

# ROCHESTER UNIVERSITY



## Academic Catalog

**2025-2026**

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The Rochester University Catalog provides students with up-to-date information on policies and regulations relevant to their academic journey. These policies and regulations are essential for students to achieve their educational objectives while attending the university.

The policies and procedures outlined in this catalog apply to all Rochester University students and serve as a comprehensive guide to programs, policies, and procedures. It includes details about courses of study, student services, regulations, and academic requirements.

The catalog is updated annually. Updates may be issued through supplements or inserts accompanying the catalog. If any changes to educational programs, services, policies, or procedures—mandated by statute or regulation—occur before the next catalog update, they will be documented through supplements or inserts at the time of implementation.

New regulations are typically reviewed and recommended for approval by the Board of Directors. Once approved, they are incorporated into the Rochester University Catalog. The catalog is available in print on campus. An electronic version can be requested or downloaded from the Rochester University website: [www.rochesteruniversity.org](http://www.rochesteruniversity.org).

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## **A Message from the Board**

Please allow us to introduce Rochester University.

Rochester University is an institution of higher education that holds the highest religious values and cultural diversity in educating students to be leaders to serve the community of the Southern California in general and Orange County in particular.

Rochester University offers educational programs in religious studies, theology, and ministry wherein students can be educated in such a way that they will be able to live as good citizens and serve the community with their professional knowledge and skills.

Please come and visit us to explore more about our institution. We would like to meet with you and discuss how we can serve you better by meeting your needs. We compliment your interest and hope to see you soon.

Board of Directors  
Rochester University

## **A Message from the President**

Dear Current and Prospective Students,

Rochester University is an institution of Christian higher education for preparing emerging leaders. It is a place where scholars and students build genuine community through meaningful interaction in lecture, forum, discussion, presentation, and research.

Rochester University provides students with excellent programs in the areas of biblical studies, theology, and ministry. All programs and other activities provide a firm foundation on biblical principles and perspectives.

Through regular assessment, Rochester University continues to ensure the quality of the programs. I can assure that Rochester University also offer excellent student services to meet the needs of students in all areas.

I welcome all of you to Rochester University.

President

Rev. Ted Namgoong

Rochester University

# History

Rochester University (RU) was established in 2012 as a nonprofit (501(c)(3)) corporation in the State of California to provide students with higher education in the areas of biblical studies, theology, and ministry. The reason for naming it Rochester University was to honor Dr. James A. Sanders, a professor and mentor to our community, who passed away in October 2020. He served as an Old Testament Scholar at Colgate Rochester Divinity School from 1954 to 1965. That university is still operating in Rochester, New York. Although Rochester University (RU) initially began operations in downtown Los Angeles, the school moved its campus to Irvine, California in 2019 to take advantage of better growth opportunities.

Rochester University currently provides undergraduate and graduate programs under the religious exemption of the Bureau for Private Postsecondary Education (BPPE) and offers coursework leading to the degrees of Bachelor of Theology, Master of Theology, and Master of Divinity.

Under the direction of the President and Board of Directors, Rochester University began the process of preparing to acquire candidacy status for accreditation with The Transnational Association of Christian Colleges and Schools (TRACS) in 2019. Despite the delays presented by the recent global pandemic, Rochester is now poised to pursue accreditation as part of the school's ongoing effort to fulfill its mission to educate students to be good citizens and competent leaders and serve communities through excellent programs of higher education.

## **Biblical Foundations Statement**

We believe that the Scripture of the Old and New Testament are the inspired Word of God and the only standard for faith, and academic discipline.

We believe that there is one sovereign God, eternally existing in three persons: the everlasting Father, His only begotten Son, Jesus Christ our Lord, and the Holy Spirit, the giver of life.

We believe that God has revealed Himself and His Truth in the created order, in the Scriptures, and supremely in Jesus Christ.

We believe that God has created humanity in His image and likeness, but because of the disobedience of Adam and Eve, all humankind was alienated from God and lost.

We believe that Jesus Christ is the Messiah, the Son of God, born of the Virgin Mary, who died on the cross, was physically resurrected from the dead, ascended into heaven, and will one day return in His glory to reign upon the earth.

We believe that the Lord Jesus Christ died for our sins, according to the Scriptures; whoever believes in him shall not perish but have everlasting life.

We believe that the Holy Spirit indwells and gives life to believers, enables them to understand the Scriptures, empowers them for godly living and equips them for service and witness.

We believe that the Church is the body of Christ and that the people of God are called to community, worship, discipleship, mission, and education.

## **Mission Statement**

The mission of Rochester University is to educate students to be good citizens and competent leaders to serve communities through programs of Christian higher education.

## **Our Vision**

The vision of Rochester University is to train competent leaders to serve the society at every level – from the local community to the global society. The fulfillment of this vision inspires, orients, and defines the work of this institution.

## **Institutional Objectives**

### **Institutional Objectives**

To achieve the mission, Rochester University has developed following institutional objectives:

1. To develop quality programs for students to build a comprehensive knowledge of the bible and Christian doctrine measured by assessment in theological training and coursework.
2. To create a positive standards-based learning environment where students generate a life-long commitment to good citizenry through applied personal, vocational, and academic learning and community activities.
3. To foster skills and training for students to enter ministerial and professional roles where they apply leadership and doctrinal knowledge within careers.
4. To produce theological programs that enhance student leadership, intercultural awareness, and sense of service, that ultimately generate professional, church, career, and community outcomes.
5. To evaluate learning outcomes in personal and professional contexts by demonstrating ethical practices and community engagement rooted in biblical teaching.

# Core Values

The mission and objectives of Rochester University are met by adhering to seven core values:

1. **Integrity** – Act in an honest, fair, and ethical manner, creating a culture of trust evidence in all activity and decision-making.
2. **Excellence** – Seeking high standards for delivering high-quality programs, teaching, service scholarship, and research performance with commitment to continued development.
3. **Accountability** – Ensuring academic integrity, continued assessment and fiscal integrity and value through keen management of resources available for the institution.
4. **Leadership** – Serving the community with humility, respect and cultural sensitivity
5. **Respect** – Embracing cultural diversity and treating others with civility, honor and professionalism in all matters.
6. **Innovation** – Encouraging, probing and supporting new ideas by fostering creativity, and creating an environment with chance to grow.
7. **Collegiality** – Working together as a team to encourage share of governance and engage in participation.

## **Philosophy Of Education**

1. Rochester University is a Christian University; the Bible is the heart of the curriculum. The absolute inerrancy and authority of the Scripture are paramount. We believe that the tools of exegesis are essential in preparing students for the ministry, so that they may become capable expositors of the Word of God.
2. The university recognizes the limitations of primarily doctrinal teaching. Instead, the doctrine must be translated into practical Christian service. Therefore, our faculty must not only be highly qualified in academics and instructional methodologies, but they also must be excellent spiritual and moral examples.
3. We encourage students to have or develop a heart for evangelism and missions, and the integration of biblical teaching and values into every aspect of life are emphasized. It is imperative for students to be involved in practical “hands-on” ministry and mission to complement their university studies.
4. Education, as the process of teaching and learning, involves the whole person, developing the knowledge, values, and skills which enable the individual to change freely.

# Learning Outcomes

Rochester University gives primary regards to the following learning outcomes as an educational institution:

## **Bachelor of Theology Program learning outcomes**

1. Demonstrate a comprehensive knowledge of the Bible
2. Describe comprehensive knowledge of the Christian doctrine
3. Demonstrate knowledge of the history of the church and its heritage
4. Apply pastoral and ministry skills in service to local church or community or for Christian living.

## **General Education Program Learning Outcomes (GE)**

GE PLO 1: Critical Thinking – The student will demonstrate the ability to analyze information to draw valid conclusions and make insightful judgments.

GE PLO 2: Quantitative Skills – The student will demonstrate the ability to solve problems by applying core mathematic skills and quantitative reasoning.

GE PLO 3: Information Literacy – The student will demonstrate the ability to identify, locate, assess, and employ valid source material in his or her pursuit of academic knowledge.

GE PLO 4: Natural Sciences – The student will demonstrate the ability to analyze and explain natural phenomena by applying foundational principles from the biological and physical sciences.

GE PLO 5: Social Sciences and Humanities – The student will demonstrate the ability to outline and critically discuss global history, the foundations of Western culture and today's complex world, and the world's great achievements in the arts.

GE PLO 6: The student will demonstrate the ability to relate to, critically discuss—and thus be more sensitive to—the diversity and universality in global history, culture, and society, as well as the diversity in and uniqueness of local communities. The student will also demonstrate familiarity with and the ability to relate to, critically discuss, and synthesize contemporary knowledge essential to a socially responsible citizen or resident of a democracy and member of our interdependent global community.

GE PLO 7: Oral and Written Communication – The student will demonstrate the ability to effectively express himself or herself, idiomatically and compellingly, in a variety of spoken formats, and to convey facts, ideas, and overall arguments, idiomatically and compellingly, in a variety of written formats.

GE PLO 8: Christian Knowledge and Integration – The student will demonstrate familiarity with and the ability to apply the foundational knowledge of biblical truth, as well as the ability to recognize and pursue his or her vision and mission in life.

### **Master of Theology Program Learning Outcomes**

Upon completion of the Master of Theology degree program, students will have achieved the following learning outcomes.

1. Students, through their reading and applied theory, are able to produce a critical assessment of the primary texts of Christianity through various modes of written and spoken discourse.
2. Students can interpret the biblical, historical, and theological dimensions of the Christian faith and the contemporary implications of that knowledge.
3. Students are able to prescribe ways in which the study of theology serves Christian organizations and their members.
4. Students can formulate, in writing and applied practice, an advanced understanding of area(s) of specialized biblical and theological study.
5. Students can prepare effective strategies and methods to promote the gospel.
6. Students are able to develop theological research at a graduate level of proficiency with the necessary breadth and depth for the discipline.

### **Master of Divinity Program Learning Outcomes**

Upon completion of the Master of Divinity degree program, students will have achieved the following learning outcomes.

1. Students can compile advanced knowledge from the Bible to exegetical and theological skills.
2. Students can recommend the spiritual disciplines described in Christian doctrine and as a reflection of the Christian lifestyle of faith and love.
3. Students can evaluate knowledge of the biblical and historical foundations of Christian theology and practice.
4. Students can systematically integrate historical theology into a larger biblical framework.
5. Students can apply knowledge of the Church's nature and mission and are able to organize a philosophy of ministry based on the Scripture.
6. Students can incorporate leadership and practical skills centered upon worship, pastoral care, and church administration as well as preaching, reflecting and interpreting Christian doctrine.

Student achievement of institutional and program learning outcomes will be determined by assessment processes followed throughout the curriculum.

## **Governance**

Rochester University was established in 2012 as a non-profit organization under the leadership of a board of directors who provide vision, direction, oversight, and support. Support includes but is not limited to finance, voluntary service, and encouragement to the campus leadership. The board engages in a series of projects to include fundraising, property management, maintenance of proper legal status, and evaluation of administrative proposals. An executive committee acts on behalf of the board of directors between board meetings. The board has various sub-committees that continue to support the institution.

The university qualifies as a religious exempt institution, pursuant to California Education Code Section 94749 (b)(6) and has received verification from the Bureau for Private Postsecondary Education.

## **Campus Location**

The campus is situated in the city of Irvine. The city of Irvine is a place of residence, culture, business, education, recreation, and diversity in Orange County, California.

The city has a strong business and employment infrastructure that our student body may enjoy. Local stores include wholesale markets, cleaners, and convenience stores. Restaurants include many specializing in regional cuisines. Rochester University students have found it to their advantage to live in a community that has adapted to the employment needs of college students.

The campus may be reached from John Wayne Airport within 10 minutes by car, dependent upon traffic conditions. Community transportation such as metro, city bus, and ride-sharing services are also available.

Nearby attractions include UCI, Great Park, Newport Beach, Laguna Beach, South Coast Plaza Mall, Irvine Spectrum, Disneyland, Lego Land, Flower Field, etc. City Hall is few minutes away.

Directions to the campus can be obtained by calling the switchboard Monday through Friday, 9:00 AM to 5:30 PM.

Phone: 949-617-2006 / 213-700-7974

Email: [info@rochesteruniversity.org](mailto:info@rochesteruniversity.org)

Website: [www.rochesteruniversity.org](http://www.rochesteruniversity.org)

You may also want to find directions by using the maps online by typing the following address: 3 Corporate Park, Irvine, CA 92606.

## **Campus Facilities**

Our main campus is located at 3 Corporate Park, Suite 130, Irvine, CA 92606, in the city of Irvine. We're blessed with 6 classrooms, 4 offices, a student reading room, and computer lab with several personal computers available for student use.

The administrative area houses administrative and faculty offices, and the student lounge.

While Rochester University does not operate a dormitory or other student housing facility, we are familiar with the residence hotels, apartments, and other facilities that are available. Student services personnel will be happy to help find housing.

## **Language of Instruction**

Unless otherwise noted, the language of instruction is English. For non-native speakers of English who are matriculating in our programs, demonstration of English proficiency may be made through several options: 1) a language competency test such as the TOEFL or the IBT, with minimum scores of 550 and 85, respectively, or 2) through providing proof of having taken an ESL course at Rochester or elsewhere, or 3) through a transcript from an institution providing instruction in English.

## **Student Life**

### **Spiritual Enrichment**

In the Gospel of Mark, Jesus said that the most important commandment is to love the Lord with all your heart, soul, mind, and strength and to love your neighbor as yourself. Jesus was making it clear that every aspect of who we are should reflect our passion for the Lord. At Rochester University, we are endeavoring to live out this commandment.

We intend to promote the spiritual life at Rochester University through academic advising, mentoring, field education, chapel, bible study or any other form. We intend that prayer, worship, dialogue about God and His Word, and fellowship flow through the community of Rochester University.

### **Chapel Services**

Through the convocation, chapel, and other notices, we offer services at dynamic times for responding to the Holy Spirit and the truth of the Word. Passionate worship marks these strong times together. Guest speakers as well as faculty members and selected students bring messages of encouragement and challenge from God's Word.

### **Special Days**

The administration and faculty of Rochester University seek to be sensitive to both the needs of the students and the direction of the Holy Spirit. Periodically, a special day of

prayer and worship may be called for the purpose of spiritual reflection and renewal, with the entire school community uniting for the day.

### **Ministry Emphasis**

At least once annually, a special series of chapel services is planned for ministry emphasis. The speakers are men and women of God who exemplify Christian leadership in the Church and/or the world.

### **Church Services**

Throughout the book of Acts we read how God visits His people when they gather for times of prayer, praise, and worship. Our doctrine calls on us to “identify ourselves with the visible Body of Christ.” We interpret this call to mean that each member of the Rochester University community should participate regularly in the life of a local church.

We assemble in local congregations to allow the Word to work in us with authority and mutual accountability. We do this so that the gifts can work in and through us by the power of the Holy Spirit. We gather as well, to fellowship among God’s people, who are the true temple of God by His Spirit. New students are encouraged to visit several churches in the local area prior to selecting a “home church.” We believe it is important for students to attend their home church consistently

### **Small Groups**

As part of his or her spiritual development, each student is expected to regularly participate in a small group to provide an opportunity for Bible study, fellowship, and accountability. Many students meet in a small group provided through their church; others participate in various groups that meet on campus.

### **Devotional Life**

All members of the Rochester University community (administrators, faculty members, staff, and students) are encouraged to maintain a rich, daily devotional life. Times alone with God in Bible study, meditation, prayer, fasting, and praise are invaluable in forming the character of Jesus and in receiving the empowerment of the Spirit. In addition to private devotions, it is not unusual for students to meet regularly with other members of the campus community for special times together in God’s presence.

### **Philosophy of Community**

Rochester University is a community of believers dedicated to the development of leaders in the Body of Christ. So that the Body is built up in love (*cf.* Ephesians 4:16) faculty, staff, and students encourage one another to be conformed to the image of Christ (*cf.* Romans 8:29). The primary model for relationships should be Jesus’ command to love one another (*cf.* John 15:12), which works itself out in full expression as the fruits of the Spirit: love,

joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (*cf.* Galatians 5:22, 23).

This community commits itself to live in unity, to put aside any deception or slander, and to edify one another to develop the fundamental attitudes and character necessary for leaders in the church and in the world (*cf.* Psalm 133; Philippians 2:1-4; Ephesians 4:1-5:21). In keeping with this commitment, Scripture compels us to voluntarily abstain from behaviors that are illegal, immoral, or unethical. (See the Code of Conduct in the Student Handbook for examples of such behaviors.)

### **New Policies and Procedures**

Rochester University makes every effort to inform its students of changes regarding updated policies and procedures. Rochester University will continue to bring new policies or procedures to the students' attention in the following manners:

1. Make an announcement through faculty and staff during class.
2. Post on all bulletin boards
3. Make public announcement through the university website
4. Send an announcement through emails.

### **Exemptions And Disclosures**

Rochester University is qualified for exclusion pursuant to California Education Code (CEC) Section 94739 (b) (6) and has status as a nonprofit religious corporation under the Corporation Code. Our declaration has been evaluated and exclusion pursuant to CEC Section 94739 (b) (6) has been verified. According to the Bureau for Private Postsecondary Education, it is declared that based on the information submitted, our present curriculum meets the exclusion requirements.

### **BPPE Disclosures**

Rochester University is a private institution and operating under a religious exemption provided by the California Bureau for Private Postsecondary Education (BPPE) per California Education Code § 94897 (l), approval to operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009, and the regulations of the CEC section given above.

### **SEVIS I-20**

Rochester University is approved by the Bureau of U.S. Citizenship and Immigration Services (USCIS) to accept and enroll foreign students and to issue I-20 to foreign students through the Student and Exchange Visitor Information System or SEVIS.

## Accreditation



Rochester University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: [info@tracs.org](mailto:info@tracs.org)], having been awarded Candidacy as a Category III institution by the TRACS Accreditation Commission on April 29, 2025. This status is effective as of January 1, 2025, and is good through December 31, 2029. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

### **Before Signing Enrollment Agreement**

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

### **Questions**

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, [www.bppe.ca.gov](http://www.bppe.ca.gov), (888) 370-7589 or by fax (916) 263-1897.

# Rochester University

## Academic Calendar 2025-2026

### Observation of National Holidays

<b>HOLIDAYS</b>	<b>2025</b>	<b>2026</b>
New Year's Day	January 1, Wed	January 1, Thur
Memorial Day	May 26, Mon	May 25, Mon
Independence Day	July 4, Fri	July 4, Sat (July 3 Observed, Fri)
Labor Day	September 1, Mon	September 7, Mon
Columbus Day	October 13, Mon	October 12, Mon
Veterans' Day	November 11, Tue	November 11, Thur
Thanksgiving Recess	November 27, Thur	November 26, Thur
Christmas	December 25, Thur	December 25, Fri

### Quarterly Academic Calendar

<b>WINTER QUARTER</b>	<b>2025</b>	<b>2026</b>
Registration Deadline	December 31, 2024	December 26, 2025
Instruction Begins	January 6	January 5
Add and Drop Deadline	January 18	January 17
Quarter Ends	March 15	March 14

<b>SPRING QUARTER</b>	<b>2025</b>	<b>2026</b>
Registration Deadline	March 22	March 21
Instruction Begins	March 31	March 30
Add and Drop Deadline	April 12	April 11
Quarter Ends	June 14	June 13

<b>SUMMER QUARTER</b>	<b>2025</b>	<b>2026</b>
Registration Deadline	June 21	June 20
Instruction Begins	June 30	June 29
Add and Drop Deadline	July 12	July 11
Quarter Ends	September 13	September 12

<b>FALL QUARTER</b>	<b>2025</b>	<b>2026</b>
Registration Deadline	September 20	September 19
Instruction Begins	September 29	September 28
Add and Drop Deadline	October 11	October 10
Quarter Ends	December 13	December 12

## **Admission and Financial Information**

Rochester University has policies and procedures regarding admission. An applicant for admission to a degree program must meet the minimum admission requirements for each program. Students with special circumstances and those who do not meet certain admission standards may be accepted on a conditional basis. The policies and procedures that are followed in the admission process are found in this section in alphabetical order of the issue.

### **Admissions Criteria**

Rochester University is committed to the training of men and women for Christian leadership, both lay and clerical. Because of this commitment, we seek to admit persons whose motivation, character, and aptitude are in keeping with this purpose. The application process is designed to help you and the university determines your readiness for Bible College. The admissions process is designed to help ensure that individuals who enter our program will complete it.

### **Application Requirements for All Programs**

The applicant to Rochester University must:

1. Be 18 years of age and possess a high school diploma or its equivalent.
2. Possess a High School Diploma, General Education Development (GED) or applicants who have passed the California High School Proficiency Examination (CHSPE)
3. Submit a completed application package along with diploma or transcript, letter of recommendation with a non-refundable fee to the Admissions Office
4. Pay all required fees.
5. Complete a successful interview with members of the admissions staff and faculty.

Each program may have its own requirements specific to that program, provided elsewhere in this catalog.

### **Admissions Criteria and Procedures**

In accordance with Title IV of the Civil Right Act 1964, Title IX of Educational Amendments of 1972, Section 5 of the Rehabilitation Act of 1973 and Age Discrimination Act of 1975, Rochester University admits all qualified applicants regardless of sex, national origin, race, creed, disability, or ethnic origin.

The school only recruits and admits those students who have the potential to complete the program successfully. Motivation and interest in succeeding in the chosen professional field are given important consideration.

Application forms may be obtained by regular mail e-mail, or in person from the Main Office:

Admissions Office  
Rochester University  
3 Corporate Park, Suite 130, Irvine, CA 92606  
Tel: 213-700-7974  
Email: rochesteruniversity.edu@gmail.com  
Website: www.rochesteruniversity.org

### **Application Assessment**

Rochester University evaluates an applicant's readiness in accordance with specific admission requirements of each program.

Applicants must have sufficient educational background to enable them to perform at the college level. A high school diploma or GED (General Education Development) is required for admission to bachelor's degree programs. A bachelor's degree is required for admission into all master's degree programs.

For non-native speakers of English who are matriculating demonstration of English capacity is required through several options: 1) a language competency test such as the TOEFL or the IBT, with minimum scores of 550 and 85, respectively, or 2) through providing proof of having taken an ESL course at Rochester or elsewhere, or 3) through a transcript from an institution providing instruction in English.

### **Denial of Admission**

Rochester University reserves the right to deny admission to any applicant due to the following reasons:

1. The applicant does not meet the standard admission requirements.
2. The applicant is unable to participate or learn in class due to physical, mental, or emotional reasons.
3. The applicant is unable to meet financial commitments to the school.
4. The applicant exhibits lack of personal motivation or is incompatible with the philosophy of the school regarding learning.
5. The Administrator has the right to deny admission to any applicant to whom it is deemed the classes not to be beneficial for the student.

### **Falsification of Official Documents**

Upon the discovery of submission of forgery of official documents (Passport, Alien Registration card, Picture I.D, Social Security Number), the enrolled student shall be dismissed from the school and the forged documents will be reported to the appropriate state or federal authorities or agencies.

