Innovation for Lifelong Learning
ROANOKE COLLEGE

ROANOKE COLLEGE-ROANOKE VALLEY

ACADEMIC CATALOG

Roanoke College
221 College Avenue
Salem, Virginia 24153

Contents

Contents 2
About Roanoke College-Roanoke Valley (RC-RV) 4
Mission and Vision 4
Accreditation 4
Academic Policies 5
Admission Requirements 5
Transfer Credit 5
Credit for Prior Learning (CPL) 5
Documentation, Review, and Application of Credit 6
Credit Limits and Degree Requirements 7
Academic Progression and Graduation Requirements 7
Academic Integrity 7
Grading System and Grade Appeals 8
Attendance and Academic Engagement Policy 8
Credit Hour Policy 9
Methods of Delivery 9
Academic Warning 9
Academic Suspension 9
Appeals Process 10
Readmission Process for Suspended Students 11
State Authorization and Distance Education Disclosures 11
State Authorization for Distance Education 12
Professional Licensure Disclosure 12
External Complaint Review and NC-SARA Procedures 12
Grievance Policy 12
Tuition, Fees, and Financial Aid 13
Tuition and Fees 13
Withdrawal and Refund Policy 13
Financial Aid 14
Learner Rights and Support Services 14
Non-Discrimination Statement and Title IX 14
Learner Educational Records (FERPA) 15
Students with Disabilities 15
Technology Requirements for Online Learning 16

Abridged Bachelor of Science in Public Administration 19
Degree Structure and Curriculum Summary 19
Program Learning Outcomes 19
Curriculum Requirements 19
General Education (32 credits / 8 units) 19
Major Core (44 credits / 11 units) 20
Electives — choose 4 (16 credits / 4 units) 20
Course Descriptions 21
General Education Courses 21
Major Core Courses 22
Elective Courses 23
Abridged Bachelor of Science in Cannabis Studies 25
Degree Structure and Curriculum Summary 25
Program Learning Outcomes 25
Curriculum Requirements 26
General Education (32 credits / 8 units) 26
Major Core (44 credits / 11 units) 26
Electives — choose 4 (16 credits / 4 units) 26
Course Descriptions 27
General Education Courses 27
Major Core Courses 28
Elective Courses 29
Associate of Arts in College Foundations 31
Degree Structure and Curriculum Summary 31
Program Learning Outcomes 31
Curriculum Requirements 31
General Education and Core (49 credits / 12.25 units) 31
Electives — (12 credits / 3 units) 32
Course Descriptions 32
General Education and Core Courses 32

About Roanoke College-Roanoke Valley (RC-RV)

Roanoke College-Roanoke Valley extends Roanoke College's tradition of liberal arts education for durable skills to working adults and non-residential learners through accessible, reduced-credit abridged bachelor's degree programs. These fully online programs are designed for adult learners seeking to fulfill their degree goals or advance their careers without relocating or pausing their lives to attend.

Abridged bachelor's degrees are built by Roanoke College faculty in partnership with regional employers, workforce development professionals, and Roanoke College-Roanoke Valley's Advisory Board, and are reviewed and approved by the RC-RV Policy-Curriculum Committee and Senior Vice President for Academic Life and Learning to ensure that each program combines the breadth and rigor of a Roanoke College liberal arts education with work-ready outcomes.

Mission and Vision

Roanoke College's mission is to develop learners as whole persons and prepare them for responsible lives of learning, service, and leadership by promoting their intellectual, ethical, spiritual, and personal growth.

The College's vision is to champion potential, providing essential learning and leadership through leading-edge academic programs and transformative educational experiences, giving learners the mettle, mastery, and empathy to live lives of purpose, build meaningful careers, and meet society's most pressing needs.

The degree programs offered through Roanoke College-Roanoke Valley advance this mission and vision by providing accessible, goal-oriented coursework that allows adult learners to apply new knowledge immediately to their personal and professional growth, building career trajectories in high-need fields.

Accreditation

Roanoke College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's degrees, baccalaureate degrees (including the abridged bachelor's degrees offered through Roanoke College-Roanoke Valley), and master's degrees. The most recent SACSCOC reaffirmation date is 2022 with the next reaffirmation in 2032; the College was approved to offer distance Education in 2020. Questions about the accreditation of Roanoke College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097, by phone at (404) 679-4500, or through SACSCOC's website at www.sacscoc.org.

This contact information is provided so that interested parties may learn about the College's accreditation status, submit a third-party comment in connection with the College's decennial review, or file a complaint alleging the College's non-compliance with a SACSCOC standard or requirement.

General questions about admission, financial aid, or RC-RV's programs should be directed to Roanoke College rather than to SACSCOC.

Academic Policies

Admission Requirements

Adult learners are admitted per Roanoke College undergraduate admission standards through completion of a high school diploma or equivalent and submission of an appropriate academic record or transcript. Applicants complete an online application and are encouraged to share relevant work or academic experience. When reviewing a high school or other transcript, the College considers not only GPA but also curricular choices.

Applicants may be required to complete placement exams in English, mathematics, and/or foreign language to ensure proper course placement and readiness for college-level study. Once admitted, learners are formally enrolled at Roanoke College and are expected to meet the same academic standards, course expectations, and assessment requirements as all other undergraduate learners.

Transfer Credit

Transfer credits are evaluated to maximize applicability to a learner's chosen program while preserving program integrity. At least 24 credit hours (6 units) must be earned at Roanoke College.

Learners must provide official transcripts of prior college-level work or apply for one of the methods of seeking Credit for Prior Learning. Credit will be granted for work in which a grade of "C-" or higher has been earned; transfer grades will neither appear on the Roanoke College transcript nor be used in calculation of the cumulative or major grade point average. Exceptions to these policies may be made in extenuating circumstances as approved by the Panel on Admissions, Readmissions, and Appeals.

Transcripts should be sent to registrar@roanoke.edu.

Applicants should speak with RC-RV advising staff at rcrv@roanoke.edu for guidance on how transfer credit may apply to their intended degree.

Credit for Prior Learning (CPL)

Roanoke College-Roanoke Valley recognizes that adult learners often bring substantial professional experience, military service, and industry training to their degree programs. Learners may be awarded credit for prior learning through the following mechanisms, all of which require consultation with an RC-RV advisor. Fees may also apply:

- Work & Life Experience Assessment — Learners may submit a professional portfolio demonstrating competencies aligned with course outcomes (e.g., leadership, budgeting, emergency management).
- ACE Recommendations — The College accepts credit evaluated by the American Council on Education for military, law enforcement, and first responder training.
- Industry Certifications — Credit may be granted for degree-pertinent, recognized certifications (e.g., FEMA ICS, law enforcement academy training, EMT certification).
- Military education and training: Roanoke College recognizes and considers credit for courses completed by military service members when the learning is documented on an official Joint Services Transcript, endorsed or recommended for college credit by the American Council on Education, appropriate to the

College's academic curriculum, and approved through the College's credit-review process. This consideration includes qualifying coursework completed at community colleges and on military bases.

