

Pacific School of Religion  
Contextual Learning Program Handbook

*a tradition of boldness*  
**Pacific School of Religion**

**Contextual Learning  
Master of Divinity  
Handbook**

Pacific School of Religion  
Contextual Learning Program Handbook

Pacific School of Religion  
Office of Contextual Learning  
Holbrook 125  
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Note: All Contextual Learning forms are available in the literature rack outside of the Admissions/Dean's office in Holbrook.



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## CONTEXTUAL LEARNING PACIFIC SCHOOL OF RELIGION

Pacific School of Religion is committed to serving God by equipping students to be religious leaders in historic and emerging faith communities for ministries of compassion and justice in a changing world. In our multi-cultural and multi-religious world, effective leadership requires the kind of understanding, perspective, and skill that comes from engagement with diverse communities and contexts for ministry.

### MISSION OF CONTEXTUAL LEARNING PROGRAM

PSR's Contextual Learning Program provides a link between the seminary and broader communities, contextualizing the student's theological education. It helps us to see the reciprocal ways that self and culture, social forces and institutions shape and give meaning to our life together. The Contextual Learning Program will assist the student in developing a process of exposure and critical reflection. The skills acquired while engaging with difference help to prepare spiritual leaders for ministry in multi-cultural and multi-religious communities.

### LEARNING OBJECTIVES

Through the Contextual Learning Program, students will be able to:

- Identify their social location.
- Describe how social location shapes world view.
- Critically analyze diverse perspectives.
- Articulate the theological issues and meaning discovered from the experience.
- Identify how the experience applies to their spiritual and vocational formation.

### IMPLEMENTATION OF OBJECTIVES

Contextual Learning at Pacific School of Religion has three components:

- 1) Contextual learning within courses
- 2) Contextual/Cross-cultural immersion courses
- 3) Contextual Encounter Opportunities

**Contextual learning within courses:** The faculty, with the assistance of the Office of Contextual Learning, arranges experiences for students that will engage them in a variety of contexts.

**Contextual/Cross-cultural immersion courses:** Master of Divinity students are required to take three (3) credits of Contextual/Cross-Cultural Immersion courses before graduation. Contextual/Cross-Cultural Immersion courses are offered primarily during January intersession but may be offered at other times during the year. Opportunities for local, national, and international intensive courses are offered each year.

**Contextual encounters:** Masters of Divinity students are required to participate in a total of three (3) certified Contextual Learning Encounters, one each year during their degree program.

## PSR Masters of Divinity Contextual Learning Requirements Checklist

**Contextual Encounters:** Master of Divinity students are required to participate in one (1) encounter per academic year for a total of three (3) certified encounters for graduation.

### 1st Year:

- Meet with faculty advisor in first semester and discuss Contextual Learning Encounters.
- Complete one certified encounter.

Encounter #1: Title: \_\_\_\_\_ Submitted: \_\_\_/\_\_\_/\_\_\_

### 2nd Year:

- Complete one certified encounter and submit a reflection paper to the Director of Contextual Learning.

Encounter #2: Title: \_\_\_\_\_ Submitted: \_\_\_/\_\_\_/\_\_\_

### 3rd Year:

- Complete one certified encounter.

Encounter #3: Title: \_\_\_\_\_ Submitted: \_\_\_/\_\_\_/\_\_\_

**Cross-cultural immersion intensive courses:** Master of Divinity students are required to take three (3) credits of Contextual/Cross-Cultural Immersion courses before graduation.

- Local Immersion: Title: \_\_\_\_\_ Semester: \_\_\_\_\_/\_\_\_\_

—OR—

- National Immersion: Title: \_\_\_\_\_ Semester: \_\_\_\_\_/\_\_\_\_

—OR—

- International Immersion: Title: \_\_\_\_\_ Semester: \_\_\_\_\_/\_\_\_\_

## Guidelines for Certified Contextual Learning Encounters

### Number of Encounters

**Master of Divinity students are required to participate in one (1) encounter per academic year for a total of three (3) certified encounters for graduation.** There will be three encounters each semester designated as Certified Contextual Learning Encounters, for a total of six per academic year. The six Certified Encounters will be posted by the Office of Contextual Learning at the beginning of each semester.

Registration for an encounter is required. Each encounter will be limited to no more than 25 registered students.

### Required Consultation with Faculty Advisor

Students will schedule appointments with their faculty advisors early in their first semester to discuss both their educational/vocational goals and their life experiences that will contribute to their leadership formation. The goals and past experiences of the students revealed in this interview should inform the student's selection of the certified encounters. Students are expected to give careful consideration to the certified encounters. It is important to ask yourself: (1) What is the context of this encounter? (2) How is this context different from my own? (3) How will this experience challenge me? Students are encouraged to choose encounters that are challenging and that will put the student in a context significantly different from their own.

### Expectations of Encounters

Each encounter will be several hours in length. Significant engagement by the student during the encounter is expected. Many of the encounters will include travel to explore diverse community settings for discussion on theological, social, gendered, ethnic, cultural, economic, environmental, and historical contexts.

Group reflection will take place with a member of the PSR faculty within a week of the encounter.

Participation in group reflection with faculty is not required but strongly recommended. Depending on the time and type of encounter, group reflection may take place immediately following the encounter. Within a week of the encounter students will have an opportunity to reflect on the experience as a group with a faculty member and a representative from the sponsoring center. Students must sign the attendance sheet.

If a student is unable to attend the group reflection session, the student must submit a 2-3 page reflection paper to the Director of Contextual Learning within ten days of the encounter. (See reflection paper guidelines and example at the end of this section.)

**Credit for the encounter will not be given if the student has not signed the reflection session attendance sheet or written and submitted a reflection paper.**

### Sponsorship of Certified Encounters

The Office of Contextual Learning will work with three PSR educational centers to develop specifically-designed Contextual Learning Encounters. These centers may offer various events during a semester, but only events designated as a Certified Contextual Learning Encounter will be accepted. Each center will offer two certified encounters per academic year, one in the fall semester and one in the spring semester. The three PSR educational centers that will offer Certified Contextual Learning Encounters are:

- **PANA** (Institute for Leadership Development and Study of Pacific and Asian North American Religion)
- **CLGS** (Center for Lesbian and Gay Studies in Religion and Ministry)
- **DRC** (Dismantling Racism Committee)

### Reflection Papers

Students who do not attend the reflection session with a faculty member will complete a 2-3 page written reflection paper on their experience and its contribution to their spiritual/vocational leadership formation.

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This reflection paper must be submitted to the Director of Contextual Learning within 10 days of participating in the encounter. Content should include:

- Personal cultural identity/social context – what social/cultural lense do I bring to this encounter? (Ex. “I view this encounter as a gay, African American man who grew up in a middle income family in the suburbs....”)
- Theological reflection – what are the one or two theological issues that are raised for me and how do I think about them? (examples of theological issues: justice, hospitality, suffering, mission of the church)
- Integration with course work – what have I learned in my classes that inform me or help me to think about this encounter?
- Implication for future vocation and spiritual growth – how might I use what I learned in this encounter in my ministry? How might I use what I learned in my own spiritual development?