### **Transfer of Credit Evaluation**

Transfer applicants can receive academic credit completed prior to transferring to Rochester University. Credits earned at other institutions will be evaluated using the following criteria:

1. The maximum number of credits accepted for transfer credits permitted by the California Bureau for Private Postsecondary and Education (BPPE) at the time of admission.
2. Transcript copies must be forwarded to the Dean of Academics for evaluation.
3. Courses under consideration must have a grade of “C” or higher.
4. Only those courses that are substantially comparable to Rochester University courses will be considered for evaluation.
5. Maximum transfer credit allowed for Bachelor of Theology degree program is 90 quarter credit units. For the Master of Theology degree program, maximum transfer of credit allowed is 24 quarter credit units. Maximum transfer credit allowed for the Master of Divinity degree program is 40 quarter credit units.

Academic credit received from regionally and nationally accredited institutions are usually transferable to Rochester University, provided they satisfy the requirements for the program in which the student is enrolled.

To request this transfer, a transfer student should arrange for an official transcript (signed and sealed) to be mailed directly from the previous institution to Rochester University’s Registrar’s Office.

Transfer credit must be a grade of C or better (or pass, in pass/fail courses where a pass is equivalent to a C grade or better) and have been completed within the past 10 years.

Under exceptional circumstances and with the approval of the Academic Dean, transfer of credit may be possible from unaccredited institutions. The same procedures and requirements as previously noted apply.

Rochester University operates on the quarter system. Student transferring from an institution on the semester system can calculate the value of transferable credits at Rochester University by counting quarter units as two-thirds of a semester unit.

To qualify for the transfer of general education courses, the course sought for transfer must be deemed sufficiently comparable to any such course taught at Rochester University. A course syllabus from the previous class may be required.

After review by the admissions officer and senior faculty in the program to which entry is desired, the final decision is at the discretion of the Academic Dean. This decision is dependent upon the accreditation status of the previous institution, the level of academic rigor involved in said courses, the grade received by the student, and the level of similarity between that course and those which our programs may offer.

Transfer credits are not computed in a student's qualitative grade point average. Transfer credits are counted as credits attempted and earned for the purposes of calculating a student's progress in the program.

### **Evaluation of Foreign Transfer Credits**

The university conducts a complete evaluation of transcripts for foreign transfer credits submitted by the students who have received their degree at a college or university outside of the United States.

All applicants must provide one official transcript (in a sealed envelope) and an official certification of degree, with date awarded. If a student has attended more than one college or university, separate transcripts must be submitted. To be official, transcripts and certificates must bear an original seal and/or signature of the school's registrar or of the appropriate school official or office. Photocopies are not acceptable.

Student records, including transcripts and certification of degree, submitted to the university become the property of the university and cannot be returned to or copied for the student or released to a third party. Please do not send your only original copy of your transcripts/degree certificate. If you have questions about your documents prior to submission, please contact our registrar's office.

Course work completed at one institution but listed on the record of a second institution is not acceptable. A separate copy of the record from the first institution is required. If these documents are written in a language other than English, a certified translation in English must be provided together with the original language records. Any translated record should be a literal and not an interpretive translation.

All students are advised to submit all required documentation as early as possible so as to not delay the evaluation process. If the university receives documentation that is questionable, or suspicious in any way, the university will verify authenticity with the issuing institution. If an institution must be contacted for verification, the evaluation process will be placed on hold until the university has received all necessary information.

In addition to official transcripts and certification of degrees, a course-by-course credential evaluation is required of all students who have attended a college or university outside the United States. Credential evaluations are accepted from World Education Services (WES) only. All documents required by World Education Services (WES) must be submitted directly by the applicant. The university is not responsible for forwarding any documents received by our office to these evaluating agencies.

### **Resources for International Transcript Evaluations**

World Education Services, Inc.  
PO Box 01-5060, Miami, FL 33101  
Telephone: 306-358-6688  
[www.wes.org](http://www.wes.org)

### **Students with Mental or Physical Disabilities**

Admissions requirements and procedures for students with mental or physical disabilities comply with all federal, state, and local ordinances and regulations regarding access to school campuses.

## **Financial Information**

Students receive a considerable discount in tuition expenses because of generous educational grants given to Rochester University by various donors. Many churches and individuals who have a great concern for future leaders have already contributed to support the Rochester education.

### **Student Budget**

In addition to the direct costs of your education, it is important that you develop a budget to identify other financial obligations that you may incur when attending school. These expenses may include rent, transportation, childcare, and personal expenses. The School's Administrator will assist you with this budget.

### **Tuition and Fees**

The university reserves the right to establish and change without notice the schedule of tuition and fees. Tuition and fees for the academic year are detailed in the table below.

The information provided in this section reflects Rochester University's education prices for academic year 2024-2025, effective July 1, 2021. These rates are subject to change without notice by action of the Board of Directors. Rochester University reserves the right to assess new charges in relation to rising costs.

### Tuition and Fees (by program)

Item/Program	Bachelor (B.Th) (4 Years - 180)	Master (M.Th) (2 years - 48)	Master (M.Div) (3 years - 128)
Application Fee (NR)	\$180.00	\$180.00	\$180.00
Language Assessment Fee (NR) (Placement Test Fee)	\$50.00	\$50.00	\$50.00
Registration Fee Per Quarter (NR)			
Processing Fee (NR)	\$50.00	\$50.00	\$50.00
Technology Fee (NR)			
Credit Evaluation Fee (NR)	\$300.00	\$300.00	\$300.00
Institution Evaluation Fee (NR)	\$50.00	\$50.00	\$50.00
I-20 Reprint (NR)	\$75.00	\$75.00	\$75.00
Local Shipping & Handling Fee (NR)	\$25.00	\$25.00	\$25.00
Shipping & Handling Fee (International) (NR)	\$100.00	\$100.00	\$100.00
<b>Per unit</b>	<b>\$100 /per unit</b>	<b>\$150/per unit</b>	<b>\$150/per unit</b>
<b>Per Quarter</b>	<b>\$2,280-\$3,800</b>	<b>\$2,280-\$4,560</b>	<b>\$2,280-\$4,560</b>
<b>STRF* Non-refundable Charge</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Annual Tuition and fees</b> (Estimated charge for annual tuition and fees)	<b>\$7,840-\$16,200</b>	<b>\$7,840-\$19,200</b>	<b>\$7,840-\$19,200</b>
<b>Total Tuition</b>	<b>\$18,000.00</b>	<b>\$7,200.00</b>	<b>\$19,200.00</b>
Books and Supplies (NR)	\$500.00	\$500.00	\$500.00
<b>Total Tuition and Fees</b> (Estimated charge for the entire educational program)	<b>\$36,700.00</b>	<b>\$7,200.00</b>	<b>\$19,200.00</b>
Diploma Duplication (NR)	\$100.00	\$100.00	\$100.00
Enrollment Verification (NR)	\$20.00	\$20.00	\$20.00
Returned/Bounced Check (NR)	\$25.00	\$25.00	\$25.00
Student ID (NR)	\$20.00	\$20.00	\$20.00
Graduation Fee (NR)	\$350.00	\$350.00	\$350.00
Official Transcript & Unofficial Transcript (NR)	\$60.00	\$60.00	\$60.00
Expedited/Rush Request (2 days) (NR)	\$100.00	\$100.00	\$100.00
Wire Fee (NR)	\$100.00	\$100.00	\$100.00

A tuition deposit of \$100.00 is due prior to the beginning of each quarter. See the calendar at the front of this catalog for specific dates.

### Textbooks

Rochester University offers a book purchasing service for your benefit. You can order textbooks for all classes in advance and pay for them when they arrive. (Purchase of ordered textbooks is required.) The cost of textbooks per quarter usually ranges from \$300 to \$500 for a full-time student.

The Enrollment Agreement obligates the student and the school for the entire program of instruction. The student's financial obligations will be calculated in accordance with the school's refund policy in the contract and this school catalog. Registration, tuition, and book/supply costs for each program are listed below. The Rochester University Catalog is available at no charge and will be provided to each enrollee prior to enrollment. The university will work with each student to determine the best financial arrangement to meet their obligation for tuition. A voluntary prepayment plan is provided to students and their families to help reduce the costs upon entry into training. Details are available through the financial representative.

Students must pay the required registration fee and tuition on or before the beginning of each Quarter. Tuition does not cover the cost of registration, books, and other related expenses. Students are responsible for acquiring the textbooks. Some courses require more than one textbook.

### **Payment Methods**

Tuition and fees are due, in full, prior to the beginning of classes. This financial obligation is a contract between the student and the school. Failure to make payments when due is considered sufficient cause to bar the student from classes, withhold certificate, and suspend the student. Rochester University accepts payment for the full amount due in Cash, Money Orders, or by Personal, Traveler's or Cashier's Checks. Students may be eligible for a short-term deferment without finance charge.

## **Explanation of Deposits and Fees**

### **Application Fee**

New students pay a small fee to cover the processing of their application.

### **Placement Test Fee**

If you are a new student you are required to take a series of placement tests to help determine whether you are ready for college-level subjects such as the Bible, English writing, etc. This fee covers the cost of this testing.

### **Admission Fee (paid when admitted)**

### **Registration Fee (paid once per quarter)**

### **Student Fee (paid per quarter, for student activities)**

### **Library Fee (per quarter; for library support)**

### **Tuition Deposit and Late Tuition Deposit**

This nonrefundable deposit is applicable to all students each quarter. It is due about one month before the start of the quarter— see the calendar in the front of this catalog for the

exact dates. If you do not pay this deposit on time, then a late tuition deposit fee is charged to your account.

### **Deferred Payment Plan**

Tuition and fees are due in full at the start of each quarter. You may pay by cash, check, MasterCard, or Visa.

For more information on the payment schedule and deferred payment plan, please see the information on the payment schedule, later in this section.

### **Returned Check Charge**

If you pay by check and your check is returned for any reason, we will charge back the amount of the check plus the returned check charge.

### **Late Registration Fee**

On a designated date during the second half of each quarter, we conduct registration for the following quarter. You need to meet with your academic advisor, and then turn in your forms to the registrar. Students who do not make their appointments and properly submit all paperwork (including the textbook order form) for registration will be charged a late registration fee.

### **Exam Rescheduling Fee**

All tests, including final exams, are to be taken according to the schedule given in your syllabus. In the event of extenuating circumstances, a professor may allow you to take a test early or late. If the professor permits you to reschedule the exam, you must pay the Business Office the Exam Rescheduling Fee.

### **Add/Drop Fee**

If, after the start of the quarter, you realize that you need to drop a course or add another one, you may do so within one week of the start of the quarter. (See the calendar in the front of this catalog for the exact dates.) To add or drop a course before the deadline, complete a Change of Schedule form in the registrar's office and pay the Add/Drop Fee for each course added or dropped.

### **Transcript Fee**

Rochester University provides a transcript of the student's academic record upon written request by the student. Students are allowed one transcript at no charge. There will be a \$10 fee for each additional transcript. Processing will be within ten (10) business days of receipt.

## **Graduation Fee**

Upon your graduation Rochester University will provide various services including the rental of your graduation robe. This fee offsets the college's costs for graduation.

## **Lab Fee**

Students in some courses perform various laboratory experiments or require special software or equipment. This fee helps offset the cost of lab equipment and consumable items. See the syllabus to determine if a course has a lab fee.

## **Extra Handouts**

When a course has an unusually large number of handouts, you will be charged a small fee for the materials to offset photocopying costs.

## **Student ID**

A \$10 fee will be charged for each year of study.

## **Certificate**

A Diploma fee of \$20 per copy requested.

## **Enrollment Verification**

Enrollment Verification fee of \$10 will be charged per request.

## **Payment Schedule**

This section describes the payment deadlines for tuition and fees. From time-to-time students are unable to settle their account on time. We've found the following checklist to be useful to students who are trying to raise money for college:

1. Look for any assets you may be able to sell. Some students find that they can trade in their vehicle for another, or sell unused stereo equipment, to raise money for college. During the spring term, check to see if you have a tax refund coming.
2. Contact friends, family, and your church. Many people are eager to help our students attend college.
3. The cost of a college education should be considered an investment rather than a debt. Consider borrowing at least some of the money for college. Many banks will extend a loan secured by assets such as your vehicle. Note: Rochester University accepts both MasterCard and Visa.

If you choose to apply for a deferred payment plan, make sure you have a plan to make your payments. Note: If you are not a U.S. citizen, it is your responsibility to see what work, if any, you may legally perform while in the U.S.

Some students will find it necessary to work full-time during the summer, or over holiday breaks, to make their payments to the college. Many students who are willing to work 60 hours a week during the summer and 20 hours a week during the quarters find that they're able to meet all their obligations on time, even if they do not receive help from their church, family, or friends.

### **Tuition and Fee Payment**

All new students must pay tuition and fees in full at registration. Returning students who cannot pay tuition and fees in full at registration may apply for the Deferred Payment Plan in the Business Office. To qualify for the Deferred Payment Plan, the student's account from the previous quarter must be paid in full. The student must then pay at least 25 percent of the tuition and fees that are due in the current quarter. The balance, plus a five percent fee, is divided into three equal payments. Each of these payments is due on the 15<sup>th</sup> of the month (or the first business day thereafter) for the next three months.

If you have been given permission to pay in this way, and you are not able to make a scheduled payment, you should contact the Business Office right away. If you fail to make a payment as scheduled, you will be charged a late payment fee of ten percent of the amount of the payment.

Note that the deferred payment plan may not be available for certain quarter. In such case, all tuition and fees must be paid prior to the state of the quarter.

### **Unpaid Accounts**

Students who do not maintain current financial accounts with the college will be denied the privilege of classroom attendance beginning five days after the payment is due. Absences will be counted until the payment is made in full or until withdrawal is instituted.

A student whose account is not paid in full (including tuition and fees) by the end of the quarter will not be allowed to reenroll in the subsequent quarter.

Rochester University makes exceptions to this policy only with the approval of the President. In those cases where the college elects to make an exception, the student is required to sign and comply with an approved payment agreement. If the student withdraws from the college without paying the account in full, the payment plan becomes void and the college has the right to collect the unpaid amount immediately. Should the college find it necessary to use the services of a collection agency or attorney, the former student is responsible for all court costs, reasonable collection and litigation fees, up to 100 percent of the balance due.

A student will not be allowed to participate in graduation ceremonies or receive grades, a certificate, a diploma, a degree, a transcript, or a letter of recommendation until all financial obligations have been satisfied in accordance with the college's financial policies.

**Tuition Discounts**

Tuition discounts are not available for students.

**Tuition Refunds**

If you find it necessary to withdraw from the university, you may be eligible for a refund of part of your tuition. (We do not give refunds of fees, nor do we give refunds for courses that you are auditing.) To qualify for a refund, you must notify the Registrar's Office of your desire to withdraw. As part of the withdrawal procedure, you must settle all accounts. If you do not follow the withdrawal procedure you will receive a grade of W/F for all courses and will forfeit your eligibility for any tuition refund. Students who are dismissed or suspended from the college are not eligible for any refund.

Tuition refunds for all standard ten-week quarters are computed according to the following schedule:

<i>If you drop the course within . . .</i>	<i>We will refund . . .</i>
One week	100 percent
Two weeks	90 percent
Three weeks	80 percent
Four weeks	60 percent
Five weeks	50 percent
Six weeks	No refund

Tuition refunds for the intensive module programs are computed according to the number of hours attended prior to withdrawal. The exact amount of prorated refund will be based on the formula listed below. The following table provides the estimated amount of refund at each point of withdrawal:

<b>Percent of Attendance</b>	10	20	30	40	50	60	Over 60
<b>Tuition Refund</b>	90	80	70	60	50	40	0

**Loans – Student Responsibilities and Rights**

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

### **Student Responsibilities**

1. In addition to the requirements described in this catalog, students are expected to follow standards of conduct and ethical consideration generally found in the professional workplace.
2. Read and understand all forms that you are asked to sign and keep copies of them.
3. Compare and choose the educational institution they wish to attend. Tuition must be paid regardless of any future complaints or problems, unless discharged by a court of law.
4. Pay all installment payments on time.

### **Student Rights**

1. Know what financing is available. For all loans you receive, you have the right to know the total amount that must be repaid, the monthly payment amount, the late penalty charge, the payback procedures, and the length of time you have to repay the loan, and when repayment is to begin.
2. Know the criteria for satisfactory progress and when you are not meeting these criteria.
3. You may stop school at any time and receive a refund for the part of the course(s) you did not take (if payment has been made). The refund policy is in this catalog and described in your enrollment agreement.
4. If you have unresolved complaints after following the grievance procedures, you may contact the Bureau for Private Post-Secondary Education. Read the section on grievance procedures carefully.

In compliance with Public Law 93-380, Section 483 (The Buckley Amendment), student grades, records, or personal information may not be given out to third persons without the written consent of the student. Permission must be given by the student in order for information in their file to be used as reference checks for credit or employment evaluation by third parties, and the student must file a declaration to this effect, which will be kept in the student file(s) the declaration can be all-inclusive or on a case-by-case access basis. **“The provision of financial aid data to authorized agencies is not a violation of the Buckley amendment.”**

### **Insurance**

The college does not provide coverage for your medical care. You must use local doctors, clinics, and hospitals at your own expense, with payment usually required at the time of treatment. Consequently, we strongly encourage you to secure health insurance (under your parents' policy, via a work policy, or privately). You may contact the Rochester University receptionist for information about private plans.

You should also be aware of the benefits and limitations of your coverage. Be sure to bring pertinent policy paperwork with you (e.g., name and phone number of the company, group number, policy number, your social security number).

Likewise, your personal belongings in your residence are not covered by university insurance. We encourage you to purchase a policy to cover these items.

### **Student Tuition Recovery Fund (STRF)**

The Student Tuition Recovery Fund (STRF) is a fund established by the State of California for the purpose of reimbursing students when their state-approved schools close untimely. When students enroll in a program, a fee is assessed in relation to the cost of tuition. When a school closure occurs, students may file within sixty days a claim for reimbursement from STRF for prepaid but unused tuition. Students should keep a copy of their enrollment agreements, tuition receipts or other financial documents that can be used to support a claim for reimbursement. For claim instructions or further information contact:

Bureau for Private Postsecondary Education  
2535 Capitol Oaks Drive, Suite 400  
Sacramento, CA 95833  
Telephone: (916) 431-6959

### **Student Tuition Recovery Fund Disclosures**

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

According to 5CCR§76215(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss because of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts, or any other information that documents money you paid to the institution.

Questions regarding the STRF may be directed to:

## **Information for International Students**

If approved, international student seeking admission to the university should write to the Registrar several months in advance requesting current information about the university's admission policies. Here is helpful information:

All F and M students that study in the United States need a Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status."

Once accepted into a Student and Exchange Visitor Program (SEVP)-certified school, international students will receive a Form I-20 from their designated school official (DSO) depending on their program of study and purpose for coming to the United States:

F Students: Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status – For Academic and Language Students."

You must also obtain a Form I-20 for any eligible dependents you plan to bring to the United States with you. However, please note that the name (i.e., Academic and Language students vs. Vocational Students) on the Form I-20 an SEVP-certified school issues you will dictate the type of student visa you may obtain from the U.S. Department of State and the status you will need to maintain in the United States. You and your DSO must both sign the Form I-20. If you are under age 18, your parents must sign the Form I-20 for you.

### **Form I-20 Uses**

The Form I-20 is an important document that you should keep safe, as you will need it when you: Pay the **I-901 SEVIS Fee**

Before you pay the I-901 Student and Exchange Visitor Information System (SEVIS) Fee, you must receive the Form I-20 from a DSO at the school you plan to attend. You will need information from the Form I-20 to pay the fee. The I-901 SEVIS Fee is mandatory and must be paid before you enter the United States.

### **Apply for a Nonimmigrant visa**

The Form I-20 lists your program start date, 30 days before which you are allowed to enter the United States. F-1 student visa can be issued up to 120 days in advance of your course of study start date. Your type of student visa must match the type of Form I-20 you have (e.g., F-1).

### **Enter the United States**

You need to have your Form I-20 on hand as you enter the country. Do not pack it away in your suitcase. A U.S. Customs and Border Protection officer will instruct you to present your Form I-20 at the port of entry. You may arrive up to 30 days before the start date listed on your Form I-20.

## **Change status to F-visa while in the United States**

You need a Form I-20 if you are already in the United States as another type of nonimmigrant and you are applying to USCIS to change your status to F visa type.

### **Apply for benefits**

Your Form I-20 proves that you are legally enrolled in a program of study in the United States. Therefore, it may be needed when you apply for the benefits available to F and M students. If you are eligible to apply for a driver's license or a social security number, remember to bring your Form I-20 with you.

### **When to Get a New Form I-20**

After receiving the initial Form I-20 upon program acceptance, students may receive a new Form I-20 from their DSO in the following circumstances:

- If the physical copy of the form is destroyed or misplaced.
- For travel endorsement.
- When the student's SEVIS status changes (e.g., from Initial to Active).
- For any substantive change to student information, such as changes to a student's personal information, program of study, optional practical training, etc.

### **Redesigned Form I-20**

As of July 1, 2024, the redesigned Form I-20 is required for all F and M nonimmigrant visa applications, entry into the United States, travel and applications for nonimmigrant benefits. The previous version of the Form I-20 (with a barcode) is now invalid. Students please note that your DSOs were responsible for providing an updated, hard copy of the Form I-20 with original signatures to all F-1 and M-1 students at their schools.

### **Preparing to Study in the United States**

After you are accepted to SEVP-certified school(s), each school will send you a Form I-20, "Certificate of Eligibility for Nonimmigrant Status." The Form I-20 is a paper record of your information in the Student and Exchange Visitor Information System (SEVIS) and is required for completing subsequent steps in the international student life cycle.

Multiple schools that accept you may mail you a Form I-20; you must only use the Form I-20 received from the school you will attend. Visit the [What is the Form I-20?](#) page for more information about this immigration form and its uses.

Check your Form I-20 against your passport information to confirm that your name and date of birth are correct. If the information on your Form I-20 does not match the information on your passport, contact the designated school official (DSO) who sent you the Form I-20, ask them to correct the information and send you an updated form.

After you verify that your Form I-20 is correct, you must:

Pay your I-901 SEVIS Fee.

Apply for and receive a visa from the U.S. Department of State.

Please visit the above links for more information about how to successfully complete each of these steps.

### **Entering the United States**

You and your dependents may enter the United States up to 30 days before your official program start date recorded in SEVIS, as it is listed on your Form I-20. Visit the Getting to the United States page for more detailed information about what to expect at a U.S. port of entry.

Make sure you hand carry and present all required documents to the U.S. Customs and Border Protection (CBP) officer when you arrive at a U.S. port of entry. Do not put them in a checked bag. It is a good idea to make at least two copies of all your travel and immigration documents—one copy to leave with your family before you depart your home country and one copy to give to your school officials in the United States. After arriving in the United States, make sure to keep the originals of all documentation in a safe, secure location.

### **Studying in the United States**

You must report to your school by the program start date listed on your Form I-20. Once school starts, you must follow specific rules to legally remain in the United States. Visit the Maintaining Status page for more information about how to properly comply.

Engage in a full course of study during your time as an international student. The definition of a full course of study varies depending on both your status (F-1 or M-1) and the program of study you attend.

International students may also be eligible to transfer to a new school, although the circumstances for eligibility vary depending on your student status. For more information please visit the following pages:

Instructions for Transferring to Another School as an F-1 Student.

If you need more time to complete your program of study than what is listed on your Form I-20, talk to your DSO. Because CBP admits F-1 students for duration of status, F-1 students do not have to officially file for extensions but will need an updated Form I-20 from their DSO.