- Dual-enrollment and other college coursework: College-level courses completed during high school are evaluated as transfer credit rather than examination credit. The learner must request that an official transcript be sent directly from the accredited college or university that awarded the credit. *(Explore@RC lab School students are already credited in the Roanoke College system and do not need to request that transcript.)* Credit may be granted for academically appropriate coursework completed with a grade of C- or higher. Transfer grades do not appear on the Roanoke College transcript and are not included in the cumulative or major grade-point average.
- Advanced Placement examinations: Roanoke College grants competency for an AP score of 3 and academic credit for a score of 4 or 5. Competency may satisfy placement or prerequisite expectations but does not award academic credit. Learners must arrange for an official score report from the College Board to be sent directly to Roanoke College.
- International Baccalaureate Higher Level examinations: Roanoke College grants competency for a score of 4 and academic credit for a score of 5, 6, or 7 on an International Baccalaureate Higher Level examination. The examination must correspond to an introductory course or curricular area offered by the College, and an official score report must be submitted directly to Roanoke College.
- College Level Examination Program examinations: CLEP credit is evaluated individually and may be awarded only when Roanoke College offers a comparable course. A learner must earn a score equivalent to C- or higher and submit an official CLEP score report. The College determines the appropriate course equivalency and the applicability of the credit to the learner's program.
- Roanoke College Credit by Examination: With prior approval, a learner may demonstrate mastery of the learning outcomes of an eligible Roanoke College course through an examination administered or approved by the appropriate academic program. Credit may be awarded only when the examination demonstrates achievement equivalent to successful completion of the course. Program and Registrar approval, course eligibility, applicable fees, and any restrictions on previously attempted or completed coursework apply.

Learners may use Credit for Prior Learning toward degree requirements; at least 24 credits (6 units) must be earned at Roanoke College.

Documentation, Review, and Application of Credit

Official score reports, transcripts, Joint Services Transcripts, certification records, training records, portfolios, and other required documentation must be submitted in the form required by Roanoke College or RC-RV. Documents issued by a testing agency, college, university, military record service, certifying organization, employer, or training provider must be official and verifiable. Learners are responsible for providing complete documentation and any supporting materials needed to establish the content, level, duration, assessment, and successful completion of the learning.

The Office of the Registrar, RC-RV, and the appropriate academic faculty evaluator determine:

- Whether the documented learning is college-level and appropriate to the curriculum;

- Whether the learning corresponds to a specific Roanoke College course, a general education requirement, a major requirement, an elective, a prerequisite, competency, or placement;
- Whether the learner has demonstrated achievement equivalent to the relevant course or program learning outcomes;
- The number of credits or units awarded;
- Whether the credit duplicates previously awarded, transferred, or completed credit;
- Whether the credit applies to the learner's declared degree program; and
- Whether additional examination, portfolio evidence, faculty review, or documentation is required.

Completion of an examination, course, training program, portfolio, military experience, professional certification, or industry credential does not by itself guarantee academic credit. Credit is awarded only after the relevant documentation and demonstrated learning have been evaluated and approved.

Credit Limits and Degree Requirements

Credit awarded through prior learning is also subject to RC-RV's overall limit that no more than 70% of the abridged bachelor's degree requirements may be satisfied through transfer credit and Credit for Prior Learning.

All awarded credit remains subject to program requirements, residency requirements, duplication rules, prerequisite requirements, and the applicability of the credit to the learner's declared program. Credit that exceeds a particular requirement may be applied as elective credit only when approved and when space remains within the degree. Learners should complete the evaluation process as early as possible before enrolling in a course for which they may seek equivalent prior-learning credit.

Academic Progression and Graduation Requirements

Progression requires satisfactory academic standing (an overall grade point average at or above 2.0) and completion of prerequisites as listed in this catalog.

Graduation from an abridged bachelor's degree program requires:

- Completion of all general education, major core, and elective course requirements to reach the total credit hours specified for the program.
- An overall and major program grade point average at or above 2.0.
- Application to graduate in the semester prior to completion of degree requirements.

Academic Integrity

RC-RV learners are held to the same academic integrity standards as all Roanoke College learners, as described in *Academic Integrity* at Roanoke College. That policy defines violations of academic integrity — including cheating, lying, plagiarizing, unauthorized use of an electronic device or resource, impeding an academic integrity investigation, and denying another learner access to needed materials — and describes the constitution and procedures of the Academic Integrity Council that adjudicates alleged violations.

Each RC-RV course syllabus includes a statement addressing the importance of academic integrity. For online courses, learners must personally complete all graded work and assessments unless collaboration or outside assistance is expressly authorized. The College will verify learner identity through secure, individual login

credentials and, when appropriate, additional assessment safeguards disclosed in advance, such as identity confirmation, proctoring, oral follow-up, version history, or comparison with prior work. Learners may not share credentials, impersonate another person, permit another person to complete coursework, obtain unauthorized assistance, or circumvent an identity-verification or assessment-security measure.

Learners must follow the AI expectations stated in the course syllabus and assignment instructions. When generative AI is used, learners remain responsible for the accuracy, originality, quality, and ethical use of submitted work and must identify and cite or otherwise disclose their use of the tool as directed by the instructor. Submitting AI-generated or AI-revised material as the learner's sole work without required disclosure may constitute cheating or plagiarism. Learners may not use AI to fabricate sources, citations, data, quotations, experiences, or evidence; complete an assessment intended to measure independent learning; or misrepresent authorship or mastery. In support of workforce readiness and the State Council of Higher Education for Virginia (SCHEV) guidelines, RC-RV programs aspire to teach the responsible use of AI in a professional environment. We are committed to providing resources and guidance for the ethical incorporation of AI into both academic and administrative processes. While exploring the capabilities, it is crucial to remain vigilant about the ethical implications and potential biases inherent in AI-generated content and analysis. Faculty, staff, and learners are encouraged to critically evaluate AI resources and prioritize transparency in their use.

Learners should not enter confidential, proprietary, personally identifiable, educational-record, health, financial, or other sensitive information into an AI platform unless the platform has been approved by Roanoke College for that purpose. Instructors will communicate permitted and prohibited uses of AI and other electronic resources clearly and will apply those expectations consistently. Suspected violations will be reviewed under the College's established Academic Integrity procedures, including applicable notice, hearing, and appeal protections. Identity-verification and assessment-security practices will be implemented in a manner consistent with privacy, accessibility, and consumer-protection requirements applicable to online education.

Grading System and Grade Appeals

RC-RV courses are graded on the following scale: https://catalog.roanoke.edu/regulations-and-procedures/grading-classification-standing/grading. Each course instructor uses the following scale for assignments and assessments: A 100-93, A- 92.9-90.0, B+ 89.9-87.0, B 86.9-83.0, B- 82.9-80.0, C+ 79.9-77.0, C 76.9-73.0, C- 72.9-70.0, D+ 69.9-67.0, D 66.9-63.0, D- 62.9-60.0, F ≥59.9.

A learner who believes a final grade was assigned in error should first discuss the matter directly with the course instructor. If the concern is not resolved, the learner may raise it with the program director and, if still unresolved, with the Assistant Vice President for RC-RV, following the same procedure used for other learner complaints involving a faculty member (see External Complaint Review and NC-SARA Procedures).

