cost. Biola will pay the Host Institution the full amount of the invoiced program cost for each student within sixty (60) days of receipt of the invoice. Biola students attending the Host Institution's program will pay the Home Institution an amount to be determined by Biola, but not less than the program cost for each student invoiced by the Host Institution.

5. The Host Institution agrees not to award any financial assistance to the Home Institution students participating in the Quito Semester under this consortium agreement without prior approval of Biola University.

6. Within 10 days of the term's completion, the Host Institution will transmit to Biola University's Office of the Registrar an official copy of the grades for each participating student.

7. Host Institution agrees that all the Home Institution students participating in a fall or spring Quito Semester will not be supervised by the Home Institution. As such, the Home institution assumes no responsibility for any damages or losses created or sustained by the Home Institution students while participating in the Host Institution's program.

8. The Host Institution and the participating Biola student will notify the Home Institution's Office of the Registrar promptly in the event that a participating student drops credit hours or terminates enrollment. The refund policy of Home Institution, in conjunction with Title IV aid regulations, will apply to all Biola students covered under this agreement. If a refund is owed by the Host Institution to Title IV programs, the refund will be sent promptly to the Home Institution, which will then restore the funds to the appropriate program account(s) in accordance with federal regulations and the Home Institution policies. The Home Institution shall indemnify and hold harmless the Host Institution from any claims by students regarding the disbursement of any amount refunded by the Host Institution. This refund policy applies to expelled or suspended students as well.



partnership

youthworld/it

L&L works directly with Youth World (Mundo Juvenil) in Ecuador. Youth World is a ministry of International Teams (IT). L&L operates in direct partnership and under the legal protection of Youth World in Ecuador. It is through this partnership that L&L is able to offer students the many opportunities in this program through the rich network of relationships, ministry, wisdom and experience that Youth World 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 Youth World, visit www.youthworld.org.ec

International Teams (**IT**) is the mission agency, which our **YOUTH WORLD** team of missionaries serves with and under. **IT** exists to mobilize international teams to build transforming communities around the world. IT USA is headquartered in Elgin, Illinois. Founded in 1960, IT 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. **YOUTH WORLD** is one of those teams!!

For more information about International Teams, visit www.iteams.org



ecuador

specs

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: Rafael Correa (Term: began April of 2009)

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). 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 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 least understand English, say only what you want 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.

Important Dates & Holidays

January 1 – New Year's Day – Año Nuevo

March/April – Good Friday & Easter – Semana Santa

March - Carnaval

August 10 – Ecuador's Independence – 10 de Agosto

November 2 – Day of the Dead – Día de los Difuntos

December 6 – Quito Days – Dias/Feria de la Fundación de Quito

December 25 – Christmas – Navidad

