



ROCHESTER —COLLEGE—

Master of Religious Education
Missional Leadership
2015-2016

800 West Avon Road
Rochester Hills, Michigan 48307
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MRE ACADEMIC CALENDAR

FALL SEMESTER 2015

New Student Retreat & Orientation, RC Campus	August 21-23
Online Courses Start.....	August 24
One Week Intensive Class, Rochester College	August 24-28
Registration Opens for Spring 2016	October 26
MRE Classes End	December 18
Winter Commencement	December 19

SPRING SEMESTER 2016

One Week Intensive Class.....	TBA
Online Courses Start.....	January 11
Registration Opens for Fall 2016	March 14
MRE Classes End	April 29
Spring Commencement	April 30

These dates are subject to change—please refer to the Rochester College website (www.rc.edu) for the latest event information.

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STATEMENT FROM THE DIRECTOR OF THE MASTERS OF RELIGIOUS EDUCATION

For over 50 years, Rochester College has prepared students for Christian service and leadership. The form of that preparation has taken many shapes and forms through the years, demonstrating both responsiveness to the changing face of ministry and the boundary crossing nature of the gospel.

In recent years, the development of a Masters in Religious Education represents Rochester's desire to provide quality graduate preparation for ministerial leadership. While the MRE has provided an outstanding opportunity for ministry preparation, the desire to serve congregations and their leaders for the actual situations in which they find themselves has led to exciting changes in our program.

The world has changed and so must the way we think about preparing leaders for Christian ministry. The MRE in Missional Leadership offers a bold vision for ministerial formation that assumes that leadership is best learned through actual leading. The primary classroom for this online-based degree is the congregation and its immediate context. The student brings the life of an actual congregation in mission to a rich learning environment featuring some of the leading thinkers and practitioners in the Missional Church movement. Whether you are preparing for your first ministry, retooling for a changing ministry context, or serving the church as a volunteer leader, this degree offers you practical, contextual, spiritual, and theological resource. We are proud to have you as a part of the MRE journey.



Dr. Mark Love
Dean of School of Theology
Director of the Masters of Religious Education Program

INTRODUCTION TO ROCHESTER COLLEGE

MISSION

Rochester College cultivates academic excellence, principled character, servant leadership, and global awareness through a rigorous educational experience that integrates liberal arts and professional studies within an inclusive Christian heritage.

Through our mission we affirm:

- A quality education stresses excellence and trains students to perform scholarly research, to think critically and creatively, and to be able to write and speak effectively.
- An educated person reveres God and is committed to truth and justice.
- An educated person is able to connect coherently the spiritual truths of God with the wisdom of humanity embodied in the arts and the sciences.
- A Christian education demonstrates that a vibrant faith compels a life of personal virtue and social responsibility.
- An educated person is not afraid to pursue truth through open investigation, and is able to assess and evaluate all truth claims through well-developed skills for critical thinking.
- An educated person possesses a lifelong desire to grow intellectually and spiritually.
- An educated person views a vocation as an opportunity for service and stewardship, rather than a passport to privilege.
- This community, its professors and administrators promote and incarnate all of the above affirmations within a nonsectarian Christian orientation.

This community upholds all of the above affirmations within a nonsectarian Christian context.

ACADEMIC VISION

Rochester College is committed to *academic excellence*. The College is accredited by The Higher Learning Commission of the North Central Association.

Rochester College cultivates the *moral and spiritual development of its students*. The college affirms this commitment to all students and in all programs through its curricular requirements for ethical and religious studies as well as through the commitment to hire faculty who are committed to an inclusive Christian orientation.

HERITAGE

In 1954, members of the Churches of Christ formed a Board of Trustees to establish a college in the north central United States. The new Board purchased land near rural Rochester, Michigan, and the first students arrived at North Central Christian College in 1959. Several years later, NCCC became Michigan Christian College. In 1997, the Board adopted the name Rochester College. That year, the Board reaffirmed the founders' dedication to the task of leading students toward high academic achievement and the development of Christian ideals and character.

Over the years, the campus of Rochester College has grown, and the college leaders have continued to develop and modify programs that meet the changing needs of our students.

In a typical year, students arrive from more than a dozen states and about six different nations. Alumni are scattered in many places around the nation and the world.

Since its inception, Rochester College has emphasized the importance of combining academic excellence with Christian ideals. While the College admits students of all races and religions and carefully explains varying worldviews in relevant courses, it employs only those professors and instructors who understand, model, and teach the Christian faith. Regardless of their discipline, faculty members routinely relate their subject matter to relevant principles and concepts of the Christian faith.

GRADUATE DEPARTMENT OF THEOLOGY

The Graduate Department of Theology at Rochester College provides an excellent opportunity for men and women called to professional or lay ministry to pursue quality graduate education integrated with real life ministry that prepares students for a lifetime of faithful service and vibrant discipleship. The Master of Religious Education in Missional Leadership (MREML) is built upon a solid biblical, theological, and pastoral foundation, and is an ideal degree for anyone committed to leading within the church who is wrestling with the implications of a practical and living gospel and its relationship to and with dynamic cultures.

The MREML is a 36-hour, cohort-based, full-time integrated program combining 24 online hours with 12 intensive onsite hours. While the majority of the coursework will be completed online, students will be required to travel to the RC campus or other designated sites two times per year to participate in one-week retreat seminars and intensive courses.

MRE Competencies

1. God-centered identity.

A missional leader, helping groups discern and join the mission of God, leads from a God-centered identity. Their identity in ministry comes first, not from their role, but their practice of the presence of God.

- Understands God's life as a community and the life of the missional leader as a participation in this reality.
- Cultivates practices in a community of discernment that foster an on going sense of participating in God's life.
- Demonstrates an awareness of how a God-centered identity is crucial for the work of change necessary for congregations in the midst of change.

2. Cultivating an ecology of the Word in missional communities.

Missional leaders help communities discern the calling of God on their common life by attending to the Word of God.

- An awareness of the main themes of the biblical testimonies in both Old and New Testaments.
- Basic competencies in various reading strategies, e.g. historical-critical, literary, rhetorical, lectio divina, dwelling in the word.
- An ability to pursue various reading approaches related to missional hermeneutics.
- Ability to use Scripture in helping groups form vocational identity in God's mission.
- Prepare communities for articulating what it is they think God has called them too in God's mission from a biblical perspective.

3. Interpreting missional communities in light of the global story of Christianity.

Missional leaders invite others into the ongoing story of God. As both bearers of the tradition and interpreters of the present moment in light of the life and purposes of God, missional leaders help their communities find faithful and relevant ways of embodying the mission of God.