Attendance and Academic Engagement Policy

Because RC-RV courses are delivered primarily asynchronously, learner attendance is documented through demonstrated academic engagement rather than physical class attendance. Consistent with federal requirements for distance education, learners are expected to engage with coursework regularly — for example, by submitting an assignment, completing an assessment, participating in a graded discussion, or initiating

substantive contact with the instructor about course content. Each course instructor is responsible for verifying that all learners are regularly engaged in the course and must report non-engagement (> two weeks) to the program director.

All faculty must keep track of engagement; if a learner receives an F in the course, as part of submitting a grade of F, faculty must also submit **the date the learner last engaged in the course**. This is part of the Title IV regulations that allow learners to receive federal aid. For learners who receive all Fs in a term, the College must document that a learner attended past the 60% point of the semester.

Credit Hour Policy

Roanoke College awards academic credit in accordance with institutional policies governing credit hours and instructional time. At Roanoke College, most courses are offered as one-unit courses equivalent to four (4) credit hours. Consistent with the federal credit hour definition, courses typically include three to six hours of instructional engagement per week, with learners expected to complete a total of twelve hours of academic work each week, including readings, assignments, research, and other learning activities that support course learning outcomes. Credit hour assignments are reviewed and approved through the College's established curriculum governance processes and are periodically evaluated as part of course and program review.

Methods of Delivery

Abridged bachelor's degree programs are delivered fully online, primarily asynchronously with periodic synchronous touchpoints. Learner support includes online tutoring, academic advising, library resources and services, and career services tailored to adult learners. Faculty provide regular and substantive interaction consistent with federal and institutional policy. Program courses are offered in fall, spring, and summer.

Academic Warning

Students will be placed on academic warning if their cumulative grade point average at the end of a term is less than 1.70 for freshmen, 1.85 for sophomores, or 2.0 for juniors and seniors. Academic warning indicates that the student is not performing academically at a level sufficient for graduation. Freshmen and sophomores especially should recognize that the GPA sufficient to prevent their being placed on academic warning is lower than that required for graduation.

Students who leave the College while in a status of academic warning, although not suspended, return with the same status.

Academic Suspension

Students placed on warning will be notified immediately after the Fall or Spring term. Students placed on academic warning will have two regular terms (fall or spring) in which to raise their cumulative grade point average to the required minimum for their classification at the time of evaluation (which may be different from when they were placed on warning). In addition, students must either achieve that required cumulative GPA or earn at least a 2.0 term GPA in each subsequent term of warning. Otherwise, students who do not meet the GPA requirement will be suspended for one regular term and must apply for readmission to return to the college.

Students who have served a one-term suspension and are subsequently suspended a second time will be suspended for two additional regular terms and must apply for readmission.

Students who have served two academic suspensions and subsequently fail to maintain the required GPA will be expelled from the College.

Any full-time students whose overall cumulative grade point average is less than 1.0 at the end of their first regular term will be suspended for a period of one regular term unless those students enroll in the RC Success program for their second semester. A student who accepts this option and enrolls in the RC Success program will return in a status of academic warning.

Any full-time students who fails all one-unit courses in which they are enrolled during any regular term will be suspended immediately for a period of 12 months. Students who fail all one-unit courses in their first regular term are not eligible for the RC Success Program in the next term.

Students who have been suspended and wish to return to Roanoke must follow the readmission process described in "Readmission Process for Suspended Students." Suspended students are welcome to take coursework at another accredited institution of higher education and transfer that coursework back to Roanoke College (see the section on "Transfer Credit" for details and limitations). Without prior approval from an assistant dean to allow courses to count toward a major, minor, or concentration as indicated in the "Transfer Credit" section, all coursework will transfer to Roanoke as general elective credit.

Students who are academically suspended from the College, serve their period of suspension, apply for readmission, and are granted readmission, will be subject to the rules of academic warning and suspensions, as stated in this catalog.

Students who appeal their suspension, have their appeal granted, and do not serve a period of suspension, are placed on academic warning and have until the end of their next term of enrollment to raise their grade point average to the minimum level required.

In addition to the campus post office box, all student accounts, excluding email, will be deactivated at the time of suspension and until the request to return has been approved by the Panel on Admissions, Readmissions and Appeals.

Appeals Process

An appeals process is provided for students (1) notified of suspension, (2) applying for readmission, or (3) requesting a waiver of an academic rule, regulation or requirement. Appeals of academic suspension must be submitted by the deadline stated in the letter of notification (ordinarily one week). There is no time limit on applications for readmission. However, an appeal of an academic rule, regulation or requirement must be made no later than one year after the term on which the appeal is based.

The Panel on Admissions, Readmissions, and Appeals (PARA) is likely to consider favorably only those appeals based on truly extenuating circumstances or that offer compelling reasons for granting the student's request. At all times the Panel attempts to balance concerns for the individual against concerns for equity.

Appeals regarding Intellectual Inquiry or Honors Program requirements must have the approval of both the director of the program and the Panel on Admissions, Readmissions, and Appeals.

Appeals are addressed to the Panel on Admissions, Readmissions, and Appeals, c/o the Office of the Registrar and are accepted in written format only. Individuals are notified of the Panel's decision once it has been made. New appeals submitted subsequent to a decision having been rendered will be heard only based on the discovery of new information which could not reasonably have been presented to the Panel at the time of the original meeting. The decision as to whether a new appeal meets this criterion will be made by the Registrar, based on the condition noted above. If the Registrar finds that new information has been discovered, the re-appeal is referred to the Vice-President/Dean of the College for a decision.

Readmission Process for Suspended Students

Students placed on academic, academic integrity, or disciplinary suspensions are not automatically eligible to return after their period of suspension. Students wishing to return following a suspension must reapply at least one month prior to the beginning of the term in which re-instatement is desired. The Application for Readmission must be completed. The appeal for readmission may be contained within the application or attached as a separate document.

The Panel on Admissions, Readmissions, and Appeals will evaluate requests for readmissions on the basis of the following criteria:

1. The student's written statement in which (a) compelling reasons are offered for wishing to return to Roanoke College; (b) the student's activities or accomplishments during the period of suspension are described; (c) the student indicates why academic performance will be better than before the suspension;
2. Evidence of the student's ability to perform work necessary, within one academic year, to raise the GPA to the minimal level required for persistence at and graduation from Roanoke College (letters of recommendation from faculty members who can attest to the student's likelihood of success at Roanoke College will be considered by the Panel in conjunction with the student's statement);
3. Evidence of the student's likelihood of making the social adjustment necessary for persistence at and graduation from Roanoke College.

The Panel expects suspended students to pursue academic course work during their suspension. This course work will be personally beneficial and will provide the College with valuable information in the event that the student applies for readmission. It may also be transferrable as elective credit or, with permission and approval, credit toward a major, minor, or concentration (see Transfer Credit earlier in this catalog).

The Panel will evaluate requests for readmission by students in terms of criteria listed above and determine on a case-by case basis whether to grant readmission. Please note that only written materials are reviewed by the Panel and that individual appearances before the Panel are not permitted.

New appeals submitted subsequent to a decision having been rendered will be heard only based on the discovery of new information which could not reasonably have been presented to the Panel at the time of the original meeting.