### **Using Your Student Benefits**

F-visa students may be eligible for certain benefits while they study in the United States. These include applying for a driver's license, taking advantage of practical training opportunities and, under certain circumstances, working.

For more information about these benefits, please visit the following resource pages:

- Driving in the United States.
- Training Opportunities in the United States.
- Working in the United States.
- Obtaining a Social Security Number.

### **Completing Your Program of Study**

After completing your program of study, F students must depart the United States within 60 days of their program end date.

However, under certain circumstances, you may be eligible to remain in the United States:

- F-1 students interested in continuing their education should talk to their DSO about their options prior to graduation. Your DSO can help you navigate how to transfer your SEVIS record to a new program of study (if necessary). Visit the [Transferring to Another School](#) page for more information.
- F-1 students may be eligible to participate in post-completion optional practical training. Visit the [Training Opportunities in the United States](#) page for more information.
- If your purpose in the United States changes after graduation, you will need to apply for a change of status with USCIS. Visit the [Change of Status](#) page for more information.

### **Maintaining Full-Time Status**

While studying in the United States, it is important to maintain your F student status. Your status relates to the purpose, or reason for why you want to come to the United States. The U.S. Department of State issues you your visa based on your intended purpose.

If the Department of State issues you an F student visa, this means that you are coming to the United States to study. You should not take any action that detracts from that purpose.

#### Maintaining your status means:

- Fulfilling the purpose for why the Department of State issued you your visa.
- Following the regulations associated with that purpose.

F-1 students share the same primary purpose for coming to the United States. F-1 students enroll in more traditional academic programs.

Below are actions to take in order to properly maintain your status.

## **Arrival**

When arriving to the United States, F students must:

- Enter the United States no more than 30 days before your program of study begins.
- Immediately contact your designated school official (DSO) when you enter the United States.
- When you arrive at school, you need to contact your DSO again, no later than the program start date listed on your Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status."

## **Education**

While studying in the United States, F students must:

- Attend and pass all your classes. If school is too difficult, speak with your DSO immediately.
- If you believe that you will be unable to complete your program by the end date listed on your Form I-20, talk with your DSO about requesting a possible program extension.
- You must take a full course of study each term; if you cannot study full-time, contact your DSO immediately.
- Do not drop a class without first speaking with your DSO.

## **Annual Vacation for F-1 Students**

F-1 students must complete at least one full academic year at a SEVP-certified school to be eligible for annual vacation. Additionally, students must intend to register for classes in the academic term following their annual vacation.

SEVP-certified schools should have clear and consistent policies regarding annual vacation and comply with the requirements laid out in SEVP Policy Guidance for Adjudicators 1408-01: Academic Year.

Please note that during an annual vacation, students can take as many, as few or no courses as they want. SEVP considers all study during an annual vacation incident to status.

## **Work and Practical Training for F-1 Students**

An F-visa student may only work when authorized by a DSO in certain cases, and the U.S. Citizenship and Immigration Services (USCIS) in others. If you choose to work without authorization, you will be forced to leave the United States immediately, and you may not be able to re-enter the United States at a later date.

F students are eligible for curricular practical training (CPT) at either the undergraduate or the graduate level during the program of study. CPT employment must be an integral part of an established curriculum and the position must directly relate to your major area of study. Your DSO can give you the school's policy on this option.

F students are also eligible for optional practical training during or following the program of study. OPT is a form of temporary employment that directly relates to your program of study.

For more information about employment and training options available for F-students, visit the Working in the United States page and talk with your DSO.

### **Upon Program Completion**

F students must take action to maintain legal status or depart the United States after completing your program of study.

Once you complete your program of study and any authorized period of practical training, F students have 60 days after completion of your program (the program end date on your Form I-20) to leave the United States. If you wish to extend your stay in the United States, talk with your DSO to learn more about doing one of the following:

- Transfer to another school.
- Change your education level (e.g. bachelor to master).
- Apply to change status to another visa status (e.g. H-1B-temporary worker; O-extraordinary ability in science, art or business; P-athlete).

### **Talk with your DSO First**

If you are an F student studying in the United States, your DSO should be the first person you talk with if you have any questions regarding the legal requirements of your stay in the United States. Your DSO can assist in answering your questions or help you find someone who can help.

F-1 students should speak with their DSO if you are planning to do any of the following:

- Change your major, program, or degree level.
- Change your education level.
- Transfer to a new school or take a leave of absence.
- Take a break from school.
- Travel outside the United States.
- Move to a new address.
- Request a program extension.

F students may contact SEVP by email at [sevp@ice.dhs.gov](mailto:sevp@ice.dhs.gov) if your DSO is unable to assist you or if you would prefer to ask someone else.

In your email, please describe your situation and include any questions you have. SEVP provides responses on a first-come, first-served basis. Answer times may vary depending on the current number of inquiries.

## **Full Course of Study**

To maintain your status as an F-1 in the United States, you must enroll in a full course of study at the Student and Exchange Visitor Program (SEVP)-certified school where a designated school official (DSO) issued you the Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status," you used to enter into the United States.

The definition of a full course of study varies depending on both your status and the program of study you attend.

To help better understand the definition of a full course of study, below is a breakdown according to status and program of study.

Full course of study requirements for F-1 students in post-secondary programs of study (e.g., after high school)

- F-1 undergraduate students at a college or university must take at least 12 credit hours per term. F-1 undergraduate students at a conservatory or seminary must take a full course of study as certified by the institution.
- F-1 students in postgraduate programs at a college, university, conservatory or seminary must take a full course of study as certified by the institution.
- F-1 students in other post-secondary liberal arts, fine arts or other non-vocational or English language learning training programs must meet 18 clock hours per week if the majority is classroom instruction or 22 clock hours per week if the majority of the program instruction does not take place in the classroom, such as laboratory work.

## **Online courses and "Distance Learning"**

Online or distance learning courses are not offered by Rochester University. Such courses, for the purpose of international student regulations, means a course that is primarily offered through technology and does not require the student's physical attendance for classes, examinations, or other purposes integral to completion of the class. A maximum of *one course online or distance learning class* could count toward a full course of study for an F-1 student during if the school authorizes this at a later date. It should be noted that courses still rely heavily on the internet for the Learning Management System (Populi) and the completion of course requirements. Faculty may similarly provide supplementary lectures online to support student learning, such as for Independent Studies. Such offerings are not online or distance learning activities.

## **Reduced Course Load**

Under certain circumstances, F-1 students may talk to their DSO about enrolling in a reduced course load and still maintain their student status.

If an F-1 student is having specified initial academic difficulties, a temporary illness or medical condition, or needs fewer courses than a full course load in their last term to complete the program of study, DSOs may authorize a reduced course load.

If you are a student in need of a reduced course, talk with your DSO as soon as possible. You cannot drop below a full course of study unless your DSO approves it and updates your student record in SEVIS.

### **Transferring to Another School**

If you are an F student studying in the United States, you may be eligible to transfer to a new school. To be eligible to transfer, you must consistently maintain F status and follow the correct transfer procedures. To maintain your status at your current school, you must continue attending all of your classes while you are waiting to transfer. For an F student, that is until your transfer release date. Your transfer release date is the day on which the designated school official (DSO) at your current school moves responsibility for your Student and Exchange Visitor Information System (SEVIS) record to your new school.

If your DSO believes you may not have maintained your F status, your SEVIS record could be in *Terminated* status, which is the DSO's way of reporting a concern to the Student and Exchange Visitor Program. You may still be able to transfer in *Terminated* status. Talk to your current DSO and a DSO at the new school if you want to transfer with a terminated record.

If you have employment authorization and are in the process of transferring to a new school, talk to your current DSO about how your transfer will affect your employment authorization. You may continue authorized work at your current school until the transfer release date in SEVIS, but all work authorization ends after that date. After you transfer to your new school, talk to your DSO about employment options at that school.

### **Change of Status**

If you want to change the purpose of your visit while in the United States, you (or in some cases your employer) must file a request with the U.S. Citizenship and Immigration Services (USCIS) on the appropriate form before your authorized stay expires.

In general, you may apply to change your nonimmigrant status if you were lawfully admitted to the United States with a nonimmigrant visa, your nonimmigrant status remains valid, you have not violated the conditions of your status and you have not committed any crimes that would make you ineligible. Until you receive approval from USCIS, do not assume the status has been approved and do not change your activity in the United States.

USCIS recommends that you apply as soon as you determine that you need to change to a different nonimmigrant category. If USCIS denies your application, be prepared to leave the United States when your current status expires.

### **Changing to a Nonimmigrant Student Status**

You may wish to change your nonimmigrant status if you are already in the United States on a valid nonimmigrant visa for a purpose other than attending school and want to study at a U.S. Student and Exchange Visitor Program (SEVP)-certified school. You are not eligible for a change of status in the United States if you entered as a visitor through the visa waiver program.

If you meet the criteria above and want to change your status while you remain in the United States, you must submit an application with USCIS to change your nonimmigrant status by following these steps:

- Apply to and receive acceptance from an SEVP-certified school.
- Obtain an initial Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status," from the SEVP-certified school. The DSO should give change of status in the Issue Reason section of the Form I-20.
- Pay the I-901 SEVIS Fee.
- File a Form I-539, "Application to Extend/Change Nonimmigrant Status," with USCIS. Not all nonimmigrant classifications may change status. Read the instructions carefully to ensure that your category is eligible.

#### **Special Instructions for Changing to a Nonimmigrant Student Status from B-1/B-2 status**

If you are changing status from B-1/B-2 to F student, refrain from enrolling in or beginning your studies until USCIS has approved your change of status. If USCIS has not adjudicated your change of status at least 15 days before the program start date on your Form I-20, contact the DSO at your new school. You may need to wait to attend (have deferred attendance).

Please note that you must maintain your B-1 or B-2 status while your Form I-539 is pending.

USCIS may only approve your Form I-539 change of status request if you are maintaining your B-1/B-2 status up to 30 days before your program's initial start date.

This means you will need to file a second Form I-539, with a separate fee, to request an extension of your B-1 or B-2 status if:

- Your current status will expire more than 30 days before the initial F-1 or M-1 program start date. In this case, you must file a second Form I-539 requesting to extend your B-1 or B-2 status. If you do not file this extension request on time, USCIS will deny your Form I-539 request to change to F-1 or M-1 status. Please continue to check the USCIS processing times while your Form I-539 change of status request is pending to determine if you need to file a request to extend your B-1/B-2 status.
- Your F-1 program start date is deferred to the following academic term or semester because USCIS did not make a decision on your Form I-539 change of status application before your originally intended F-1 program start date, and your B-1/B-2 status expires more than 30 days before that program start date. You will need to file a second Form I-539 in order to bridge the gap in time between when your current status expires and the 30 day period before your new F-1 program start date.

Because extending your current stay in B-1 or B-2 status or changing from B-1 or B-2 to F-1 status are two distinct benefits, you must pay a separate filing fee for each request, per

the User Fee Statute, found at 31 U.S.C. 9701. For more information about this process, please visit USCIS Special Instructions for B-1/B-2 Visitors Who Want to Enroll in School.

### **Changing to H-1B Status**

If you are an F-1 student interested in changing to H-1B status, your prospective employer must sponsor you and file that petition. See pages on H-1B Status and cap gap for details.

### **Optional Practical Training (OPT)**

Optional Practical Training (OPT) is work authorization available to international students who have been in valid F-1 status for at least three consecutive quarters and who plan to seek employment in the U.S. in their field of study. OPT allows F-1 student to work legally for a period of up to one year, full time. OPT is recommended by an international advisor, but final approval is granted by the U.S. Citizenship and Immigration Service (USCIS).

#### Eligibility

- Valid F-1 status
- Enrollment in at least three consecutive quarters
- Pursuing a Bachelors, Masters, degree
- Employment must be related directly to your major/field of study

Pick up your OPT application. Fill out the form. Mail your application to USCIS within 30 days from the date your I-20 was issued.

Include a check or money order to the U.S. Department of Homeland Security. Please check the fee schedule.

### **Maintaining Status While on OPT**

#### Employment

- You can start working once you receive your Employment Authorization Card (EAD card) and only on the date printed as the “start date”.
- Working before your EAD card is in your possession and before it’s approved, is not permitted.
- 90 days of unemployment will invalidate your OPT and F-1 status. The first day of unemployment will start on the date printed on your EAD card if you are not employed/do not have a valid EAD card in your possession. Should you accumulate 90 days of aggregate unemployment, you have the following options:
  - (1) Leave the U.S., or
  - (2) Transfer your SEVIS record to another SEVIS approved school.

These events must occur prior to accumulating 90 days of aggregate unemployment.

### **Types of Employment Eligible for OPT**

- **Regular paid employment**

For post-completion OPT, the work must be at least 20 hours per week. You may work for multiple employers, as long as the position is directly related to your major/field of study.

- **Payment by multiple short-term multiple employers.** You may work for multiple short-term employers. You should maintain record of the dates and duration of the job as well as proof of payment (e.g. payment stubs).
- **Work for hire.** This is also commonly referred to as 1099 employment where an individual performs a service based on a contractual relationship rather than an employment relationship. If requested by DHS, you should be prepared to provide evidence showing the duration of the contract periods and the name and address of the contracting company.
- **Self-employed business owner.** While on OPT you may start a business and be self-employed. You should be able to prove you have the proper business licenses and are actively engaged in a business related to your degree program.
- **Employment through an agency.** While on post-completion OPT you must be able to provide evidence showing you worked an average of at least 20 hours per week while employed by the agency.
- **Volunteers or unpaid interns: Standard OPT.** SEVP OPT Policy Guidance states that, Students may work as volunteers or unpaid interns, where this practice does not violate any labor laws. The work should be at least 20 hours per week and related to program of study. You should be able to provide evidence, acquired from your employer, to verify that you worked at least 20 hours per week during the period of employment.
- **Employment and Reporting Requirements**  
Once your OPT has been approved by USCIS, you will receive your EAD card. You are responsible for reporting the following changes to the International Center within 10 days: local address change, change in employment status, and employer information. These changes are directly reported to the Student and Exchange Visitor Information System (SEVIS).
- **Taking Classes While On OPT**  
Full-time study while in OPT is not permitted; however part-time classes for incidental purposes only may be allowed. Authorization to take classes while on OPT is contingent upon maintaining your F1 status.
- **Travel During OPT**  
Traveling during OPT will require you to have a valid EAD card, an I-20 with a travel signature signed by a DSO within the last six months, and proof that you are returning after your travel outside of the U.S. to resume employment.

## Application Process

You can receive an Application Packet by writing, calling, or e-mailing our Admissions Officer:

Admissions Office  
Rochester University  
3 Corporate Park, Suite 130  
Irvine, CA 92606  
213-700-7974

If you wish, you can send your packet by e-mail to the following email address:

[Rochesteruniversity.edu@gmail.com](mailto:Rochesteruniversity.edu@gmail.com)

Just let us know whether you prefer a paper or an electronic copy.

New students without prior college experience are strongly advised to request admittance for a fall quarter rather than a spring quarter.

We recommend that you begin the application process as early as possible. Before we can review your application packet, we must have all the required documents. It has been our experience that it can take several weeks for transcripts, letters of reference, and other key documents to be sent to Rochester University.

If your application package is complete by the deadline shown in the calendar at the front of this catalog, we will review your application and will respond promptly with our decision. If your package is missing a few items and the deadline is drawing near, please contact our Admissions Officer. When possible, we will review your package and offer you provisional admission. (You will then be required to complete the package before you can begin your courses.)

The application process consists of three steps. All three must be completed before admission to the college is official.

### 1. Complete an Application File, including:

- A completed and signed Application Form;
- A signed Mission Statement Agreement form;
- A completed Recommendation Form;
- The nonrefundable Application Fee;

Arrange for official transcripts to be submitted to the Registrar's Office from the applicant's high school and, if applicable, from all universities, colleges, or professional schools attended by the applicant. (GED may be substituted for high school diploma.) If

the applicant is still enrolled in high school, then an incomplete transcript (not showing graduation) will be sufficient. However, as soon as possible, a complete, official transcript (indicating a graduation date) is required.

## 2. Letter of Acceptance

College officials will review your Application Package when it is complete. It is our goal to send you written notification within two weeks of application deadline. At any time, however, you may contact the Registrar's Office to inquire as to the status of your application.

If you receive a letter of acceptance, it will include information regarding subsequent steps. It will also include a Housing Application. You should return this form to the Registrar's Office immediately for processing by the Dean of Students. Housing Applications for new students are due one month before the first day of New Student Orientation.

Included with your letter of acceptance will be a copy of the Student Handbook and a form indicating that you have read the handbook and agree to comply with it. This form should be returned to the Registrar's Office immediately.

Along with your acceptance letter you will receive a Physical Readiness Report that is to be completed by a licensed physician and returned to Registrar's Office. The acceptance letter will also ask that you provide a recent photograph of yourself. This photo will help us to recognize you at orientation and therefore, better serve you.

Finally, you should send the tuition deposit along with the Residence Hall or Apartment Application, Physical Readiness Report, and the Student Handbook form in order to confirm your enrollment.

If the college is unable to accept you for enrollment in the upcoming quarter, we will advise you regarding the steps you should take before resubmitting your application.

## 3. Intent to Enroll

By returning your Housing Application, the Physical Readiness Report, the statement regarding the Student Handbook, and your tuition deposit, you are informing the college that you intend to enroll and to register for classes in the upcoming quarter. We will pre-register you in courses and will help you find suitable housing.

# Academic Information and Regulations

Policies and procedures related to the academic programs and processes are found in this section in alphabetical order by topic.

## Academic Freedom

Rochester University is committed to academic freedom. Academic freedom functions within Rochester University's mission statement and applies to every constituent of the university.

Faculty members, as well as students, are free to hold and express opinions about material offered in their courses, and this right must not be impinged on by threats, force, or other intimidation; however, Students have the right to disagree with the conduct or content of courses and to seek change, but such freedom does not include the right to disrupt orderly classroom activities or to avoid fulfillment of the expectations of the course; however, academic freedom for faculty members must include a means for seeking the censure or dismissal of students guilty of disruption, destruction, or unethical classroom behavior.

Academic freedom for faculty members includes the right to judge and grade the academic performance of students. Academic freedom includes the right of students to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in cases of cheating or plagiarism. Students have the right to the instruction promised them in official university publications.

It is not inappropriate for faculty and students, both in and out of classes, to meet and share their views on a wide spectrum of intellectual and social issues. It is proper for students to seek, and faculty to choose, professionally responsible ways to relate subject matter of courses to those social crises that arise temporarily and unpredictably.

In the event of temporary departures from the normal course of instruction to discuss campus or community issues, faculty should make reasonable efforts to find ways of making up for missed material. In most foreseeable, if not all circumstances, instruction is to take place at the time and location indicated in university publications except in such usual academic practices as field trips, classes meeting off-campus by prior arrangement, and experimental course procedures approved by the department and for which students have received notice prior to registration.

Academic freedom includes the right of both faculty and students to seek censure of faculty members by complaint, petition, or seeking discipline for incompetence or unprofessional behavior. Students in all academic disciplines have a right to receive effective presentations of a broad spectrum of philosophies relative to those disciplines. This does not mean that each faculty member must give equal weight to all theories appropriate to his/her discipline, even though objectivity is ordinarily assumed to characterize scholarly pursuits;

rather a spectrum of philosophies or theories should characterize the total offerings within a field.

Academic freedom for all members of the academic community demands that channels of administrative communication be open in both directions, and that they be used regularly and effectively. The responsibilities in academic affairs placed upon deans, department chairs, and faculty members should be clearly spelled out and should be respected in the operation of the university. The placing of responsibility should be accompanied by the delegation of the authority necessary to discharge it.

### **Academic Honesty**

Cheating is a violation of Christian integrity and cannot be tolerated. Examples of cheating include copying from another student's paper or test, receiving information from a student who has already taken a test, giving a student information about a test, and falsifying a report. Another form of cheating is plagiarism, which involves using someone else's ideas or words without giving credit. If you quote material, you must use quotation marks and an appropriate citation. If you paraphrase material, then you must use an appropriate citation.

A student found cheating will receive a "0" for the assignment or test and will be reported to the Academic Dean for discipline. Such discipline may include a Restorative Action Plan (as described in the Student Handbook) or dismissal, as determined by the Academic Dean. If you are aware of cheating or plagiarism, you should report it to the professor immediately. See "plagiarism" below.

### **Academic Load**

A full-time load is 12-16 quarter hours per quarter. To achieve the completion of a program within the normal time frame, you should carry an average of 12 hours each quarter.

Courses typically require approximately 1.5 to 2 hours of study time outside the classroom for each hour in class. You should consider family, employment, and church and ministry responsibilities when determining your quarter load.

You must have the Academic Dean's permission to carry more than 16 hours in a quarter. This decision depends primarily upon your grade point average (GPA), according to the following guidelines:

18 hours 2.70 GPA  
19 hours 3.00 GPA  
20 hours 3.30 GPA

A new student's high school GPA, a returning student's GPA, or a dramatic change in life circumstances may require a reduced load of 12 hours to be taken for one or more quarters. If the Academic Dean's decision, or your own decision, causes an average quarter load of less than 16 hours, you may not graduate on your original schedule.

### **Academic Probation and Dismissal**

All students must maintain an overall grade point average of at least 2.0 on course work taken at Rochester University. A student who falls below 2.0 for the first time is placed on academic probation. Continued enrollment requires the Academic Dean's approval.

Instructors will counsel the students for a better studying method and initiate a different studying strategy that ensures a more successful academic career. If a student on academic probation does not raise the cumulative GPA to 2.0 after two subsequent quarters, the student will be academically dismissed.

### **Academic Progress Requirement**

All students must maintain satisfactory academic progress to remain eligible to continue as students in the university. Students are making satisfactory progress when they begin school and during any probationary period. This includes, but is not limited to meeting minimum standards for grades, work projects, etc.

### **Academic Progress, Unsatisfactory**

An undergraduate must maintain an overall grade point average of at least 2.0 in coursework taken at Rochester University, and a graduate student at least 2.75 in course work. If a student's progress, measured at the end of each term, is determined to be unsatisfactory and a projection indicates that it is possible to reestablish SAP by the end of the subsequent term, the school may place the student Academic Probation. The student will be advised of the performance necessary to reestablish SAP.

### **Adding and Dropping Courses**

Courses may be added only during the first two weeks of the quarter. A student may withdraw from a course during the first seven weeks of the quarter. To drop a course, the student must submit an appropriate form to the Registrar's Office, and it will not be recorded on the student's permanent record.

### **Appeals Process**

Re-admission to the university following withdrawal for any reason will be at the discretion of the School's Academic Committee. Students may petition in writing for reinstatement within one year of dismissal. The petition must be filed at least two weeks before the beginning of a module. The Committee will review the student's previous academic admission records and his/her current situation in making a decision for reinstatement. The student will then be notified of the Committee's decision. Students accepted for re-admission will be entitled to the same rights and privileges and are subject to the same regulations as any student. Students will not be entitled to appeal if they are terminated for exceeding the maximum program completion length.

## **Attendance Policy**

Successful completion of the educational programs at Rochester University requires a significant commitment of time for class work and outside study each day. Rochester University students are expected to attend all class meetings to fully benefit from all coursework. Even though it is not mandatory, Rochester University strongly recommends instructors incorporate attendance into the course grading scale.