- Able to locate self and ecclesial tradition in relation to the larger story of Christianity, both historically and geographically.
- Understands the mission of God in light of both the life of the Triune God and the coming future of God. (Trinity and eschatology).
- Able to lead congregations in theological practices—that is, pursuing together the presence of a living God.
- Embody God's reconciling purposes for all of creation, both individually and communally.

4. Interpreting and engaging local cultures in light of the mission of God toward the goal of missional innovation.

Missional leaders interpret and engage their contexts culturally. They work toward the understanding of the gospel in a new cultural context and help communities embody those meanings in culturally appropriate ways.

- Exhibiting a proficiency in basic ethnographic skills: thick description through interviews, journaling, and empathetic observation.
- Capacity to interpret missional communities from cultural perspectives.
- Demonstrate an awareness of how the gospel corresponds to the reality of a plurality of cultures.
- Ability to lead groups through processes of cultural change.
- Ability to help a missional community narrate the meaning of its life as an ongoing participation in the story of God.

5. Inviting and enabling others to participate in God's mission.

Missional leaders help others find their place in God's mission in relation to both the church and the world.

- Ability to lead groups in discernment.
- Leading through processes of action, reflection, and articulation.
- Helping groups understand change and processes of change as they relate to God's identity in mission,

THE GRADUATE STUDENT LIFE

The MRE in Missional Leadership is a cohort-based degree, fostering Christian community for the sake of growing deeper in the life and mission of God. All students take the same courses in the same sequence to foster richer life and conversation throughout the degree. While many of the courses are online, requiring no face-to-face contact, the cohort concept allows relationships to develop over time. It is the expectation that this enriched sense of community will make possible a communal/formational environment.

Each year in the MRE begins with a three-day retreat devoted to developing a rule of life shared by all cohort participants. Rochester College provides spiritual formation coaches who stay with the cohort throughout the program, underscoring our commitment to the life of the spiritual leader.

Additionally, each semester students gather for a one-week, intensive course (M-F, 9am-5pm). This intensive environment is intended to produce a rich engagement with course material and students' ministry contexts. Some of these intensives will be on Rochester College's campus, but because of the unique design of the degree some of these courses may be hosted in places like St Paul, MN or Durham, NC. This allows the MRE to bring students into contact with some of the leading thinkers and practitioners in the Missional church movement.

ADMISSIONS & ACADEMIC POLICY

ADMISSION POLICY

An applicant to the Masters of Religious Education Program in Missional Leadership may receive (1) Unconditional Admission, (2) Conditional Admission, or (3) Decline for Admission.

Unconditional Admission status is granted only to applicants who have fully satisfied all admission requirements, and who are selected by the admission committee to join the Masters of Religious Education in Missional Leadership program.

Conditional Admission may be granted to applicants who have only partially fulfilled the admission requirements if the admission committee determines that this applicant has the potential to succeed in graduate studies, and if the admissions committee selects them for admission; however, Conditional Admission status is not automatically granted to applicants with partial fulfillment of the admission requirements.

Decline for Admission will be assigned to applicants who do not satisfy a substantial portion of the admission requirements and/or the admission committee determines that this applicant does not have the potential to succeed in graduate studies. An applicant may also be declined if the admissions committee—for other reasons—chooses not to accept them at the particular time of application.

ADMISSIONS REQUIREMENT FOR THE MASTERS OF RELIGIOUS EDUCATION PROGRAM IN MISSIONAL LEADERSHIP

Academic Requirements

- An applicant must have a bachelor degree from an accredited college or university.
- An applicant must have earned a cumulative grade point average of 3.0 in his/her undergraduate work in order to receive regular admission. Probationary admission status may be granted to an applicant with a cumulative undergraduate grade point average from 2.7 -2.99

Application Requirements

The following items must be sent to the MRE Office:

- A completed application for graduate admission to MRE Office. Application forms may be downloaded at <http://www.rc.edu/mremi> or filled out online at www.rc.edu/apply
- Applications are also available from the MREML Office upon request.
- A non-refundable application fee of \$35 is required.
- Three letters of recommendations: two of which must be academic references, and one must be either from a minister or church leader.
- The applicant's official transcripts from all previous college work.
- A five hundred word typed essay, in which the applicant describes her/his statement of Purpose for pursuing a Masters degree in Religious Education in Missional Leadership.
- A signed consent form from a congregational leader (or other appropriate ministry setting) that you have permissions to do projects within the congregation for you degree. These projects involve things that you might do anyway in your role, and they are of limited scope.

ACADEMIC POLICIES FOR THE MRE PROGRAM

- A student may transfer up to 6 credit hours from another accredited graduate program. No grade below a B will be accepted in transfer.
- A graduate student is considered full time when a student is enrolled in at least 6 hours of graduate study. The MRE curriculum is designed around a 9 hour semester. Students, however, may choose to take only 6 hours. Semesters below 6 hours will be considered only on a hardship basis and by the prior approval of the Director. A \$150 continuation fee will be applied to every semester below 6 hours. This fee will also be applied to every semester beyond the third year of a student's participation in the program.
- A student must maintain a cumulative grade point average of 3.0. If a student's grade point average drops below 3.0, a student will be placed on academic probationary status. If after one academic year a student on academic probation fails to raise his/her grade point average to at least 3.0, the student will be required to meet with the Director of the MRE to determine the student's future in the program.
- A student starting their final semester must submit a graduation application to Academic Services and pay the graduation fee. Application deadlines for December and May commencement are October 1 and February 1. It is the responsibility of student to notify the Registrar if, after applying, one finds oneself unable to complete the requirements for the degree.
- A student must satisfactorily complete all requirements for the MRE degree within four years of being admitted into the graduate program.
- A student may be granted an "incomplete" for a course under the following conditions:
 - + the student is passing the course
 - + the student has a compelling reason for not completing the course
 - + the professor of the course and the Director of the MRE both approve the incomplete
 - + the student presents a plan to complete the course within 90 days of the end of the semester
- A student may not register for continuing course work if they have two or more

Incompletes

- Failure to complete the necessary work by the deadline will result in the “I” grade being automatically changed to the grade appropriate to the work completed to that point.

GUEST STUDENTS

A student is classified as a guest student if:

- The student is enrolled at another college or university,
- The student is not seeking a degree from Rochester College
- The student is auditing a course

Guest students must pay normal tuition and course fees or the audit fee and are not eligible for institutional or financial aid.

Those who are students at another college or university must fill out a Michigan Uniform Undergraduate Guest Application. Those who are not students at another college or university must fill out a Guest Student Application and select “Non Degree Seeking” for program or major. There is no application fee for guest students.