### Summary of Student Responsibilities

1. Choose one encounter for the year and sign up for that encounter on the sign-up sheets outside of the Contextual Learning office.
2. Attend the Encounter.
3. Within a week of the encounter, students will have the opportunity to reflect on the experience as a group with a faculty member. **Students must sign the attendance sheet.**
4. For students unable to attend the reflection session, a 2-3 page reflection paper following the above guidelines, will be submit to the Director of Contextual Learning. ***If a reflection paper is not received within 10 days of the registered encounter, the encounter will not count as the student’s annual contextual encounter.*** The paper will be read by the Director of Contextual Learning and comments will be sent to the student. The student may be requested to revise and resubmit the paper if the guidelines for reflection are not met (for example, if the paper is only a description of the event and does not contain theological reflection and implications for ministry.)
  - See end of this section for an example Reflection Paper
6. Note: ***Encounter attendance and attendance at the reflection session or the reflection paper is required.***

### Office of Contextual Learning Responsibilities

1. Work with CLGS, DRC and PANA to develop two Certified Encounters each per year.
2. Post sign-up sheets and track ongoing and maximum registrations.
3. Keep a record of attendance and completion of the reflection papers for each student.
4. Develop and administer an evaluation form for each encounter that is related to the learning objectives.
5. Keep a copy of all reviewed reflection papers on file.
6. Work with faculty and center representative in arranging the group reflection.

### Faculty Responsibilities

1. Encourage advisees to choose encounters that will challenge them.
2. Attend one encounter and lead the group reflection.

## **Example: Contextual Encounter Reflection Paper**

### **Contextual Learning Encounter Report**

Represent to Witness - "Jam" (Closing Service)

June 22, 2006

I attended the Represent to Witness (R2W) Jam on June 15, 2006, which was the final event associated with the R2W program for 2006. R2W is a two-week program of the Institute for Leadership and Study of PANA at PSR and, as described in the program notes, is a "youth leadership program of Asian Pacific Islander youth and other youth of color ages 16-19". The official agenda included opening prayer, skits, moments of testimony, song, dance, a slideshow and closing song and benediction. There was an extended time of response from the audience, consisting of families and friends of the participants, PSR faculty, friends of PANA, and the wider community. While this seemed somewhat drawn out for me, it clearly was a very moving experience for those who spoke in appreciation of the youth.

As a person who is half-Asian, I have consistently attended PANA related events for a few years now; and use these events as a way to explore issues of my racial identity. I consider myself to be a middle class professional who is assumed to be Caucasian in most settings. I am also increasingly aware of my age and the fact that, while many of my pastor and lay friends are in their 50s and 60s, there are now multiple generations of persons younger than myself who have very different worldviews (including my 22-year old child). I also recently inquired into membership with Pacific Asian Islanders Ministry (PAAM) and found myself challenged via email by their Moderator regarding my interest in PAAM. While this initially was a surprise, upon reflection, it seemed like a very appropriate response; e.g., only a person of privilege would assume that they would automatically be welcomed into any group!

Thus this event, while sponsored by a group with which I have some comfort, also promised to expose me to persons in their mid-teens, which are (gulp) 40+ years younger than I. Upon reflection, I recognize that my understanding of the PANA context is, at best, superficial; and that I have almost NO meaningful exposure to even Caucasians in their teens and twenties-let alone Asian Pacific Islanders and persons of color. By seeing a group of these young people in a performance setting, I hoped to gain some understandings of their perceptions of issues of faith and race as they had experienced them directly or heard about them through family and friends. I expected this event to be MC'd by one of the adult members of the PANA staff.

The highlights of this event for me were seeing the closeness of this group, the quantity and piercing quality of their insights into issues not only of race and faith, but of economic class as well. I was really struck by the frequency of their references to class and classism; and was surprised by the way in which one young man explored the many layers of class (e.g., underclass, unemployed working class, employed working class, etc.) and asked himself about where he fit into this scheme. I found it easy to think to myself, "Well, given his lack of education, he's clearly headed for the working class" – which I realize was classist, to an extent racist, and clearly a premature judgment! I was also surprised by the almost invisible role played by the adult leaders, until the very end of the Jam.

I was again surprised to hear how many of the youth described themselves in the lower levels of economic status, which primarily is a reflection of my lack of contact with such persons. A wonderful skit “A Day without the Working Class,” while having elements of humor, vividly portrayed the ease with which the middle class has come to rely upon the services provided by the working class (e.g., waitpersons, cooks, cleaning staff, etc.) and caused me to think about the ways that I take such services for granted.

At the same time, there were multiple instances of both the participants and audience members praising persons who have gone to college, and thus, presumably to higher levels of economic status. I found myself thinking about the importance of distinguishing between a person’s inherent value in the eyes of God (and hopefully other persons) and the mixed messages during the evening that alternated between decrying distinctions of social and racial identity and eulogizing those who worked hard to get out of the working class through education.

I learned through the youth that they had been surprised by the ease with which they interacted with persons in housing projects; which suggested that the distance between myself and historically and currently economically disadvantaged persons is not as far as I sometimes allow myself to believe. This echoes one of my experiences from the Faithful Fools Street Retreat I attended last year.

The clearest message I received was that, unless I only want to minister to persons whose ages are within a narrow band of whatever age I happen to be, I must actively seek out ways to understand the worldviews of persons significantly older and younger than myself. Unless I do something differently, my ministry will continue to have limited effectiveness to persons outside of my age range and social location. If the formative stories of my life - the imagery, language, symbols, and economic perspective are limited to the middle of the last century – then much of my efforts at PSR and through the UCC will have been in vain. If I can only fall back on songs of the 1970 and 1980’s, then how will I ever earn the right to be in real and meaningful dialogue with persons of my children’s generations? (This reminds me of hearing a pastor exhort those of my generation to build and maintain electronic presences on *myspace* and other networked communities in order to directly understand the cultural influence of such communities. As a parent, it suggests that there IS in fact value in learning how to play PS2/3 games – so that I understand the part of the cultural soup in which my younger child is immersed.)

This is not a generalized statement about persons of my age – it is a reflection of the relatively closed circle of persons with whom I am in contact and the severe limits of my vision and experience. In this context, ministry and learning work in both directions – and I clearly have MUCH to learn from those younger than I. Upon deeper reflection, I realize that such opportunities have to be earned, and that the only way to earn the right to learn from others is by continuously investing time and building relationships. This, in turn, causes me to question how I go about making time to continuously develop such relationships, for the benefit of my ministry, and in turn, to hasten the coming of God’s realm.

## Contextual/Cross Cultural Courses

All Master of Divinity students are required to complete three (3) credit hours in a local, national, or international Contextual/Cross Cultural immersion course before graduation. Courses are taught by PSR faculty and approved adjunct faculty, or by an educational provider approved by the faculty. Approved courses are published by the Contextual Learning Program each fall (see “*PSR Approved Immersion Experiences*” section later in this handbook). The majority of immersion courses are offered during January intersession.