State Authorization and Distance Education Disclosures

State Authorization for Distance Education

Under 34 CFR § 600.9(c), Roanoke College must meet applicable state-authorization requirements when offering distance education to learners located outside Virginia.

Roanoke College participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA), with the State Council of Higher Education for Virginia serving as Virginia's State Portal Entity. This participation permits Roanoke College via RC-RV to offer distance-education programs and courses to learners in SARA member states and jurisdictions, subject to SARA policies and other applicable laws.

Learners located in a non-SARA state or jurisdiction should contact the Sr. Vice President for Academic Life and Learning, academicdean@roanoke.edu before enrolling to confirm the College's authorization status. Enrolled learners must notify the Office of the Registrar, registrar@roanoke.edu if their physical location changes.

Professional Licensure Disclosure

Federal regulation (34 CFR § 668.43(a)(5)(v)) requires Roanoke College to disclose, on a state-by-state basis, whether the curriculum meets licensure or certification guidelines. Unless specifically noted by program, degrees listed in this catalog do not lead to licensure or certification beyond the bachelor's degree itself.

External Complaint Review and NC-SARA Procedures

Learners must complete Roanoke College's internal complaint and grievance procedures, including any applicable appeals, before seeking external review.

If a complaint involving distance education remains unresolved after the College's internal process, a learner may submit a complaint to the State Council of Higher Education for Virginia (SCHEV). SCHEV serves as Virginia's State Portal Entity under SARA and is the appropriate SARA complaint authority for Roanoke College, regardless of the learner's state of residence. SCHEV will coordinate with the learner's state of residence when appropriate.

SARA complaint procedures generally apply to consumer-protection concerns involving distance education, including allegations of dishonest or fraudulent activity or false or misleading information. Complaints involving grades or student-conduct decisions are not reviewed through the SARA complaint process and must be addressed through the College's applicable academic or conduct procedures.

Information about filing a complaint is available through the SCHEV Student Complaint Process and the Virginia SARA website. SCHEV may also be contacted at 804-225-2600.

Learners may submit complaints alleging the College's significant noncompliance with accreditation standards directly to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), following SACSCOC's published complaint procedures. SACSCOC does not serve as an appeal body for individual institutional decisions.

Grievance Policy

The Virginia State Approving Agency (SAA) approves education and Virginia training programs. This office investigates complaints of GI BILL ® beneficiaries.. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the office via email at saa@dvs.virginia.gov.

EDUCATION & TRAINING RECORDS
Pursuant to Federal regulation 38 CFR 21.4209(f), VA student records are retained for 3 years following the ending date of the last period certified to the VA.

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill.

Tuition, Fees, and Financial Aid

Tuition and Fees

Listed tuition does not include potential scholarships and financial aid. Many Roanoke College learners benefit from financial aid – including an automatic in-state tuition grant offered to Virginia residents (VTAG is authorized in Chapter 4.1 Section 23-38.11 through 18 of the *Code of Virginia* as the Tuition Assistance Grant Act).

Tuition per credit hour is $495.

Total estimated tuition for Abridged Bachelor's degrees (92 credits/23 units) is $45,540.

Semester fees are $576.

The most current information is available on the website at
https://www.roanoke.edu/academics/online_degrees/

Withdrawal and Refund Policy

A learner who withdraws from an RC-RV course or program may be entitled to a refund of tuition under Roanoke College's withdrawal and refund policy. The withdrawal date used to calculate the refund is the learner's last date of academic attendance, as recorded by the Office of the Registrar. A learner who withdraws or separates from the College before the beginning of a term will receive a refund of tuition and applicable fees paid, less any required advance payment, provided written notice is submitted to the Office of the Registrar by the matriculation date. If an enrolled learner withdraws before completing 60 percent of the period of enrollment, tuition and applicable fees are prorated using calendar days through the withdrawal date. After the 60 percent point, no institutional refund is generally available. Any outstanding obligations to the College are deducted from a refund before funds are disbursed. Learners should consult the College's withdrawal and refund policy for the current requirements and calculation method. Where a withdrawing learner has received federal Title IV financial aid, a separate federal return-of-funds calculation applies; see Financial Aid, below.

A student may be granted a withdrawal for health reasons when physical or psychological functioning is so impaired that they cannot meet course requirements for the remainder of the term. The refund is calculated based upon the unused portion of total fees (prorated for the entire length of the term). The withdrawal request

must be substantiated by documentation from an appropriately qualified, licensed health care provider (e.g., physician, mental health practitioner) which includes the following: a diagnosis of the condition, the time frame during the term in which the diagnosed condition occurred, a functional description of how this prevented the student from being able to continue or complete the academic requirements, and a recommendation of withdrawal for health reasons. A student granted a withdrawal for health reasons must receive permission from the College to re-enroll. Such permission is contingent upon the College determining that the individual is capable of meeting the requirements of the College environment without detriment to the student's personal health, the health or educational progress of other campus community members, or the educational process of the institution. The student must reapply at least one month prior to the beginning of the term in which reinstatement is desired. The application must be substantiated by documentation from an appropriately qualified, licensed health care professional recommending readmission and functionally describing how the health impairment is sufficiently resolved so that there is a reasonable expectation the student can persist to complete the academic requirements of the term. The student must give written consent to an appropriately qualified, licensed health care provider to discuss the individual's situation with appropriate College officials. The final determinations for withdrawal and readmission shall be at the sole discretion of the College and for reasons deemed satisfactory to the College. Roanoke College reserves the right to withdraw a student or take other appropriate action if College officials determine a student's conduct or condition is detrimental to the health or educational progress of other campus community members or the educational process of the institution.

Financial Aid

To be considered for financial aid, a learner must be admitted to Roanoke College and enrolled as a degree-seeking learner; some funds require demonstrated financial need. Learners apply by filing the Free Application for Federal Learner Aid (FAFSA), which determines eligibility for need-based aid from College, state, and federal sources; Virginia residents enrolling for the first time at a Virginia private institution should also file the Virginia Tuition Assistance Grant (TAG) application. To renew merit-based aid, a learner generally must remain in good standing under College conduct policies and maintain satisfactory academic progress; to renew need-based aid, a learner must file a new FAFSA each year. Financial assistance is available without regard to race, national or ethnic origin, religion, sex, disability, or age.

Any financial aid that is not earned must be returned to its source. The calculation of the return of these funds may result in the student owing a balance to the College or Federal Government. Federal funds will be returned in accordance with federal regulations. In addition, balances owed to Roanoke College will be deducted from any refund due before any disbursement is made to the student. All financial aid will be returned to its source before any funds will be refunded to the student.

Learner Rights and Support Services

Non-Discrimination Statement and Title IX

Roanoke College does not discriminate against learners, employees, or applicants in the administration of its educational policies, admission policies, scholarship and loan programs, or athletic and other College-administered programs. Consistent with Title IX of the Education Amendments of 1972, Roanoke College is committed to providing an educational environment free from sex discrimination and sexual misconduct. RC-RV learners, including those enrolled fully online, have access to the same Title IX reporting options, supportive measures, and grievance procedures available to all Roanoke College learners. Roanoke College's Title IX Coordinator, titleix@roanoke.edu. The College's Sexual Misconduct and Title IX Policy and additional reporting options can be accessed at roanoke.edu/titleix.