Guest students should be aware of the following:

- Guest students attending another institution are responsible to ensure that they have successfully completed the pre-requisites to any course they are taking, if applicable. Guest students who are not attending another institution must produce evidence that they have completed pre-requisites to any course they are taking, if applicable.
- Guest students who attend another college or university must request that grades and credits be sent to their home college or university via a normal transcript request. Transferability of courses should be pre-determined by the student with his or her home institution.
- Guest students, who wish to take more than six hours in a semester, decide to begin working toward fulfillment of a Rochester College degree plan, or have accumulated 12 or more hours as a guest student must apply for admission to be enrolled as a regular student if they wish to continue taking additional Rochester College course work. Guest students may appeal these restrictions in writing to the Director of MRE.
- Guest students are subject to the Satisfactory Academic Progress Policy with the exception that if their cumulative grade point average falls below a 3.0 and they are placed on academic suspension they will not be eligible to take any further course work at Rochester College.

GRIEVANCE POLICY

It would always be our choice, prior to a formal grievance being filed, for students to reconcile any problem in a manner befitting Christian values and standards.

STUDENT-ADMINISTRATION COMMUNICATION

A grievance is a legitimate complaint where upon the complainant believes he/she has fulfilled acceptable behavioral expectations in a circumstance but has been mistreated in some respect by another party.

In general, if a student desires to report or review the actions of an individual or department, they will need to direct their concerns to the supervisor of the individual or department. The following elements are an overview naming the responsibility parties within this college community.

1. Personal records

Disputes regarding guidelines for student access to personal records should be directed to the Office of the Registrar.

2. Grades

If a student experiences difficulty with an instructor or questions a course grade, he/she should first approach the instructor as soon as possible to ensure that the instructor is aware of the concern. If the student does not feel resolution in the matter he/she may speak with the Director of MRE. If a student feels no resolution still he/she may request a meeting with the Graduate Council. The Graduate Council is made up of the MRE Director, Rochester College Provost and Academic Dean, and select MRE faculty. If a matter is referred to the Graduate Council they will review the matter and their decision is final.

3. Students with Disabilities

Grievances related to discrimination on the basis of disability should be reported to the Academic Services Offices located at the far west end of the Muirhead Center. Any student seeking a resolution on the basis of a disability must register as a disabled student with Academic Services and provide required documentation of disability.

4. Race, Religion, National Origin, and Age Discrimination

Grievances related to discrimination on the basis of race, religion, national origin, or age with regard to academic matters should be handled through the appropriate academic Dean. All non-academic matters concerning this type of discrimination should be directed to the Dean of Students.

5. Gender Discrimination

Discrimination on the basis of gender in student programs, activities or employment, with respect to the religious tenets of Rochester College, are prohibited under Title IX of the Higher Education Amendment of 1972, Title VII of the Civil Rights Act. Complaints concerning the violation of these acts should be directed to the Human Resource Manager.

GENERAL STUDENT GRIEVANCE PROCEDURES

In the event initial parties involved cannot resolve a problem, the following procedure should be followed:

1. A detailed grievance should be submitted in writing to the Director of the MRE.
 - a) The grievance should specifically state the name(s), address, telephone number, description of the incident, date, time, circumstances relating to the incident and any witnesses.
 - b) The student should also state what resolution or remedy he/she is seeking.
 - c) The written grievance must be signed by the student, hereinafter referred to as the complaint, and submitted within at least 30 days of the alleged incident or discrimination.
2. Appropriate faculty and/or administrators will promptly attend to the written grievance. All parties have the right to:
 - a) Be notified of the alleged discrimination, specific acts involved, and resolution sought.
 - b) Know the source of the complaint.

- c) Be accompanied by an advisor for advisory purposes only at any proceeding.
3. The appropriate faculty or administrator will conduct an investigation. All parties involved will be afforded the opportunity to submit evidence relevant to the grievance.
4. The investigator or investigative team will compose a written document as to the validity of the grievance and terms of the resolution, if any. A copy will be forwarded to the complainant. If appropriate discipline may involve one or both parties.
5. The investigator or investigative team will maintain all files and records relating to the grievances filed.
6. The final decision rests with the Graduate Council.

**These general procedures do not apply to applicant for admission or employment at the college.*

STUDENT CONDUCT POLICY

Corrective action may be taken against students by the Graduate Council for the following reasons:

1. Misconduct related to academic integrity. Work represented by students must be their own. Plagiarism will not be tolerated.
2. Conduct not in keeping with the standards of Christian leadership. The MRE is a formation degree for Christian ministry. This formation includes cultivating a way of life in keeping with standards of Christian morality. Failure in this regard may be the basis for corrective action.
3. Behavior detrimental to maintaining a healthy learning community. Given the cohort nature of the MRE in missional leadership, the ability of students to learn in community is vital. Corrective action may be taken if a student is deemed to be persistently disruptive of cohort cohesion.

Students deemed by faculty or the Graduate Council to be in violation in any of these areas will face the following possible corrective actions:

1. A warning may be issued. The warning will include a description related to the area(s) of concern, and specifics related to expectations for the student's continuing participation in the program.
2. Suspension from the program for a semester so that the student might address specific issues. The Graduate Council will provide specific steps to be completed by the student during the time of suspension. The student must request in writing to re-enter the program, detailing steps taken by the student, no later than 30 days before the start of the next semester. If the student does not comply with the conditions related to reinstatement into the program, the Graduate Council may dismiss the student from the program.
3. Dismissal from the program. A student may be dismissed from the program by the Graduate Council if the misconduct is deemed to be egregious, or if the student fails to respond to previous warnings.

Students may appeal any corrective actions taken by the MRE Graduate Council. The intent to appeal must be indicated in writing to the Director of the MRE within 14 days of the notification of the student of corrective action. Standard grievance policies, as outlined above, will be followed.

FINANCIAL INFORMATION

SCHEDULE OF CHARGES

Expenses (Refundable)

Course per credit hour	\$586
Audit Fee (per credit)	\$60

Other Charges and Fees (Non-Refundable)

Application Fee	\$35
Course Change Fee (per change form)	\$25
Drop Course Fee (per course)	\$10
Graduation Candidate Fee (per application).....	\$125
Late Payment Fee	\$35
Payment Plan Fee (per semester)	\$60
Returned Check Fee (NSF, per check)	\$35
Retreat/Intensive Course Fee	\$75
Portfolio Defense Fee	\$25

GENERAL PAYMENT INFORMATION

Rochester College's continued success in its mission and growth depends on the timeliness of the student's payment. Rochester College expects accounts to be paid on time, according to one of the payment options listed below. All fees are assessed and payable in US Dollars.

