

STUDY ABROAD

Study Abroad Program Proposal Form

The Office of International Affairs (OIA) serves as a university-wide resource for the access, administration, development and consultation, implementation, assessment and risk oversight of university study abroad programming. We look forward to assisting each Ohio State college reach its study abroad goals through the development of affordable programming that is of high academic quality and curricular relevance. Please review the pre-proposal handbook - <http://go.osu.edu/StudyAbroadPreProposal> - before completing this form.

The new program approval and development process is designed to promote and maintain the integrity of Ohio State study abroad programming. New study abroad programs are initiated through submission of this form and all requested materials to OIA. Please note that OIA reviews proposals for risk, feasibility and other aspects of implementation only. OIA approval is always contingent upon appropriate curricular and fiscal approval(s) in the sponsoring college.

Please send this form with requested signatures and all required materials to Jeannie Simmons (simmons.272@osu.edu), associate director, Study Abroad, Office of International Affairs.

Proposal deadlines vary by term:

- Summer: February 1 of the previous academic year
- Spring (including spring break programs) and May session programs attached to spring semester course: December 1 of the previous academic year
- Autumn (including winter break programs): July 1 of the previous academic year
- May session "stand alone" programs: February 1 of the previous academic year

Program Information

Proposed Program Title: Pachaysana Institute: Ecuador

Program Dates: Autumn & Spring semesters

Program Country: Ecuador Program City: Quito and Rural Communities

Name and Website of Host Institution: http://www.pachaysana.org/

Program Term

- Summer 20 __ __ Spring 20 16
- Autumn 20 16 Spring Break 20 __ __
- Winter Break 20 __ __ May Session 20 __ __

Program Type

- OSU Sponsored
- Third Party Provider/Direct Enroll
- Student Exchange

Instructor Information

Name: Michelle Wibbelsman Employee ID: _____

Academic Appointment and Department:

Assistant Professor Department of Spanish and Portuguese

Email: wibbelsman.1@osu.edu Phone: 292-4958

Department Head Name and Email:

Glenn Martinez (.474@osu.edu)

Course Registration and Credit

Indicate the course information in the chart below and attach an additional sheet if more than two courses will be offered.

Dept. & Course #	Title	Undergrad Credits	Graduate Credits	GE category if applicable
<i>ARCH 4150 (example)</i>	<i>Architecture in Athens & Nicosia</i>	3	3	No
Varied depts.	see attached proposal			

Respond to each of the following points on a separate sheet of paper. Attach to your proposal along with supporting documentation.

Academic Components

1. Include a draft syllabus and a preliminary list of lectures, excursions and cultural visits. The syllabus should define the program in terms of program subject matter, learning objectives and instructional models.
2. Include a detailed rationale for the number of credit hours to be offered. Please refer to the Credit Allocation Guidelines: <http://oia.osu.edu/faculty-resident-directors/credit-allocation-guidelines.html>
3. Describe the primary student audience for the proposed program, eligibility requirements, and how this program complements other existing programs in the academic unit. Estimate likely student enrollment in the first and subsequent years. (Note: most programs are based on a minimum of 12 students. Provide a description of the plan to be used for student recruitment.)

4. Address how students can apply the credit toward their academic progress and how the program maps to the undergraduate or graduate curriculum of the sponsoring department. Has the coursework been submitted for review through the established curriculum approval process in your college?

Logistical Components

1. For programs based at a host institution, provide an overview of the host institution with particular attention to prior experience in study abroad, host institution facilities and services, logistics, planning and administration. For programs not based at a host institution, provide an overview of the in-country arrangements and general program environment. Provide information on accommodations, meals and group meeting space.
2. Address issues of health, welfare, safety and security of students in the program environment and in any cities and/or rural environments where the program will take place, taking the following into consideration:
 - a. Is there a current DOS Alert or Warning for the country?
<http://travel.state.gov/content/passports/english/alertswarnings.html>
 - b. How does the program location and logistical details address concerns in the Safety and Security, Health and Travel & Transportation section of the Country Specific Information <http://travel.state.gov/content/passports/english/country.html>
 - c. How does the program location and logistical details address travel health issues cited by the CDC? <http://wwwnc.cdc.gov/travel/destinations/list>
3. Provide a draft OIA Program Information sheet for the proposed programs. Examples can be viewed at <http://oia.osu.edu/getting-started/search-programs.html>

Required Signatures

Department Chair (or designee)

_____ Signature/Date

College Dean (or designee)

_____ Signature/Date

College Fiscal Officer

_____ Signature/Date

Through submission of this form and attachments to the Office of International Affairs, the sponsoring college indicates its commitment to develop the program plan and budget.