Contextual/Cross Cultural Courses provide for experiential learning around a cultural inventory that includes:

- a. **Historical life:** What is the history of this country? Has this country been under foreign domination? If this country has been colonized, how has this affected the people, the culture, and the religious and socioeconomic situation?
- b. **Economic life:** What are the characteristics of the systems of production, distribution and consumption? What patterns of ownership, capital, resources and decision making are identifiable? Who owns? Who controls? Who pays? How does the economy produce group solidarity? How does it produce social conflict? What is the relationship between the local and global economy?
- c. **Social life:** What are the patterns of social relationship and the demographic characteristics of the immersion context? Do people relate to each other in terms of race, class, ethnicity, age group, sex group, and so forth? What is the basis for inclusion/exclusion in social groups? What are the dominant social problems? What is the general outlook on life held by different social groups?
- d. **Cultural life:** What are the predominant values of the cultural group? What cultural themes manifest the group’s consistent pattern of thought and behavior? Who influences the system of meaning out of which people live? What cultural knowledge are people using to generate behavior in their environment and organize a meaningful self-identity? How is cultural identity expressed in art forms?
- e. **Political life:** What is the relationship between political life and the system of beliefs constitutive of the local culture? What is the nature of political leadership? Who has a voice and decision-making power? What role do religion, the media and/or popular culture have on political life?
- f. **Religious life:** What is the religious climate of the local group? Are categories of thought religious, secular, or both? How does religion give expression to the cultural group’s needs and concerns, dreams and desires? How are religious belief and practices expressed by people in the local setting? What religious symbols play a role in the construction of group and self-identity?

### Learning Objectives

Students participating in a Contextual/Cross Cultural immersion course will be able to:

- Reflect on their social location for critical social analysis and theological construction that takes seriously context and partnerships with communities.
- Articulate how this immersion contributes to one’s formation as a religious leader in one’s future context in ministry
- Identify the systemic issues that interconnect the global and local contexts for ministry.
- Demonstrate cross-cultural theological understanding on issues of justice.

## PSR Approved 3-Credit Immersion Courses 2009-2010

### PSR sponsored courses:

#### Local:

##### **Refuge in the City (FTRS2450)**

*Dates: January 4-15, 2010*

*Faculty: Yvette Flunder*

This two-week intensive course will immerse students in hands-on-learning in ministries with the most marginalized people in the inner city: ministries with people who are homeless, in recovery from substance abuse, and living with HIV/AIDS. Students will also visit hospital and juvenile hall chaplaincy programs and feeding programs. Students will learn about the City of Refuge theology and model for ministry development and will reflect on praxis each day.

#### National:

##### **National Capitol Intensive (FTRS2971)**

*Dates: January 9-21, 2010*

*Faculty: Mary Donovan Turner*

This 12 day immersion, in partnership with the Washington, DC, Office of Justice and Witness of the UCC, will introduce students to such issues as civil rights and racial justice, grassroots organizing, media fairness, and economic and environmental justice. Students will meet with government leaders, religious leaders and nonprofit organizations.

#### International:

##### **Archaeology Study in Jordan**

*Dates: July 30-August 15, 2010*

*Faculty: Aaron Brody*

This two-week immersion will introduce students to hands-on archeological excavation in Dhibanin Jordan, which is the ancient city of the biblical Kingdom of Moab. Students will work alongside villagers. Students will have the opportunity to participate in an oral history project. Fieldwork will be supplemented with lectures and field trips.

### GTU Courses:

##### **Rumi Immersion in Turkey (HRRA4802)**

*Dates: December 12-19, 2009 (exact dates TBA)*     *Faculty: Farajafe (SKSM)*

Every year, Sufis from around the world gather for the annual celebration of Rumi's death. Concerts, symposia, lectures, sema dhikrs, etc., take place throughout the day and night. Students will focus on study of Rumi, Islam in Turkey, dance and music in spiritual practice. See GTU catalogue for further description.

##### **Christianity in Context (RS2775)**

*Dates: Spring Semester + 2 week immersion*

*Faculty: Philip Wickeri (SFTS)*

Following a survey of the intellectual and cultural foundations of traditional China, we will consider Christianity in the Chinese experience from the 7<sup>th</sup> century to the 20<sup>th</sup> century, with emphasis on the current situation of Christianity in China. Part of the course is a 2 week immersion to China after the close of the Spring Semester. See GTU catalogue for further description.

## **Other Approved Courses:**

### **Appalachian Ministries Educational Resource Center (AMERC)**

For more information visit the AMERC website [www.amerc.org](http://www.amerc.org) and talk with the Director of Contextual Learning, Holbrook 125.

### **Fierce Landscapes: Listening to the People of Appalachia**

*Dates: January 1-12, 2010*                      *Sponsor: Wake Forest Divinity School*

This 12-day immersion is followed by 3-4 interactive distance learning sessions and reading prior to the immersion. Students will interact with members of congregations and with religious and community leaders in Western North Carolina and Southwest Virginia. Time for worship and reflection provide the framework for the immersions.

### **Christ, Culture, and Mission in Appalachia**

*Dates: January 6-22, 2010*                      *Sponsor: Columbia Theological Seminary*

This 17-day immersion begins in the foothills of Appalachia. Students will visit family farms, churches and coalfields, ending at the Pine Mountain Settlement School. The purpose of the travel seminar is to immerse students in the realities of Appalachia in order that they may encounter the mission of God in the culture and experiences of the people. The class will include worship, theological and cultural analysis, reading and reflection.

### **Listening to the Tales of Children's Lives in Appalachia**

*Dates: May 18-29, 2010*                      *Sponsor: Andover Newton Theological School*

This 12-day immersion to southeast Kentucky, invites student to deepen their understanding of how the gospel is lived out in rural Appalachia, with particular attention to its impact on the lives of children. Social and cultural analysis will be employed to help students examine the structures, institutions, and cultural practices that both promote and interfere with children's wellbeing.

## **Process for Enrollment in Immersion Courses**

All Master of Divinity students are required to complete three (3) credit hours of local, national, or international Contextual/Cross Cultural immersion coursework before graduation (see the "PSR Approved Immersion Experiences" on page 16). The majority of immersion courses are offered during January intersession.

## **Local Contextual/Cross Cultural Courses**

Students seeking a local course should refer to the GTU Course Catalogue and follow the registration guidelines.

## **National and International Contextual/Cross Cultural Courses**

Each year various courses are offered: PSR sponsored courses, GTU sponsored courses, courses sponsored by CARE (Center for the Arts, Religion and Education), and courses by outside educational organizations. In addition, students may propose a Special Reading Course to fulfill their Contextual/Cross Cultural course requirement.

### **Process for PSR sponsored courses**

- 1) See the approved courses listed in the “*PSR Approved Immersion Experiences*” on page 16.
- 2) Attend one of the information sessions offered in the spring and fall, or contact the Director of Contextual Learning to make your interest known.
- 3) Complete the application **by the stated deadline** for the international or national immersion, and deliver it to the Office of Contextual Learning, Holbrook 125 with the appropriate deposit.
  - National and International immersion application forms can be found in the “*Appendix*” section of this handbook, the PSR website, or in the literature rack outside the Admissions/Registrar office in Holbrook.
  - Checks should be written to “PSR” with a notation of the trip you are applying for (Course # and Title).
- 4) Applications are reviewed by the Director of Contextual Learning and the immersion faculty.
- 5) Once all applications have been reviewed, students will be notified whether their application has been accepted or not via email from the Director of Contextual Learning.
- 6) PSR Students may apply for financial support for the immersion trip. See the appendix section of this handbook for the Financial Aid Application. Include this application with the immersion application.
- 7) Students will be notified in writing of the amount of their financial aid.