Learner Educational Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of learner education records. RC-RV learners have the same FERPA rights as all Roanoke College learners, including the right to inspect and review their own education records, to seek amendment of records they believe are inaccurate, and to control disclosure of personally identifiable information except where FERPA permits disclosure without consent. Roanoke College designates the following as directory information: a learner's name; current enrollment status; local and home addresses and telephone numbers; campus email address; date and place of birth; dates of attendance; grade level or classification; schedule of classes; previous institutions attended; major, minor, and concentration; awards and honors; photographic or videotaped image; participation in officially recognized sports and activities, including fraternities and sororities; and the height and weight of learner athletes. Directory information is available only through login authentication using Roanoke College credentials. A currently enrolled learner may request nondisclosure by submitting written notification to the Office of the Registrar; the request remains in effect until the learner rescinds it in writing. Grade-point average and academic-standing information are not directory information and may be released only with the learner's written consent through the Roanoke College portal. For a fully online or off-campus learner, the College verifies identity before providing access to or releasing education records through the learner's authenticated Roanoke College account or portal credentials and may require additional identity-confirming information when a request is submitted outside an authenticated College system. Records are not released to a third party without the learner's specific written authorization unless FERPA or another applicable law permits disclosure without consent.

Students with Disabilities

RC-RV and Roanoke College are committed to providing equal access to educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Accessible Education Services (AES) coordinates reasonable accommodations and support services for students who experience disabilities, including learning disabilities, ADHD, mental health conditions, chronic health conditions, physical disabilities, neurological disorders, autism spectrum disorder, sensory disabilities, and temporary medical conditions.

Students who wish to request disability-related accommodations must self-identify to Accessible Education Services and complete the registration process. Students should provide documentation of a disability when available. Documentation should provide information regarding the disability, its current impact in an

educational setting, relevant history of accommodations, and recommendations related to the impact of the disability. The age of acceptable documentation depends upon the nature of the disability.

Examples of documentation that may be helpful include reports or assessments from healthcare providers, psychologists, or educational professionals, as well as educational records such as Individualized Education Programs (IEPs) and Section 504 Plans. An IEP or 504 Plan may provide useful information but may not contain all of the information necessary to evaluate an accommodation request, and additional documentation may be requested when appropriate.

Students who do not have documentation are encouraged to contact Accessible Education Services to explore options for support.

Once a student has been approved for accommodations, students must request their Accommodation Letter each semester in which they wish to use accommodations. Students are responsible for notifying their professors of their need for accommodations and discussing with each professor how their approved accommodations will be implemented in the course. Faculty receive notification of approved accommodations through Accessible Education Services. Students and faculty may contact Accessible Education Services for assistance with implementing accommodations.

Please see https://www.roanoke.edu/aes for more information.

INTERNAL GRIEVANCE PROCEDURE FOR STUDENTS WITH DISABILITIES

The College has established an internal grievance procedure for students with disabilities. Students who have concerns regarding their disability accommodations should first attempt to resolve the matter with Accessible Education Services. If the matter is not resolved, the student may appeal through the Dean of Students.

Technology Requirements for Online Learning

To participate in RC-RV's fully online courses, learners should have reliable access to a current computer, dependable broadband internet service, along with any course-specific software identified by the instructor.

IT recommends the following minimum system requirements:

- Core i5 /AMD Ryzen 5
- Windows 11 Pro 64-bit
- 16GB RAM
- 256GB SSD or greater
- 1920 x 1080p (Full HD) resolution
- Wi-Fi
- Bluetooth

Online courses are hosted on D2L Brightspace, which requires a current, updated browser with JavaScript and cookies enabled.

MILITARY AND VETERANS' EDUCATIONAL BENEFITS

Roanoke College is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. Students who may be eligible for veteran of GI benefits should contact the Veterans administration to confirm

and obtain a Certificate of Eligibility. Prospective students seeking admission to Roanoke College and planning to utilize veteran benefits are encouraged to inform the Registrar's Office early in the admissions process. Students should submit a Certificate of Eligibility to the Registrar's Office. The following contains crucial details related to educational benefits for military/veterans.

Admission Information – Military Credit

Roanoke College recognizes and considers transfer credits for courses completed by our military service members, as indicated on the Joint Services Transcript and endorsed by The American Council on Education. This includes coursework completed at community colleges and on military bases.

STUDENTS WHO ARE CALLED TO ACTIVE MILITARY SERVICE

Roanoke College, in compliance with federal and state laws, accommodates full-time and part-time undergraduate and graduate students called to active military service in any branch of the United States armed forces. Undergraduate and graduate students under such circumstances should provide their orders to the appropriate college officials: Assistant Vice President of Roanoke College-Roanoke Valley and the School Certifying Official. These officials will follow Roanoke College's procedures to enable the student to temporarily step away from studies without financial or academic penalties. Please refer to billing section below.

Admitted students called to active military service before their first semester at Roanoke College can defer their status for up to five years. For those called during an enrolled semester, completing the term is possible if the absence is short; otherwise, a military leave of absence can be considered. Details for these options are outlined below.

Semester Completion Options: A student needing to be way from campus dues to active military service for a short period, typically no longer than two weeks, will work with the Assistant Vice President of Roanoke College-Roanoke Valley and their faculty member to create a plan for completing missed work.

Military Leave of Absence Option: If a student is called to active military service and cannot complete the current semester, they can choose a military leave of absence for up to five years from the term selected for the leave. Upon withdrawal, tuition for the term will be refunded 100%. However, it's important to note that for students receiving federal financial aid funds, the college must adhere to specific federal guidelines and calculations. This process determines the amount to be returned to the federal aid programs, which is then credited to the student's account. Similarly, if the student is receiving POST 9/11 GI Bill (Chapter 33) benefits, the college is obligated to return funds to the Veterans' Administration in accordance with their regulations.

For students with refunded tuition, institutional and state aid for that term will be cancelled. These funds may be available for future semesters, following proper application and qualification procedures. Room and Board refunds are calculated on a daily pro rata basis from the official military leave of absence date.

If a student takes a military leave of absence before the last day to drop classes in a term, no grades will appear on the transcript. After this deadline, the student will receive "W" grades on the transcript, along with a notation stating, "Withdrew, effective date (Military Service)." Students called to active military service during enrolled term are advised to consult the Assistant Vice President of Roanoke College-Roanoke Valley for academic guidance. Additionally, a meeting with the Director of Financial Aid is recommended to understand the impact of a military leave of absence on financial aid.

Reinstatement: An admitted undergraduate student at Roanoke College called for active military service before their first semester can defer their admission for up to five years. During the deferment, they must contact the Office of Admissions annually about their intended start term. Enrolling in other credit-bearing courses at another institution during deferment is not allowed. If credits are earned elsewhere, the student must reapply as a transfer student to Roanoke College.

For students returning from military leave, contacting the Assistant Vice President of Roanoke College-Roanoke Valley and the School certifying Official initiates the reinstatement process. If they return within five years and notify the college within three years after completing military service, they are reinstated with the same academic status without reapplying as outline in the Higher Education Opportunity Act. For the first academic year only, upon readmission, the student will receive the same tuition and fee charges as were originally assessed during their term of military leave of absence.