Each instructor will establish his or her own attendance policies and procedures and publish them in the course syllabus. It is also the responsibility of each instructor to inform his or her class of these policies and procedures at the beginning of each quarter. Students are responsible for knowing the attendance policies and procedures of each class in which they are enrolled.

It is the student's responsibility to properly register for classes. During the first week, if an enrolled student does not attend the first class meeting, the instructor may drop the student from the class. Each instructor will make the final decision based on careful review of the circumstantial evidence provided by the student who did not attend the first class meeting without prior arrangement with the instructor.

When the total number of absences exceeds 20 percent of the number of class sessions in the quarter, students are dropped from the course with a W/F unless the professor specifically asks the Registrar to retain them in the course. The 20 percent allowance is to provide for serious illness, serious injury, serious illness in the family, death in the family, and unforeseen emergency. Note that failure to enter the classroom and be seated at the beginning of class may result in not being counted absent.

In addition to the 20 percent policy, individual professors may impose additional attendance and participation requirements that have the potential of impacting your course grade. See the course syllabus for details. It is important to keep an accurate record of any absences from class, including dates and reasons. This information could prove essential in the event of a discrepancy and/or an appeal. Do not rely upon professors or the Registrar to supply tallies, warnings, or notifications.

It is also the student's responsibility to officially withdraw from the university or drop from a class that he or she is no longer attending in accordance to the established deadlines. A student who stops attending but does not drop a class may receive a failing grade in that class.

## **Attendance Probation**

Rochester University recognizes that there are times when a student is unable to attend class, arrives late or leaves early. The attendance policy allows for these circumstances, while ensuring that each student attends class a sufficient amount of time to master the subject material.

A student will be placed on attendance probation if he or she is below 80% attendance in any given class. Frequent tardiness and/or unexcused absences are cause for placing a student on probationary status.

### **Auditing Courses**

If classroom space permits, students and their spouses may take courses on an audit basis. Credit is not given, class attendance requirements do not apply, and the student does not participate in assignments or tests. Further, the professor is not obligated to give class or personal time to a student who is auditing. The charge for auditing a course is given in the Financial Information section of this catalog.

Credit by challenge examination shall not be allowed for the purpose of earning a higher grade for courses previously taken. The only way to earn a higher grade for earlier attended courses is to repeat the course and pay the normal course unit fee.

Note that there can be a fee for this service. You should inquire in the Business Office before beginning the challenge process.

### **Calendar**

Degree programs are offered in a quarter format. Students may take up to four academic quarters in a row in a year.

### **Challenging a Course**

If you believe that you already have the knowledge and skills required by one of your curriculum's required courses, you may apply in the Registrar's office to challenge the course. To earn credits by challenged examinations, students must first obtain the "Petition for Credit Examination" approval from the Registrar. The Registrar will supply you with a copy of the course syllabus and, together with the Academic Dean, will identify a professor who will test your knowledge and skills. (Often this test is conducted by using the course's final exam.) If you demonstrate to the professor's satisfaction that you can meet the course objectives, the professor will recommend that the required course be dropped from your program and replaced with an alternative course that you will find more beneficial.

Petition for Credit by Examination will be granted to regularly enrolled students to obtain credit by challenge examination in subject matters in which they are qualified through non-traditional education or experience, and for which credit has not yet previously been granted for any similar or advanced course.

The examination may include written, oral technical skills, or a combination of each, and will be sufficiently comprehensive to determine that the student possesses essentially the same knowledge and/or skills as those students who successfully completed a similar course offered at Rochester University. The letter grade of "P" will be awarded to those who pass the course challenge examination. However, those students who fail will not

receive a grade, and there will be no record of the non-passing of the course challenge examination on the student's permanent record.

### **Class Participation**

Rochester University places great importance upon class participation because of the nature of the material being taught, the value of in-class interaction, and the need for students to develop habits of diligence and reliability. You should be present and punctual for all class sessions except in the case of rare extenuating circumstances. You are expected to complete your assignments before the class session, so that you are prepared to answer questions and enter the discussion. For details of how your participation grade is computed, see the course syllabus.

### **Class Scheduling**

The class schedule is posted prior to the beginning of registration for each Quarter. The class schedule will include the class name and number, days, time, instructor, meeting dates, and units.

### **Correspondence Courses**

You must receive the Academic Dean's permission in advance to take a course by correspondence. Several of the specifications stated above for Directed Study apply to this approach. Permission is not usually granted for courses that have been failed at Rochester University. Students must make acceptable arrangements to have your tests and exams proctored. Local church pastors or a member of Rochester University faculty or staff are generally acceptable as proctors.

### **Course Failure**

Students who fail a course will not receive credit for the course nor will the units or hours be counted towards graduation. Students who have failed a course may be eligible to retake that course the next time the course will be offered.

A student with three or more multiple failure grades "F" shall be counseled by the academic dean and may be considered for academic dismissal by the university's academic council.

### **Course Sequence**

You are expected to take courses in their proper sequence according to the class level of the course. The college is not responsible for your graduation requirements if you do not follow this policy. Students are not usually permitted to register for upper-division Bible courses unless they have completed introductory courses with a passing grade.

The instructor of the upper-division course is permitted to make an exception for exceptionally well-qualified students. If you want to register for an upper-division course but you don't satisfy these prerequisites, feel free to contact the instructor.

## **Course Codes**

Each course at Rochester University has a combination alphabetic and numeric identifier that indicates its curriculum category, its class level, and its credit value in quarter hours. The Course Descriptions section of this catalog shows the curriculum categories.

## **Credits, Definition of**

Rochester University awards academic credits based on the Carnegie unit, which awards one unit of credit for each 50-minute class session per week. For each credit, students are expected to complete a minimum of two hours of academic work (study, preparation, etc.) outside of class each week. Some courses may require three or more hours of outside work each week per credit. The policy on academic credits is based on those generally accepted in degree-granting institutions of higher education. A quarter at Rochester University consists of 10 weeks excluding finals. Students in all majors are advised to limit their job and social commitments in order to give their coursework adequate attention.

## **Directed Study**

A directed study version of certain courses is available on an emergency, last-resort basis. This service is provided to assist the student whose program requirements may not be complete due to not passing or not scheduling a course during its regular quarter-by-quarter, year-by-year sequence. The course's time and work requirements will be commensurate with what is typically involved in attending the class and in completing its out-of-class assignments, although certain features of the course may have to be modified to fit a directed study approach. We assess an additional tuition surcharge. The tuition and tuition surcharge must be paid in full before starting the course. An application for directed study is available in the Registrar's Office.

## **Enrollment Status**

To maintain full-time status, undergraduate students must register for 12 or more units, and graduate students must register for eight or more units.

## **Examination, Final**

Final exams are given for most courses. Such a test may or may not be comprehensive. Its grade weight is determined by the professor and indicated in the syllabus. You should not request early or late finals except in cases of emergency. You must have the permission of both the Professor and the Academic Dean in order to reschedule a final exam. If permission is given, you must pay the Exam Rescheduling Fee in the Business Office before taking the exam.

## **Examinations, Make-up**

All tests, including final exams, are to be taken at regularly scheduled times. These times are typically announced in the syllabus at the start of the quarter. In the event of extenuating circumstances, you should contact the professor as early as possible and ask permission to take the exam at a different time. If, in the opinion of the professor, your reason for being absent is not sufficient to merit rescheduling the exam, you will be required to take the exam at the scheduled time or receive an “F” for the exam. If the professor agrees to offer the exam at a different time, you should contact the Business Office to pay the Exam Rescheduling Fee before taking the test. Note that the make-up test may, or may not, be identical to the one administered to other students. Whether you take the test early or late, you may not discuss it with other students until the professor tells you that all other students have taken it. Failure to obey this restriction will be considered cheating. You will forfeit the grade you received on the test, and receive an “F” in its place.

### Grading Policy

Individual faculty members determine the grading policy for each course. Faculty members clearly state in the course syllabus the specific criteria by which the grade will be assigned, including the relative weight of assignments, papers, examinations, attendance, and other assessments. Only the faculty member has the authority to change grades.

**Grade Changes.** A grade of “F” (Failure) may be changed by repeating the course and by achieving a higher grade. Upon approval of instructor and the Dean of Academics, student should be able to repeat any desired class. If a higher grade is earned, the lower grade of “F” could be removed from the record.

All other grades, unless it is a mechanical error made by the instructor, will be recorded in the student’s transcript. Requests for grade changes should be made within two weeks of the issuance of grade report.

**Contesting a Grade.** Grades are computed in accordance with the course syllabus and in-class instructions. If you are unsure about the accuracy of a grade, you should approach the professor and respectfully request a detailed explanation of how the grade was computed. If this discussion does not result in satisfactory resolution, then you should contact the Academic Dean. Please approach the matter with respectful conversation and behavior.

Any grade that is in question, including a final course grade, should be brought to the professor’s attention within two weeks of receiving the grade. Professors are given one month from the time quarter grades are issued to make a change in the Registrar’s Office if deemed appropriate.

**Grading System.** Rochester University uses a 4.0 grading system to indicate the quality of course work and to determine the grade point average. Faculty members assign letter grades using the following scale:

98-100	A+	4.0	77-79	C+	2.3	Below 60	F	0.0
94-97	A	4.0	74-76	C	2.0		I	Incomplete
90-93	A-	3.7	70-73	C-	1.7		W	Withdraw

87-89	B+	3.3	67-69 D+	1.3
84-86	B	3.0	64-66 D	1.0
80-83	B-	2.7	60-63 D-	0.7

The Registrar translates letter grades to grade points in accordance with the table shown below.

A	Excellent	4.00	
A-		3.70	
B+		3.30	
B	Good	3.00	
B-		2.70	
C+		2.30	
C	Average	2.00	
C-		1.70	
D+		1.30	
D	Poor	1.00	
D-		0.70	
F	Failure	0.00	
W/F	Withdrawn/Fail	0.00	
W/P	Withdrawn/Pass	no point, no GPA impact	

Grades are usually available within three weeks of completing a quarter. They are released to the student by the Registrar's Office along with a calculation of the student's quarter GPA and cumulative GPA.

### **Graduation Petition**

Students must file a graduation petition with a fee with the Registrar's Office one quarter prior to graduation.

### **Graduation Honors**

Honors at graduation are based on overall academic achievement and Christian character and service. They are determined by the faculty. A minimum grade point average of 3.85 for summa cum laude, 3.65 for magna cum laude and 3.5 for cum laude is required.

### **Graduation Requirements**

To obtain a degree, students must meet the following degree requirements, in addition to the requirements specific to their program of study.

- Complete all courses along with degree requirements.
- Satisfy the minimum academic program requirements.
- Meet all financial requirements and other legal obligations.

Upon successful completion of the program, the student will receive a degree signed by the Dean of Academics and Chief Executive Officer of Rochester University signifying completion of the required number of hours of the program and an official school transcript.

### **Grievance Procedures**

In the administration of discipline, Rochester University guarantees procedural fairness to an accused person, whether the person is a Rochester University student, or staff/faculty member. In pursuit of its policy of openness, accountability, and responsiveness to students, the institution provides established grievance procedures. The President's Office or the office of Dean of Academics shall maintain a file on each grievance reported, including the procedures followed, and the final disposition of the case.

**Definition of Grievance.** A grievance is a complaint arising out of any alleged, unauthorized, or unjustified act or decision by a student, faculty member, administrator, or staff person, which in any way adversely affects the status, rights or privileges of a member of the student body. The burden of proof shall rest with the complainant. If a student has a grievance, and wishes it to be recognized as such, a written complaint must be submitted to Rochester University petition form, or in letter format. The written grievance must clearly state the student's name, the nature of the complaint, the name(s) of all parties directly involved in the complaint, and any appropriate documentary evidence.

**Steps toward Resolution.** Based upon the information presented in the grievance, steps toward resolution shall begin with informal discussions, headed by the Dean of Academics or Dean of Students. Resolution shall be attempted at the lowest possible level.

**Procedures for Official Hearings.** If informal recourse fails to resolve the grievance within a reasonable time after filing, then the President of Rochester University will schedule a Student Grievance Committee meeting. The voting members of this committee shall be comprised of the Dean of Academics, Dean of Students, and one faculty member who shall sit on the committee on a rotating basis.

A copy of the grievance shall be given in writing to the person(s) against whom the complaint is brought. The Committee shall review and consider documentary records, which relates to the case, including the grievance and its supporting documentation, and any documentary evidence or statement by the person(s) against whom the complaint was filed. Committee members shall arrive at a judgment in consultation among themselves. A majority vote of such members may make recommendation, as appropriate, for disciplinary actions, or for changes in policy.

## **Incomplete Grades**

If the student does not complete course exams and projects by the end the course, they will need to submit a plan of completion to complete the course within 2 weeks from the scheduled end date of that course with the faculty. The faculty will need to approve the plan, which will include dates that the student will take or retake exams, and when projects will be turned in. If a student does not complete a course within 2 weeks of the expected completion date for that course, then he or she will fail that course and automatically receive a grade of “F”.

## **Leave of Absence**

Students may be granted one leave of absence (LOA) per 12-month period for certain specific and acceptable reasons. Students may also request an administrative leave when a course that is needed is not available. A LOA shall be reasonable in duration, not to exceed 120 calendar days. All LOA’s must be in writing and addressed to the Dean of Academics. The request must be accompanied by written documentation from the appropriate person and/or agency. The Dean of Academics will approve or deny the request in writing.

## **Plagiarism**

Plagiarism is the presentation of the ideas, representations, or words of other, as one’s own or permitting another to present one’s work without the customary and proper acknowledgment of the sources. Any student(s) violating this policy by turning in work copied from another student may be subject to the consequences of unethical practices set forth in this catalog. *Plagiarism is a serious matter and may result in severe consequences.*

Plagiarism includes referral to or use of during an academic session, unauthorized materials, sources, or devices. Examples include, but are not limited to:

- Books, manuals, written materials, and Internet materials, etc.
- Falsifications of academic and clinical records, educational degrees, titles, job positions, etc.
- Inappropriate comments to faculty, staff, other student, etc.

Plagiarism includes providing or acceptance of unauthorized assistance during an examination. Examples include, but are not limited to:

- Looking at or viewing at other students’ exam answers
- Talking to another student or assisting another student with exam answers.
- Making or receiving gestures from another student to benefit in an exam
- Possession, purchase, sale or use of a copy of any materials intended as an instrument of evaluation (test or exam) in advance of its administration by the faculty
- Practicing any form of deceit in any academic exam setting, including acting as or enlisting a substitute.

- Dependence on the aid of other or proving such aid in a manner prohibited by the faculty, in the research, preparation, creation, writing performance, or publication of work submitted for academic credit or evaluation.
- Attempting to change one's academic record, to access the School computers, break-in offices for reasons not in keeping with academic probity.
- Disruptive activities which infringe upon the rights of other individuals, or the rights of the faculty member, during classes, clinic periods or examinations
- Making verbal or written threats, or any act of physical abuse towards students, faculty, or staff or the University. A violation of this requirement will result in immediate suspension while review if the incident is in progress

### **Policy and Program Modification**

In keeping with the school philosophy of an immediate response to the needs of students and future employers, the school reserves the right to modify the course content, structure, and schedule without additional charges to the student and within the regulatory guidelines. Information contained in the Programs becomes an official part of the catalog. The university reserves the right to amend the catalog or programs as needed.

### **Re-entry Policy**

Students who have been terminated for violating the attendance policy may be re-entered through the appeal process. Students who have been dismissed from Rochester University are required to wait the following Quarter to be qualified for readmission. They must submit an appeal form stating the reason of dismissal and if readmitted, assure the school of their commitment.

The readmission appeal letter should be submitted at least two weeks prior to the beginning of the Quarter. The Chief Executive Officer will then contemplate and decide whether to grant readmission. If the Chief Executive Officer approves of the appeal letter, the student can register for the very next Quarter.

### **Repeated Courses**

An undergraduate student will be permitted to repeat a course in which a grade of C-, D+, D, D-, F, NP, U is recorded. Courses in which grades earned were either C or B, may be repeated only with approval from the Office of the Registrar. Only courses taken at Rochester University will be used to change course grades. In addition, the student must notify the Office of the Registrar the quarter a course is repeated.

A graduate student will be permitted to repeat a course in which either a C or lower grade was earned. When a graduate student repeats a course with a grade of C or lower the first time, the better grade is the only one used in computing the cumulative GPA, and the units are counted only once. Both grades are shown on the student's permanent record.

To graduate, the student will need to repeat a course if it is not completed within the specified time. This includes the situation in which the student is re-admitted after

withdrawing from or being dismissed from the program. If a student repeats a course and passes with a grade of 2.5 or better, the initial attempt will not count towards their GPA.

### **Standards of Satisfactory Progress**

All students (full-time, part-time, undergraduate, and graduate) must maintain satisfactory academic progress toward completion of their degree. If/when students receive institutional, federal, and state financial aid (at this point, Rochester University is not eligible for Title IV or other forms of federal financial aid and does not provide performance-based scholarships or grants) they must meet the academic standards of Rochester University and of satisfactory academic progress defined by federal regulations as follows. Students must

- Complete their degree within a maximum period of 150% of the published length of the academic program.
- Complete 66% of all attempted courses, and
- Maintain a cumulative GPA of 2.00 at the end of each term.

Academic progress will be evaluated at the end of each term. If a student fails to meet the satisfactory academic progress standards, the student will be placed on probationary status for one quarter. If the student still fails to meet the satisfactory academic progress standards by the end of the period, the student will be placed on academic suspension and will not be able to register without consultation and permission from the academic dean.

Students who are placed on suspension may appeal in cases of extenuating circumstances. They must submit an Appeal Letter, stating why they failed to make satisfactory academic progress and any supporting documentation to the academic dean prior to the subsequent quarter. Appeals are reviewed on a case-by-case basis. If an appeal is approved, the student will be eligible to register for a subsequent probationary quarter. The student must meet the satisfactory academic progress standards at the end of the probationary period to be eligible for continued school enrollment.

### **Student Records**

The school maintains the privacy of student educational records and students' right to access their educational records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Students may review their educational records and request amendment of the records to ensure accuracy. Students may restrict release of personal information (the student's name, spouse's name, address, telephone number, program, year of study, dates of attendance, certificate(s) awarded, most recent school attended, and citizenship). Students seeking review, amendment, or restriction should submit a written request to the Main Office.

### **Student Records Retention Policy**

Student records include grades, attendance, prior education and training, personal achievements, etc. Rochester University maintains student records in accordance with the

guidelines of the California State of Bureau of Private Postsecondary Education (BPPE). The Registrar acts as the Custodian of Records and maintains student personal information, financial records, and transcripts in locked, fire-proof files. Academic records are kept for an indefinite period. Other files may be purged after a minimum of five (5) years.

### **Supervised Study**

If you need extra help, you may enroll in up to five hours of supervised study each week. (Some students do this to satisfy a requirement of a work-study program; others are required to participate as part of an academic restorative action plan.) Groups meet weekly for the purposes of study, under the supervision of a designated instructor. No academic credit is given.

### **Transcripts**

Rochester University creates and maintains a transcript of the student's academic record. This transcript is available upon written request by the student. Students are provided one transcript at no charge. There will be a \$10.00 fee for each additional transcript.

An official copy will be mailed to the appropriate person and/or institution. An unofficial copy can be secured and given directly to a student, with the word "unofficial" stamped on the transcript. Transcripts issued to the student are marked "Issued to Student."

Transcripts will be denied if the student has an outstanding balance against her/his account, or if any records are on hold, or there is missing documentation. The school retains academic transcripts indefinitely.

### **Transfer of Credit**

Rochester University welcomes the transfer of course work from accredited institutions. Such institutions have been accredited by an agency recognized by the U.S. Department of Education. To request this transfer, you should arrange for an official transcript (signed and sealed) to be mailed or faxed directly from the previous institution to the Rochester University Registrar's Office.

Credit is evaluated on a course-for-course basis, requiring that course descriptions and credit values be comparable. Only work earned with a grade of "C" or higher is transferable; however, grades from transfer credits do not compute into the student's Rochester University GPA.

Transfer of credit may be possible from recognized but unaccredited institutions. The same procedures and requirements as previously noted apply. In addition, Rochester University takes steps to ensure that course work taken in the sending institution is comparable to course work offered by Rochester University. These steps include one or more of the following:

- Demonstration of achievement by means of comprehensive examinations.

- Review of syllabi, faculty credentials, grading standards, and other relevant learning resources at the sending institution.
- Analysis of historic experience regarding the success of transfers from the sending institution; and
- Successful completion of 48 quarter hours at Rochester University with a cumulative GPA of at least 2.0.

If you wish to apply transfer credit to your program, the transfer should be arranged immediately upon receiving your letter of acceptance, and before registering for courses at Rochester University.

Fifty percent (90/180 units) of the quarter hours in your undergraduate program must be completed at Rochester University to qualify for graduation. The 50% rule similarly applies to Masters of Theology Students (24/48 units). Masters of Divinity student must complete (88/128 units) in order to be eligible for graduation.

If you have received some of your education through non-traditional means (such as corporate or military training) you may want to ask the institution that that education be granted college credit. The university may on occasion allow credit for prior experiential learning, at the discretion of the university. Only in special cases, and only in accordance with CCR 71890, will these be considered. You can arrange to have your education evaluated by the American Council on Education's Center for Adult Learning Educational Credentials (CALEC) program. For more information visit their Web site:

[www.acenet.edu/calec/corporate/index.cfm](http://www.acenet.edu/calec/corporate/index.cfm)

CALEC will provide a transcript showing their analysis of your non-traditional education; please arrange to have a copy of this transcript sent directly to the Rochester University's Registrar's Office.

### **Notice Concerning Transferability of Credits and Credentials Earned at Our Institution**

The transferability of credits you earn at Rochester University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in our educational programs is also at the complete discretion of the institution to which you may seek to transfer.

If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Rochester University to determine if your credits or degree, diploma or certificate will transfer.

## **Withdrawal from the University**

Unforeseen circumstances may require a student to withdraw from the university. If this seems to be your case, you should talk with the Dean of Students or the Academic Dean. If the situation does indeed warrant withdrawal and there are no other acceptable options, the student will be directed to the Registrar's Office to initiate the formal withdrawal process.

Withdrawal involves completing the Withdrawal Form, settling all financial accounts, and taking care of any other school business pertinent to the student. If refunds are due, they will be paid only if proper withdrawal procedures are followed.

A student who follows proper withdrawal procedures and whose reason for withdrawal is approved by the administration will receive W/P on his/her transcript for all courses the student is passing. Otherwise, W/F will be assigned. The administration will seek to work in the best interest of the student when approving or disapproving a withdrawal.

A student who is suspended or dismissed from the college for disciplinary reasons will receive W/F for each course in which he or she is enrolled.

# General Policies and Regulations

## Articulation Agreements

At this time, Rochester University has not entered into an articulation or transfer agreement with any other college or university.

## Bankruptcy

Rochester University has NO pending petition in bankruptcy, is NOT operating as a debtor in possession, has NOT filed a petition within the preceding five years, or had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 *et seq.*).

## Complaint Resolution

If students have complaints about individual faculty members regarding course requirement(s), examination(s), or grade(s), or pertaining to general issues, such as teaching method and classroom conduct, they should bring the matter directly to the individual faculty member. If a student is not satisfied with the faculty member's response, the student may bring the matter to the Dean of the Academics for a final decision.