### **Process for non-PSR sponsored courses**

- 1) See the approved courses listed in the “*PSR Approved Immersion Experiences*” section later in this handbook.
- 2) Follow the “faculty contact” instructions as given in the GTU online Course Schedule for further information (see [www.gtu.edu/students](http://www.gtu.edu/students) for access to the online Course Schedule.)

### **Process for student designed Special Reading courses**

- 1) See the “Special Reading Immersion Course” section of this handbook.

## **Guidelines for National Immersion Course**

All National Immersion courses will be offered for 3.0 units and **must be taken for a letter grade**. The course will include:

- Eight to ten hours of class time prior to immersion trip
- At least one pre-immersion logistics meeting
- At least one post-immersion reflection session with faculty
- A final project or integrative paper to be determined by faculty

### **Faculty Responsibilities**

Faculty will:

1. Develop and facilitate the course syllabus which includes:
  - Course Description
  - Course Objectives
  - Student Learning Outcomes
  - Course Requirements, which
    - a) may include assignment of individual research topics and presentation of chosen topics
    - b) must include final project or final integrative paper
  - Grading Criteria
  - Reading List
2. Determine class meeting times in coordination with student schedules.
3. Facilitate daily processing of experiences and learnings during the immersion trip.
4. Facilitate post-immersion reflection session(s).
5. Be present and attentive to student needs prior, during and after the immersion trip.
6. Faculty is encouraged to attend pre-immersion logistics meeting as their time allows.

### **Office of Contextual Learning Program (CLP) Responsibilities**

CLP, in coordination with the faculty, will:

1. Develop trip itinerary
  - Identify and arrange for housing, transportation and site visits
  - Identify safety concerns
  - Identify local contact information at each site
  - Arrange for gifts and honorariums
  - Develop budget for immersion
2. Develop a general fact sheet to be distributed at the spring and fall information meetings for the immersion trip.
3. Review applications, with the immersion faculty and determine acceptance.
4. In coordination with the Chief Financial Officer:
  - Facilitate the application process
  - Facilitate the financial aid process
  - Develop the budget
  - Facilitate necessary paperwork, i.e. health insurance coverage of participants, waivers and risk management.
  - Research best way to access money while on trip.
5. Plan and facilitate one pre-immersion logistics meeting, which will address:
  - Individual student travel
  - Health information forms
  - Health care coverage
  - Special needs of participants, such as accessibility, dietary concerns and other medical considerations
  - Realities of overnight accommodations and transportation

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- Expected behavior of students related to respect for all, proper rest, self-care and care of other participants
  - Political/safety concerns
  - Appropriate clothing
  - Guidelines for what to pack
  - Luggage limitations
  - Roommate determination
  - Emergency contact information
  - Emergency plan if a person is separated from the group
  - Preparation by participants for the possible request that they preach or speak to a group
6. Determine, in consultation with the appropriate persons, the disposition of any honorariums that are paid to students or faculty for preaching or presentations. For example, will this money be donated to the host seminary for scholarships or given to PSR immersion course scholarship funds toward the next immersion course?
  7. Produce itineraries for faculty, logistics person and students prior to immersion.
  8. Maintain the first aid kit.
  9. Assist participants, in coordination with the faculty, with plan(s) to give back to the PSR and church community — for example, worship service and slide presentations.
  10. Develop, in coordination with the faculty, a plan for continued partnership with/advocacy for sites visited.

**Student Leader(s)**

Student Leaders will be identified and may:

1. Assist faculty in course preparation with readers and handouts for class, and other tasks as needed.
2. Assist CLP staff as requested.
3. Coordinate fundraising.
4. Serve as banker while on immersion, maintaining a log of all money transactions. At least two people must have access to money during the immersion.
5. Arrange for a blog prior to immersion and keep it current during immersion.
6. Develop plan for daily devotion.
7. Designate someone who will be responsible for first aid.
8. Develop a system to make sure all participants are accounted for during trip.

**Student Responsibilities**

Student participants will:

1. Assist with fundraising.
2. Attend all classes and meetings. (If unable to attend, will notify faculty and/or Director of Contextual Learning in advance. Arrangements must be made to cover content of missed class or meeting).
3. Provide all requested documents to the Director of Contextual Learning.
4. Participate and adhere to group covenant, which might include guidelines for shared responsibilities, expectations from each other, respect for all, etc.
5. Agree to offer a devotion(s).
6. Complete all class assignments as described in the course syllabus.
7. Participate in all post-immersion activities.

*Responsibilities may be somewhat altered when working with a consortium or an organization.*

## **Guidelines for International Immersion Course**

All International Immersion courses will be offered for 3.0 units and **must be taken for a letter grade**.  
The course will include:

- Eight to ten hours of class time prior to immersion trip
- At least two pre-immersion logistics meetings
- One pre-immersion cultural sensitivity session
- At least one post-immersion reflection session with faculty
- A final project or integrative paper to be determined by faculty

### **Faculty Responsibilities**

Faculty will:

1. Develop and facilitate the course syllabus which includes:
  - Course Description
  - Course Objectives
  - Student Learning Outcomes
  - Course Requirements, which
    - a) may include assignment of individual research topics and presentation of chosen topics
    - b) must include final project or final integrative paper
  - Grading Criteria
  - Reading List
2. Determine class meeting times in coordination with student schedules.
3. Facilitate daily processing of experiences and learnings during the immersion trip.
4. Facilitate post-immersion reflection session(s).
5. Be present and attentive to student needs prior, during and after the immersion trip.
6. Wait for all students to clear immigration, customs and security check points before proceeding. Under no circumstances are students to be left without a leader present until everyone has been cleared for entry or exit of a country.
7. Faculty is encouraged to attend logistic meetings and cultural sensitivity session as their time allows.

### **Office of Contextual Learning Program (CLP) Responsibilities**

CLP, in coordination with the faculty, will:

1. Develop trip itinerary
  - Identify and arrange for housing, transportation and site visits
  - Identify safety concerns
  - Identify local contact information at each site
  - Arrange for gifts and honorariums
  - Develop budget for immersion
2. Develop a general fact sheet to be distributed at the spring and fall information meetings for the immersion trip.
3. Review applications with the immersion faculty and determine acceptance.