Cash, Check, or Money Order

Checks and money orders should be made payable to Rochester College and brought or mailed to the Business Office.

Credit Card

Credit card payments may be made in person or called in directly to the cashier at 248.218.2051. An automatic charge may be established for the semester payment plan by completing a form and submitting it to the Business Office. Students with access to their student portal, may view their billing statement online. Students may log in at www.my.rc.edu and click on Billing>My Billing/Ledger

Online Payment *NEW*

Students with access to their student portal may make payments online. You may log on at www.my.rc.edu and click Billing>My Billing/Ledger>Pay Now

DELINQUENT ACCOUNTS

Past Due Accounts

The College will not release transcripts if there is any hold pertaining to past due payment and/or missing financial aid documents, Perkins loan payments are not current. Students with delinquent accounts (past due 30 days or more) may not be allowed to register for subsequent semesters. A finance charge of 1.5% (18% APR) is applied monthly to delinquent accounts. Nonpayment of delinquent accounts may result in placement of the account with a collection agency.

Collection Agency Placements

Accounts placed with a collection agency will be charged collection costs, and possible legal fees. The student becomes responsible to the collection agency for all contact and payment arrangements. Readmission to the College will not be permitted until the amount in collections is paid in full.

PAYMENT OPTIONS

Payment at Registration

Students must have any prior balances on their account settled before beginning the registration process. Full payment or the first installment of the payment plan is due on the semester due date. A student will not be able to register for a subsequent semester or receive credit on their transcripts for completed semesters until payment is made in full.

	Fall Semester	Spring Semester
Initial Payment	August 24	January 11
Installment 2	September 15	February 15
Installment 3	October 15	March 15
Installment 4	November 15	April 15

Semester Payment Plan

Students unable to pay the full amount on the payment due date may use the semester payment plan. One-third of the total semester cost (minus financial aid credits) must be paid on the payment due date, and the remaining two-thirds are paid in three equal monthly payments due on or before the dates listed above. There is a \$60 fee per semester for use of the payment plan. Students may be charged a \$35 late fee if payments arrive after the due date. The payment plan may be unavailable to students with a history of late payments or a previous Rochester College account passed to a collection agency.

REFUNDS AND CREDITS

Withdrawal from College

In case of voluntary withdrawal, refunds for tuition, room, board, and certain fees are calculated according to academic, housing, and federal refund policies. Students who withdraw early may be responsible for remaining charges on their account even though the semester was not completed. Consult Student Financial Services for more information about the possible consequences of withdrawal.

Refund Schedule for Hybrid Courses

The following refund periods apply	Refund
On or before the designated start date	100%
1-6 Calendar days following the course start date	90%
7-12 calendar days following the course start date	80%
13-18 calendar days following the course start date	60%
19-24 calendar days following the course start date	40%
25-30 calendar days following the course start date	20%
30+ to the last day of course	0%

Refund Schedule for One-Week Intensive Courses

The following refund periods apply	Refund
On or before the first day of class	100%
On the first day of class	90%
On the third day of class	50%
On the fifth day of class	25%
On or after the last day of class	0%

Refund Schedule for Online Courses

The following refund periods apply	Refund
On or before the designated start date of the course	100%
1-6 calendar days following the start date of the course	90%
7-13 calendar days following the start date of the course	50%
14-20 calendar days following the start date of the course	25%
21+ calendar days following the start date of the course	0%

Course Refunds

Students who drop or withdraw from a course but remain enrolled in one or more courses will receive a refund for the course(s) based on the chart above. Any drop or add that does not result in a net change in course load also will not be subject to a refund. Changes in course load may adversely affect a student's financial aid awards. Students should consult Student Financial Services prior to dropping or withdrawing from a course.

General Refund Policies

Tuition refunds are based on the number of class periods. Special fees may not be refunded.

The date withdrawal forms are submitted is the date used to calculate refunds (see above). If a request to withdraw is made by phone and the written request arrives at the College within one week of the request, the date of withdrawal will be the date the forms were requested. Otherwise, the date of withdrawal will be the date the request is received in writing. Rochester College has no obligation to refund any charges if withdrawals or dismissals are due to misbehavior. Students involved in disciplinary situations may also be required to repay college-funded awards.

Refunds may require up to 30 days for processing. Financial aid funds refunded to issuing programs are allocated in the following order: Stafford Loan, PLUS Loan, Perkins Loan, Pell Grant, Supplemental Educational Opportunity Grant, and institutional aid.

Military reservists called to active duty while a semester is in progress are encouraged to complete any partial semester work. If completion is not possible or takes longer than two calendar years after the time of activation, reservists will receive withdrawal grades for incomplete course work and tuition vouchers for the number of incomplete semester hours previously paid by the student and government-funded aid. The tuition voucher may be used at Rochester College for the same number of semester hours in any subsequent semester even if tuition rates are higher. Room and board charges are refunded on a prorated basis.

Students with circumstances that warrant exceptions to refund policies should address a written appeal to the Controller.

WITHDRAWAL PROCESS

To withdraw from the College, obtain a withdrawal form from the MRE office and follow the steps below. This process may be done by phone or email. Withdrawals are considered official on the date of a phone call only if all forms are completed and returned within one week. Failure to complete this process may result in a grade of F in all classes and/or no refunds on accounts.

1. MRE Director consultation.
2. Ham Library. Return all outstanding materials to the library. Have librarian post any charges to the withdrawal form.
3. Academic Services. Complete a withdrawal slip to be withdrawn from your courses.
4. Student Financial Services. Have an exit interview to assess whether additional financial aid may be available to cover current obligations, and to discuss loan repayment obligations. Refunds (room deposit, etc.) will be calculated after 30 days when all charges and adjustments have cleared the Business Office.

FINANCIAL AID WITHDRAWAL POLICY

Summary of the Requirements of 34 CFR 668.22

(provided to Students as part of consumer information)

Treatment of Title IV Aid When a Student Withdraws after beginning Attendance (also refer to modules policy regarding complete withdraw)

The law specifies how Rochester College must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (Rochester College defines each semester as a payment period) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or Rochester College or your parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement (including loan funds, if you accept them) for tuition, fees, and room and board charges (as contracted with the school). For all other school charges, the school needs your permission to use the post-withdrawal disbursement. Rochester College requires permission to be given at the time of accepting/denying aid on initial award letter. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or Rochester College or your parent receive on your behalf) excess Title IV program funds that must be returned, Rochester College must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds,

OR

2. The entire amount of excess funds.

Rochester College must return this amount even if we did not keep this amount of your Title IV program funds.