The Dean will work with the student and the faculty member towards a resolution and must inform them of the decision in writing within two weeks. If the student is not satisfied with the school's final decision, the student may file a complaint with the Bureau for Private Postsecondary Education (BPPE) by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site ([www.bppe.ca.gov](http://www.bppe.ca.gov)).

Any student who thinks his or her complaint was not handled appropriately may contact RU's accrediting agency, TRACS, in writing via email at [info@tracs.org](mailto:info@tracs.org) or by mail at Transnational Association of Christian Colleges and Schools, 15935 Forest Road, Forest, VA 24551.

## Crime Statistics Report

No criminal offenses or arrests have occurred in the following categories on the school premises from 2012 to the present: murder, manslaughter, arson, forcible and non-forcible sexual assault, robbery, aggravated assault, burglary, motor vehicle theft, liquor law violations, drug abuse violations, weapons possessions, evidence of prejudice based on race, religion, sexual orientation, ethnicity, or disability.

## **Department**

Because Rochester University functions as a community of believers, students are to demonstrate a respectful attitude in all encounters with administrators, professors, staff personnel, campus guests, and other students. This standard applies to all areas of behavior, speech, and overall deportment. The same courtesy is to be returned to each student in the treatment he or she receives from others. Deviation from this standard will result in a review of the incident by faculty and staff advisors and the Dean of Students. Following this review, the Dean of Students will make an appropriate restorative recommendation.

Each professor is responsible for maintaining a classroom environment that is conducive to learning. If a student is asked to refrain from a disruptive behavior or is asked to leave the classroom, the student should do so immediately and respectfully. Upon leaving the classroom the student should report to the Dean of Students. If necessary, the Dean of Students and/or faculty and staff advisors will meet with the involved people and assign additional restorative action as necessary. The Dean of Students will advise the Academic Dean and the President of allegations of faculty or staff misconduct.

The Dean of Students will review any incident of a student threatening or harming the physical well-being of a person or property. Following this review, the Dean of Students will assign a restorative action plan that could include reporting the incident to law-enforcement officials, imposing personal restrictions on the involved students, and/or recommending dismissal of the student from Rochester University.

## **Discipline Policy**

The primary goal of the Rochester University Disciplinary Policy is always to pursue the full restoration of the involved student. With this goal in mind, the suspension of a student from Rochester University is not a desired result, but suspension may occur if a student shows an unwillingness to comply with or meet the objectives of a restorative action plan. Intermediate consequences are employed whenever possible to avoid suspension or expulsion. Each incident is reviewed on a case-by-case basis, with consideration of (1) the severity of the violation, (2) the context of the incident, (3) a history of prior misconduct, (4) the responsiveness of the accused to confrontation, and (5) the degree to which the individual displays genuine repentance.

Community members are expected to provide firsthand testimony that will bring greater clarity and understanding to the review. While painstaking efforts are taken to maintain consistency from case to case and individual to individual, confidentiality often prevents the disclosure of details that contribute to a decision, occasionally resulting in unanswered questions regarding a disciplinary outcome. Uninformed community members are asked to extend the benefit of doubt to officials, knowing that prayerful consideration has been employed in the proceedings and the subsequent outcome.

The Dean of Students serves as the chief student conduct officer for Rochester University and works with other administrators to resolve student disciplinary matters. The Student

Handbook provides guidelines that are used to establish continuity for administering consequences for violating community standards.

### **Diversity Policy**

Rochester University does not discriminate based on race, age, color, nationality, ethnic origin, socioeconomic class, gender, and/or physical and mental disabilities in the administration of its policies in education, admission, and hiring. Rochester University is committed to practicing the principles of equal opportunity and diversity. The university strives to achieve and maintain a diverse community of students. Rochester University will continue to monitor the level of diversity. By encouraging community engagement in outreach, development and planning processes, Rochester University will undertake a strategic and systematic approach to involve individuals from diverse racial/ ethnic groups, ages, genders, abilities, socioeconomic classes, and interests.

### **Facilities**

Rochester University's classes are held in facilities that use equipment that fully comply with all federal, state, and local ordinances and regulations, including fire safety, building safety, health, and handicapped access requirements. The facility houses computer laboratories, general-purpose classrooms, a student lounge and administrative offices.

### **FERPA**

From time-to-time pastors, parents, and others request information from the university about a particular student. With few exceptions, Federal law (the *Family Educational Rights and Privacy Act*, or FERPA) prevents the school from disclosing academic records, student disciplinary matters, student finances, and other personally identifiable educational records without the student's express written permission. Students also have the following rights under FERPA.

1. The right to inspect and review the student's education records within 45 days of the day Rochester University receives a request for access. Students should submit to the Registrar or Academic Dean written requests that identify the record(s) they wish to inspect. Rochester University official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Rochester University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. The student should write the Rochester University official responsible for the record, clearly identify the part of the record he or she wants changed and specify why it is inaccurate or misleading. If Rochester University decides not to amend the record as requested by the student, Rochester University will notify the student of the decision and advise the student of his or her right to a hearing regarding

the request for amendment. Additional information regarding the hearing procedures will be provided at that time.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by Rochester University in an administrative, supervisory, academic, or support staff position; a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Rochester University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Rochester University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605**

In accordance with Section 99.37 of the FERPA regulations, Rochester University reserves the right to publish directory information about students, including the student's name, local address and phone number, academic program (including major, minor, and concentration), and home church.

### **Grooming and Attire**

The philosophy of Rochester University regarding grooming and attire flows directly out of our Values and Mission, namely that we are educating Christian leaders who will minister in a secular world.

Rather than take a "rules-based" approach, we choose to take an approach that reflects our desire to see emerging leaders develop personal discernment regarding their outward appearance. We believe that by requiring students to wrestle through personal appearance issues within a safe environment of discipleship and accountability, students will learn more than by imposing a set of culturally subjective regulations.

This philosophy of grooming and attire is based on four Scriptural principles: the principle of modesty, the principle of the stumbling block, the principle of Christian sacrificial leadership, and the principle of Christ-centeredness.

1. The Principle of Modesty. Scripture mandates modesty, especially in women’s dress. The biblical principle is clear: modesty and decency are traits of godliness in the life of a believer. Modesty is not only reflected by clothing choices, but also by the intent with which one chooses to conduct him or herself. (cf. 1 Timothy 2:9; 1 Peter 3:3-4). Immodest dress or behavior can be intentional, reflecting a lustfulness and/or immaturity that desires the attention of others. In some situations, however, immodesty can result from ignorance—a simple failure to have learned what is culturally or socially unacceptable in a given setting. As ministry leaders, we must be willing to graciously accept the input of peers and leaders whom God has placed in our lives.
2. The Principle of the Stumbling Block. In 1 Corinthians 10:23 we learn that “Everything is permissible, but not everything is beneficial.” As believers we have the right to choose from a wide array of styles and fashions. When it comes to grooming and attire, there are not many particular items that are specifically forbidden in Scripture. This right, however, has the potential to cause other people to stumble. Believers who may not be strong in their faith may take another’s freedom in Christ as license to sin. Nonbelievers who are watching the believer’s lifestyle and choices may be led astray. Romans 14:13 says, “Therefore let us stop passing judgment on one another. Instead, make up your mind not to put any stumbling block or obstacle in your brother’s way.” Our grooming and attire choices must be such that they do not cause anyone to be tripped up on his or her spiritual journey.
3. The Principle of Christian Sacrificial Leadership. Romans 12:1, 2 instructs us to “present our bodies [as] a living and holy sacrifice [and to] not be conformed to the world.” As believers, we are called to be living sacrifices. Further, Scripture tells us that ministry leaders are held to a higher standard than other believers. James 3:1 states “Not many of you should presume to be teachers, my brothers, because you know that we who teach will be judged more strictly.” Our choices in grooming and attire should reflect our willingness to sacrifice our rights for the sake of others.
4. The Principle of Christ-centeredness. As believers we are called to put to death the works of the flesh and to submit to the lifelong process of becoming more and more like Christ. In 2 Corinthians 3:18 Paul writes, “And we, who with unveiled faces all reflect the Lord’s glory, are being transformed into His likeness with ever-increasing glory, which comes from the Lord, who is the Spirit.” As we make choices in grooming and attire, we must each ask, “Will this choice help others see Jesus, or is my purpose to have them focus on me?”

In a spirit of mutual accountability, all those at Rochester University will submit to one another regarding grooming and attire. If someone’s appearance seems to have strayed from the scriptural foundations that apply to Christian ministry leaders, we expect others within this community to personally address this issue in a loving and gracious manner. Please note that students are sometimes asked to wear more professional attire for such occasions as special in-class assignments, chapel participation, or graduation ceremonies. Certain churches and student ministries will require more professional attire as well.

## **Name Changes**

The name of any currently enrolled, former, or graduated student, may be changed in the official school record to show a different name other than on used at matriculation time or during the term of enrollment at Rochester University. This change can only be made based upon the following:

- A written, signed, and notarized request submitted by current, former, or graduate student to change the name on the official school record.
- Submission of supportive credible evidence such as a certified copy of marriage certificate, or a name changed by a court decree.
- For cross referencing purposes, the official transcript shall be modified to show the name in its entirety (First, Middle, Last), as well as to indicate the original name in its entirety (First, Middle, Last), immediately after the new name. The graduation diploma(s) and certificates shall be issued with the new name only.
- Examples of transcripts: Jane Jones to change to: Jane Doe, A.K.A Jane Jones. Jane Smith to change to: Jane Smith-Doe, A.K.A Jane Smith
- At no time shall the original name be removed from the official transcript or be replaced by the new name. The student is required to pay a processing fee as approved by the Executive Council and published in the “Name Change Notification Form”

## **New Student Orientation**

New Student Orientation is scheduled during the days immediately preceding the start of fall quarter. (See the college calendar at the front of catalog). All of these sessions are required for all new students. We will spend time acquainting you with major aspects of Rochester University’s academic program and general policies and procedures. Once you have completed registration, you will buy your textbooks and pay your tuition, fees, and other charges in the Business Office.

## **Nondiscrimination Statement**

Rochester University does not discriminate based on disability, race, color, gender, and national or ethnic origin in the according or making available of all the rights, privileges, programs, and activities generally open to students at the college. We do not discriminate based on disability, race, color, gender, and national or ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs, and athletic and other college administered programs.

In addition to this legal stance, Rochester University has a biblical stance regarding cultural diversity. The ultimate, eternal community of believers, according to Revelation 5:9, will be comprised of “every tribe, tongue, and people and nation.” The desire of the college is to enjoy this same diversity and unity of believers while training culturally sensitive ministers for effective service to the entire world.

## **Probation**

The following provisions describe Academic Probation:

- Students with a GPA of 2.0 or lower, after completion of their first Quarter with less than 24 credit hours units completed, will be on academic probation.
- Students on academic probation will be required to meet with the registrar before the beginning of the following Quarter or withdrawal will result.

## **Professional Position Requirements**

Rochester University's academic programs are designed to lead to positions in professional, occupational, trade, or career fields that do NOT require licensure in California.

If you seek positions in a career field that requires any license, certificate, permit, or similar credential that a person must hold to lawfully engage in a profession, occupation, trade, or career field, please find a Continuing educational program that is designed to obtain licensure.

Prospective students are entitled to receive notice to that effect and a list of the requirements for eligibility for licensure established by the state, including any applicable course requirements established by the state.

## **Registration Procedures**

Registration is processed through the Registrar's Office. Students are to register in person during the scheduled registration days. Registration forms and the schedule of class are available at the Registrar's Office. Late Registration will be allowed through the first week of class and requires a late registration fee.

### **Registration for New Students**

Whenever possible, the Registrar's Office will register new students before you arrive on campus. You will receive a copy of your registration form during New Student Orientation, and you can make changes at that time.

### **Registration for Returning Students**

Registration is processed through the Registrar's Office. Students are to register in person during the scheduled registration days. Registration forms and the schedule of class are available at the Registrar's Office. Late Registration will be allowed through the first week of class and requires a late registration fee. All current students are expected to register for the next quarter on the dates designated by the Registrar; otherwise, the Business Office adds a late registration fee to the student's account.

Registration is not complete until all necessary forms (including the textbook order form) are filled out, submitted, and signed by the appropriate persons. A student who has not

completed registration may not be allowed to take final exams unless the student has notified the Registrar of his or her intent to withdraw at the end of the quarter.

### **Readmission**

If you are a former Rochester University student and you desire to be readmitted, contact the Registrar's office to begin the process. You will be expected to pay any outstanding debt to the college in full. Depending upon how long you have been away from Rochester University, and your status when you left, you may be required to provide new references or other elements of the Application Package. You may also be asked to meet with the Academic Dean, the Dean of Students, or other college officials.

If you are readmitted, we may ask you to attend certain portions of the New Student Orientation. If you have been gone from Rochester University for one quarter or more, you will return under the curriculum and graduation requirements of the most recent catalog. This policy may also apply to students who do not maintain full-time enrollment (less than 12 quarter hours per term).

### **Registration**

Whenever possible, the Registrar's Office will register new students before you arrive on campus. You will receive a copy of your registration form during New Student Orientation, and you can make changes at that time.

All current students are expected to register for the next quarter on the dates designated by the Registrar; otherwise the Business Office adds a late registration fee to the student's account.

Registration is not complete until all necessary forms (including the textbook order form) are filled out, submitted, and signed by the appropriate persons. A student who has not completed registration may not be allowed to take final exams, unless the student has notified the Registrar of his or her intent to withdraw at the end of the quarter.

### **Reinstatement Policy**

Students who have been terminated for failing to maintain satisfactory academic progress may be reinstated through the appeal process. Upon reinstatement, the student will be placed on probation. At the end of the first module after reinstatement, the following standards must be achieved: a cumulative GPA of 70% and 80% cumulative attendance.

## Student Services and Activities

Rochester University is proud to have a team of faculty, staff and administration who are committed to help our students become leaders to serve communities and the world. To accomplish this, Rochester University endeavors to foster a learning environment in which your character can be nurtured, your life and professional skills can be developed, and where meaningful interaction and dialogue are always encouraged. We also work hard to cultivate a campus atmosphere that supports this process.

The full list of student services may be found in the *Catalog* and *Student Handbook*. Please be familiar with the policies presented in the handbook. Especially, students must be familiar with student code of conduct and sign the commitment statement indicating that they have read and understood it. We are here to help you. We are excited about your time of study and fellowship at Rochester University.

### Academic Advising

The Director of Admissions and Dean of Academics are available for academic counseling of the student. They are available during regular business hours for consultation about academic or career planning. The scope of academic advising includes analyzing personal interests and goals, determining career paths, planning course loads, and developing an overall academic plan for course work and supplemental needs of the student

All students are provided with personal assistance regarding program requirements and scheduling. In addition, individual assistance and advising are readily available to students with special academic difficulties. Instructors and counselors are available for academic advising. Enrollees are encouraged to request an appointment with their instructor immediately if any scholastic problems arise. All students are urged to take advantage of this valuable assistance.

By interacting with the students and academic progress, instructors will advise students to follow certain methodology, which he/she finds most suitable. Students are encouraged to seek help or suggest any new ideas to the university.

### Access

Students have access to the school and/or its instructors from 9:00 a.m. to 6:00 p.m. Monday through Friday. We may offer classes at night. So, please check class schedules. In addition, our counselors, staff and faculty are available to students during the business hours. 9:00 a.m. to 6:00 p.m. Monday through Friday.

The advisors provide students with assistance in all matters such as important academic, financial, and personal matters and concerns to ensure satisfactory progress through the program. The school coordinator also helps international students in adjusting to the school and to the new social environment and is available to provide counseling on immigration matters.

Students have access to the Internet, computer applications, reference software, educational software, and printers during school hours. Although the school does not provide on-campus housing, the staff can arrange a room, apartment, or home stay for students desiring to live near campus or in the great area of Orange County.

### **Career Services**

Rochester University can assist students with career exploration, resume creation and review, internship, and job search strategies, interviewing skills and networking tactics, and more. If you have any questions, please contact us at any time. We will be more than happy to assist you.

### **Catalog as a Contract**

The curriculum and graduation requirements of the catalog that is current when you enroll at Rochester University establish your program requirements. However, the university reserves the right to make reasonable modifications and substitutions in these requirements. If you withdraw from for one quarter or more and re-enter later, you must meet the curriculum and graduation requirements of the most recent catalog. This policy may also be applied to students who maintain enrollment but do so on a part-time basis (less than 8 hours per quarter).

### **Child Care**

Rochester University does not provide childcare services.

### **Chapel**

Through the convocation, chapel, and other services, we plan to offer services as dynamic times for responding to the Holy Spirit and the truth of the Word. Passionate worship marks these strong times together. Guest speakers as well as faculty members and selected students bring messages of encouragement and challenge from God's Word.

Student-led worship teams are responsible for planning and leading music and other creative arts during the chapel services. If you are musically talented, you may be asked to share a vocal or instrumental special during these services. Student-led media teams oversee audio and video equipment for chapel services and special events. If you are interested in serving in one of these areas and would like to receive training, contact the Dean of Students.

### **Chapel Ministry**

Student-led worship teams are responsible for planning and leading music and other creative arts during the chapel services. If you are musically talented, you may be asked to share a vocal or instrumental special during these services. Student-led media teams oversee audio and video equipment for chapel services and special events. If you are

interested in serving in one of these areas and would like to receive training, contact the Dean of Students.

### **Clubs**

We encourage you to form student-led clubs around common interests. Faculty and staff members are available for advice, and to help students access university resources. Typical interests include hiking, sports, and reading and discussing books.

### **Code of Conduct, Student**

Upon enrollment at Rochester University, each student must be familiar with student code of conduct that is stipulated in the student handbook. Such code of conduct includes but is not limited to accepting duties and responsibility, staying away from cheating, dishonesty, plagiarism, falsification, violence, theft, use of drugs, gambling, and alcohol, demonstrating a well-rounded personality and professional competence, demonstrating cultural sensitivity and strong ethical character, following code of conduct, and treating other people with fairness and respect. Each student must have the responsibility and obligation to exhibit honesty and integrity at all times in the pursuit of a professional education and to respect the ethical standards.

Violation of this Code of conduct may lead to dismissal and/or probation from the university. All disciplinary matters will come before the administration, which will review the complaint, interview the person(s) involved and determine the action. Results may include dismissal of the charge, dismissal of the student, probation or suspension for a specified period of time. The finding will become part of the student's permanent file, possibly affecting a recommendation from Rochester University. The University reserves the right to dismiss any student for whom it feels continuation would be a detriment to the student, fellow students and/or the university. Any student in violation of any of student code of conduct shall be subject to redress.

### **Commencement**

Commencement is held at the end of Spring quarter each year. All graduating students are expected to be present at commence ceremony except in cases of emergency.

### **Computer Lab**

Whenever possible, we encourage you to bring your own computer to Rochester University. If you do not have a computer, or if you are away from your computer when you need to type a paper or conduct research, you are welcome to use the resources of the Academic Computer Lab. The Lab offers full Internet access, and word processing capabilities.

### **Computer Proficiency**

You are expected to have computer proficiency sufficient to type assignments. The Academic Computer Lab offers full Internet access, word processing capabilities, and research software. You are encouraged to have your own personal computer, but the computer lab assists you if you are not able to do so.

### **Counseling**

Rochester University offers non-academic counseling to all currently enrolled students. The dean of students or designated staff may provide this personal counseling so that students can acquire the appropriate abilities and attitudes, which will enable them to cope with the stresses and challenges of student life.

You may contact our dean office or administration's office to schedule an appointment. At Rochester University, the available counseling issues include but are not limited to student's emotional, psychological, relational, and even spiritual problems and crises. And the counseling services may help students experience healing, support, guidance, coaching, and reconciliation in resolving their own concerns.

Individual counseling is offered in a confidential setting to assist students in achieving personal and educational goals. To maintain feelings of trust and safety, the basic information concerning services will be considered confidential.

### **Course Codes**

Each course at Rochester University has a combination alphabetic and numeric identifier that indicates its curriculum category, its class level, and its credit value in quarter hours. The Course Descriptions section of this catalog shows the curriculum categories.

### **Expulsion**

The following practices are causes for expulsion:

- Cheating – The unauthorized use of study aids, examination files, and other related materials, and receiving unauthorized assistance during any academic exercise.
- Fabrication – The falsification or invention of any information in an academic exercise.
- Facilitating Academic Dishonesty – The intentional helping or attempting to help another student to commit an act of academic dishonesty.
- Plagiarism – The intentional or conscience representation of words, ideas, or work of others as one's own in any academic exercise.

### **Faculty Assistance**

The Rochester University faculty is committed to helping you academically and spiritually. Professors post office hours each quarter; take advantage of these times by visiting your professors, either by phone or in person.

All faculty members are also accessible by e-mail. Feel free to contact the professor by e-mail.

Some faculty members will provide their home or cell phone in their syllabus. Please use discretion when contacting your professor outside office hours. In general, most faculty members who provide these additional contact numbers are available from 9 AM to 9 PM weekdays, and from 10 AM to 9 PM Saturdays. Most faculty members prefer to reserve Sundays as their personal time.

The school assigns you a faculty member to serve as an advisor. You are required to meet with your advisor each quarter to review your academic plan and to register for courses for the upcoming quarter. We encourage you to meet with your advisor at other times to discuss your academic, spiritual, and ministry progress

### **Health Services**

Successful progression through a program of study requires sufficient sleep, exercise, and a proper diet. If the student requires medical and/or dental appointments, appointments should be made after school hours. If a student needs personnel psychological counseling, the staff or administrator of Rochester University may provide a listing of services in the community. Rochester University also strongly encourages students to carry health insurance coverage.

### **Housing**

Rochester University does not operate a dormitory or other housing facility but will assist students in locating adequate housing near the campus. Some students find housing in a local residence hotel; others share an apartment or rent a room from members of a local church.

Rochester University reserves the right to approve or disapprove housing on a case-by-case basis if there is concern for your academic, physical, or spiritual welfare.

### **Library**

The Rochester University library is located behind the reception area. Library hours during weekdays are 9AM to 5PM. Times are posted outside of the library entrance. The Rochester University library contains a wide variety of resource materials for student use in addition to computer stations with Wi-fi internet access, and study tables. The library contains more than 25,000 volumes in addition to online resources. Students may use textbooks, dictionaries, encyclopedias newspapers, and periodicals to research topics inside and outside of class and stay abreast of current events and industry trends. We have a professional librarian who is available to assist you with learning resources and data search. In addition, we also provide quiet places to study in our on-campus library.

Should the students desire additional access to library collections, the nearest Public Library is located at the near Irvine Public Library. The hours are currently Monday and Wednesday from 10AM to 5:30PM and Tuesday and Thursday from 12:30PM to 8PM. To search for other Orange County locations, try this link: <http://www.ocpl.org/branches>.

### **Meals**

Rochester University does not operate a cafeteria. A student lounge is provided for students who wish to bring their meals from home.

### **Open House**

THE FIRST CLASS OF EACH QUARTER IS OPEN. NO SPECIAL CELEBRATION  
Rochester University students view College-for-a-Day (C4D) each fall and spring as opportunities to enjoy and serve prospective students who visit the campus for this open house. These visitors are invited to stay with students in their homes or apartments; classrooms are filled; the Student Council and Dean of Students plan special activities to make guests feel welcome. We encourage you to welcome these visitors and to pray with them as they seek God's will for their life.