If a program is discontinued during the military leave, the student should work with the Assistant Vice President foof Roanoke College-Roanoke Valley on an appropriate reinstatement program. Questions about Roanoke College's policy can be directed to registrar@roanoke.edu.

Abridged Bachelor of Science in Public Administration

Program Code: ABS-PA

The Abridged Bachelor of Science in Public Administration (ABS-PA) is an interdisciplinary, reduced-credit undergraduate degree designed for adults seeking value-added education to advance careers in public safety, government, and non-profit sectors. The program leverages courses in leadership, systems thinking, and policy analysis.

Developed with direct input from regional workforce partners, the program aligns curriculum and learning outcomes with documented workforce needs while maintaining the breadth and rigor consistent with Roanoke College's liberal arts foundation and with SACSCOC Principles of Accreditation.

Degree Structure and Curriculum Summary

Total Credits Required	92 credits / 23 units
General Education	32 credits / 8 units
Major Core	44 credits / 11 units
Electives	16 credits (choose 4)
Delivery Mode	Fully Online
Expected Time to Completion	Approximately 3 years, full-time

Program Learning Outcomes

Graduates of the Abridged Bachelor of Science in Public Administration will be able to:

PLO 1: Apply principles of public administration and policy analysis to real-world challenges.

PLO 2: Demonstrate leadership and collaboration skills across public, private, and non-profit sectors.

PLO 3: Use data and financial reasoning for evidence-based decision-making.

PLO 4: Communicate effectively with diverse stakeholders.

PLO 5: Design and evaluate systems and processes for organizational improvement.

Curriculum Requirements

General Education (32 credits / 8 units)

Course	Title	Credits	Units
WRIT 100	Writing Across Contexts	4	1
COMM 101	Introduction to Communication Studies	4	1
STAT 101	Applied Statistics for Management	4	1

Course	Title	Credits	Units
BIOL 110 OR BIOL 190	Exploring Biology OR Unity in Biology	4	1
SOCI 101	Introduction to Sociology	4	1
DATA 110	Data in Organizations	4	1
ECON 120	Introduction to Economics	4	1
POLI 245	Ethics & Public Policy	4	1

Major Core (44 credits / 11 units)

Course	Title	Credits	Units
PUPL 100	Introduction to Public Administration	4	1
POLI 150	Politics and Public Policy	4	1
LDRS 200	Cross-Sector Leadership	4	1
LDRS 201	Economics & Finance for the Public Sector	4	1
BUAD 227	Legal & Labor Foundations of Business	4	1
SYST 200	Introduction to Systems Thinking	4	1
BUAD 364	Team Dynamics	4	1
LDRS 300	Emergency Management	4	1
COMM 317	Professional Communication	4	1
PUPL 450	Analyzing Public Policy	4	1
SYST 400	Systems Design for Management & Leadership	4	1

Electives — choose 4 (16 credits / 4 units)

Course	Title	Credits	Units
CJUS 101	Introduction to Criminal Justice	4	1
CJUS 209	Research Methods in Public Affairs	4	1
POLI 201	State & Local Government	4	1
HSRV 102	Introduction to Human Services	4	1
HSRV 375	Program Evaluation & Assessment	4	1
ROA 416	Internship (120 hours)	4	1

Course Descriptions

General Education Courses

WRIT 100 Writing Across Contexts *(4 credits = 1 unit)*
This course develops essential writing skills across multiple contexts. Emphasizing clarity, organization, and audience awareness, learners will craft effective research summaries, descriptions, reports, and digital communications that meet the standards of higher education and workplace environments. Instruction includes strategies for critical thinking, research integration, and ethical use of sources, as well as techniques for revising and editing to produce polished, professional writing.

COMM 101 Introduction to Communication Studies *(4 credits = 1 unit)*
Introduction to oral communication and communication theory. Course includes study of various communication models and situations and the processes and techniques that function within them. It also examines cultural, symbolic, and perceptual variants and their effects on the communications process.

STAT 101 Applied Statistics for Management *(4 credits = 1 unit)*
This course introduces learners to the essential concepts and techniques of applied statistics, equipping them with the analytical skills needed to explore and interpret data in social sciences, sciences, and humanities contexts. Emphasizing practical application over theory, learners will learn how to collect, analyze, and present data to support evidence-based decision-making and research. Topics include descriptive statistics, probability, hypothesis testing, correlation, regression, and data visualization using real-world examples from public policy, sociology, psychology, and cultural studies.

BIOL 110 Exploring Biology *(4 credits = 1 unit)*
An integrated study of a contemporary topic that introduces prospective majors to central themes for success. Integrated lab. (Learners may alternatively satisfy this requirement with BIOL 190, Exploring the Unity in Biology.)

BIOL 190 Unity in Biology *(4 credits = 1 unit)*
An investigation of three of six themes central to the field of biology (Information Flow, Matter and Energy Transformation, and Structure/Function Relationships) that lays a foundation of knowledge and skills expected of learners who pursue a major and career in biology.

SOCI 101 Introduction to Sociology *(4 credits = 1 unit)*
An introduction to the field of sociology with an emphasis on the study of social groups and how they influence human behavior and society.

DATA 110 Data in Organizations *(4 credits = 1 unit)*
This course introduces the role of data in professional organizations and the practical skills needed to work with data responsibly. Learners examine how data are generated, structured, documented, managed and evaluated for quality, and learn to move from workplace questions to well-supported conclusions. Using spreadsheets, databases, visualization tools and real public datasets, learners practice querying, summarizing, interpreting, and communicating data for varied audiences. Emphasis is placed on data quality, ethical and responsible use, sound interpretation, and effective data-informed decision-making.

ECON 120 Introduction to Economics *(4 credits = 1 unit)*

A course introducing the learner to contemporary economic discourse, with an emphasis on the pricing mechanism, competitive and monopolistic markets, poverty and inequality, national income, and unemployment.

POLI 245 Ethics & Public Policy *(4 credits = 1 unit)*
An examination of ethical theories and the ways in which ethical perspectives shape American public policy.

Major Core Courses

PUPL 100 Introduction to Public Administration *(4 credits = 1 unit)*
This foundational course introduces learners to the principles, structures, and processes of public administration in the United States. The course explores the role of public administration in shaping policy, delivering public services, and promoting accountability and ethical governance. Learners will examine the historical development of the field, the interplay between politics and administration, and the impact of public managers on community outcomes.

POLI 150 Politics and Public Policy *(4 credits = 1 unit)*
An examination of the scope, nature, and outcomes, and political development of the American public policy process.

LDRS 200 Cross-Sector Leadership *(4 credits = 1 unit)*
This course equips professionals with the knowledge and skills to lead effectively across diverse sectors, including non-profits, law enforcement, emergency management, and government agencies. Participants will explore the unique challenges and opportunities of collaboration, focusing on strategies for building trust, aligning goals, and leveraging resources in complex environments. Through interactive case studies, simulations, and applied projects, learners will develop practical leadership competencies that foster cooperation and innovation across organizational boundaries.