If Rochester College is deemed not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with Rochester College or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that Rochester College may have. Therefore, you may still owe funds to Rochester College to cover unpaid institutional charges. Rochester College may also charge you for any Title IV program funds that we were required to return. If you don't already know what our refund policy is, you can ask your Financial Service Advisor for a copy. Academic Services can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

FINANCIAL AID

There are many resources available to help meet the challenge of paying for college. Financial assistance is available from government, institutional, and many third-party sources. Our commitment is to assist students in obtaining all aid for which they are eligible, while funds are available. Aid may be awarded based on academic merit, financial need, and/or campus involvement.

Rochester College participates in a variety of financial aid programs for the benefit of students. Students must meet the eligibility requirements of these programs in order to participate. Rochester College administers its financial aid programs in accordance with prevailing federal and state laws and its own institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student's financial aid eligibility. In order to remain eligible for financial aid, a student must maintain satisfactory academic progress as defined in this catalog. More information about aid sources can be accessed from www.finaid.org.

Rochester College recommends that students apply for financial aid as early as possible in order to allow sufficient time for application processing. Financial aid must

be accepted and approved, and all necessary documentation completed before the financial aid can be applied towards tuition and fees. Financial aid is awarded on an academic year basis; therefore, it is necessary to re-apply for financial aid for each academic year. Students may have to apply for financial aid more than once a year, depending on their date of enrollment. Students who need additional information and guidance should contact the Student Financial Services office.

HOW TO APPLY FOR MAXIMUM AID

Apply for a Federal PIN number at www.pin.ed.gov. Submit an email address to receive a pin within 72 hours.

1. After receipt of the appropriate pin numbers, complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The FAFSA may be completed as early as January 1. Please be sure to list Rochester College as your first school choice. Our federal school code is 002288.
2. Shortly after the FAFSA has been processed, the student will receive a Student Aid Report (SAR) in the mail. Please read it carefully. If everything is correct, simply retain the SAR for your records. If there are any errors or corrections that need to be made, please make them online at www.fafsa.ed.gov and then click the "Make Corrections to a Processed FAFSA" link. The Federal Pin number is necessary in order to make any corrections.
3. Once Rochester College receives the SAR from the government, if selected for verification, the Financial Aid office will contact and inform the student of the proper course of action. If not selected for verification the student will be sent an "offered" award letter listing all financial aid for which the student qualified. Students' with access to their student portal may accept/deny aid online.
4. Upon receiving the financial aid award letter, review the information carefully. Accept/deny on www.my.rc.edu.
5. For the traditional program, an "Application for Undergraduate Admissions" must be submitted before any consideration for RC scholarships.

Contact the Student Financial Services office by phone at 800.521.6010, opt. 2, by fax at 248.218.2065, or by email at fa@rc.edu.

ROCHESTER COLLEGE GRADUATE SATISFACTORY ACADEMIC PROGRESS POLICY

Federal regulations require that financial aid recipients maintain satisfactory academic progress in a program of study that leads to a degree, certification or transfer program.

The Academic and Financial Aid SAP policies at Rochester College are one and the same. Students may be labeled with Financial Aid actions, regardless of whether or not they are financial aid recipients.

The following minimum requirements are used to measure a student's Satisfactory Academic Progress (SAP) towards the completion of a degree or certificate. These minimum requirements are:

- A. Cumulative Grade Point Average (CGPA) consistent with graduation requirements: 3.0
- B. Cumulative Completion Rate (CCR) of 67%, determined as follows:

Cumulative Credits Completed
Cumulative Credits Attempted

Cumulative Credits Completed does not include: hours with "F" Failing, "W" Withdrawal, or "I" Incomplete grade reports.

Cumulative Attempted Hours includes: successfully completed hours, accepted transfer hours, courses previously taken and repeated, hours with "W's", "F's", or "I's" in grade reports.

Courses not considered hours attempted or completed when calculating SAP include: audited and remedial courses.

- C. Duration of eligibility, which is up to 150% of the program's length.
A student must complete the requirements for the degree within 150% of the time it normally takes to complete the degree. Once a student has attempted 150% of the minimum credits required to graduate, they are no longer eligible for financial aid.
MRE Student Example: 36 credits required for a degree X 150% = 54 credit hours a student may attempt while working on the degree.

MONITORING THE MINIMUM SAP REQUIREMENTS

At the end of each semester (including summer), the Registrar and Student Financial Services offices will review the student's file to determine if the student is meeting Satisfactory Academic Progress requirements.

Note: Students will be notified in writing that a financial aid action has been taken. Financial Aid action notices will be distributed after final grades are reported for the semester.

- A. Cumulative Grade Point Average (CGPA)**
Failing to maintain the required minimum 3.0 CGPA will result in the actions described below.

- B. Cumulative Completion Rate (CCR)**
In addition to maintaining the required minimum CGPA of 3.0 a student must also maintain a minimum completion rate of hours attempted at 67%. At the end of each semester (including summer), the Student Financial Services office will determine the CCR for each student. Attempted credits are defined as credits the student is enrolled in at the end of the official drop/add period.

- C. Duration of Eligibility—150% of the program's length**
A student must complete the requirements for the degree within 150% of the time it normally takes to complete the degree. Once a student has attempted 150% of the minimum credits required to graduate, they are no longer eligible for financial aid. However, if there are extenuating circumstances, the student may file an appeal.
MRE Student Example: 36 semester hours required for a degree X 150% = 54 semester hours a student may attempt while working on the degree.

Academic Alert

Academic Alert applies only to students new to Rochester College who are admitted, but who do not meet the unconditional admission requirements due to a cumulative grade point average of 3.0 in his/her undergraduate work.

To achieve a status of “good standing,” students must earn a CGPA of 3.0 or higher. Students who do not meet the minimum CGPA requirement of 3.0 during the first semester after being admitted on Academic Alert are placed on **Financial Aid Warning**.