Pachaysana Institute - Ecuador

PROGRAM HIGHLIGHTS

DATES Spring Semester, Autumn Semester

TYPE Third Party Provider

COUNTRY Ecuador

LOCATIONS Quito and surrounding area

PARTNER INSTITUTION [IFSA Pachaysana Institute and The Universidad San Francisco de Quito](#)

ACADEMIC CREDIT English, Theater, Geography, Comp Studies, Spanish

APPLICATION DEADLINE

Spring 2016: October 1, 2015

Term: 1162

Code:

Autumn 2016: March 1, 2016

Term: 1168

Code:

Academic Year 2016-2017: March 1, 2016

Term: 1168

Code:

Note: Both the Ohio State and IFSA/Pachaysana applications must be submitted by the Ohio State deadline.

ELIGIBILITY

2 English courses at the 2000-3000 level

Spanish 2202.01

3.0 cumulative GPA; 3.0 Spanish GPA

PROGRAM COSTS

Pachaysana / IFSA program fee and HTH International insurance fee.

CONTACT INFORMATION

Jeannie Simmons (.272)

PROGRAM

Ohio State works in cooperation with IFSA Pachaysana Institute and The Universidad San Francisco de Quito to offer students an opportunity to learn about and contribute to the educational processes needed to assist local communities with the empowerment and preparation for being active participants in a discourse of development. In cooperation with rural communities outside of Quito, this program focuses on sustainable development, political ecology, cultural geography storytelling, arts for social change, cultural and biological diversity, and leadership. Students will spend two weeks in the capital city of Quito for orientation before departing to the Upper Ecuadorian Amazon rural community. Excursions and cultural visits to the Tiputini Biodiversity Research Station and the "Toxic Tour," where students experience the ecological and social affects of resource extraction in the Amazon, the Ecuadorian Highlands, and the Ecuadorian Coast.

LOCATIONS

Few countries as small as Ecuador contain such remarkable geographic and biological diversity. Geographically it ranges from coastal deserts to temperate mountain valleys to Amazon forests. Culturally and racially, its population includes a mix of indigenous, Spanish and African elements. The program is based in Quito, an Andean city within sight of snowcapped volcanoes, which houses a remarkable mix of colonial and modern, rich and poor, and in rural communities in the Upper Ecuadorian Amazon. Community sites are scattered within a three hour radius of Quito. Experience Ecuadorian culture, a blend of indigenous and Spanish colonial, while improving your Spanish language skills.

COURSES AND CREDITS

Courses completed in Ecuador will transfer to Ohio State as graded credit. Specific Ohio State course equivalencies and credits will be determined have been pre-approved through the appropriate Ohio State academic departments. Students will earn 12-15 credit hours:

Storytelling: Language and Movement (OSU English 4577.03, 3cr)

Theatre for Social Action and Innovation (OSU Theater 5771.02, 3cr)

Identity and Place (OSU Geography 2100, 3cr)

Design and Evaluation of Sustainable Community Projects (OSU Comp Studies 5797, 3cr)

Independent Study (OSU Spanish 2193 / 4193, 1-3cr)

Admitted participants are required to register themselves in the temporary study abroad placeholder course, ARTSSCI 5797. Specific registration instructions will be provided in the letter of acceptance.

ACCOMMODATIONS

Homestay

PROGRAM COSTS

Students will pay the MSID program fee and HTH International insurance fee. A waiver of tuition for Ohio State students that participate on university-approved third party provider or direct enroll programming is in effect until June 30, 2017. The program fee includes in-country instruction, accommodations, most meals and field trips.

If students withdraw or become ineligible any time eleven days after the acceptance notification, they will be held responsible for a cancellation fee. Please refer to OIA's [Cancellation Policy](#).

APPLICATION INFORMATION

Applicants must submit the Office of International Affairs Study Abroad Application online via buckeyelink.osu.edu. Please note that upon application, a \$150 application fee will be assessed to your Statement of Account. The application fee will be refunded only if you are not accepted or submit a written request to withdraw your application prior to the application deadline. Both the Ohio State and MSID applications must be submitted by the Ohio State deadline. The MSID application is available at umabroad.umn.edu and the application and accompanying materials should be sent directly to MSID.

SCHOLARSHIPS

Students should begin researching [funding opportunities](#) before they have been accepted into a study abroad program. [Grants and Scholarships](#) deadlines may occur before the study abroad program application deadline.

SPECIAL PETITION PROCESS

Participation in programs located in a risk designated country is by special petition only and students must complete a petition at the time of acceptance. If a risk designation is established after acceptance to the program, the International Travel Policy Committee will review the current health and safety conditions within the specific country to determine if the program will proceed. Should the Committee approve the program, students are required to submit a petition acknowledging they have read the travel warning and recognize the risk involved

ELIGIBILITY

In order to be eligible to apply for this program, students must (insert program-specific eligibility) and meet OIA's [General Eligibility Requirements](#) and [Conditions for Participation](#). All students will also be required to participate in on-campus pre-departure orientations organized by the Office of International Affairs.