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4. In coordination with the Chief Financial Officer:
  - Facilitate the application process
  - Facilitate the financial aid process
  - Develop the budget
  - Facilitate necessary paperwork, i.e. health insurance coverage of participants, waivers and risk management.
  - Research best way to access money while on trip.
5. Plan and facilitate two pre-immersion logistics meetings which will address:
  - Passport, visa, waiver and exit fees
  - Immunization requirements/recommendations
  - Health information forms
  - Health care coverage and how to access benefits outside of U.S.
  - Guidelines for international travel with prescription drugs
  - Special needs of participants, such as accessibility, dietary concerns and other medical considerations
  - Realities of overnight accommodations and in-country transportation
  - Currency in host country
  - Expected behavior of students related to respect for all, proper rest, self-care and care of other participants
  - Political/safety concerns
  - Appropriate clothing
  - Guidelines for what to pack
  - Luggage limitations; travel bags labels so any team member is able to take bags off at baggage claim
  - Roommate determination
  - Emergency contact information
  - Emergency plan if a person is separated from the group
  - Preparation by participants for the possible request that they preach or speak to a group
  - List of "Helpful Hints"
6. Plan a cultural sensitivity session in coordination with an expert presenter, which may include:
  - Assumptions and generalizations we make about "the other"
  - Guidelines for self-reflection when challenged with unfamiliar cultural behavior
  - Eating habits/table manners, as expected in host countries
  - Culturally appropriate dress
  - Cultural mannerisms and etiquette
  - Greetings, good-byes, thank you's
  - Appropriate physical contact
  - Issues of gender and homosexuality in the host countries
7. Determine, in consultation with the appropriate persons, the disposition of any honorariums that are paid to students or faculty for preaching or presentations. For example, will this money be donated to the host seminary for scholarships or given to PSR immersion course scholarship funds toward the next immersion course?
8. Produce itineraries for faculty, logistics person and students prior to immersion.
9. Maintain the first aid kit.

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10. Assist participants, in coordination with the faculty, with plan(s) to give back to the PSR and church community; for example, worship service and slide presentations.
11. Develop, in coordination with the faculty, a plan for continued partnership with/advocacy for sites visited.

**Teaching Assistant Responsibilities**

The Teaching Assistant (TA) will:

1. Assist faculty in course preparation, including readers and handouts for class, and other tasks as needed.
2. Assist CLP staff as requested.
3. Coordinate fundraising.
4. Serve as logistics coordinator during the immersion.
5. Serve as banker while on immersion, maintaining a log of all money transactions. At least two people must have access to money during immersion.
6. Arrange for a blog prior to immersion and keep it current during immersion.
7. Develop plan for daily devotion.
8. Designate someone who will be responsible for first aid.
9. Develop a system to make sure all participants are accounted for during trip.
10. The TA may request contextual/cross cultural course credit from the faculty and the Director of the Contextual Learning, even if the TA is from the country that is the focus of the immersion.

**Student Responsibilities**

Student participants will:

1. Assist with fundraising.
2. Attend all classes and meetings. (If unable to attend, will notify faculty and/or director of Contextual Learning in advance. Arrangements must be made to cover content of missed class or meeting).
3. Provide all requested documents to the Director of Contextual Learning and/or Chief Financial Officer in a timely fashion.
4. Participate and adhere to group covenant, which might include guidelines for shared responsibilities, expectations from each other, respect for all, etc.
5. Agree to offer a devotion(s).
6. Complete all class assignments as described in the course syllabus.
7. Participate in all post-immersion activities.

*Responsibilities may be somewhat altered when working with a consortium or and organization.*

## Helpful Websites for international travel research and preparation

### Passports / Visas

- **U.S. Passport applications:** [http://travel.state.gov/passport/fri/pubs/pubs\\_854.html](http://travel.state.gov/passport/fri/pubs/pubs_854.html)
- **Foreign Visa Requirements:** [http://travel.state.gov/travel/tips/brochures/brochures\\_1229.html](http://travel.state.gov/travel/tips/brochures/brochures_1229.html)

### Health / Immunizations

- **MD Travel Health:** <http://mdtravelhealth.com/destinations/>
- **World Health Organization:** <http://www.who.int/ith/en/>
- **US Dept of State Medical Info:** [http://www.travel.state.gov/travel/tips/health/health\\_1185.html#](http://www.travel.state.gov/travel/tips/health/health_1185.html#)
- **SF Dept of Public Health Adult Immunization and Travel Clinic:**  
<http://www.sfdph.org/aitc/default.htm>
- **Kaiser Oakland immunizations:** <http://oakland.kaiser.org/inject.htm> (see "Travel Clinic")
- **CDC Travel Health & Safety:** <http://www.cdc.gov/travel/index.htm>

### Embassies

- **US Dept of State Embassy Info:** <http://usembassy.state.gov/>
- **Consular Information:** [http://www.travel.state.gov/travel/cis\\_pa\\_tw/cis/cis\\_1765.html](http://www.travel.state.gov/travel/cis_pa_tw/cis/cis_1765.html)

### Other Travel Info

- **Safety:** [http://travel.state.gov/travel/tips/safety/safety\\_1747.html](http://travel.state.gov/travel/tips/safety/safety_1747.html)
- **Overseas Advisory Council:** <http://www.osac.gov/>
- **TSA Travel Info:** <http://www.tsa.gov/travelers/index.shtm>
- **Bay Area Travel Resources:**  
<http://www.sfgate.com/cgi-bin/article.cgi?f=/travel/resources.DTL&type=travelpagenew/>
- **International Phone Card info:** <http://phone-cards.wincmd.ru/>
- **Traveler info (opinions) on countries:** <http://www.tripadvisor.com/> (See "Browse Destinations")
- **Using credit cards outside U.S.:** <http://www.easyarticles.com/article-5673.htm>
- **BART to airports:** <http://www.bart.gov/guide/airport/airport.asp>
- **Bayporter airport shuttle info:** <http://www.bayporter.com/>

## Guidelines for Self-Designed / Special Reading Immersion Courses

Students may propose a Special Reading Course to fulfill their Contextual/Cross Cultural course requirement. Self-designed immersions are guided by criteria in the Contextual Learning Program Handbook. To begin the process of designing your immersion, read the “Contextual Learning Program Mission and Learning Objectives” and “Contextual/Cross Cultural Guidelines” sections found in the handbook.

### Approval Procedures

- Make an appointment with the Director of Contextual Learning for an initial conversation.
- Identify a PSR faculty person who is willing to offer a special reading course for your immersion.
  - The course must include eight to ten hours of pre-immersion preparation studies.
  - The content of the preparation study is to be determined by the faculty.
  - The student and faculty member will meet prior to the immersion to discuss learnings from the preparation studies.
  - The student and faculty member must meet at least once post-immersion.
  - An integrative paper or project must be completed within two weeks of returning from the immersion.
  - The faculty must give a letter grade, as this is a required course for Master of Divinity students.
- Self-designed immersion proposals must be submitted to the Director of Contextual Learning for approval at least 90 days prior to the date the immersion is to begin. Sooner is preferable. Continue reading this section for information on proposal content. A *Proposal Application* form can be found in the appendix of this handbook.
- Your proposal will be reviewed by the Director of Contextual Learning and the Academic Dean. The Academic Dean determines approval for the course.

### After Approval Procedures

- You must register for Special Reading course number **SRC9999**.
- Immersions where there is opportunity for group reflection are preferable.
- Students will be expected to meet all requirements for participation as specified by the immersion sponsoring organization. These include securing passports and visas as necessary, following recommended health precautions and safety recommendations, and completion of the itinerary or schedule of activities.
- For national and international immersions, you must submit the **Waiver of Liability and Assumption of Risk** form and the **Medical Information for Immersion Trips** form. See appendix of this handbook for all forms.
- For national and international immersions, you must provide proof of medical insurance.
- **PSR Master of Divinity students may apply for financial aid for immersion courses.** See appendix of this handbook for a **Contextual Learning Immersion Financial Aid Application** form.
- All forms must be received by the Director of Contextual Learning.