### **Peer Tutoring**

If you are not in a study group, you should consider joining. If you need more help than your study group can provide, contact your professor. Most professors can help you locate a volunteer peer tutor who may be able to help you with difficult material.

### **Placement Services**

The placement department offers instruction and guidance for students/graduates in the area of career planning and job search techniques, resume preparation, interview planning and preparation, Understanding the importance of networking, completing job applications, the characteristics of a professional image, interview follow-up, work place etiquette, time management skills, and successfully navigating the work place.

### **Sexual Harassment Policy**

Rochester University intends to provide a work and learning environment that is pleasant, healthful, comfortable, and free from intimidation, hostility, or any other offenses that might interfere with work performance. Harassment of any sort – verbal, physical, and visual – will not be tolerated.

General Definition of Sexual Harassment: Sexual harassment consists of overt activity of a sexual nature that has a substantial adverse effect on a person in the workplace. Such overt activity may include, but is not limited to the following:

- Verbal, written or graphic communication of a sexual nature.
- Patting, pinching, or unnecessary contact with another employee's body.

- Demands for sexual favors, accompanied by threats concerning an individual's employment status.
- Demands for sexual favors, accompanied by promises of preferential treatment concerning an individual's employment status.

All employees, and particularly supervisors, have a responsibility for keeping the work environment free of harassment. Any employee, who becomes aware of an incident of harassment, whether by witnessing the incident, or being told of it, must report it to their immediate supervisor, or any management representative with whom they feel comfortable. When management becomes aware that harassment might exist, it is obligated by law to take prompt and appropriate action, whether or not the victim wants the company to do so.

Students should immediately report, in writing or orally, any incident in which he/she believes sexual harassment has occurred. Complaints should be presented to the student's instructor. If the problem recurs, or if for any reason the student does not wish to discuss the problem with his/her instructor, contact a member of management.

### **Substance Abuse Prevention Policy**

As a matter of policy, Rochester University has adopted and implemented a program that prohibits the manufacture and unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on its property and at any University activity. Any violation of this policy will result in appropriate disciplinary actions, up to and including expulsion, even for a first offense. Where it is apparent that a violation of the law has occurred, the appropriate law enforcement authorities will be notified.

Drug use and alcohol abuse have harmed society through major health and safety problems and contributed to the deterioration of the nuclear family. The administration, staff and faculty provide education, awareness, treatment referrals, along with the legally mandated reporting and criminal sanctions.

### **Student Government**

All registered students are members of the Student Association. The purpose of the student government is to promote Christian fellowship among students and to advance the kingdom of God and the mission of Rochester University. Activities of the Association are supported through a student fee and individual gifts.

The officers of the Association—President, Vice President, Secretary, and Treasurer—are elected annually by the members. The Student Council consists of three representatives from each class plus the student body president. These students serve as a “sounding board” for the administration regarding policies that affect the students. They are also responsible for planning certain student activities such as clubs and social events.

### **Student Information**

Students are responsible to notify the Registrar of any changes of the state of physical being, such as address or phone number. Current contact information is vital in cases of emergencies.

### **Student Orientation**

Once a student is admitted to the program, he or she will be assigned to an academic advisor who will advise the student with academic planning. New students will be given an orientation of the school, rules and regulations, and its facilities before the start of the program

During orientation, a school administrator will familiarize the student with the facilities, services, grading policies, graduation requirements, etc. as described in this catalog. Rochester University welcomes any suggestions as to ways in which any aspect of the school can be improved. Suggestions should be directed to the school's staff or dean's office.

### **Student Responsibilities**

The one sentence that best summarizes the collegial atmosphere that Rochester University seeks to develop in current and prospective students is: "Students will develop a sense of self-worth that obliges them to exert their positive influence on society." Rochester University's commitment to developing and maintaining an affirmative learning and teaching environment ensures that the rights and freedom of all its school constituents, especially students, are protected.

Rochester University is quite clear about what conduct will not be acceptable if students are to continue to enjoy the rights and freedoms inherent in their selection, enrollment, and matriculation. Therefore, this handbook outlines most of the policies regulations need for the students to pursue their academic endeavor at the school.

The educational process is a multifaceted enterprise, which enlists the cooperative efforts of administration, faculty, and students. The integrity of the process shall be dependent upon the sincere effort of students. The integrity of the process shall be dependent upon the sincere effort in fairness and impartial evaluation on the part of faculty and the honest academic conduct of all students. The faculty and administration shall jointly assure the availability of academic conduct of all students. The faculty and administration shall jointly assure the availability of academic resources for student use and shall make clear those standards by which students will be evaluated. Students shall be expected to conduct themselves responsibly in the fulfillment of their course of study.

### **Study Groups**

Students are encouraged to form study groups with other students enrolled in the same program. Study groups strongly aid in the learning process through group discussion and exam preparation. Experience has shown that students who participate in study groups improve their overall academic performance and understanding course subject matter.

## **Termination Policy**

Those who fail to maintain the required policies described under the sections related to satisfactory academic/attendance progress requirements, leave of absence, conduct, dress code, substance abuse and/or financial obligations included within this catalog may be subject to termination. Examples include, but are not limited to, the following:

- Violation of the attendance policy.
- Failure to maintain satisfactory academic progress.
- Violation of personal conduct standards.
- Inability to meet financial obligations to the school.

## **Tutorial Program**

Rochester University may provide tutorial assistance to students who indicate a need for such service. The instructors are the primary source for this assistance. The purpose is to encourage in-depth discussions on lessons when necessary.

All instructors are advised to allot an additional 1-1/2 hours after each class session if tutoring services are necessary for students. This service is provided at no cost to the student. The school encourages students to take advantage of free tutoring services.

## **Unsatisfactory Financial Progress Requirement**

Violation of any of the conditions set forth in the signed Enrollment Agreement may lead to dismissal from the university and/or probation. Failure to meet all financial obligations to the school may also lead to dismissal from school and/or probation.

## **Visitors**

Students are not allowed to bring children into the classrooms/laboratories without approval from the administration. With appropriate notice to the school, families, friends, and prospective employers, etc. are cordially invited to visit Rochester University at any time during office hours. Special arrangements will be made for groups. However, those who disrupt the smooth operation of the school will be asked to leave promptly. Students are not allowed to bring children during time of lectures or discussion.

## **Additional Information**

Additional information regarding student life at Rochester University is available in the Student Handbook. You will receive a copy of this handbook with your letter of acceptance. The handbook is also available from the Dean of Students. Upon acceptance, you will be asked to sign a statement confirming that you have read the Student Handbook and are willing to comply with the policies it contains.

# Academic Programs

## Baccalaureate Degree Programs

Rochester University offers one baccalaureate degree program, the Bachelor of Theology.

### **Bachelor of Theology (4-year program—180 units)**

#### **General Description and Program Objectives:**

The Bachelor of Theology program is designed to give the student the maximum benefit of a broad education in theological studies with an emphasis in biblical studies and ministry. General Education requirements ensure that the student is broadly educated in the arts and sciences, while a significant portion of time is spent learning the fields of theology and history of Christianity. The majority of the student's coursework is dedicated to bible, theology and practical ministry

#### **Program Requirements Summary**

The general education requirement:	56 units
The Bible and theology requirement (With Capstone):	40 units
* Required Capstone Class: NT 101 (New Testament Survey)	
Theology:	16 units
Christian History:	8 units
Practical Ministry and Church Administration:	36 units
Field Education:	8 units
Major Electives:	16 units
<b>Total Unit requirement:</b>	<b>180 units</b>
Residence requirement at Rochester:	(90 units)

**General Education Program Learning Outcomes (GE). Detail descriptions on page 9.**

- GE PLO 1: Critical Thinking.
- GE PLO 2: Quantitative Skills.
- GE PLO 3: Information Literacy.
- GE PLO 4: Natural Sciences.
- GE PLO 5: Social Sciences and Humanities.
- GE PLO 6: Diversity.
- GE PLO 7: Oral and Written Communication.
- GE PLO 8: Christian Knowledge and Integration.

#### **Program Learning Outcomes**

By the time students complete their program they will be the emerging leaders and serving the church as the pastor, evangelist, lay leaders and the world with leadership with the following expertise:

1. Demonstrate a comprehensive knowledge of the Bible
2. Describe comprehensive knowledge of the Christian doctrine
3. Demonstrate knowledge of the history of the church and its heritage
4. Apply pastoral and ministry skills in service to local church or community or for Christian living.

### **Admission Requirements**

Applicants must meet the following minimum requirements to be considered for admission to the Bachelor of Theology program:

1. Applicants for admission must be in possession of, or have candidacy for, a high school diploma or GED, and must submit official transcripts and/or copy of diploma for their high school degree, as well as any college level work they have completed, if applicable.
2. A completed application form for admission
3. Application Fee
4. Recommendation Form

### **Program Graduation Requirements**

The Bachelor of Theology degree program requires a minimum of 56 general education courses, 56 units of Bible and Theology 36 units of professional studies, Students are also required to take at least 8 units of field ministry and 24 units of elective courses in any of the classifications.

As much as 90 quarter units may be satisfied through transfer credit. At least 90 units must be completed at Rochester University. A student must pass an exit interview.

1. The completion of 180 quarter hours of credit including at least 56 units in General Education, Professional Studies, field ministry and other requirements.
2. Demonstration of Christian character by interview
3. Completion of course work with a Grade Point Average of C (2.0)
4. Passing Exit interview



## Major Courses Requirements

Rochester University Curriculum Map Bachelor of Theology					
Revision 2/24/2025					
Categories	Course Title	Units	PLOs (I, D, M)		
Biblical Studies (10 courses)	OT 101: Old Testament Survey	40 Units	I		
	OT 201: Pentateuch: Genesis to Deuteronomy		D		
	OT 202: Psalms and Wisdom Literature		D		
	OT 203: The Prophets: Isaiah to Malachi		D		
	NT 101: New Testament Survey		I		
	NT 201: The Gospels: Life and Teachings of Jesus		I		
	NT 202: Pauline Epistles		D		
	NT 203: The Acts of the Apostles		D		
	NT 204: General Epistles and Revelation		D		
	BI 400: Biblical Hermeneutics		M		
Theology (4 courses)	THE 301: Christology and the Trinity	16 Units		D	
	THE 302: Pneumatology: Doctrine of the Holy Spirit			D	
	THE 303: Soteriology: Doctrine of Salvation			D	
	THE 304: Eschatology: End Times and Hope			D	
Practical Ministry and Church Administration (9 courses)	PMC 302: Pastoral Care and Counseling	36 Units			D
	DMD 301: Principles of Discipleship and Mentoring				D
	DMD 302: Technology and Media in Ministry				D
	WSF 303: Spiritual Formation and Prayer				D
	WSF 301: Worship Leadership and Planning				D
	LDR 301: Leadership in the Church				D
	DMD 303: Church Administration and Financial Management				D
	PMC 301: Homiletics: The Art of Preaching				D
	LDR 303: Missionary Methods and Cross-Cultural Ministry				D
	PRA 405: Introduction to Christian Business I				D
PRA 406: Introduction to Christian Business II			D		
Field Ministry (2 courses)	FLD 401: Supervised Internship I	8 Units			M
	FLD 402: Supervised Internship II				M
Church History (2 Courses)	HIS 211: Church History I: Early Christianity	8 Units		I	
	HIS 212: Church History II: Reformation to Present			I	
Electives (4 courses)	BI 401: History of Christian Missions	16 Units			M
	BI 402: Women in the Bible		M		
	BL 301: Introduction to Biblical Hebrew		D		
	BL 302: Introduction to New Testament Greek		D		
	THE 305: Apologetics			D	
	PRA221: Basic coding for Church Administration I				D
	PRA222: Basic coding for Church Administration II				D
	PRA223: Basic coding for Church Administration III				D
	WSF 302: Marriage and Family Ministry				D
	THE 306: Theology of Worship				D
	CRM 301: Conflict Resolution in Ministry				D
	LDR 302: Church Planting and Growth Strategies				D

# Graduate Degree Programs

## Master of Theology (2-year program – 48 units)

### Program Description

The Master of Theology is designed to prepare students for further study, in preparation for an advanced study or employment that requires a master's degree. This program concentrates especially on the upper division biblical courses including biblical languages, methods of exegesis, theology, and hermeneutics.

Graduation Requirements: 48 units

Biblical and Theological Studies: 32 units

\*Capstone Requirement: OT601 Biblical Theology of the Old Testament

Electives: 16 units

Residence requirement: 24 units to be taken at Rochester University

### Program Learning Outcomes

1. Students, through their reading and applied theory, are able to produce a critical assessment of the primary texts of Christianity through various modes of written and spoken discourse.
2. Students can interpret the biblical, historical, and theological dimensions of the Christian faith and the contemporary implications of that knowledge.
3. Students are able to prescribe ways in which the study of theology serves Christian organizations and their members.
4. Students can formulate, in writing and applied practice, an advanced understanding of area(s) of specialized biblical and theological study.
5. Students can prepare effective strategies and methods to promote the gospel.
6. Students are able to develop theological research at a graduate level of proficiency with the necessary breadth and depth for the discipline.

### Master of Theology Admission Requirements

Anyone possessing a bachelor's degree, or its equivalent meets the basic academic requirement for admission to the program. See the section on admissions criteria, earlier in this catalog, for additional requirements.

Applicants must meet the following minimum requirements to be considered for admission to the Master of Theology program:

1. Applicants for admission must hold a Bachelor of Arts or equivalent degree from a university or college with at least a cumulative grade point average of 2.75 (4.00 scale) and must submit official transcripts for their academic work.
2. A completed application form for admission
3. Application fee
4. Recommendation Form

### Program Requirements

As stated above, a minimum of 24 units must be completed in the concentration of Biblical Studies or Theological studies. The remaining 24 units are to be taken as electives and may

be derived from Biblical Studies as well as the other areas of Church History and Systematic Theology.

**Course Offerings** (for full descriptions, see Course Offerings Section of catalog)

Rochester University Curriculum Master of Theology		48 units							
<i>Revision</i> 2/24/2025			PLOs (I, D, M)						
	Course Title		1	2	3	4	5	6	
Biblical and Theological Studies (8 courses)	OT 502: History of the Old Testament	32 Units		D					
	OT 601: Biblical Theology of the Old Testament		M			M			
	NT 502: History of the New Testament			D					
	NT 602: Biblical Theology of the New Testament		M			M			
	BI 503: Biblical Exegesis						M	M	
	THE 501: Systematic Theology I		D	D					
	THE 502: Systematic Theology II		M	M					
	HCT 501: History of Christian Theology			D	D				
Electives (4 courses)	HCT 502: Contemporary Theological Issues	16 Units		D				D	
	PRA 531: Basic Coding for Church Ministry I							D	
	PRA 532: Basic Coding for Church Ministry II								D
	PRA 533: Basic Coding for Church Ministry III								D
	BL 601: Advanced Greek Exegesis (Preq: BL302)						M	M	
	BL 602: Advanced Hebrew Exegesis (Preq: BL301)						M	M	
	THE 601: Eschatology and Christian Hope				M	M			
	THE 602: The Psalms: Theology and Worship				M				
	THE 603: The Pauline Epistles and Theology							M	
	THE 604: The Gospels: Historical and Theological Perspectives			M		M			
	MIN 601: Pastoral Theology and Leadership				M				
	RES 601: Research and Writing for Theology			M			M		

### Graduation Requirements

1. Completion of 48 quarter units
2. Completion of the course work with a GPA of 2.75 or above.
3. Demonstration of competence in Biblical Studies through coursework
4. Passing Exit interview

## **Master of Divinity (3 years program – 128 units)**

### **Program Description:**

This program is designed to equip dedicated Christians for various ministries in the church setting, including the ordained ministries of instruction and leadership in the church. This program emphasizes developing the capacity to study and communicate the Christian scriptures and the theological traditions and the capacity to model and facilitate Christian spiritual formation and communal practices.

### **Program Requirements Summary**

Biblical Studies: 48 units

\*Capstone Requirement: OT 501 Old Testament Foundations

History: 16 units

Practical Theology: 32 units (including field ministry)

Electives: 32 units

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**Total Unit Requirement: a minimum of 128 units**

Residence requirement: 88 units to be taken at Rochester University

### **Program Learning Outcomes**

1. Students can compile advanced knowledge from the Bible to exegetical and theological skills.
2. Students can recommend the spiritual disciplines described in Christian doctrine and as a reflection of the Christian lifestyle of faith and love.
3. Students can evaluate knowledge of the biblical and historical foundations of Christian theology and practice.
4. Students can systematically integrate historical theology into a larger biblical framework.
5. Students can apply knowledge of the Church's nature and mission and are able to organize a philosophy of ministry based on the Scripture.
6. Students can incorporate leadership and practical skills centered upon worship, pastoral care, and church administration as well as preaching, reflecting and interpreting Christian doctrine.

### **Admission Requirements**

Anyone possessing a bachelor's degree or its equivalent meets the basic academic requirement for admission to the program. See the section on admissions criteria, earlier in this catalog, for additional requirements.

Applicants must meet the following minimum requirements to be considered for admission to the Master of Divinity program:

1. Applicants for admission must hold a Bachelor of Arts or equivalent degree from a university or college with at least a cumulative grade point average of 2.75 (4.00)

- scale) and must submit official transcripts for their academic work.
2. A completed application form for admission
  3. Application fee
  4. Recommendation Form

### **Program Requirements**

Students receive the Master of Divinity degree upon a successful fulfillment of the following program requirements: 48 units of Biblical Studies, 16 units of History, 28 units of practical theology including field ministry, and 36 units of electives in any category which makes up the total 128 units. Student may transfer up to 40 units toward their degree program.

### **Course of Study, Next Page**

### **Graduation Requirements**

1. Completion of 128 quarter units (up to 40 units may be transferred).
2. Completion of the course work with a GPA of 2.75 or above.
3. Demonstration of competence in Ministry Skills through coursework.
4. Passing Exit interview.

Rochester University Curriculum, Master of Divinity		128 units	PLOs (I, D, M)						
Revision 2/25/2025			1	2	3	4	5	6	
	Course Title	Units							
History (4 courses)	CHH 501: Church History I: Early Christianity	16 Units			D	D			
	CHH 502: Church History II: Reformation to Present				D	D			
	CHH 601: History of Christian Missions				M	M	M		
	CHH 602: Theological Movements in American History				M	M			
Biblical and Theological Studies (12 courses)	OT 501: Old Testament Foundations	48 Units	D		D				
	NT 501: New Testament Foundations		D		D				
	THE 604: The Gospels: Historical and Theological Perspectives		M		M				
	THE 603: The Pauline Epistles and Theology		M		M				
	THE 501: Systematic Theology I			D		D			
	THE 502: Systematic Theology II			D		D			
	OT 601: Biblical Theology of the Old Testament					M		M	
	NT 602: Biblical Theology of the New Testament					M		M	
	BI 503: Biblical Hermeneutics and Exegesis			D					
	THE 601: Eschatology and Christian Hope				M			M	
	BL 601: Advanced Greek Exegesis (Preq: BL302)			M					
	BL 602: Advanced Hebrew Exegesis (Preq: BL301)			M					
Practical Ministry and Church Administration (8 courses)	WSF 603: Spiritual Formation and Prayer	32 Units					M	M	
	MIN 603: Ethics and Christian Ministry			M				M	
	MIN 601: Pastoral Theology and Leadership						M	M	
	FLD 501: Supervised Internship I							D	
	FLD 502: Supervised Internship II							D	
	WSF 601: Worship Leadership and Planning								M
	MIN 602: Global Mission and Evangelism						M	M	
	CRM 604: Conflict Resolution in Ministry								M
Electives (8 classes)	BIB 601: Women in the New Testament	32 Units			D		D		
	BIB 602: Acts				D		D		
	BIB 603: Major Prophets				D		D		
	BIB 604: Minor Prophets				D		D		
	HCT 502: Contemporary Theological Issues			D					
	THE 602: The Psalms: Theology and Worship				M		M		
	RES 601: Research and Writing for Theology				M	M			
	DMD 502: Technology and Media in Ministry						D	D	
	PRA 524: Christian Business I							D	
	PRA 525: Christian Business II							D	
	PRA 531: Basic Coding for Church Ministry I							D	
	PRA 532: Basic Coding for Church Ministry II							D	
	PRA 533: Basic Coding for Church Ministry III							D	
	CPC 601: Pastoral Counseling						D	D	
	CPC 602: Counseling for Marriage and Family						D	D	
	CLA 602: Church Administration							D	
	CLA 602: Church Finance							D	
	THE 601: Apologetics			D		D			

# Course Descriptions

[Note: All courses are numbered from 100 to 699, with a prefix code of two letters that indicates the department or discipline in which the course is taught. The first numerical digit indicates the level of difficulty or advancement of the course. The 100 to 400 level are generally undergraduate courses. Courses numbered 500 and above are generally graduate level courses. The second and third digits may have significance within their departments. Not all courses will be offered each quarter; course offerings may vary.

## Course Numbering System

The following course numbering system has been implemented to ensure consistency and clarity across all degree programs:

- **100–299** → Foundational & Intermediate Undergraduate Courses (B.Th.)
- **300–499** → Advanced & Capstone Undergraduate Courses (B.Th.)
- **500–599** → Core Graduate Courses (Th.M. & M.Div.)
- **600** → Advanced Capstone & Specialized Courses (Th.M. & M.Div.)

Prefixes indicate subject areas:

- **BIB:** Biblical Studies (Old & New Testament)
- **THE:** Systematic & Historical Theology
- **MIN:** Ministry & Church Leadership
- **LNG:** Biblical Languages (Greek/Hebrew)
- **CHH:** Church History
- **WOR:** Worship & Liturgical Studies
- **ETH:** Christian Ethics
- **FLD:** Field Internship & Practical Ministry

## General Education

### BIO101 Introduction to Biology (4 units)

An examination of the human body in health and disease. After examining the normal physiology of the body, the processes and symptoms of a variety of diseases will be discussed. Emphasis will be placed on the factors responsible for these diseases and their prevention. Prerequisite: None

### COM101 Presentation Skills (4 units)

This course aims to develop a student's skills, knowledge and confidence in both formal and informal presentation situations e.g. meetings, training sessions and conferences. Students will have the opportunity to explore and practice key areas in both preparation and delivery of presentations through faculty input and group discussion. Prerequisite:

None

COM 201 Public Speaking (4 units)

Introduces the fundamentals of oral communication through topics including: selection and organization of materials; preparation and delivery of individual and group presentations; analysis of ideas presented by others; and professionalism. Prerequisite: None

ENG101 English Composition (4 units)

Writing college-level academic essays. Students will study the art and elements of writing, develop editing and revision skills, practice critical reading and critical analysis, and develop library skills for research. Prerequisite: None

ENG102 English Literature (4 units)

Develops writing and reasoning skills beyond the levels of proficiency required by ENG101. The course emphasizes interpretation, evaluation and persuasion. Also provides students with opportunities to further develop their research skills. Prerequisite: ENG101.

HIS 101 History of Western Civilization (4 units)

This course provides a comprehensive survey of Western history from its earliest origins to the present. The first part explores developments up to 1715, with a focus on the growth of the Christian church before the Reformation. The second part examines Western history from 1715 onward, emphasizing key events, cultural transformations, and the lasting impact of the past on contemporary life.