Passports

Passports are required for every Ohio State study abroad program. For many study abroad destinations, passport information is required to apply for an entry visa (as early as 6 months prior to departure). For information about applying for a passport, go to travel.state.gov.

Websites

Ohio State Funding Opportunities: oia.osu.edu

U.S. Department of State: travel.state.gov (travel warnings/country specific information)

Centers for Disease Control: cdc.gov/travel (geographic health recommendations)

Minnesota Studies in International Development - Ecuador: go.osu.edu/MSIDEcuador

Contact Us

Information about Getting Started sessions and study abroad coordinator advising hours can be viewed at <http://oia.osu.edu/study-abroad.html>. Questions about study abroad programs can be directed to abroadadvisor@osu.edu. The Office of International Affairs is located in Oxley Hall, 1712 Neil Avenue.

**Ohio State reserves the right to change without notice any statement contained herein, concerning but not limited to rules, policies, tuition, fees, curricula and courses. In the event of an issuance or change to an existing U.S. Department of State Travel Warning, CDC Travel Health Notice or other risk designated criteria, the Office of International Affairs reserves the right to cancel any program prior to departure or while in progress. Discrimination against any individual based upon protected status, which is defined as age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.*

OSU STUDY ABROAD PROGRAM NARRATIVE
PACHAYSANA INSTITUTE, ECUADOR

ACADEMIC COMPONENTS

EDUCATIONAL APPROACH

The program is designed so that each participant develops a greater consciousness of our interconnectedness, with particular focus on the concepts of sustainable development, human creativity, diversity, and the critical role of leadership. The program's curriculum focuses on:

1. Rigorous and interdisciplinary academic courses, discussions and assignments
2. Intercultural living and active community participation
3. Creative project development with community counterparts to be shared with the host community-at-large
4. Required and recommended readings
5. Spanish language immersion
6. Education excursions
7. Volunteer opportunities (Optional, but highly recommended)
8. A guided Independent Study Project. (Optional)

The Pachaysana Institute and Universidad San Francisco de Quito are convinced that we cannot truly understand our toughest global challenges without first facing them within the context of local realities. We are also convinced that international education offers a unique opportunity to significantly contribute to the educational processes needed to assist local communities with their empowerment and preparation for being active participants in a discourse of development.

In addition to our arts-based instructional methodologies, we carry out stimulating full-cohort class discussions. To enrich these discussions, we consider it the responsibility of each participant to engage in highly selective and careful readings from a variety of sources and perspectives. International student readings focus on selected aspects of Sustainable Development, Political Ecology, Cultural Geography, Storytelling, Arts for Social Change, cultural & biological diversity, and leadership. Local counterparts read selectively on the same topics; however, the materials are less theoretical, such as periodicals and internet articles.

LEARNING OBJECTIVES FOR INTERNATIONAL STUDENTS

By the end of the semester international students will have:

1. Demonstrated a serious effort to adapt to a community-based educational model, living harmoniously with local residents while successfully completing relevant course work.
2. Achieved a greater level of understanding of our interconnected world, able to clearly articulate, using personal experience as supporting evidence, how global structures affect local realities, and vice-versa.
3. Developed knowledge and skills in using arts-based methodologies to identify and transform conflicts.
4. Identified and articulated their values and beliefs, and be able to reflect upon them by comparing their own cultural backgrounds with gained community experiences.

5. Developed a much greater understanding of the Ecuadorian Amazon, including basic knowledge of its political, historical, environmental, cultural and social issues
6. Demonstrate the ability to interact constructively with people of different cultures.
7. Improved Spanish language skills.

SEMESTER STRUCTURE and PRE-DEPARTURE READINGS

The academic structure of this program includes the following components, the successful completion of which yields a total of 12 to 15 semester hours of academic credit. All courses take full advantage of the one-of-a-kind natural and human resources that only the Amazon rainforest can offer, utilizing in-class and site-specific learning activities. Student performance in each course includes on-going assessment based on the quality of classroom and field participation; creative presentations that take into consideration readings, observations and reflections; brief written reports; and a final paper or project. Since *Rehearsing Change* is based in the Amazon region, it works on a “module system” consisting of a “3 weeks on – 1 week off” calendar. That is, students study 6-days a week (a normal community work week) in the community for 21 days, and then have 7 days off to participate in program excursions, with ample time for rest, reflection and renewal.