Financial Aid Actions

1. **Financial Aid Warning:** Students on Academic Alert and all other students who do not meet the Satisfactory Academic Progress standards are placed on **Financial Aid Warning**.
To be reinstated to a status of “good standing,” students must meet Satisfactory Academic Progress standards.
2. **Financial Aid Probation:** Students who do not meet Satisfactory Academic Progress Standards the semester after they were placed on **Financial Aid Warning** will be ineligible for financial aid. The student may appeal and go on an “academic plan” and be granted **Financial Aid Probation**.
3. Students will be eligible for financial aid while on **Financial Aid Probation**.
4. **Financial Aid Suspension:** Students who do not meet the minimum Satisfactory Academic Progress Standards the semester after being placed on **Financial Aid Warning** or students who do not adhere to the “academic plan” set for them by their academic advisor the semester after being placed on **Financial Aid Probation** are placed on **Financial Aid Suspension**.
Students who are on **Financial Aid Suspension** may enroll for up to 6 hours of credits during the suspension semester; however, they are not eligible for financial aid from government or college sources.
To be reinstated to “good standing” status, students must meet all three minimum requirements (GPA, CCR, Duration).
5. **Good Standing:** Student meets 3.0 CGPA, 67% CCR, 150% duration requirements.

PROGRAMS AFFECTED

Students on Financial Aid Suspension may not receive financial aid including, but not limited to, the following programs:

- Federal Aid (Pell Grant, Supplemental Grant, SMART, Work study, Stafford Loans, Perkins Loan, Parent PLUS loan, Grad PLUS loan).
- Any institutional scholarships
- Any private/endowed scholarships with GPA or SAP requirement, if the student fails to meet the requirement

APPEAL PROCESS

To be placed on **Financial Aid Probation**, students must appeal, explain their failure to meet SAP, and describe what has changed to allow them now to regain SAP. They must submit documentation from their academic advisor supporting the appeal. An academic plan must be agreed to by the student and an academic official. **Students should be prepared to seek other options if the appeal is not approved.** Students who have faced extraordinary circumstances may appeal if placed on **Financial Aid Suspension**. Documentation of circumstances is required.

REPEATED COURSES

Courses that are repeated for which the student previously received a grade of “F” or “W” will count in the calculation of hours attempted. The grade from the first attempt will not be included in calculating the CGPA.

Courses that are repeated for which the student previously received a passing grade will count **ONCE** toward determining financial aid eligibility during the semester taken, and all repeated coursework will count toward cumulative attempted hours. Example 1: A student takes four 3-credit hour courses in a given semester (12 credit hours total). One course is a repeat (ONCE) of a successfully completed course. Subsequently, the financial aid determination for that semester will be based on 12 credit hours. Example 2: A student takes four 3-credit hour courses in a given semester (12 credit hours total). One course is a repeat of an already repeated successfully completed course. Subsequently, the financial aid determination for that semester will be based on 9 credit hours.

CHANGE OF DEGREE PLAN

Students wishing to change their degree plan should notify the Student Financial Services office about making a determination of eligibility for the new program of study. The SAP determination for the new degree will include the grades and credits attempted/earned that can be transferred into the new degree.

ADDITIONAL DEGREE

Students wishing to seek an additional degree should receive degree approval from the Academic Services Office and then notify the Student Financial Services office to make a determination of eligibility for the additional program of study. The SAP determination for the degree will include the credits attempted/earned that can be transferred into the additional degree.

TRANSFER CREDITS

Transfer credits earned at another institution that are accepted at RC toward the degree a student is currently pursuing shall be used in computing the total credits attempted and earned but will not be used in determining the CGPA. Transfer credit may apply toward a graduate degree but is limited to no more than 6 semester hours toward the Master’s degree.

LOANS

Federal Direct Stafford Loan

Federal Direct Stafford loans are low interest loans. The loan must be used to pay for direct and/ or indirect educational expenses. Subsidized Stafford loans are need based while unsubsidized loans are not. Graduate students are no longer eligible for subsidized loans. Repayment begins six months after the student graduates, withdraws from school, or falls below half-time enrollment status.

SPECIAL SOURCES OF AID

Private Funds Churches, civic clubs, employers, and unions offer financial awards which are included in the total financial aid package when determining eligibility for government and some private assistance.

Veteran's Benefits

Military veterans or immediate family of veterans, deceased or permanently disabled as the result of service, may qualify for assistance. For information, contact a Veterans Administration Office. Students may receive credit for training in the armed services or previous course work by sending an official transcript from each institution to the Academic Services Office. Academic Services must receive transcripts by the end of the first semester of enrollment. Some general education requirements may be waived based upon age, number of hours completed, and appropriate work experience. Records of academic work completed at Rochester College may be released to other institutions and agencies only upon written request.

In order to be certified for Veterans Administration benefits the Veteran must submit to the college's Veterans Administration Representative within Student Financial Services, his or her Certificate of Eligibility Letter showing which benefit he or she qualifies for. Each semester the Representative will certify enrollment on the Veterans VAONCE online enrollment reporting system. Please keep in mind that if a student adds or drops a class, or even stops attending a class, this information must be reported to Veterans Affairs. This could cause interruption of benefits or an overpayment that must be repaid directly to Veterans Affairs before receiving future benefits. Schedules changes are monitored monthly by the college's Representative but it is helpful to alert the representative by email at kmiller@rc.edu when a class is added, changed sections, dropped/withdrawn, or registered for a subsequent semester to help ensure timely reporting.

Students who are certified for Veterans Administration benefits but who fail to obtain the minimum cumulative GPA within one semester after being placed on Financial Aid alert may not be recertified until their cumulative GPA meets the minimum standards identified in the Financial Aid Alert requirements. Rochester College informs the Veterans Administration when students are not recertified due to not being in good standing with regards to the institutions' Satisfactory Academic Progress policy. The standards of progress and alert policies are found on page 44. Students within one semester (12 hours) of graduation may continue to be certified for veterans' benefits only with a cumulative GPA of 2.00 or higher, which meets requirements for both the Bachelor's and Associate's degrees. The above policies regarding certification for veteran's benefits supersede any and all previous statements of these policies.

SCHOLARSHIP INFORMATION

Please check with the MRE office for scholarship availability and requirements. All financial aid awarded will be based on available funding. Rochester College reserves the right to revise awards according to government regulations. You may contact the Student Financial Services by phone at 800.521.6010, opt. 2, by fax at 248.218.2065, or by email at fa@rc.edu.

COURSE DESCRIPTIONS

Rochester College uses a four-digit course numbering system. In each course number, the first digit represents the course level; graduate level courses begin with "5." The second digit of each course number is the subdivision within the academic department. The third digit represents the sequence within each departmental subdivision. The fourth digit represents the number of semester hours the course is worth.