HIS102 American History (4 units)

This course explores the origins and development of the United States from the arrival of European settlers through the Civil War. It examines the diverse cultures, major public events, and conflicts that have shaped the nation. The course also covers the Reconstruction era and continues into the 21st century, analyzing the social, economic, and political transformations that propelled the U.S. from an agrarian society to a leading industrial power on the global stage.

MATH101 College Mathematics (4 Units)

Mathematical skill and fluency is one of the first hurdles for lifetime success. This course is designed to help overcome the participants "math anxiety." Specifically, the course will develop the participant's competency skills, including basic algebra, the use of calculators and computers, estimation, and graphs and tables

MATH201 College Algebra (4 units)

For anyone who has wondered, "When will I ever use algebra?," this course is loaded with concrete examples and practical applications. This course concentrates on the beauty, power, and fun of algebra: functions and transformations, linear and quadratic inequalities, systems of equations, complex numbers, polynomial and rational functions, sequences, mathematical induction, and the binomial theorem.

PHL101 Introduction to Philosophy (4 units)

Study of philosophical methods and how these methods may serve as a means of integrating learning and faith.

PHL102 Logic (4 units)

This course is a study of deductive and inductive reasoning, elementary symbolic, logic and language structure with consideration to argument, inference, proof, fallacies and semantics. Prerequisite: None

POSC101 Introduction to Political Science (4 units)

This course presents an overview of the discipline, including the basic theories, concepts, approaches, and enduring questions of political science. It provides students with a foundation of knowledge and the analytical skills necessary to understand modern politics in historical context. Prerequisite: None

POSC102 Introduction to American Government (4 units)

The purpose of this course is to explore the philosophical and institutional bases of American governance. Students will master the major branches and institutions of American government as well as the extra-constitutional players that make up the American political system. Students will also become acquainted with the major policy and ideological debates that surround American politics. Prerequisite: None

PHL212 Introduction to Ethics (4 units)

An examination of theories of morality with special emphasis on conscience and morality in decision-making.

PSY201 Introduction to Psychology (4 units)

This course emphasizes the basics of psychology. Topics include: science of psychology; social environments; life physiology and behavior; personality; emotions and motives; conflicts, stress, and anxiety; abnormal behavior; and perception, learning, and intelligence. Prerequisite: None

REL101 Comparative Religions (4 units)

This course is an introduction to the academic study of religion and of world religions, and to the religious traditions of Hinduism, Buddhism, Confucianism, Daoism, Sikhism, Judaism, Christianity and Islam, as well as several other current religious trends. The course examines the historical evolution, the fundamental doctrines and beliefs, the practices, institutions and cultural expressions of these religious traditions. Prerequisite: None

SOC201 Introduction to Sociology (4 units)

This course is an introduction to sociology as a scientific discipline. Subject matter includes sociological concepts, sociological processes, social structure, social organization and social institutions, including family, education, politics, religion and economy.

## Bachelor of Theology Major Courses

### I. Biblical Studies (40 credits, 10 Courses)

This area of study emphasizes a deep engagement with the Bible through Old Testament, New Testament, and biblical languages, along with specialized courses in biblical interpretation and theology. Students will gain skills in textual analysis, theological reflection, and practical application of biblical principles.

#### *Prefixes Explanation:*

- **OT:** Old Testament Studies – Focused on the history, themes, and literature of the Hebrew Scriptures.
- **NT:** New Testament Studies – Centered on the life of Jesus, the early church, and apostolic writings.
- **BL:** Biblical Languages – Introduction to foundational languages of the Bible (Hebrew and Greek).
- **BI:** Biblical Interpretation – Emphasizes hermeneutics, theology, and thematic biblical studies.

#### *Old Testament Studies (OT)*

- **OT 101: Old Testament Survey (4 credits)**  
An introductory overview of the Old Testament, exploring its historical context, major themes, literary structure, and theological messages. Students will gain familiarity with key figures, events, and prophetic writings.
- **OT 201: Pentateuch: Genesis to Deuteronomy (4 credits)**  
A focused study on the Bible's first five books, examining foundational narratives, covenants, laws, and theological themes that shape biblical faith and ethics.
- **OT 202: Psalms and Wisdom Literature (4 credits)**  
This course explores poetic and wisdom literature, including Psalms, Proverbs, Ecclesiastes, and Job. Students will study their literary styles, spiritual insights, and theological contributions.
- **OT 203: The Prophets: Isaiah to Malachi (4 credits)**  
A study of the prophetic books, analyzing their historical contexts, messages of justice and hope, and their relevance to contemporary faith and society.

#### *New Testament Studies (NT)*

- **NT 101: New Testament Survey (4 credits)**  
An overview of the New Testament, exploring the life of Jesus, the early church's growth, and the apostles' key teachings. Attention is given to historical and cultural contexts.

- **NT 201: The Gospels: Life and Teachings of Jesus (4 credits)**  
A detailed study of the four Gospels focuses on the life, ministry, and teachings of Jesus Christ. Students will examine parables, miracles, and theological implications of Jesus' message.
- **NT 202: Pauline Epistles (4 credits)**  
An analysis of the letters the Apostle Paul wrote explores themes such as grace, justification, church leadership, and Christian living.
- **NT 203: The Acts of the Apostles (4 credits)**  
A study of the early Christian church as recorded in Acts focuses on the spread of the Gospel, missionary journeys, and the work of the Holy Spirit.
- **NT 204: General Epistles and Revelation (4 credits)**  
This course covers the non-Pauline epistles (e.g., James, Peter, John) and the Book of Revelation. Students will explore their themes, warnings, encouragements, and eschatological messages.

*Biblical Interpretation and Theology (BI)*

- **BI 400: Biblical Hermeneutics (4 credits)**

This course offers an in-depth study of the principles and methods of interpreting biblical texts, equipping students with the tools to engage Scripture with clarity and precision. Students will examine biblical writings' historical, cultural, and linguistic contexts and literary forms and genres such as narrative, poetry, prophecy, and epistle. The course emphasizes theological approaches, helping students discern how biblical interpretation informs doctrine and Christian practice. Through lectures, case studies, and practical exercises, students will gain proficiency in applying hermeneutical principles to both personal study and teaching contexts.

II. Theology (16 credits, 4 Courses)

This area provides students with a robust understanding of Christian doctrines, focusing on their historical development, theological significance, and practical implications for faith and ministry.

*Core Theology Studies (THE)*

- **THE 301: Christology and the Trinity (4 credits)**  
This course explores the person and work of Jesus Christ and the doctrine of the Trinity. Students will examine key theological texts, historical controversies, and contemporary interpretations.
- **THE 302: Pneumatology: Doctrine of the Holy Spirit (4 credits)**  
Focuses on the person and work of the Holy Spirit, including His role in creation, inspiration of Scripture, sanctification, and empowerment for ministry.

- **THE 303: Soteriology: Doctrine of Salvation (4 credits)**  
A study of the doctrine of salvation, exploring themes such as sin, grace, faith, atonement, and justification through biblical, historical, and systematic theology.
- **THE 304: Eschatology: End Times and Hope (4 credits)**  
Examines biblical teachings on the end times, including resurrection, judgment, heaven, and hell. Students will explore historical and contemporary eschatological perspectives.

### III. Practical Ministry and Church Administration (36 credits, 9 Courses)

This section emphasizes practical skills for effective leadership, pastoral care, and administrative management in ministry contexts.

#### *Homiletics and Pastoral Care (PMC)*

- **PMC 301: Homiletics: The Art of Preaching (4 credits)**  
Focuses on sermon preparation and delivery, including interpreting scripture, structuring messages, and engaging diverse audiences effectively.
- **PMC 302: Pastoral Care and Counseling (4 credits)**  
Introduces students to the principles and practices of pastoral counseling, with emphasis on emotional support, spiritual care, and crisis intervention.

#### *Leadership and Church Growth (LDR)*

- **LDR 301: Leadership in the Church (4 credits)**  
Examines biblical leadership principles, focusing on servant leadership, team building, and vision casting in ministry.
- **LDR 303: Missionary Methods and Cross-Cultural Ministry (4 credits)**  
Focuses on principles of missions, cross-cultural communication, and effective evangelism in global and local contexts.

#### *Discipleship and Ministry Development (DMD)*

- **DMD 301: Principles of Discipleship and Mentoring (4 credits)**  
Explores biblical principles of discipleship and mentoring, equipping students to guide others in spiritual growth and leadership development.
- **DMD 302: Technology and Media in Ministry (4 credits)**  
Examines the role of digital tools, social media, and multimedia in enhancing ministry outreach and engagement.
- **DMD 303: Church Administration and Financial Management (4 credits)**  
Covers organizational management, budgeting, financial planning, and stewardship principles tailored for church operations.

*Worship and Spiritual Formation (WSF)*

- **WSF 301: Worship Leadership and Planning (4 credits)**  
Teaches the principles of planning and leading worship services, including music selection, liturgical design, and team coordination.
- **WSF 303: Spiritual Formation and Prayer (4 credits)**  
Explores practices and disciplines that cultivate spiritual growth, with emphasis on prayer, meditation, and community worship.

IV. Field Ministry (8 credits, 2 Courses)

This component provides supervised, hands-on ministry experience in real-world contexts, allowing students to apply classroom knowledge in practical settings.

- **FLD 401: Supervised Internship I (4 credits)**  
This course provides students with a hands-on, practical internship experience under the mentorship of experienced ministry leaders. Students will immerse themselves in the day-to-day activities of ministry, gaining valuable exposure to areas such as pastoral care, leadership, worship planning, teaching, and administrative operations. The internship includes opportunities to observe and participate in real-world ministry settings, allowing students to integrate theoretical knowledge with practical application. Through structured supervision and feedback, students will begin to develop core skills for effective ministry, cultivate spiritual growth, and explore their vocational calling in a supportive environment.
- **FLD 402: Supervised Internship II (4 credits)**  
Building on the foundation of FLD 401, this course extends the supervised internship experience with a more profound emphasis on reflective practice, advanced skill development, and ministry evaluation. Students will take on greater responsibility in their ministry roles, including opportunities for leadership, preaching, teaching, or project management, depending on their specific context. Through ongoing mentorship and intentional reflection, students will analyze their strengths, address challenges, and refine their approach to ministry. The course encourages students to evaluate the effectiveness of ministry practices and explore innovative ways to meet the spiritual and practical needs of the communities they serve.

V. History (8 credits, 2 Courses)

- **HIS 211: Church History I: Early Christianity (4 credits)**  
A historical survey of the early Christian church from its beginnings through the rise of major church fathers and councils. Topics include early theological debates, persecution, and the spread of Christianity in the ancient world.

- **HIS 212: Church History II: Reformation to Present (4 credits)**  
This course examines significant events and figures from the Reformation to modern Christianity. Topics include the Protestant Reformation, global missions, denominational development, and contemporary church movements.

#### VI. Electives (16 credits, Choose 4 Courses)

Electives allow students to customize their learning experience, focusing on specific interests or vocational goals.

##### *Biblical Languages (BL)*

- **BL 301: Introduction to Biblical Hebrew (4 credits)**  
An introductory course on Biblical Hebrew, focusing on the alphabet, grammar, syntax, and basic vocabulary. Students will learn to read and interpret Hebrew biblical texts.
- **BL 302: Introduction to New Testament Greek (4 credits)**  
This course introduces students to the Greek language of the New Testament, covering essential grammar, syntax, and vocabulary for translating and interpreting Greek texts.

##### *Theology and Ethics (THE)*

- **THE 305: Apologetics (4 credits)**  
Provides students with the tools to defend the Christian faith rationally and respectfully. Topics include addressing skepticism, understanding worldviews, and engaging in meaningful dialogue.
- **THE 306: Theology of Worship (4 credits)**  
Explores the biblical and theological foundations of worship. Students will study historical and contemporary worship practices and develop a theology of worship leadership.

##### *Biblical Studies and History (BIB)*

- **BI 401: History of Christian Missions (4 credits)**  
This course provides a comprehensive survey of the history of Christian missions, tracing its development from the early church through the modern era. Students will study key figures, such as the Apostle Paul, William Carey, Hudson Taylor, and others, as well as significant missionary movements and strategies that have contributed to the spread of Christianity across the globe. The course examines the theological, cultural, and social dynamics of mission work, including its challenges and successes in diverse historical contexts. Through case studies and historical analysis, students will gain insights into the role of missions in shaping

global Christianity and consider the ongoing implications for contemporary mission efforts.

- **BI 402: Women in the Bible (4 credits)**

This course explores women's vital roles in biblical narratives, offering a comprehensive analysis of their lives, contributions, and theological significance. Students will examine key figures such as Sarah, Ruth, Deborah, Esther, Mary, and others, considering their cultural contexts, leadership roles, and impact on biblical history. The course also addresses broader themes such as gender, justice, and God's purposes as revealed through the stories of women. Through exegetical study, theological reflection, and engagement with scholarly perspectives, students will gain insight into how women have shaped the biblical narrative and its relevance for contemporary discussions on faith and gender.

Worship and Spiritual Formation (WSF)

- **WSF 302: Marriage and Family Ministry (4 credits)**

Equips students to minister effectively to families, addressing issues such as marriage counseling, family dynamics, and parenting support.

*Conflict Resolution (CRM)*

- **CRM 301: Conflict Resolution in Ministry (4 credits)**

Examines strategies for addressing and resolving conflicts in church and ministry settings, emphasizing biblical principles of reconciliation and peacemaking.

*Leadership and Church Growth (LDR)*

- **LDR 302: Church Planting and Growth Strategies (4 credits)**

Provides practical tools and strategies for planting, developing, and growing churches while addressing challenges in diverse cultural contexts.

# Master of Theology (M.Th.)

## Program Description:

The Master of Theology (M.Th.) program is designed to provide advanced theological education for students pursuing academic, pastoral, or ministerial leadership roles. The program emphasizes biblical studies, systematic theology, and practical ministry, equipping students with advanced research and analytical skills for academic and professional settings.

- **Total Program Credits:** 48 quarter credits
- **Program Structure:**
  - **Biblical Studies and Theology Core:** 32 quarter credits (8 courses, 4 credits each)
  - **Electives:** 16 quarter credits (4 courses, 4 credits each)

## I. Core Curriculum: Biblical Studies and Theology (32 credits)

**Objective:** Ensure foundational and comprehensive coverage of **biblical studies** and **theology**, aligned with Th.M. academic and professional standards.

### *Old and New Testament Studies*

- **OT 502: History of the Old Testament (4 credits)**

This course offers an in-depth exploration of the historical, cultural, and theological background of the Old Testament. Students will examine key events such as creation, the exodus, the monarchy, and the exile within their historical and cultural contexts. The course emphasizes the interplay between the ancient Near Eastern world and the development of Israel's faith, as well as the theological themes that emerge from the text, such as covenant, divine justice, and human responsibility. Students will engage with archaeological findings, critical scholarship, and biblical narratives to gain a deeper understanding of how the Old Testament informs contemporary faith and practice.
- **NT 502: History of the New Testament (4 credits)**

This course provides a historical and contextual analysis of the New Testament era, focusing on the life, ministry, and teachings of Jesus, the formation of the early church, and the socio-political factors of the Greco-Roman world. Students will explore the influence of Jewish traditions, Roman governance, and Hellenistic culture on the New Testament writings. Topics include the historical reliability of the Gospels, the missionary journeys of Paul, and the challenges faced by early Christians. Through critical engagement with biblical texts and historical sources, students will gain insights into the New Testament's message and its enduring relevance.

- **BI 503: Biblical Exegesis (4 credits)**

This advanced course equips students with the tools and methods needed for interpreting biblical texts with rigor and precision. Emphasis is placed on the integration of historical, literary, and theological approaches, with a focus on understanding the original meaning of Scripture and applying it to contemporary contexts. Students will study hermeneutical principles, textual criticism, and the use of original biblical languages (Greek and Hebrew) to enhance exegetical accuracy. The course includes practical assignments such as interpreting challenging passages, writing exegetical papers, and applying findings to teaching or preaching.

*Systematic Theology (THE)*

- **THE 501: Systematic Theology I (4 credits)**

This foundational course explores core Christian doctrines, including the nature and attributes of God, the Trinity, creation, humanity, and Christology. Students will engage with historical creeds, such as the Nicene and Apostles' Creeds, as well as theological writings from key figures like Augustine, Aquinas, and Calvin. The course emphasizes the coherence and interrelationship of these doctrines, exploring how they shape Christian faith and practice. Through theological reflection and critical discussion, students will gain a deeper understanding of God's nature, the incarnation of Christ, and the significance of creation and humanity in God's redemptive plan.

- **THE 502: Systematic Theology II (4 credits)**

Building on Systematic Theology I, this course delves into advanced theological topics, including the doctrine of salvation (soteriology), the church (ecclesiology), end times (eschatology), and sacraments (baptism and the Lord's Supper). Students will explore the theological debates surrounding these topics and their implications for worship, ministry, and the life of the church. The course integrates theological understanding with pastoral application, encouraging students to address contemporary challenges, such as pluralism and secularism, while remaining rooted in biblical and historical theology.

Biblical Theology (BT)

- **OT 601: Biblical Theology of the Old Testament (4 credits)**

This course examines the major theological themes of the Old Testament, including covenant, law, worship, and prophecy, and their fulfillment in the New Testament. Students will explore how these themes develop across the biblical narrative, with attention to their cultural and historical contexts. The course emphasizes the unity of Scripture, showing how Old Testament theology informs and enriches Christian doctrine and practice.

- **NT 602: Biblical Theology of the New Testament (4 credits)**  
Focusing on the New Testament, this course explores key theological concepts such as the Kingdom of God, the person and work of Christ, and discipleship. Students will examine these themes in light of their Old Testament roots and their implications for the church and Christian living. Through a combination of exegetical study and theological reflection, the course emphasizes the continuity and fulfillment of God’s redemptive plan in the New Testament.

*Historical and Contemporary Theology (HCT)*

- **HCT 501: History of Christian Theology (4 credits)**  
This course traces the development of Christian theology from the early church to the modern era. Students will examine significant theological movements, including patristic, medieval, Reformation, and modern theology, as well as key figures such as Augustine, Luther, and Barth. The course also addresses major controversies and councils that shaped the church’s understanding of doctrine, such as the nature of Christ, the Trinity, and justification. Students will gain a historical perspective on how theology has evolved and its implications for contemporary faith.

## II. Electives (16 credits)

**Objective:** Provide students with the flexibility to explore advanced topics in theology and ministry, aligning with their personal interests and vocational goals.

**Requirements:** Students choose 4 courses from the following 9 options to develop specialized knowledge and skills in advanced theological and ministerial studies.

*Historical and Contemporary Theology (HCT)*

- **HCT 502: Contemporary Theological Issues (4 credits)**  
This course explores pressing theological debates and challenges in today’s world, addressing topics such as globalization, secularization, interfaith dialogue, social justice, environmental stewardship, and the impact of technology on theology. Students will critically engage with contemporary theological voices and assess how cultural shifts influence Christian thought and practice. The course emphasizes equipping students to navigate complex issues while remaining grounded in biblical and theological principles.

*Biblical Languages and Exegesis (BL)*

- **BL 601: Advanced Greek Exegesis (4 credits), Preq: BL302**  
This course provides an in-depth study of the Greek New Testament, focusing on advanced grammar, syntax, and vocabulary. Students will engage in exegetical

analysis of selected passages, emphasizing the theological significance of the text and its application to contemporary ministry. Topics include textual criticism, discourse analysis, and interpretive challenges in key New Testament passages. By the end of the course, students will be equipped to use their advanced Greek skills for scholarly research, sermon preparation, and Bible translation work.

- **BL 602: Advanced Hebrew Exegesis (4 credits), Preq: BL301**  
An advanced exploration of the Hebrew Old Testament, this course equips students to translate, analyze, and interpret complex Hebrew texts. Topics include advanced syntax, textual criticism, and theological themes within the Hebrew Bible. Students will examine key passages, focusing on their historical, literary, and theological contexts. The course emphasizes developing exegetical skills to integrate the Old Testament into preaching, teaching, and academic study.

*Theological Studies (THE)*

- **THE 601: Eschatology and Christian Hope (4 credits)**  
This course explores eschatology from both biblical and systematic theological perspectives, focusing on themes such as resurrection, final judgment, and the new creation. Students will examine various eschatological views, including amillennialism, premillennialism, and postmillennialism, and consider their implications for Christian life and hope. The course integrates theological reflection with pastoral concerns, equipping students to address questions about the end times and Christian hope with clarity and compassion.
- **THE 602: The Psalms: Theology and Worship (4 credits)**  
This course offers a theological and literary study of the Psalms, focusing on their use in worship, spiritual formation, and theological reflection. Students will examine the structure, genres, and themes of the Psalms, exploring how they express human emotion, divine faithfulness, and God's redemptive plan. The course emphasizes the role of the Psalms in both personal devotion and corporate worship, encouraging students to integrate their insights into ministry contexts.
- **THE 603: The Pauline Epistles and Theology (4 credits)**  
This course is an advanced study of Pauline literature, emphasizing theological themes such as justification, sanctification, grace, and the role of the church in God's redemptive plan. Students will analyze the historical context, rhetorical style, and theological content of Paul's letters, exploring their relevance for contemporary faith and ministry. The course includes critical engagement with scholarly perspectives and practical applications for teaching and preaching.
- **THE 604: The Gospels: Historical and Theological Perspectives (4 credits)**  
This course explores the historical and theological dimensions of the four Gospels, focusing on their portrayal of Jesus' life, teachings, death, and

resurrection. Students will analyze the distinct literary and theological contributions of each Gospel, considering their historical contexts and theological themes. The course also examines the Gospels' relevance for contemporary Christian life, ministry, and theological reflection.

*Ministry and Leadership (MIN)*

- **MIN 601: Pastoral Theology and Leadership (4 credits)**

This course examines the theological foundations of pastoral ministry and the practical skills required for effective leadership in church and community contexts. Topics include pastoral care, preaching, discipleship, conflict resolution, and organizational management. Students will explore leadership models rooted in biblical principles, focusing on servant leadership, integrity, and relational ministry.

*Research and Writing (RES)*

- **THE RES 601: Research and Writing for Theology (4 credits)**

This course provides students with advanced academic research and writing skills, focusing on theological argumentation, critical analysis, and scholarly standards. Students will learn to conduct thorough research using primary and secondary sources, structure theological arguments, and write for both academic and ministry contexts. The course includes guidance on preparing articles, theses, and presentations for publication or professional settings.

# Master of Divinity (M.Div.)

## *Program Overview*

The **Master of Divinity (M.Div.)** program is designed to prepare students for **pastoral ministry, church leadership, theological scholarship**, and other vocational roles in Christian service. This program builds on the foundation provided by undergraduate theological education, offering a deeper engagement with **biblical studies, systematic theology, church history, and practical ministry skills** while aligning closely with Bachelor-level coursework for a seamless academic progression.

- **Total Program Credits:** 128 quarter credits
- **Program Structure:**
  - **History:** 16 credits (4 courses, 4 credits each)
  - **Biblical Studies and Theology:** 48 credits (12 courses, 4 credits each)
  - **Practical Theology:** 32 credits (8 courses, 4 credits each)
  - **Electives:** 32 credits (8 courses, 4 credits each, chosen from 13 options)

### I. History (16 credits, 4 Courses)

**Objective:** Provide students with a historical perspective on the **development of Christianity**, equipping them to understand and address contemporary issues in light of historical insights.