Students accepted into this program are provided with a list of overall program readings, both required and others recommended, as part of each syllabus. All participants are expected to read three pre-departure readings, one of which focuses on the story of the Huaorani peoples in the Ecuadorian Amazon, another one that gives an over-arching introduction the Performing Arts and conflict transformation, and another on sustainability and interconnectedness. For the pilot program, these required readings are:

- *Savages* by Joe Kane
- *Acting Together* edited by Cynthia Cohen, Roberto Gutierrez Varea and Polly O. Walker
- *Indra's Net and the Midas Touch: Living Sustainably in a Connected World* by Leslie Paul Thiele

COURSES (SYLLABUS ATTACHED FOR EACH COURSE) & OPTIONAL INDEPENDENT STUDY PROJECT

Rehearsing Change challenges our instructors with the following questions when preparing their syllabi:

- How can we assure that what we (students, community counterparts and instructors) learn in one course is applied or carried over into other courses? One of our goals is the creation of a transformative educational experience, in which the numerous courses feel like one.
- How can each professor learn from one other; how can we enrich our courses through the talents and experiences of the others?
- How can we include the community at large in our course projects?
- What methodologies can we employ so that this course is digestible and equally beneficial to both students and community counterparts?
- What associates can invite to offer short term academic or artistic workshops that enrich our courses?

OSU Theater 5771.02, 3cr

Theatre for Social Action and Innovation

This course is designed to lead international students and their counterparts through the process of creating social change by practicing social change. Using exercises and activities that pull from the areas of Theatre of the Oppressed, Theatre for Development and Performance Activism, we engage challenging concepts through real life situations, stretching from the theoretical areas of structural & symbolic oppression to socially charged topics like social/cultural identity, racism, privilege, power, environmental justice and gender issues. (Specific themes vary per semester and are identified through preliminary work that the Pachaysana Institute conducts with the community at large.) International students work closely with local counterparts to create small-scale projects to be presented to the community as a whole. Readings cover Applied Theatre methods, case studies and articles related to our themes, and they are discussed within the context of the community's reality and how the reality relates to universalities within our globalized society. We also discuss and rehearse the potential of turning the identified conflicts into opportunities for innovation. We work closely with community leaders to evaluate the work from our course for its potential with later community-based innovative activities. We expect students to focus on developing their skills in leadership, communication/dialogue, self & community analysis, as well as gain confidence in performing in front of groups and improvising for life.

OSU English 4577.03, 3cr

Storytelling: Language and Movement (Marleen Haboud, Wilson Pico – Instructors) – 3 credits

It can easily be argued that the greatest human quality is our ability, and need, to tell stories. Every day, we communicate through stories, yet rarely do we study how to tell a story or learn how to become empowered through our stories. This course takes students through a process that seeks to unleash the power of stories, but most especially we attempt to harness such a power in the creation and presentation of our community's stories. Based on the realities present in our host community, students work with their counterparts, combining theory with practice, to create and tell stories to the community at large. Since stories are both spoken and performed, we aim to engage the "telling" through both language and movement, thus transcending the limits of each. Beginning with the elements of storytelling, students and counterparts practice the structuring of stories, focusing on both the traditions within the community and the influence of the modern world, and then the multiple forms of expressing those stories. The cohort is required to work with other local community members, first interviewing and collecting data, and later using our creativity to construct and present the stories back to them, placing special focus on the conflicts that inhibit our development in a globalized world.

OSU Geography 2100, 3cr

Identity and Place (Belen Noroña, Marleen Haboud – Instructors) – 3 credits

This course asks students and community counterparts to examine who they are as related to the ever-changing environment in which they live. For this course, environment is approached broadly. While it most often refers to the immediate world around us, this course asks students to see the interconnections between one's present surroundings and a global ecology. The Amazon Rainforest, home to our host community and natural resource to the global community, serves as the inspiring force in our continuous dialogue that seeks the reconstruction of our identity as related to the concept of place. Both local counterparts and international students participate in the discussions. While challenging, cutting-edge readings are required of international students, local counterparts read stories and periodicals, as well as conduct community interviews, to engage the conversation. This implies that our readings are not examined only as theory; rather, we discuss them for their practical application to our current lived reality. The aim is that our conversations are carried over into creative application through our two methodology or arts-based courses.

OSU Comparative Studies 5797, 3cr

Design and Evaluation of Sustainable Community Projects (Will Waters, Belen Noroña – Instructors) – 3 credits

Our many courses, and the resulting projects, must be carried out according to well-studied and effectively practiced methodologies in design and evaluation. This course takes students through the different phases necessary for effective design and evaluation of a development project. Topics are chosen by students and their counterparts based on conflicts, needs and/or opportunities existing within our host community. Together they identify the problem/need, develop an idea and create a proposal with goals, objectives, plans, budget, etc. Projects can be related to any community issue and might fall within such areas as public health, education, housing, basic amenities, agriculture, small business, etc. As a cohort, we discuss the themes of the design, execution and evaluation of the projects as related to the local and global realities that affect them. Dividing into small groups allows for a division between projects focused strictly on community development and others on social entrepreneurship. Specific readings are assigned to both international students and community counterparts to discuss the practice and importance of designing and of evaluating projects.