BIB - Bible

BIB 5163 Yahweh and Ancient Israel in Covenant Community

This is the first of a two-part sequence focused on the person and nature of Israel's God Yahweh and the formation and struggles of Israel as Yahweh's covenant partner within the historical, political, and religious contexts of the ancient Near East. This course deals, on a literary level, mostly with the Pentateuch and Deuteronomistic History, and on a historical level, through the time of the United Monarchy, with attention to questions formed, asked, and inserted into these books by exilic editors. The approach is historical and theological observing closely the dynamic of community in ancient Israel shaped by various impinging crises, noting implications for missional praxis in contemporary Christian communities of which we are members and leaders.

BIB 5173 Prophetic Critique and Vision for Renewal: Implications for Faithful Response among Missional Communities

This is the second of a two-part sequence focused on the Old Testament prophets and their role in the formation, accountability, and revision of Israel as Yahweh's covenant community. This course deals primarily with the Old Testament prophetic corpus as it stretches across the major historical crises for Israel during the Assyrian, Babylonian, and Persian periods. The approach is historical and theological, applying insights from form and rhetorical criticism, observing closely the dynamic of community in ancient Israel, and noting implications for missional praxis in contemporary Christian communities of which we are members and leaders.

BIB 5303 Jesus and the Life of Church

This course explores the abiding significance of the figure of Jesus for the life and faith of the church. As the primary sources for our understanding of Jesus of Nazareth are the four Gospels, much of this course centers around Gospel studies. This study, however, does not occur in a scholarly vacuum. Constant effort will be expended, both by professor and students, to engage these ancient texts in a way that witnesses to the Living Jesus amongst us today.

BIB 5313 Early Christianity and the Gentile Mission

Early Christianity was a diverse phenomenon, a product of varied religious, social, and cultural contexts. This course explores the theological and cultural issues involved in Christianity's engagement with the larger world. We will examine the historical and theological background for the church's gentile mission, selected New Testament texts that engage these issues, and draw implications for American Christianity's interaction with the larger culture(s) around it.

MIN – Ministry

MIN 5803 Word of God and Missional Leadership

This course serves as the capstone for the MREML. Students bring their learning to a point and explore how their particular ministry corresponds to an understanding of the Word of God as living and active in their context.

MIN 5813 Leading the Missional Congregation

This course examines the nature of congregational leadership in a missional era. Common understandings of congregational leadership are rooted in both notions of Christendom and modern organizational theory. This course reimagines congregational leadership in light of biblical/theological and cultural sources. Students are invited to develop new capacities necessary for leading a congregation in mission.

MIN 5833 The Gospel and Cultures

This course defines gospel and culture according to recent scholarship and explores the relationship between them. Specifically, it seeks to understand how the gospel itself mediates the dynamic and ongoing relationship between church and world. Students develop both gospel perspectives for viewing their situations in ministry and skills for reading and engaging local cultures.

MIN 5853 Hospitality as Leadership

The identity of a missional church, rooted in the life of God, is discovered in large part through practices of hospitality, or through welcoming the stranger. Leaders for a church in mission, therefore, cultivate communities of hospitality. This course explores the nature of Christian hospitality and how it is practiced in the lives of actual congregations.

MIN 5853 Hospitality as Leadership

The identity of a missional church, rooted in the life of God, is discovered in large part through practices of hospitality, or through welcoming the stranger. Leaders for a church in mission, therefore, cultivate communities of hospitality. This course explores the nature of Christian hospitality and how it is practiced in the lives of actual congregations.

THL-Theology

THL 5823 Global Christianity

The face of Christianity in the 21st century is rapidly and dramatically changing. Vibrant churches in Africa, Asia, and South America have challenged long-held understandings of the church rooted in Western culture. How does our awareness of and participation in these new forms of Christianity transform our understandings of God's mission, the gospel, and the identity of the church?

THL 5843 God, New Creation, and The Church

The missional church defines its life in relation to the mission of God. This brings certain theological themes to the fore in understanding the church. This course looks at the relationship between God, church, and world through the lenses of Trinitarian theology and eschatology. How are these great theological themes lived out missionally in our congregations?

THL 5863 Salvation and Human Identity

Congregations tend to define mission in relation to their understanding of salvation. This course begins with the premise that salvation embraces God's intentions for all of creation. How does this view of salvation critique understandings that revolve

around the eternal status of the individual? How, in turn, might we understand what it means to be human in light of this larger conception? Finally, how do our congregations embody salvation in missional practices?

THL 5893 Missio Dei – The Christian Story of Mission

This course traces the Christian story from the perspective of *missio Dei* (mission of God). The Christian story is told, not simply as a history of mission, but from the perspective of God's intentions for the world realized in history. It is not only a history of ideas, but also an examination of how the church has embodied its understandings of *missio Dei*, including implications for our congregations today.

PERSONNEL

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Brentwood, Tennessee

ADMINISTRATION

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Ph.D. The University of Texas
M.A. Abilene Christian University
B.A. Abilene Christian University

Brian Stogner, *Provost*
Ph.D., Wayne State University
M.A., Wayne State University
B.A., University of Michigan

Klint Pleasant, *Vice President of Admissions and Athletic Director*
B.S., Lipscomb University
M.S., University of Tennessee-Martin

David Park *Vice President of Finance and Operation*
BS, Business Administration, Miami University
MBA, University of Michigan
MS, Applied Interdisciplinary Mathematics, University of Michigan

Karen Hart
Office of the President--Executive Assistant

ACADEMIC AFFAIRS

Academic Services
Rebekah Pinchback
Registrar

Sara Stewart
Director of Advising

Shannon Walker
Assistant to the Registrar

Angela Busam
Administrative Assistant

ENNIS AND NANCY HAM LIBRARY

Alison Keller, M.S.L.S.
Director of Library Services
Carla Caretto, M.L.I.S.
Librarian

Karen Liston, M.L.I.S.
Periodical Clerk

Allison McGhee, M.L.I.S.
Interlibrary Loan Specialist

Vicki Dixon, M.L.I.S.
Librarian

BUSINESS OFFICE

Susan Ide
Controller

Dawn Sunderlik
Assistant Controller
Accounting Specialist

Sheila Tecson
Cashier

Sue Grant
Payroll Administrator

Elizabeth Fontana
Accounts Payable Clerk

STUDENT DEVELOPMENT

Cathy Ries
Development Coordinator

Jacqueline Guye
Mail Clerk
Campus Store Manager

Larry Stewart
Director of Alumni Relations

GRADUATE PROGRAM

Mark Love, D.Min.
Dean, School of Theology

Katelyn Hargrave
Administrative Assistant

HUMAN RESOURCES

Dennis Veara
Human Resources Manager

OPERATIONAL SUPPORT

INFORMATION TECHNOLOGY

Mark Johnson, M.S.B.I.T.
Director of Operational Support

Rachel Arbaugh
Events Coordinator

Jon Knutson
Database Administrator

STUDENT FINANCIAL SERVICES

Jessica Bristow
Director of Student Financial Services
Advisor

Jessica Bristow
Financial Services Advisor

ASSESSMENT AND INSTITUTIONAL RESEARCH

Mark Manry, M.A.
Director of Assessment and Institutional Research

FACULTY

Rochester College features a faculty rich in knowledge and experience. Some members of the administration or staff who regularly or occasionally teach are noted with an asterisk (*). Part-time faculty are noted with two asterisks (**).