**Note: All Self-Designed/Special Reading course Immersion Application forms should be submitted to the Office of the Director of Contextual Learning.**

## Self-Designed/Special Reading Immersion Design Content

- Your immersion experience should be designed to facilitate a process of learning by which you engage directly with the host community.
- Therefore, the proposal design should develop from a dialogue with the hosts and provide for experiential learning around a cultural inventory that includes:
  - g. **Historical life:** What is the history of this country? Has this country been under foreign domination? If this country has been colonized, how has this affected the people, the culture, and the religious and socioeconomic situation?
  - h. **Economic life:** What are the characteristics of the systems of production, distribution and consumption? What patterns of ownership, capital, resources and decision making are identifiable? Who owns? Who controls? Who pays? How does the economy produce group solidarity? How does it produce social conflict? What is the relationship between the local and global economy?
  - i. **Social life:** What are the patterns of social relationship and the demographic characteristics of the immersion context? Do people relate to each other in terms of race, class, ethnicity, age group, sex group, and so forth? What is the basis for inclusion/exclusion in social groups? What are the dominant social problems? What is the general outlook on life held by different social groups?
  - j. **Cultural life:** What are the predominant values of the cultural group? What cultural themes manifest the group's consistent pattern of thought and behavior? Who influences the system of meaning out of which people live? What cultural knowledge are people using to generate behavior in their environment and organize a meaningful self-identity? How is cultural identity expressed in art forms?
  - k. **Political life:** What is the relationship between political life and the system of beliefs constitutive of the local culture? What is the nature of political leadership? Who has a voice and decision-making power? What role do religion, the media and/or popular culture have on political life?
  - l. **Religious life:** What is the religious climate of the local group? Are categories of thought religious, secular, or both? How does religion give expression to the cultural group's needs and concerns, dreams and desires? How are religious belief and practices expressed by people in the local setting? What religious symbols play a role in the construction of group and self-identity?

## **Self-Designed/Special Reading Immersion Proposal Content**

- Brief description of the immersion.
- Proposed dates.
- Description of the sponsoring host, if applicable.
- Plans for how you will be exposed to the six aspects of culture (see “Immersion Design Content” section of this handbook.)
- A day-by-day plan for your time that includes the experiences, the persons and the places to which you will be exposed.
- A clear identification of the culture to be experienced, how this culture is cross-cultural for you, and why it is appropriate for you to be immersed in it.
- Indication of how this experience will enrich and resource your current or future ministry, including a list of planned activities in which you will share your immersion experience with others.
- A plan for how you can be an ongoing advocate or in partnership with the persons or organizations to which you were exposed upon your return from the immersion.

Please refer any questions to the **Director of Contextual Learning, Room 125 in Holbrook.**

## **FORMS — Contextual Learning Encounters and Immersion Trips**

- Documentation of Attendance Form (Contextual Learning Encounter)
- National Immersion Application Form
- International Immersion Application Form
- Self Design/Special Reading Immersion Application Form
- Contextual Learning Immersion Financial Aid Application Form
- Waiver of Liability and Assumption of Risk Form for PSR sponsored immersions
- Waiver of Liability, Assumption of Risk Form for non-PSR sponsored immersions
- Medical Information for Immersion Trips Form

Documentation to Accompany Encounter Reflection Paper

Student Info:

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Name \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

Encounter Info:

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Event \_\_\_\_\_

Sponsor \_\_\_\_\_

Date and Time \_\_\_\_\_

\_\_\_ I certify that I have attended/participated in this event.

\_\_\_ My theological reflection is attached.

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Student Signature

Date

**PACIFIC SCHOOL OF RELIGION**

Course Title \_\_\_\_\_ Course Number: \_\_\_\_\_

**NATIONAL IMMERSION APPLICATION FORM**

RETURN THIS APPLICATION and \$150 DEPOSIT CHECK payable to **PSR**  
**By October 15th**

(deposit is refundable if application is not accepted)

*Please note the name of the immersion course on your check*

TO:

Virginia Chase, Director of Contextual Learning  
Holbrook 125  
1798 Scenic Avenue, Berkeley, CA 94709  
vchase@psr.edu

(Use extra paper if needed to complete answers.)

**CONTACT INFORMATION**

1. **Name:** \_\_\_\_\_ **Gender:** \_\_\_\_\_
2. **Address:** \_\_\_\_\_
3. **Phone Numbers:** \_\_\_\_\_  
**email:** \_\_\_\_\_
4. **GTU School of Affiliation:** \_\_\_\_\_ **Degree Program:** \_\_\_\_\_

**IDENTIFICATION INFORMATION**

5. **Date of Birth:** \_\_\_\_\_ **Birthplace:** \_\_\_\_\_
6. **Citizenship:** \_\_\_\_\_
7. **Passport Number:** \_\_\_\_\_ **Exp. Date:** \_\_\_\_\_
8. **IN CASE OF EMERGENCY, PLEASE NOTIFY:**  
**Name:** \_\_\_\_\_  
**Relationship:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Phone Numbers:** \_\_\_\_\_  
**Email:** \_\_\_\_\_

9. Does your emergency contact person have health care/medical power of attorney? Yes  No   
If not, whom should we contact if medical decisions need to be made on your behalf? Please provide complete contact information. \_\_\_\_\_

10. Why do you want to participate in this intensive?

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11. What kinds of presentations, advocacy and other support work might you plan upon your return to PSR?

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12. Our time on the immersion trip will be limited and intense. How do you respond when under stress and confronted by important issues and deadlines? How do you respond when living in community?

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14. What is your understanding of the role of faith communities and religious leadership in political advocacy and public policy?

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15. There are many sources you might explore for financial support, including personal savings/income, loans, grants, letters requesting personal sponsorship, PSR immersion funds, denominational and/or congregational support, and community group sponsorship/promise of presentations. Is there any reason you would not be able to participate in any collective student fundraising efforts?

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16. Do you have health care insurance? Yes  No

If Yes, are you familiar with how to use your insurance in other locations? Yes  No

By signing this application, I acknowledge that I understand that if this trip is cancelled, any monies already paid for trip expenses that are not refundable to PSR will not be refundable to me. I also agree to attend all pre-trip sessions, dates to be determined by faculty and delegation.

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Signature

---

Date

**PACIFIC SCHOOL OF RELIGION**

Title of Course: \_\_\_\_\_ Course Number \_\_\_\_\_

**INTERNATIONAL IMMERSION APPLICATION FORM**

RETURN THIS APPLICATION and \$250 DEPOSIT CHECK payable to **PSR**

***By October 1<sup>st</sup> for Intersession Immersion***

***By March 1<sup>st</sup> for Summer Immersion***

(deposit is refundable if application is not accepted)

*Please note the name of the immersion course on your check*

TO:

Virginia Chase  
Director of Contextual Learning  
1798 Scenic Ave. Berkeley, CA 94709  
Holbrook 125  
vchase@psr.edu

(Use extra paper if needed to complete answers.)