OSU Spanish 2193 / 4193, 1-3cr
Independent Study – 1 to 3 credits

International students are welcome to add on an independent study as a fifth course. The independent study can be carried out as an internship or personal research project. Depending on our host community, there are numerous options available for internships, including working in primary education, English instruction, public health, agriculture, and social entrepreneurship, among others. In all cases, we require that the student petition one of our team members to serve as advisor and academic evaluator. We encourage students to propose research projects that have potential for direct or indirect practical application in the host community. (Please check with your home institution for IRB requirements). All independent study projects need to go through approval processes with both the Pachaysana Academic Council and a host community leadership council.

Note: All classes are taught in Spanish. Readings for international students are in both Spanish and English. Internationals are also encouraged to read the periodicals and shorter pieces that our local counterparts are assigned, 100% of which is in Spanish. If necessary, advising sessions can be carried out in English with all our instructors except for one, who only speaks Spanish. We encourage no less than one advising session per three-week module, so as to track personal and academic growth and discuss independent study (internships, research, etc.)

ACADEMIC CREDIT and USFQ EQUIVALENCY SYSTEM

The Universidad San Francisco de Quito (USFQ) provides official transcripts to all international students. Transcripts show the four core courses of 3 credits each, and an independent study for 1 to 3 additional credits. Average course load is 12 to 15 credits per semester. (Students can petition for an independent study of up to 6 total credits.) Students are provided with a USFQ student number and enroll via the USFQ on-line enrollment system, operated through the Banner system.

Each Rehearsing Change course is cross-listed at USFQ with 2 or 3 USFQ equivalency courses, allowing the students the option to choose how they wish to focus their studies. In practice, each of the courses has one syllabus, yet the student selects a specific track when registering in one of the equivalency courses. Depending on the selected equivalency course, the student is assigned to that track. The students in the different tracks study the course material together throughout the semester. While each track follows the same themes, instructors vary the readings and the focus of each project to fit the specific objectives of the track. This model allows greater academic choice to the students and enriches the class discussions and projects with diverse points of view.

Example: *Design and Evaluation of Sustainable Community Projects*. Students can enroll in SOC 381 (Design and Evaluation of Development Projects and Programs) or ADM 414 (Change Agents: Social Entrepreneurship). The same overall process is taught for each track; yet, certain students create projects that are focused on social development while others create small social enterprise projects. The syllabus shows readings for both of these focus areas.

EDUCATIONAL EXCURSIONS and CULTURAL VISITS

Embedded in every semester program are a number of local cultural visits and several longer educational excursions. Locally, students may visit the many nearby sites that offer different perspectives or experiences related to our themes. For example, in our pilot community of Mariscal, students can visit the animal rescue center and ecological reserve of Zanja Arajuno, the indigenous community Tzawata (a Kichwa population struggling against an unwanted mining intervention), the capital city of Puyo where many Indigenous Nations have their headquarters, bi-lingual schools, nearby rivers and waterfalls, public health clinics, family farms, local primary and secondary schools, and/or family homes to partake in traditional practices.

The first official excursion is the visit to ***Tiputini Biodiversity Research Station***. This excursion doubles as the ideal site where our international students and local counterparts meet and form a single cohort. Referred to by National Geographic as the “most bio-diverse spot on Earth,” this site is truly magical. Deeply embedded in primary rain forest, Tiputini is USFQ’s tropical research station. In addition to housing long-term researchers, the station also conducts environmental education with international students and locals.

Immediately following Tiputini, our first excursion continues with a ***Toxic Tour***. Led by our friends from the Association of the Affected Peoples by Texaco, we learn about past and present issues related to the extraction of natural resources in the Amazon. In addition to visiting cesspools, contaminated streams and affected villages, we speak with community members in the area and hear from both activists and representatives of the government and/or the oil industry.

Our second excursion takes us to the ***Ecuadorian highlands***, where we visit community development projects and different indigenous villages in the provinces of Bolivar and Cotopaxi. In Bolivar we exchange experiences with the inhabitants of Salinas, a town known for its cheese and chocolate cooperatives. In Cotopaxi, we spend time in several communities with varied experiences in community based tourism.

Our final excursion is to the ***Ecuadorian coast***, where we spend time with an Afro-Ecuadorian community in the province of Esmeraldas, where we share cultural performances with locals. Of course, there is also ample relaxation time on the beach.