David Keller

Professor of Interdisciplinary Studies
Dean, School of Humanities
D. Min., Harding University Graduate
School of Religion
M.Th., Harding University Graduate
School of Religion
M.A., Villanova University
B.A., Lehigh University

Craig D. Bowman

Professor of Religion
B.A., University of California
M.A., Pepperdine University
M.Div., Princeton Theological
Seminary
Ph.D., Princeton Theological Seminary

Keith B. Huey

Chair, Department of Bible and
Ministry
Associate Professor of Religion
B.A., Lubbock Christian University
M.Div., Harding University Graduate
School of Religion
Ph. D., Marquette University

Mark Love

Dean, School of Theology
Assistant Professor of Religion
B.A., Abilene Christian University
M.A., Abilene Christian University
M.Div., Pepperdine University
D.Min., Abilene Christian University
Ph.D., Luther Seminary (A.B.D.)

Gregory M. Stevenson

Professor of Religion and Greek
B.A., Harding University
M.Div., Harding University Graduate
School of Religion
Ph.D., Emory University

ADJUNCT FACULTY

Select professionals serve as part-time instructors at Rochester College.

Scott Hagley

B.A., Bethel University
M.Div., Regent Seminary
Ph.D., Luther Seminary

ACU Bible, Missions, & Ministry Instructor
B.A., Harding University
M.A. Harding University
M. Phil. Syracuse University

John Mark Hicks

Theologian. Churchman, Author
B.A., Freed-Hardeman University
M.A.R., Westminster Theological
Seminary
M.A., Western Kentucky University
Ph.D., Westminster Theological Seminary

Jonathan W. Hartgrove

Author and New Monastic
B.A., Eastern University
M.Div Duke University

Patrick Keifert

President of Church Innovations
B.A., Valparaiso University
M.Div., Christ Seminary-Seminex
Ph.D., University of Chicago

Natalie Magnusson

Spiritual Formation Coach

Randy Harris

ITEMS OF RECORD

ACCREDITATION

Rochester College is accredited by The Higher Learning Commission of the North Central Association (30 North LaSalle, Suite 2400, Chicago, Illinois, 60602. Phone 312.263.0456.). The college is also a signatory of the MACRAO Transfer Agreement, which facilitates the transferability of credits between this and other Michigan institutions.

COLLEGE STATUS:

Additionally, the college holds the following licensure, approvals, and memberships:

- Licensed by the State of Michigan Board of Education and incorporated through the Michigan Corporation and Securities Commission.
- Member of the Association of Independent Colleges and Universities of Michigan.
- Approved by the Immigration and Naturalization Service of the US Department of Justice for the training of foreign students.
- Approved by the Michigan Department of Education for receipt of veterans benefits.
- Registered with the United States Internal Revenue Service as a nonprofit educational corporation under Section 501(c)(3) of the Internal Revenue Code.

EQUAL ACCESS AND OPPORTUNITY

Rochester College is committed to equal opportunity for all persons and does not discriminate in admissions, programs, or any other educational functions and services on the basis of race, color, creed, national origin, gender, age, veteran status, religion, or disability to those who meet admission criteria and are willing to uphold its values as stated in the Student Handbook. Rochester College is an equal opportunity employer and does not discriminate on the basis of race, color, creed, national origin, gender, age, veteran status, or disability.

Based upon this commitment, Rochester College follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Rochester College is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admissions policies, treatment of students, employment practices, or educational programs. Inquiries regarding compliance with Title IX of the Education Amendments or any other equal access/equal opportunity law or regulation should be directed to the Compliance Coordinator at Rochester College.

DISABILITY ACCOMMODATION POLICY

It is the policy of Rochester College to comply with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990 in providing reasonable accommodations to qualified students with disabilities. A qualified student with a disability is one who meets the academic and nonacademic admission criteria essential to participate in the program in question and who, with or without reasonable accommodation, can perform the essential functions of the program or course requirements.

Human Resources facilitates reasonable accommodations and support services for any qualified student with a properly documented disability. A disability is a physical or mental impairment that substantially limits one or more major life activities. Written documentation from an appropriate professional is required. Refer to www.rc.edu/academics/accommodations for a complete description of policies and procedures associated with disability accommodations at Rochester College.

/ §513 of PA 93-380, Educational Amendment

Act, §438 FERPA - Family Educational Rights and Privacy Act of 1994

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Parent(s)

are allowed to have access to information regarding their children 18 years of age or older provided that the child is financially dependent on the parent(s) (claimed on the parent's federal income tax return as a dependent). Students who are not a dependent may fill out a form permitting the release of information to parent(s). Parents or students have the right to inspect the student's educational records and have the right to request correction to records which they believe to be inaccurate or misleading (see website shown below for details).

Rochester College may release information from student education records, without consent, under the following conditions: College officials with legitimate educational interest; other colleges to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the college; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.

Directory information may be released without consent. Rochester College defines directory information as follows: name, address, telephone, weight and height (intercollegiate athletic team members only), dates of attendance, major field of study, enrollment status, date of graduation, degrees, awards, honors, and student activities. Rochester College not release address

or telephone information for students to outside parties except under the conditions stated above or for specially approved institutional purposes. Students must submit a written request to the Registrar's office if they would like the college to not disclose their directory information.

For more information regarding student FERPA rights see:

www.ed.gov/policy/gen/guid/fpco/ferpa/index.htm

CATALOG INFORMATION

Rochester College attempts to maintain the highest standards of accuracy with regard to the policies and degree programs outlined in this catalog. The College makes every reasonable effort to ensure that catalog changes are made known to students whose educational careers may be affected

by such changes. Final responsibility for awareness of and compliance with codes of academic, social, spiritual, and moral conduct is the responsibility of the student. This document does not constitute a legal contract between potential employees, prospective students, or degree candidates. All persons who become members of the College community, either by enrollment or employment, should familiarize themselves with institutional regulations and abide by those regulations at all times.

Rochester College welcomes your feedback regarding this catalog. Please e-mail comments or suggestions to registrar@rc.edu or call 248.218.2091.