***CONTACT INFORMATION***

1. **Name:** \_\_\_\_\_ **Gender:** \_\_\_\_\_
2. **Address:** \_\_\_\_\_
3. **Phone Numbers:** \_\_\_\_\_  
**email:** \_\_\_\_\_
4. **GTU School of Affiliation:** \_\_\_\_\_ **Degree Program:** \_\_\_\_\_

***IDENTIFICATION INFORMATION***

5. **Date of Birth:** \_\_\_\_\_ **Birthplace:** \_\_\_\_\_
6. **Citizenship:** \_\_\_\_\_
7. **Passport Number:** \_\_\_\_\_ **Exp. Date:** \_\_\_\_\_
8. **IN CASE OF EMERGENCY, PLEASE NOTIFY:**  
**Name:** \_\_\_\_\_  
**Relationship:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Phone Numbers:** \_\_\_\_\_  
**Email:** \_\_\_\_\_

9. Does your emergency contact person have health care/medical power of attorney? Yes  No   
If not, whom should we contact if medical decisions need to be made on your behalf? Please provide complete contact information. \_\_\_\_\_

10. Why do you want to participate in this intensive?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What kinds of presentations, advocacy and other support work might you plan upon your return to PSR?  
\_\_\_\_\_  
\_\_\_\_\_

12. Our time on the immersion trip will be limited and intense. How do you respond when under stress and confronted by important issues and deadlines?  
\_\_\_\_\_  
\_\_\_\_\_

13. In light of the travel conditions, diets, and uncertain circumstances in \_\_\_\_\_  
(enter country or countries of immersion)  
please assess your physical condition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. What is your understanding of the current situation in \_\_\_\_\_.  
(enter country or countries of immersion)  
\_\_\_\_\_  
\_\_\_\_\_

15. Please describe the international travel experiences and exposures you have had: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. There are many sources you might explore for financial support, including personal savings/income, loans, grants, letters requesting personal sponsorship, PSR immersion funds, denominational and/or congregational support, and community group sponsorship/promise of presentations. Is there any reason you would not be able to participate in any collective student fundraising efforts?  
\_\_\_\_\_

18. Do you have health care insurance? Yes  No

Are you familiar with how to use your insurance in other locations? Yes  No

By signing this application, I acknowledge agree to attend all pre-trip sessions, dates to be determined by faculty and delegation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Self-designed / Special Reading  
Immersion Course  
Application Form**

Please complete and submit this form to the Director of Contextual Learning with your immersion proposal.

**Name:** \_\_\_\_\_ **PSR Box No.:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phones:** \_\_\_\_\_

**Email:** \_\_\_\_\_

Proposed place for Immersion: \_\_\_\_\_

Dates of Immersion — **Start:** \_\_\_\_\_ **End:** \_\_\_\_\_

Special Reading Course Faculty: \_\_\_\_\_

Sponsor of Immersion (if applicable): \_\_\_\_\_

Do you plan on applying for PSR financial aid for this immersion? \_\_\_\_\_

***Signatures:***

Student: \_\_\_\_\_ Date \_\_\_\_\_

Faculty: \_\_\_\_\_ Date \_\_\_\_\_

Approval by Academic Dean: Yes \_\_\_\_\_ No \_\_\_\_\_

Academic Dean: \_\_\_\_\_ Date \_\_\_\_\_

## Contextual Learning Immersion Course Financial Aid Application Form

PSR will award financial aid to qualified applicants based upon the following criteria:

- A. Total cost of the trip
- B. Financial need as reflected in the applicant's current year financial aid application.
  - o PSR uses the GTU financial aid application form to determine financial need. If you have applied for academic financial aid through the GTU office of financial aid, PSR will use the financial aid application on file for you for the current year. If you have not applied for academic financial aid through the GTU office of financial aid, please acquire and complete a GTU financial aid application and then **submit the GTU financial aid application form to Virginia Chase in the Contextual Education Office.** (Note on the GTU form which PSR Immersion Course you are applying for.)
- C. Supplemental financial information provided below. Return this form to Virginia Chase in the Contextual Education Office.
- D. Previous contextual/cross cultural immersion experiences of the applicant
- E. Anticipated contributions by the applicant to the group experience or leadership roles within the group
- F. Restrictions imposed by donor individuals or foundations

Approximately 82% of the funds for this financial assistance are provided by PSR fundraising, general budget, and development efforts. Approximately 18% of the funds are provided by student Contextual Learning fees. If you are awarded need-based financial assistance, awards will range from 30% - 100% of the trip cost.

### ***APPLICATION INFORMATION***

Name: \_\_\_\_\_

Immersion Course Title and Dates: \_\_\_\_\_

1. **Basic financial information:** Has the Financial Aid application for the current academic year been submitted to the GTU financial aid office? Yes  No

If no, please complete a financial aid application (available from the GTU Financial Aid office) in order to provide the necessary information for need-based aid.

--- OVER ---



## WAIVER OF LIABILITY AND ASSUMPTION OF RISK

### Pacific School of Religion Sponsored Contextual/Cross Cultural Immersion Experience

\_\_\_\_\_  
(Term and Course number)

\_\_\_\_\_  
(Course Title)

The parties to this Release are \_\_\_\_\_ (Student),  
and Pacific School of Religion. The Student has chosen to participate in the  
\_\_\_\_\_ (hereafter "Program") during  
the \_\_\_\_\_ (time period).

**Assumption of Risk.** Student understands and agrees that national and international travel presents risks to Student and her/his property. These can include, among others: Unfamiliar or different terrain, climate, food and drink, customs, laws, social and sexual mores, safety practices and regulations, communications, criminal and law enforcement activities, disability access, driving practices, disease risks, and health care. In particular the Program may involve

\_\_\_\_\_  
(elaborate on specifics risks of program and locale).

Student is responsible for researching and evaluating the risks she/he may face and is responsible for her/his actions. Any activities that Student may take part in, whether as a component of the Programs or separate from it, will be considered to have been undertaken with Student's approval and understanding of any all risks involved.

**Adherence to Standards.** Student understands and agrees to abide by all policies, rules, and regulations of Pacific School of Religion and all rules, regulations and laws of the respective countries to be visited. Student further agrees to obey all rules, directions and precautions issued by Pacific School of Religion or its representatives, by any associated individuals, institutions, or organizations.

**Termination of Participation.** Student shall not engage in inappropriate conduct including the use of physical or verbal violence, open abuse of the customs or mores of the community, and unauthorized absences from activities. Student understands that, in its sole discretion, Pacific School of Religion or its representative may terminate Student's participation in the Program at any time, including before departure or during the Program. Reasons for termination may include, but are not limited to: inappropriate conduct or other behaviors by Student deemed detrimental to the best interests of the Program; emergencies; or health or safety considerations. Such termination shall not diminish or otherwise alter Student's obligation to make any payment required for the Program, nor shall Pacific School of Religion be required to make any refund to Student.

**Release of Claims.** In consideration of Pacific School of Religion accepting Student into the Program, Student, his/her heirs, executors, administrators, employers, agents, representatives, insurers, and attorneys, hereby release and discharge Pacific School of Religion, its officers, trustees, faculty, employees, agents, and representatives (hereafter "released parties") from any and all claims which may arise from any cause whatsoever, including any negligent act or omission by the released parties. Student further releases and discharges the released parties from responsibility for any accident, illness, injury, or any other consequences arising or

resulting directly or indirectly from Student's participation in the Program. The Student recognized and agrees that the released parties assume no responsibility for any liability, damage, or injury that may be caused by Student's negligence or willful acts committed prior to, during, or after participation in the Program, or for any liability, damage, or injury caused by the intention or negligent acts or omission of any other participant in the Program, or caused by any other person.