LDRS 201 Economics & Finance for the Public Sector *(4 credits = 1 unit)*
This course introduces fundamental concepts of economics and public finance as they apply to government and non-profit organizations. Learners will explore how economic principles influence public policy decisions, resource allocation, and service delivery. Topics include supply and demand, market structures, budgeting processes, revenue generation, taxation, and financial management in the public sector. Emphasis is placed on practical applications, ethical considerations, and strategies for ensuring fiscal responsibility and transparency.

BUAD 227 Legal & Labor Foundations of Business *(4 credits = 1 unit)*
This course integrates components from business law with human resource management, giving learners a foundation in the concepts of business law and HRM. Assignments and projects apply the concepts learned, including the selection of an organizational form, applicable legal requirements, hiring process, performance appraisal, and designing a comprehensive HRM plan for a hypothetical organization.

SYST 200 Introduction to Systems Thinking *(4 credits = 1 unit)*
This course introduces the foundational principles of systems design within the context of public administration. The course emphasizes how systems thinking and design can improve organizational efficiency, accountability, and service delivery. Learners will explore the components of organizational systems, learn methods for analyzing workflows, and apply design strategies to create adaptive, integrated solutions for complex public-

sector challenges. Practical exercises and case studies help participants connect theory to real-world applications.

BUAD 364 Team Dynamics *(4 credits = 1 unit)*
An examination of the dynamics of team development and teamwork. Topics covered include, but are not limited to, group theory, mission and goal development, team development, conflict management, problem solving, and team leadership. Learners are required to demonstrate competency in team leadership through the development of a class project in team dynamics.

LDRS 300 Emergency Management *(4 credits = 1 unit)*
This course provides an in-depth exploration of emergency management principles and practices within the context of public administration. The course emphasizes real-world strategies for preparing for, responding to, and recovering from crises that impact communities and government operations. Learners examine the legal, ethical, and organizational frameworks that guide emergency planning, interagency coordination, and risk mitigation.

COMM 317 Professional Communication *(4 credits = 1 unit)*
The study and practice of communication theories, concepts, and skills as they apply to business and professional settings, including interpersonal and group dynamics, written communication, business and professional presentations, and meeting management skills.

PUPL 450 Analyzing Public Policy *(4 credits = 1 unit)*
An interdisciplinary study of the essential principles of thinking, analyzing, and communicating about contemporary problems in public policy for learners interested in careers in policy-related fields. Serves as the capstone experience for the Abridged Bachelor of Science in Public Administration.

SYST 400 Systems Design for Management & Leadership *(4 credits = 1 unit)*
This course applies the principles and practices of systems design within organizational contexts, emphasizing its role in effective management and leadership. Learners learn how to analyze complex organizational systems, identify interdependencies, and design processes that align with strategic goals. Topics include systems thinking, organizational architecture, workflow optimization, and the integration of technology to support decision-making. Through case studies and applied projects, learners develop skills to design adaptive systems that foster collaboration, innovation, and resilience in dynamic environments.

Elective Courses

CJUS 101 Introduction to Criminal Justice *(4 credits = 1 unit)*
An introductory analysis of the criminal justice system in the United States, its structure, processes, and problems.

CJUS 209 Research Methods in Public Affairs *(4 credits = 1 unit)*
An examination of the research methodologies and techniques used in the study of public policy and politics. The course emphasizes both qualitative and quantitative methods. The lab focuses on statistical applications.

POLI 201 State & Local Government *(4 credits = 1 unit)*
An examination of the politics, structures, and policies of American state and local governments.

HSRV 102 Introduction to Human Services *(4 credits = 1 unit)*
This course provides an overview of the field of human services and social welfare systems in the United States. Learners will learn the knowledge, skills, ethics, and standards of human services professionals. The course looks at present conditions in the field and the primary populations served by human services professionals.

HSRV 375 Program Evaluation & Assessment *(4 credits = 1 unit)*
Program assessment incorporates collecting and analyzing data to evaluate effectiveness and determine improvements. This course focuses on program evaluation theory, regulations, and practice and why it is important. Learners learn how to conduct an assessment and incorporate the results into modifications to a program and adjustments to intervention strategies.

ROA 416 Internship (120 hours) *(4 credits = 1 unit)*
A supervised placement at a work setting providing practical experience in a potential career field that requires application of academic knowledge and skills. These areas may include industry, government agencies, on-campus opportunities, non-profit organizations, and a variety of private enterprises.

Abridged Bachelor of Science in Cannabis Studies

Program Code: ABS-CANN

Cannabis Studies is an interdisciplinary academic field dedicated to the critical, scientific, and cultural analysis of cannabis, exploring its biological properties, historical trajectories, legal frameworks, economic systems, and social meanings to generate rigorous, inclusive, and stigma-free knowledge about the plant and its role in human societies. The Abridged Bachelor of Science in Cannabis Studies (ABS-CANN) provides the educational foundation for individuals to enter or upskill for current and future jobs in the cannabis and adjacent industries.

The cannabis industry represents a global market. People working in businesses outside the traditional cannabis industry—including social work, law, medicine, and education—require information to help supplement and better inform their current jobs.

Formal education in Cannabis Studies provides accurate scientific information to participants and promotes a greater degree of professionalism in the industry. Graduates can become informed and responsible leaders, shaping the future of the industry. The program also incorporates aromatherapy coursework: because all plants are comprised of unique secondary metabolites that provide scent, flavor, and medicinal properties, classical aromatherapy training brings a more cohesive, integrative health approach to the study of cannabis terpene chemistry.

Degree Structure and Curriculum Summary

Total Credits Required	92 credits / 23 units
General Education	32 credits / 8 units
Major Core	44 credits / 11 units
Electives	16 credits / 4 units
Delivery Mode	Fully Online
Expected Time to Completion	Approximately 3 years, full-time

Program Learning Outcomes

Graduates of the Abridged Bachelor of Science in Cannabis Studies will be able to:

PLO 1: Integrate interdisciplinary knowledge to understand cannabis in society

PLO 2: Demonstrate scientific literacy in cannabis biology, chemistry, and cultivation

PLO 3: Apply research methods to cannabis-related questions across disciplines

PLO 4: Analyze cannabis policy, regulation, and industry practices

PLO 5: Evaluate the interactions between cannabis and human health

PLO 6: Demonstrate professional communication, cultural competence, and ethical practice

PLO 7: Apply practical skills relevant to cannabis industry careers

Curriculum Requirements

General Education (32 credits / 8 units)

Course	Title	Credits	Units
WRIT 100	Writing Across Contexts	4	1
COMM 101	Introduction to Communication Studies	4	1
STAT 101	Applied Statistics for Management	4	1
BIOL 190	Unity in Biology	4	1
SOCI 101	Introduction to Sociology	4	1
CJUS 101	Introduction to Criminal Justice	4	1
PSYC 101	Introduction to Psychology	4	1
POLI 245	Ethics & Public Policy	4	1

Major Core (44 credits / 11 units)