- **CHH 501: Church History I: Early Christianity (4 credits)**

This course explores the formation and development of the early church from its inception through the early medieval period. Students will examine pivotal events such as the spread of Christianity in the Roman Empire, early persecutions, the rise of heresies, and the formulation of key theological doctrines. The course emphasizes the contributions of early church fathers such as Augustine, Athanasius, and Tertullian, as well as the significance of ecumenical councils like Nicaea and Chalcedon. By studying the social, political, and cultural dynamics of this era, students will gain insight into how the early church laid the foundation for Christian faith and practice today.
- **CHH 502: Church History II: Reformation to Present (4 credits)**

This course surveys the major events, movements, and figures shaping Christianity from the Protestant Reformation to the modern era. Topics include the theological innovations of reformers like Martin Luther and John Calvin, the Catholic Counter-Reformation, the rise of denominationalism, and the global expansion of Christianity during the colonial period. Students will also explore the influence of the Enlightenment, the Great Awakenings, and modern ecumenical efforts on the church. The course highlights how historical

developments in theology, politics, and culture continue to shape contemporary expressions of Christian faith worldwide.

- **CHH 601: History of Christian Missions (4 credits)**

This course traces the history of Christian missions from the early church to the present, emphasizing the strategies, figures, and challenges that have shaped global evangelism. Students will examine the missionary efforts of figures such as Paul the Apostle, St. Patrick, William Carey, Hudson Taylor, and others who advanced the Gospel in diverse cultural contexts. The course explores critical issues such as cross-cultural communication, colonialism, and the relationship between missions and social justice. Through historical analysis and case studies, students will gain insights into how the mission of the church has evolved and what it means to engage in effective, ethical, and sustainable missions today.

- **CHH 602: Theological Movements in American History (4 credits)**

This course examines the major theological movements that have influenced American Christianity, from the colonial period to the present day. Topics include the role of Puritanism, the Great Awakenings, revivalism, the rise of evangelicalism, and the impact of fundamentalism and modernism. Students will analyze how theological ideas have shaped societal values, political movements, and cultural identity in the United States. The course also considers contemporary expressions of faith, including the rise of megachurches, the charismatic movement, and the intersection of theology with issues of race, gender, and social justice.

## II. Biblical Studies and Theology (48 credits, 12 Courses)

**Objective:** Equip students with a deep understanding of Scripture and theology, enabling them to interpret biblical texts and articulate theological principles effectively.

### *Biblical Studies (BIB)*

- **OT 501: Old Testament Foundations (4 credits)**

This course provides a comprehensive study of the Old Testament, focusing on its historical, cultural, literary, and theological dimensions. Students will examine the diverse literary styles, central themes, and theological messages of the Old Testament books, with particular attention to the historical and cultural contexts of ancient Israel and its neighboring civilizations. The course emphasizes key events such as creation, the exodus, the establishment of the monarchy, the exile, and the return from exile, exploring their profound influence on the development of Israel's faith and identity. Through critical engagement with the text and contemporary scholarship, students will analyze how Old Testament themes inform and enrich modern Christian theology, life, and ministry.

- **NT 501: New Testament Foundations (4 credits)**  
This course offers an overview of the New Testament, focusing on its historical context, literary structure, and theological contributions. Students will study the life and teachings of Jesus, the development of the early church, and the theological themes of the New Testament writings, such as grace, redemption, and the Kingdom of God. The course emphasizes understanding the cultural and historical background of the first century, providing tools for interpreting the New Testament's message and applying it to modern faith and practice.
- **BI 503: Biblical Hermeneutics and Exegesis (4 credits)**  
This course trains students in the principles and methods of biblical interpretation, equipping them to engage Scripture with depth and precision. Topics include historical-critical analysis, thematic study, and the use of original languages (Greek and Hebrew) to uncover the meaning of biblical texts. Students will practice exegesis on key passages, exploring their literary, theological, and historical dimensions. The course emphasizes applying sound hermeneutical principles to teaching, preaching, and personal study.
- **BL 601: Advanced Greek Exegesis (4 credits)**  
This advanced course develops students' ability to translate, analyze, and interpret the Greek New Testament. Topics include advanced grammar, syntax, vocabulary, and theological insights from the original language. Students will engage in detailed study of selected New Testament passages, focusing on textual criticism and theological application. By the end of the course, students will have honed their skills for conducting rigorous exegesis, preparing them for scholarly research or ministry contexts.
- **BL 602: Advanced Hebrew Exegesis (4 credits)**  
This course enhances students' skills in translating and interpreting the Hebrew Bible, with a focus on grammar, syntax, and textual analysis. Students will work with selected Hebrew texts, exploring their theological significance and historical contexts. Topics include advanced vocabulary, literary forms, and methods for addressing textual variants. The course equips students to apply their insights to teaching, preaching, and theological reflection.

*Theology (THE)*

- **THE 501: Systematic Theology I (4 credits)**  
This foundational course explores core Christian doctrines, including the nature and attributes of God, creation, humanity, the Trinity, and Christology. Students will study the historical development of these doctrines, their biblical foundations, and their theological interconnections. The course emphasizes the coherence of Christian belief, showing how these doctrines shape worship, ethics, and spiritual formation. Through readings, discussions, and theological reflection, students will

engage critically with key theological questions and apply their learning to contemporary issues in faith and ministry.

- **THE 502: Systematic Theology II (4 credits)**

Building on **Systematic Theology I**, this course examines advanced theological topics such as soteriology (the doctrine of salvation), ecclesiology (the study of the church), eschatology (the study of end times), and the theology of the sacraments (baptism and the Lord's Supper). The course explores how these doctrines interact with one another and their practical implications for the life of the church. Students will engage with historical and contemporary theological debates, developing a deeper understanding of how these doctrines shape Christian thought and practice.

- **OT 601: Biblical Theology of the Old Testament (4 credits)**

This course examines major theological themes in the Old Testament, such as covenant, law, worship, prophecy, and the presence of God. Students will explore how these themes develop across the Old Testament narrative and their significance for Christian theology. The course highlights the continuity between the Old and New Testaments, providing insights into how Old Testament theology informs and enriches contemporary Christian faith and practice.

- **NT 602: Biblical Theology of the New Testament (4 credits)**

This course provides a thematic study of key theological concepts in the New Testament, including the Kingdom of God, discipleship, grace, and Christology. Students will explore the relationship between New Testament theology and Old Testament themes, focusing on how the life, death, and resurrection of Jesus fulfill God's redemptive plan. The course emphasizes the practical application of New Testament theology in ministry and personal faith.

- **THE 601: Eschatology and Christian Hope (4 credits)**

This course examines biblical teachings on the end times, focusing on key topics such as resurrection, final judgment, the return of Christ, and the eternal state. Students will explore various eschatological perspectives and their implications for Christian hope and ethics. The course emphasizes how a biblical understanding of eschatology shapes believers' worldview, offering hope and direction for life and ministry in the present.

- **THE 603: The Pauline Epistles and Theology (4 credits)**

This course offers an advanced study of the letters of Paul, focusing on their historical context, literary features, and theological themes. Students will explore topics such as justification by faith, sanctification, grace, and the role of the church in God's redemptive plan. The course integrates exegetical analysis with theological reflection, equipping students to apply Paul's teachings to contemporary Christian life and ministry.

- **THE 604: The Gospels: Historical and Theological Perspectives (4 credits)**  
This course investigates the historical and theological dimensions of the four Gospels, focusing on their portrayal of the life, teachings, death, and resurrection of Jesus Christ. Students will analyze the literary structure, historical context, and theological emphases of each Gospel, considering how they contribute to a unified understanding of Jesus' mission. The course emphasizes the relevance of the Gospels for personal faith, church teaching, and pastoral ministry.

### III. Practical Theology (32 credits, 8 Courses)

**Objective:** Equip students with practical skills for effective ministry, leadership, and pastoral care in diverse settings.

#### *Ministry and Leadership (MIN)*

- **MIN 601: Pastoral Theology and Leadership (4 credits)**  
This course explores the theological foundations and practical skills required for effective pastoral leadership. Students will study leadership principles such as vision casting, strategic planning, and decision-making, with a focus on servant leadership and the biblical model of shepherding. Topics include building healthy ministry teams, fostering congregational engagement, and maintaining personal integrity in ministry. Through case studies and reflective exercises, students will learn to navigate the challenges of pastoral leadership while cultivating their spiritual growth and leadership potential.
- **MIN 602: Global Mission and Evangelism (4 credits)**  
This course provides an in-depth exploration of global mission strategies, cross-cultural ministry, and effective evangelistic practices. Students will study the theological basis for missions, learn principles of contextualization, and examine successful models of evangelism from various cultural and historical contexts. The course emphasizes building meaningful relationships, understanding cultural dynamics, and addressing challenges such as resistance to the Gospel or ethical dilemmas in missions. Students will develop strategies for engaging unreached populations and fostering sustainable ministry initiatives.
- **MIN 603: Ethics and Christian Ministry (4 credits)**  
This course addresses the moral and ethical challenges faced by those in ministry, focusing on key areas such as personal integrity, financial accountability, relational boundaries, and moral decision-making. Students will explore biblical and theological frameworks for ethical reasoning, with practical applications to real-world ministry scenarios. The course also examines issues such as leadership transparency, confidentiality, and handling crises with compassion and wisdom. Through discussion and case studies, students will develop the skills necessary to uphold ethical standards in their personal and professional lives.

- **CRM 604: Conflict Resolution in Ministry (4 credits)**

This course equips students with the tools and strategies needed to resolve conflicts effectively in ministry settings. Topics include understanding the root causes of conflict, managing interpersonal disputes, and fostering reconciliation within congregations and ministry teams. Students will explore biblical principles of peacemaking and study techniques for facilitating difficult conversations, mediating disputes, and rebuilding trust. Practical exercises and role-playing scenarios will help students apply conflict resolution skills to promote healthy relationships and dynamics in church and ministry contexts.

*Worship and Formation (WSF)*

- **WSF 601: Worship Leadership and Planning (4 credits)**

This course trains students to design, lead, and evaluate worship services that are both theologically sound and culturally engaging. Topics include liturgical planning, music selection, sermon coordination, and the use of creative elements such as art and drama in worship. Students will learn to integrate Scripture, tradition, and innovation to create meaningful worship experiences that foster congregational participation and spiritual growth. The course also addresses team leadership, pastoral care for worship teams, and the role of worship in discipleship and community building.

- **WSF 603: Spiritual Formation and Prayer (4 credits)**

This course explores the spiritual disciplines that nurture personal and communal growth, including prayer, meditation, fasting, and worship. Students will study biblical and historical perspectives on spiritual formation, with a focus on integrating these practices into daily life and ministry. The course emphasizes the role of prayer and other disciplines in deepening one's relationship with God, fostering community, and addressing spiritual challenges. Through reflective exercises and group discussions, students will develop a sustainable rhythm of spiritual practices that enhance their faith and ministry effectiveness.

*Field Ministry (FLD)*

- **FLD 501: Supervised Internship I (4 credits)**

This course provides students with hands-on ministry experience under the supervision of seasoned mentors. Students will engage in various aspects of pastoral ministry, including preaching, teaching, pastoral care, and leadership development. The internship emphasizes skill-building in real-world settings, allowing students to integrate their theological training with practical ministry application. Regular feedback and reflective assignments will help students assess their strengths, identify areas for growth, and develop a deeper understanding of their vocational calling.

- **FLD 502: Supervised Internship II (4 credits)**

Building on the foundation established in FLD 501, this advanced internship provides students with greater responsibility in their ministry roles. Under the continued mentorship of experienced leaders, students will take on leadership tasks such as organizing worship services, developing discipleship programs, and mentoring others in faith-based initiatives. Emphasis is placed on reflective practice, problem-solving in real-world ministry settings, and the integration of theological knowledge into pastoral leadership. Through structured evaluations, peer discussions, and guided mentorship, students will refine their ministerial skills and solidify their vocational direction.

(Internship II can be chosen as an elective if desired.)

A continuation of the supervised internship experience, Internship II provides additional opportunities for leadership, ministry evaluation, and reflective practice, enabling students to deepen their skills and confidence in ministry.

#### IV. Electives (32 credits, Choose 8 Courses from 13 Options)

**Objective:** Enable students to **customize their education** with specialized courses that align with their ministry goals and academic interests.

- **THE 602: The Psalms: Theology and Worship (4 credits)**

This course provides a theological and literary study of the Psalms, focusing on their themes of worship, lament, thanksgiving, and wisdom. Students will explore the Psalms' role in Israel's worship practices, their theological reflections on God's character, and their relevance for personal and corporate worship today. The course emphasizes the Psalms' power to shape spiritual formation, offering insights into how they address human emotions, cultivate trust in God, and inspire devotion. Practical applications include incorporating the Psalms into prayer, preaching, and ministry contexts.

*Historical and Contemporary Theology (HCT)*

- **HCT 502: Contemporary Theological Issues (4 credits)**

This course explores pressing theological debates and challenges in today's world, addressing topics such as globalization, secularization, interfaith dialogue, social justice, environmental stewardship, and the impact of technology on theology. Students will critically engage with contemporary theological voices and assess how cultural shifts influence Christian thought and practice. The course emphasizes equipping students to navigate complex issues while remaining grounded in biblical and theological principles.

*Research and Writing (RES)*

- **RES 601: Research and Writing for Theology (4 credits)**  
This course provides students with advanced academic research and writing skills, focusing on theological argumentation, critical analysis, and scholarly standards. Students will learn to conduct thorough research using primary and secondary sources, structure theological arguments, and write for both academic and ministry contexts. The course includes guidance on preparing articles, theses, and presentations for publication or professional settings.

*Discipleship and Ministry Development (DMD)*

- **DMD 502: Technology and Media in Ministry (4 credits)**  
This course provides a practical, hands-on exploration of digital tools, social media, and multimedia to enhance ministry outreach and engagement. Students will learn to develop and implement effective technology strategies for worship, communication, and organizational efficiency in a ministry context. The course covers best practices for livestreaming, website management, content creation, and digital discipleship while addressing the theological and ethical considerations of church technology. Through case studies, real-world applications, and a focus on emerging trends, students will gain the skills needed to integrate technology effectively into ministry while preserving the integrity of the gospel message.

*Biblical Studies (BIB)*

- **BIB 601: Women in the Bible (4 credits)**  
This course provides an in-depth examination of the role of women in biblical narratives, exploring their contributions to faith, leadership, and theological development. Students will analyze the cultural and historical backgrounds of figures such as Deborah, Ruth, Esther, Mary, and others, considering their influence on biblical history and Christian doctrine. Additionally, the course examines the broader implications of gender and leadership in the church, highlighting how these biblical examples can inform contemporary discussions on women in ministry.
- **BIB 602: Acts: The Birth of the Church (4 credits)**  
A detailed study of the Book of Acts, focusing on the formation and expansion of the early Christian church. Topics include apostolic leadership, the work of the Holy Spirit, missionary journeys, persecution, and the socio-political challenges faced by early believers. Special attention is given to the role of Paul in shaping Christian doctrine and the implications of Acts for contemporary mission work. Students will explore the theological significance of Acts as a bridge between the

Gospels and the Epistles, providing a foundation for understanding the early church's growth and development.

- **BIB 603: Major Prophets (4 credits)**

An advanced study of the major prophetic books, including Isaiah, Jeremiah, Lamentations, Ezekiel, and Daniel. Students will explore themes of judgment, redemption, covenant, and restoration while examining their historical contexts and theological significance. The course will focus on how these prophecies shaped the identity and faith of Israel and how they continue to inform Christian eschatology and the understanding of God's redemptive plan. The course also explores the literary structure and rhetorical strategies used by the prophets to convey their messages.

- **BIB 604: Minor Prophets (4 credits)**

A theological and literary analysis of the twelve Minor Prophets, including Hosea, Joel, Amos, and Malachi. This course examines their historical significance, prophetic messages, and eschatological themes, with an emphasis on justice, covenant faithfulness, divine judgment, and hope for restoration. Students will engage with the historical context of these prophets, their influence on Jewish and Christian thought, and how their messages remain relevant in addressing issues such as social justice, ethical leadership, and spiritual renewal.

*Counseling and Pastoral Care (CPC)*

- **CPC 601: Pastoral Counseling (4 credits)**

This course equips students with foundational principles and practices in pastoral counseling, emphasizing the integration of biblical truth with psychological insights. Topics include crisis intervention, ethical considerations, grief and trauma counseling, spiritual guidance, and addressing emotional and psychological issues within a pastoral setting. Students will engage in case studies and role-playing exercises to develop their counseling skills, with a focus on providing compassionate, faith-centered support in various ministry contexts.

- **CPC 602: Counseling for Marriage and Family (4 credits)**

A study of biblical and psychological approaches to counseling couples and families, focusing on relationship dynamics, conflict resolution, and pastoral intervention. The course covers topics such as premarital counseling, parenting strategies, healing from relational wounds, and the impact of spiritual beliefs on family systems. Students will explore techniques for fostering healthy marriages and strong family structures within the church, learning how to apply biblical principles to real-life family counseling scenarios.

### *Church Leadership and Administration (CLA)*

- **CLA 601: Church Administration (4 credits)**

An exploration of the principles of effective church management, including organizational leadership, human resource management, strategic planning, and conflict resolution. Students will examine best practices for structuring church governance, delegating responsibilities, and creating policies that promote efficient and ethical administration. Case studies and practical exercises will equip students with skills to navigate administrative challenges, ensuring smooth operation and growth within church ministries.

- **CLA 602: Church Finance (4 credits)**

A practical study of financial stewardship within the church, covering key topics such as budgeting, fundraising, financial ethics, donor relations, and resource management. Emphasis is placed on biblical principles of financial stewardship, transparency, and accountability in ministry settings. Students will learn financial planning strategies to sustain and expand church programs while maintaining integrity and trust in handling church resources.

### *Apologetics and Theological Studies (THE)*

- **THE 601: Apologetics: Defending the Faith (4 credits)**

This course provides an advanced study of Christian apologetics, equipping students to engage in intellectual and theological defense of the faith. Topics include philosophical arguments for God's existence, the reliability of Scripture, responses to objections against Christianity, and engaging with contemporary cultural and religious challenges. Students will explore historical and modern apologetic methods, develop critical thinking skills, and learn how to articulate and defend their faith with clarity and confidence in academic, church, and public settings.

## Faculty Information

All instructional staff at Rochester University are selected based on their academic credentials and professional experience and are required to comply with the Mission, Biblical Foundation Statement, Institutional Objectives, and Community Commitment Agreement.

Rochester University requires all instructors to maintain their knowledge by completing continuing education courses in their subject area, classroom management or other courses related to teaching.

Below are listed several of our recurring faculty members. Please note that our faculty roster may change on a quarterly basis and according to course enrollment. As such, the current catalog may not reflect more recent changes that have been made, adding or removing faculty as needed.

Rochester University has a faculty senate that is comprised of faculty members. The Faculty Senate meets regularly to review, discuss, and approve any newly proposed program, curriculum, change and modification of curriculum, academic policies and procedure, etc.

The duties and responsibility of the Faculty Senate include periodic review and approval of academic freedom, faculty duties and responsibilities, welfare of faculty, academic handbook, academic calendar, etc.

### Faculty

#### **Miguel Albanez**

*Professor of Theology and Ministry*

Th.M in Intercultural Studies, Fuller Theological Seminary, 1996

B.Th., Faculdade Teológica Batista, Brazil

Bachelor of Communications, FAAP, Brazil

#### **Jae Phil Chang**

*Professor of Theology and Mission*

Psy.D., National University of San Marcos, Peru

M.A. in Missiology, Fuller Theological Seminary, Pasadena, California

M.A. in Old Testament, Yonsei Seminary of United Theology, Korea

B.A. in Christian Education, Seoul Theological University, Korea

#### **Jean Cho**

*Professor of Theology and General Education*

Ed.D. Candidate, Baptist Theological Seminary, TX. Current

Ph.D. Candidate, Organizational Leadership, Regent University, School of Global Leadership & Entrepreneurship, Virginia

M.B.A., Stanton University, School of Business Administration, California  
M.A. in Educational Leadership, Azusa Pacific University, Azusa, California  
M.A. in Organizational Leadership, Azusa Pacific University, Azusa, California  
M.A. in Operation Impact Organizational Leadership, Azusa Pacific University, Korea  
Master of Arts in Theology, Intercultural Studies, Kingdomizer Mission Seminary &  
Fuller Theology Seminary, Korea  
Bachelor of Arts in Industrial Design, Sookmyung Women's University, Korea.

**Giovanni Esti**

*Professor of Bible and Theology*

Ph.D. in New Testament, Claremont Graduate University, Pomona, California.

M.Div. & M.A., Catholic Theological Union, Chicago, IL

Bachelor of Philosophy of Religion, Istituto Teologico Fiorentino, Florence Maturità on  
Classical Studies, Liceo Classico Barbarigo, Padua

**Byungrin Han**

*Professor of General Education*

Ph.D. in Mechanical Engineering, University of Southern California, Los Angeles,  
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Master of Science (MS), Mechanical Engineering, University of Southern California, Los  
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Bachelor of Science (BS), Mechanical Engineering, Hong-Ik University, Korea.

**Shinichi Hirokawa**

*Professor of General Education*

DBA in International Business, Argosy University, CA, 2012 MBA in Project  
Management, Keller Graduate School of Management, CA, 2005 B.A. in English  
Literature with Teaching Credentials, Tokai University, Japan, 1986

**Chris Larsen**

*Professor of General Education*

Ed.D: Organizational Change and Leadership, University of Southern California, Los  
Angeles, California

Ph.D. Political Science. Hankuk University of Foreign Studies, Seoul, South Korea.

M.A. Asian Studies, Sejong University, Seoul, South Korea.

M.A. Education: Curriculum and Instruction, University of Redlands, Redlands, CA.

B.A. Biology, University of Redlands, Redlands, CA.

B.A. Philosophy, University of Redlands, Redlands, CA.

**Ted Namgoong**

*Professor of Theology and Ministry*

Ph.D. Candidate In Intercultural Education, Biola University, La Mirada, California.

M. Div., Talbot School of Theology, Biola University, La Mirada, California.

B.A. in Biblical Studies, Seoul Theological University, Korea.

**Eun Sung Park**

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M.A. in Theology, Theological Seminary of KCCJ, Japan

B.A. in Sociology, Aichi University, Japan

**Kwanghee Park**

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Doctor of Science in Oriental Medicine (OMO), South Baylo University School for Oriental Medicine, Anaheim, California.

M.S. in Oriental Medicine (MS OM), South Baylo University School for Oriental Medicine, Anaheim, California.

Ph.D. in Theology and Personality, [ Pastoral Care and Counseling] Claremont School of Theology, Claremont, California.

M.Div., San Francisco Theological Seminary, San Anselmo, California.

S.T.M. in Pastoral Counseling, Boston School of Theology, Boston, Massachusetts.

M.A. in Counseling, Yonsei Graduate School, Seoul, South Korea.

B.A. in English and Literature, Hyoseong Women's University, Daegu, South Korea.

**Jung Hwan Suh**

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M.Div. Gateway Theological Seminary, Ontario, California.

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