**Indemnification and Hold Harmless.** Student hereby agrees to indemnify and hold harmless the released parties from any loss or liability whatsoever including reasonable attorneys' fees, caused by any act or omission of Student resulting from direct or indirect participation in the Program.

**Program Participation.** Student understands and agrees to attend and participate in all activities that are part of the Program. Student understands that failure to do so may result in the reduction of grade, including the possibility of course failure, termination from the Program, or both.

**Activities Outside Program.** Should Student choose to remain at the Program location or elsewhere after participation in the Program, Pacific School of Religion will cease to act as a sponsor for Student. Should Student drop out of the Program voluntarily or involuntarily, Pacific School of Religion will cease to act as sponsor for Student thereafter. In either of the foregoing events, this release shall remain in full force and effect.

**Program Modification and Cancellation.** Pacific School of Religion reserves the right to cancel or modify the Program before or during its operation due to circumstances including emergencies, low enrollment, unavailability of one or more facilities or personnel, or other reasons.

**Severability.** It is understood and agreed that, if any provision of this release or the application thereof is held invalid, the invalidity shall not affect other provision or applications of this release which can be given effect without the invalid provision or applications. To this end, the provisions of this release are declared severable.

**Governing Law.** This release shall be construed in accordance with, and governed by, the laws of the State of California.

**Construction and Scope of Agreement.** The language of all parts of this release shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against any party. This release is the only, sole, entire, and complete agreement of the parties relating in any way to the subject matter hereof. No statements, promises, or representations have been made by any party to any other, or relied upon, and no consideration has been offered or promised, other than as may be expressly provided herein. This release supersedes any earlier written or oral understandings or agreements between the parties.

Student acknowledges that she/he has read this release and that she/he understands its meaning and effect.

Date: \_\_\_\_\_ Student: \_\_\_\_\_

Date: \_\_\_\_\_ Witness: \_\_\_\_\_

## WAIVER OF LIABILITY AND ASSUMPTION OF RISK

### Pacific School of Religion Non-PSR Sponsored Contextual/Cross Cultural Immersion Experience

\_\_\_\_\_  
(Term and Course number)

\_\_\_\_\_  
(Course Title)

The parties to this Release are \_\_\_\_\_ (Student),  
and Pacific School of Religion. The Student has chosen to participate in the  
\_\_\_\_\_ (hereafter "Program")  
sponsored by \_\_\_\_\_  
during the \_\_\_\_\_ (time period).

**Assumption of Risk.** Student understands and agrees that national and international travel presents risks to Student and her/his property. These can include, among others: Unfamiliar or different terrain, climate, food and drink, customs, laws, social and sexual mores, safety practices and regulations, communications, criminal and law enforcement activities, disability access, driving practices, disease risks, and health care. The student is responsible for researching and evaluating the risks she/he may face and is responsible for her/his actions. Any activities that Student may take part in, whether as a component of the Programs or separate from it, will be considered to have been undertaken with Student's approval and understanding of any all risks involved.

**Adherence to Standards.** Student understands and agrees to abide by all policies, rules, and regulations **as established by the sponsoring institution/organization** and all rules, regulations and laws of the respective countries to be visited.

**Termination of Participation.** The student understands that, in its sole discretion, **the sponsoring institution/organization** or its representative may terminate Student's participation in the Program at any time, including before departure or during the Program. Reasons for termination may include, but are not limited to: inappropriate conduct or other behaviors by Student deemed detrimental to the best interests of the Program; emergencies; or health or safety considerations.

**Release of Claims.** By voluntarily participating in **the Program sponsored by** \_\_\_\_\_, the Student, his/her heirs, executors, administrators, employers, agents, representatives, insurers, and attorneys, hereby release and discharge Pacific School of Religion, its officers, trustees, faculty, employees, agents, and representatives (hereafter "released parties") from any and all claims which may arise from any cause whatsoever, including any negligent act or omission by the released parties. **The student further releases and discharges the released parties from responsibility for any accident, illness, injury, or any other consequences arising or resulting directly or indirectly from Student's participation in the Program sponsored by** \_\_\_\_\_. The Student recognizes and agrees that the released parties assume no responsibility for any liability, damage, or injury that may be caused by Student's negligence or willful acts committed prior to, during, or after participation in the Program, or for any liability, damage, or injury caused

by the intention or negligent acts or omission of any other participant in the Program, or caused by any other person.

**Indemnification and Hold Harmless.** Student hereby agrees to indemnify and hold harmless the released parties from any loss or liability whatsoever including reasonable attorneys' fees, caused by any act or omission of Student resulting from direct or indirect participation in **the Program sponsored by** \_\_\_\_\_.

**Severability.** It is understood and agreed that, if any provision of this release or the application thereof is held invalid, the invalidity shall not affect other provision or applications of this release which can be given effect without the invalid provision or applications. To this end, the provisions of this release are declared severable.

**Governing Law.** This release shall be construed in accordance with, and governed by, the laws of the State of California.

**Construction and Scope of Agreement.** The language of all parts of this release shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against any party. This release is the only, sole, entire, and complete agreement of the parties relating in any way to the subject matter hereof. No statements, promises, or representations have been made by any party to any other, or relied upon, and no consideration has been offered or promised, other than as may be expressly provided herein. This release supersedes any earlier written or oral understandings or agreements between the parties.

Student acknowledges that she/he has read this release and that she/he understands its meaning and effect.

Student acknowledges that she/he has read this release and that she/he understands its meaning and effect.

Date: \_\_\_\_\_ Student: \_\_\_\_\_

Date: \_\_\_\_\_ Witness: \_\_\_\_\_

**Pacific School of Religion  
1798 Scenic Ave.  
Berkeley, CA 94709**

## Medical Information for Immersion Trips General Information

*(Please print)*

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Date of Birth \_\_\_\_\_

Doctor: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Emergency Contact Person: \_\_\_\_\_

Address; \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell/Pager: \_\_\_\_\_ Fax No.: \_\_\_\_\_

**Medical Information** Are you presently being treated for an injury or sickness or taking any form of medication for any reason? Yes  No

If Yes, Please explain and list medication

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are you allergic to any type of medication? Yes  No

If Yes, Please List \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please list all allergies: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you require a special diet? Yes  No

If Yes, Please explain: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you have (or have ever had) any of the following: (please check and explain below)

Seizure disorders

Hay Fever

Asthma

Kidney disease

Heart murmur

Diabetes

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Do you have any allergies other than medical? Yes  No

If yes, please list: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you have any physical handicap or illness which would prevent you from participating in normal rigorous activities? Yes  No

If yes, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Medical Treatment Authorization:

I understand this form will be used to judge medical attention given to me in the event of an emergency and I authorize the calling of a doctor for the providing of necessary medical services. I agree to notify the Pacific School of Religion Contextual Learning Office in the event of any health changes, which would restrict my participation in any normal activities before and during this trip.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Insurance Information:

Insurance Company: \_\_\_\_\_

Policy No. / Group No.: \_\_\_\_\_

Insurance Company Phone No.: \_\_\_\_\_

**Note: This information is intended exclusively for the use of the director of your immersion trip, and will be shared only with those who might need to administer medical care.**