STUDENT AUDIENCE

We expect this interdisciplinary program to attract Spanish, International Studies, Geography, History, English, Folklore, Anthropology, and Comparative Studies Majors and Minors. The aforementioned departments are not responsible for advertising / recruiting for the program; we plan to use already existing resources such as the Study Abroad Fair and the OIA online Study Abroad Program Information pages as primary advertising and information resources. The Pachaysana Institute is collaborating with several Universities to offer this educational experience in Ecuador; a minimum number of OSU students per term-offering is not a requisite for participation in the program. We expect 3-5 students to participate in the first year of the program, and 6-8 students to participate in subsequent years.

Students will need to carry a minimum 3.0 overall GPA for participation and meet pre-requisite requirements for the courses offered abroad:

English 4577.03, 3cr: Prereq: 6 cr hrs of English at 2000-3000 level, or permission of instructor. 3 cr hrs in 2367 in any subject is acceptable towards the 6 cr hrs. Repeatable to a maximum of 6 cr hrs.

Theater 5771.02, 3cr: No pre-req.

Geography 2100, 3cr: No pre-req. GE soc sci indivs and groups course.

Comparative Studies 5797, 3cr

Spanish 2193 / 4193, 1-3cr: Prereq: Written permission of department; additional paperwork required. S/U graded.

** Course credit verifications from each department attached

LOGISTICAL COMPONENTS

HOST INSTITUTIONS

Rehearsing Change is carried out by two institutions. The Pachaysana Institute is the Executive Partner and legally responsible for the program's operation. USFQ is the Academic Partner and legally responsible for the program's academic success, in compliance with Ecuador's Higher Education Law.

The **Pachaysana** Institute is legally recognized by the Ministry of Culture with non-profit status. Pachaysana was founded in June, 2013 as an independent program of the Fundación Quito Eterno; its founders are a collective of high level academics, artists and community organizers, all of whom also serve as educators in the Rehearsing Change program. With relationship to study abroad, in preparation for our pilot semester (spring 2015) Pachaysana has led several short-term/customized programs, working with students from universities and colleges throughout the USA. Additionally, Pachaysana's staff members have dozens of years of international education experience, including its Executive Director, who served as Resident Director for BCA Study Abroad for 6 years, and a faculty member, who served as Resident Director for the Oregon University System for over 15 years.

Founded in 1988, **USFQ** is commonly considered the most distinguished private university in Ecuador. It has the largest international exchange program in the region, with more than 100 agreements with universities throughout the world, making it easy to arrange for credit transfer. They have a well-staffed International Programs office, directed by experienced, bi-lingual administrators. USFQ's international programs include short term, semester and year-long programs at their main campus in Quito, at their Galapagos campus (GAIAS), and at their Tiputini Biodiversity Station for research and environmental education in the Amazon.

Pachaysana's Role (Co-Founder and Executive Partner)

- Design of the program (general academic plan, including both international and local tracks; residential life; health & safety plan; excursions; volunteering; etc.)
- Logistical Coordination and Administration of international education activities, including Orientation, Excursions, etc.
- Coordination between Rehearsing Change and the host community. Pachaysana works with each community on their Community Education Plan.
- Coordination of Community Participation. Rehearsing Change activities are designed to benefit the community at large, demanding continuous participation.
- Administration of regular evaluation of Rehearsing Change and its impact on host communities.
- Facilitation of opportunities for USFQ faculty to conduct research / project development with Rehearsing Change communities. Ex: USFQ's Service Learning office will study Rehearsing

Change's effect on local communities, and Pachaysana assists with USFQ's needs to conduct the research.

USFQ's Role (Co-Founder and Academic Partner)

- Provide transcripts to all participating students. In addition to international students, regular USFQ students can enroll in Rehearsing Change. Rehearsing Change transcripts are no different than regular USFQ transcripts.
- Provide certificates of program completion to local community participants.
- Co-Design of the program courses (includes elaboration of syllabi) – Courses are official USFQ courses and international students enroll on-line via the USFQ system.
- Provide (or officially approve) program instructors – Rehearsing Change professors are USFQ faculty
- Course and Instructor Evaluations – Each semester all participating students complete evaluations, which are inserted into the USFQ evaluation system. USFQ administration conducts regular oversight equal to other USFQ courses.
- Administer the application process through its on-line system (start date: spring 2016 semester)

Rehearsing Change is community-based; thus, aside of our orientation period, we do not use much of USFQ's exceptional physical infrastructure. When in Quito, students can use their student ID number to access the library, cafeterias, etc. Also in Quito, Pachaysana maintains an office located in the city's historical center, where we have a classroom for orientation sessions and where students can access a small library, internet and other services. Planning and administration of Rehearsing Change is carried out almost exclusively from Pachaysana's fully equipped office. Outside of Quito, Pachaysana coordinates Community Education and Engagement from the home of our Community Education Coordinator in the city of Puyo. The coordinator maintains constant contact with our host communities via phone and personal visits.

COMMUNITY-BASED LOGISTICS

Pachaysana immerses students into community life; they live with host families and engage in daily activities with locals. Rehearsing Change seeks to create a rich balance between providing experiential education opportunities and assuring student health and safety. Regarding the educational potential of our community-based living model we focus on three primary areas of student learning:

- ***Cultural Exchange*** – By immersing ourselves in community life, living with local families and creating projects with community counterparts, students are treated as temporary residents as opposed to visitors.
- ***Personal Growth*** – Without a doubt, the joys and challenges of community-based life guarantee that students will learn deeply about themselves.
- ***Experiential and Creative Learning*** – Residential life is inherently linked to the projects and studies we carry out with community counterparts, meaning that our life in the community becomes part of our program of study.

Every few semesters, Rehearsing Change will move to a new host community; thus, logistical operations will vary to best accommodate the specific community's location, culture and living conditions. Here we offer information and logistics related to our pilot community.

Pilot Community: The community of Mariscal is located in the Upper Amazon; it is part of the municipality of Santa Clara in the province of Pastaza, situated between the cities of Puyo and Tena,

about thirty minutes east of the main highway by bus. It has a population of approximately 210 habitants (53 families). The community is what we refer to as a Colono community, meaning that they are Mestizos who came to the Amazon as part of 20th century land reform. In the immediate area, there are dozens of other communities, both Kichwa and Colono. Over 80% of Mariscal's population arrived from the western portion of the province of Cañar.

Almost all Mariscal families work in the production of sugar cane. While some families sell raw sugar cane and sugar cane juice, most process the sugar cane into alcohol and sugar blocks. Some families supplement their income by raising animals as well as through the production of plantains, cassava and taro root.

There is a small town center, where we find the local school, the church, a small store and a few homes. The majority of families live between a 10 and 20 minute walk from the town center. The area is surrounded by secondary forest with small patches of primary forest. A small river crosses close by the community and there are waterfalls in the area. A nearby private reserve is home to three species of monkeys, numerous bird populations, dozens of species of amphibians and hundreds of insect species.

Families live in humble homes usually made by bricks, cement and blocks, although others are constructed with wood. The homes usually have a kitchen, dining/living room, bedrooms and a bathroom. Most families have just one bathroom either inside or outside the house. International students sleep in private rooms, which have a bed with mosquito net and enough space to store clothing, shoes and other belongings.

Mariscal is a cohesive and integrated community. Although they are producers of alcohol, they rarely consume it. They are extremely hard workers, beginning the work day at 7AM and finishing around 5PM, taking 60 to 90 minutes for lunch. On evenings and weekends, people gather to participate in sports (mostly soccer and volleyball), go to church, and other community-based activities.

Food and Laundry: Host families prepare 3 meals a day. All reasonable accommodations are made for special diets, including vegetarian, lactose-free, etc. Surprisingly, although not part of the local culture, families are very understanding of such needs, as we have led practice experiences with short-term international volunteers. Students can choose to hand wash their clothes at family homes or send them to a nearby town where they are washed and dried for a fee. Rehearsing Change assists in the logistics for sending clothes out to be washed.

Phone and Internet: Mariscal has one landline and cell phone signal. There is no internet access at this time, but students can travel 40 minutes to the town of Santa Clara to use the internet.

Activities: Students can participate in any number of community-based activities (sports, assist with primary school instruction, farming, etc) and are encouraged to create and lead activities, jointly with community counterparts in benefit of the entire community. In community workshops with Pachaysana facilitators, the community has expressed interest in forming youth groups, after-school programs, evening enrichment groups for all community members (such as film screenings, music nights, storytelling, arts & crafts, English tutoring, etc). The community actively engages in such evening activities when they are offered.

Language Immersion: In order to most effectively integrate into the community, we request that international students refrain from speaking English. In agreement with the cohort, we will establish specific times or situations when English can be spoken, if the cohort deems it important or necessary.

Supervision: No less than one trained staff member is based in the community at every given moment of the semester. That person is either Daniel Bryan, the Resident Director/Academic Coordinator, or Juan Kunchikuy, the Community Education Coordinator. On most days, there is an average of 3 staff members on site: Daniel, Juan and a visiting professor.

Host Family Training: Host families are trained over the course of 12 to 18 months by first hosting interns and students from our short-term programming. The training includes a series of cross-cultural, health and safety workshops.

SAFETY AND HEALTH

Rehearsing Change takes into consideration a duo-plan for health/safety, reflecting the fact that students spend nearly 2 weeks in the capital city of Quito before immersing themselves in a small rural community in the Upper Ecuadorian Amazon. After arrival in Quito, we conduct a lengthy orientation that includes health and safety training for both Quito and community-based life. Generally speaking, security threats are more prevalent in Quito and health risks are more prevalent in the rural communities.

Safety

Small communities in the Amazon are generally very safe spaces and there is minimal risk of a personal safety incident. That being said, our counterpart communities receive a lengthy orientation that covers health, safety and living with international students. Since multicultural living is more complicated than homogenous living situations community members learn about issues such as sexual harassment, cross-cultural communication, and respect for difference (race, gender, sexual orientation, etc.).

Pachaysana conducts a lengthy safety orientation with international students, offering specific indications for living in the community, managing big-city life in Quito, as well as traveling in country. The Rehearsing Change RD is a respected security trainer in Ecuador's study abroad community, regularly leading the safety orientations for USFQ's general international student population, IES Abroad, as well as others. Students are trained so as to best avoid pick-pocketing and other possible crimes, not to mention informed of common scams and pitfalls for travelers in Ecuador. They are also trained in the particulars of multicultural living. The numerous sessions cover all the primary threats issued by the US Embassy, including Express Kidnappings (meaning, we train for proper taxi travel etiquette), Robberies (meaning, we train how to travel appropriately in the city and protect belongings in crowded areas), Sexual Assault (meaning, we train students on how to avoid situations where sexual assault is possible), and Travel Advisories (meaning, we describe specific dangers related to traveling to specific areas of the country), among others. We also spend considerable time on what to do in the case of a natural disaster, such as a volcano eruption or earthquake, and we address proper behavior if in the presence of a political demonstrations. We also consider it important to link safety and security with cross-cultural training, since many incidents can be prevented by more fully understanding the different cultures in which the students are immersed. Finally, we work extremely hard to develop a rapport with our students so that they feel comfortable in sharing their security concerns and report any incidents. The trainings cover what to do in the case of incidents, with special attention paid to sexual harassment and sexual assault.

Note on the Rehearsing Change security training: our arts-based methodology is practiced during the first days with relationship to safety; thus, unlike other programs that only discuss safety issues, we rehearse them through staged interaction and practice on the streets of Quito.

At the time of this report, there are no DOS Alerts or Warnings for Ecuador.

Health

First and foremost, all Rehearsing Change students will participate in a detailed Health Orientation, which covers personal preparedness / prevention and reacting to emergencies. They will be trained on what to do in the case of several possible ailments, include a briefing of a detailed Emergency Action Plan (which is for both safety and health).

Since we are only in Quito for a short time, we focus the city's dominant health-related concerns of high altitude, dry climate, high sun exposure and polluted air. We also spend considerable time on assuming a greater personal responsibility for health, suggesting that student decisions are likely the best preventative measure. Of course, part of health is an extensive briefing on stomach and intestinal ailments.

Living in the Amazon Region of Ecuador surely raises several health concerns: exposure to heat and humidity, the prevalence of insects, the possibility of spider or snake bites, twisting an ankle or similar injuries due to the nature of rainforest trails, etc. While these are risks that all students must take into consideration, the possibility of a major health issue is extremely minimal. Rehearsing Change takes the necessary precautions to prevent health problems, and chooses its sites in accordance to reasonable access to medical resources/facilities.

In our pilot community, Mariscal, we are only 45 minutes from the local hospital in Puyo, or 4.5 hours from the capital city of Quito, where we can access the best health care in the country. In the case of a major emergency, we can air evacuate a student to Quito in approximately 2.5 hours (car + hired aircraft). Mariscal has cell phone and land line service and if a student wants advice in order to treat an illness, we work with an ex-Peace Corps nurse who accepts our phone calls 24 hours a day.

In the community, we assure high quality oversight of day-to-day life. At all times we have at least 1 on-site coordinator/professor in the community (usually 3 staff members are present at all times), in addition to the numerous community leaders who we have trained in emergency management. We maintain a complete first aid kit, complete with medicines, ointments, bandages, etc, and our Community Education Coordinator is an expert in natural rain forest remedies, as well as being first-aid/CPR certified.

Students are required to vaccinate for Yellow Fever. For recommendations on other vaccinations, we refer the student to the CDC and their family physician. Regarding anti-malarial medicine, we defer this decision to the student, who should make it in consultation with his/her family and a medical professional. What we can offer are comments made by medical professionals in Ecuador, most specifically that there has not been a case of Malaria near our communities for many years. In the area of our pilot semester, it has been well over a decade since a case of malaria.

At the time of this report, the CDC reports no travel notices for Ecuador.