Course	Title	Credits	Units
CANN 110	Cannabis and Society	4	1
CANN 170	Cannabis and Its Regulation	4	1
CANN 190	Research Methods in Cannabis	4	1
AROMA 203	Aromatherapy I Online	4	1
CANN 270	Cannabis Botany	4	1
CANN 280	Cannabis Chemistry	4	1
CANN 300	Cannabis and Mental Health	4	1
CANN 310	Cannabis and Disease	4	1
CANN 315	Cell Biology of Cannabis	4	1
CANN 320	From Seed to Shelf: Cannabis Cultivation & Production	4	1
CANN 420	Research Capstone	4	1

Electives — choose 4 (16 credits / 4 units)

Course	Title	Credits	Units
POLI 150	Politics and Public Policy	4	1
COMM 317	Professional Communication	4	1

Course	Title	Credits	Units
AROMA 303	Aromatherapy II Online (ACHS catalog)	4	1
AROMA 304	Aromatherapy III Online (ACHS catalog))	4	1
PUPL 450	Analyzing Public Policy	4	1
ROA 416	Internship (120 hours)	4	1

Course Descriptions

General Education Courses

WRIT 100 Writing Across Contexts *(4 credits = 1unit)*
This course develops essential writing skills across multiple contexts. Emphasizing clarity, organization, and audience awareness, learners will craft effective research summaries, descriptions, reports, and digital communications that meet the standards of higher education and workplace environments. Instruction includes strategies for critical thinking, research integration, and ethical use of sources, as well as techniques for revising and editing to produce polished, professional writing.

COMM 101 Introduction to Communication Studies *(4 credits = 1 unit)*
Introduction to oral communication and communication theory. Course includes study of various communication models and situations and the processes and techniques that function within them. It also examines cultural, symbolic, and perceptual variants and their effects on the communications process.

STAT 101 Applied Statistics for Management *(4 credits = 1 unit)*
This course introduces learners to the essential concepts and techniques of applied statistics, equipping them with the analytical skills needed to explore and interpret data in social sciences, sciences, and humanities contexts. Emphasizing practical application over theory, learners will learn how to collect, analyze, and present data to support evidence-based decision-making and research. Topics include descriptive statistics, probability, hypothesis testing, correlation, regression, and data visualization using real-world examples from public policy, sociology, psychology, and cultural studies.

BIOL 190 Unity in Biology *(4 credits = 1 unit)*
An investigation of three of six themes central to the field of biology (Information Flow, Matter and Energy Transformation, and Structure/Function Relationships) that lays a foundation of knowledge and skills expected of learners who pursue a major and career in biology.

SOCI 101 Introduction to Sociology *(4 credits = 1 unit)*
An introduction to the field of sociology with an emphasis on the study of social groups and how they influence human behavior and society.

CJUS 101 Introduction to Criminal Justice *(4 credits = 1 unit)*
An introductory analysis of the criminal justice system in the United States, its structure, processes, and problems.

PSYC 101 Introduction to Psychology *(4 credits = 1 unit)*
An overview of the field of psychology with emphasis on basic processes in human behavior.

POLI 245 Ethics & Public Policy *(4 credits = 1 unit)*
An examination of ethical theories and the ways in which ethical perspectives shape American public policy.

Major Core Courses

CANN 110 Cannabis and Society *(4 credits = 1 unit)*
Exploration of how the use of Cannabis and hemp has impacted human behavior and society worldwide, with emphasis on the United States.

CANN 170 Cannabis and Its Regulation *(4 credits = 1 unit)*
Exploration of the human uses of Cannabis and hemp and how the plant has been regulated in the United States and the world.

CANN 190 Research Methods in Cannabis *(4 credits = 1 unit)*
This course provides learners with a comprehensive foundation in research design, methodology, and analysis within the interdisciplinary field of Cannabis Studies. Emphasizing both qualitative and quantitative approaches, learners will learn how to critically evaluate existing literature, formulate research questions, design ethical studies, and interpret data relevant to cannabis-related topics. Areas of focus include public health, policy, agriculture, economics, social justice, and therapeutic applications. Through case studies, hands-on projects, and engagement with current research, learners develop the skills necessary to conduct rigorous, impactful research in a rapidly evolving field.

CANN 270 Cannabis Botany *(4 credits = 1 unit)*
This course introduces the botanical foundations of Cannabis sativa, integrating plant structure, growth, reproduction, evolution, and ecological interactions. Learners will learn how cannabis fits into broader plant biology, how its morphology and physiology shape cultivation outcomes, and how domestication has influenced its traits.

CANN 280 Cannabis Chemistry *(4 credits = 1 unit)*
This course introduces learners to the chemical foundations of the cannabis plant, including phytochemistry, biosynthesis of cannabinoids and terpenes, extraction science, analytical methods, and the chemical principles underlying product formulation and stability. Cultural, historical, and regulatory contexts are integrated throughout to promote scientific literacy and reduce stigma.

CANN 300 Cannabis and Mental Health *(4 credits = 1 unit)*
This course provides a deep exploration into how the endocannabinoid system in the human body functions and how an imbalance in the endocannabinoid system may contribute to mental health disorders. Learners will gain insight into how both medicinal Cannabis and hemp can serve as an aid to mental health challenges and will engage with current research related to mental health and Cannabis.

CANN 310 Cannabis and Disease *(4 credits = 1 unit)*
This course explores the relationship between Cannabis sativa and human disease, focusing on physiological systems, pathologies, and evidence-based therapeutic or harmful effects. Learners will analyze primary scientific

literature, examine historical and cultural contexts, and evaluate contemporary debates around cannabis in medicine. Mental health topics are intentionally excluded to maintain a focused biomedical scope.

CANN 315 Cell Biology of Cannabis *(4 credits = 1 unit)*
This course explores how cannabis works at the cellular and molecular level, including how cannabinoids are made, how trichomes function, how genes regulate plant chemistry, and how environmental conditions shape the biology of Cannabis sativa.

CANN 320 From Seed to Shelf: Cannabis Cultivation & Production *(4 credits = 1 unit)*
This course provides a detailed overview of the cultivation of Cannabis sativa from seed germination to shelved product. The course fills the production niche of what it takes to grow crops at scale and provides a professional skillset for industry implementation.

CANN 420 Research Capstone *(4 credits = 1 unit)*
This capstone guides learners through the full research process in Cannabis Studies, culminating in a publishable-quality research paper and presentation of findings.

AROMA 203 Aromatherapy I Online *(4 credits = 1 unit)*
Aromatherapy I takes learners to the next step in aromatherapy training, looking deeper at the historical uses of aromatherapy and the modern scientific research being carried out in this modality. Learners study methods of administration for essential oils in more depth than introductory coursework, along with the anatomy and physiology of related body systems.

Elective Courses

POLI 150 Politics and Public Policy *(4 credits = 1 unit)*
An examination of the scope, nature, and outcomes, and political development of the American public policy process.

COMM 317 Professional Communication *(4 credits)*
The study and practice of communication theories, concepts, and skills as they apply to business and professional settings, including interpersonal and group dynamics, written communication, business and professional presentations, and meeting management skills.

AROMA 303 Aromatherapy II Online (ACHS) *(4 credits = 1 unit)*
Aromatherapy II is the first of two 300-level aromatherapy Materia Medica courses. This course begins essential oil Materia Medica training, covering half of the oils studied in the two Level Three courses. Materia Medica includes the therapeutic uses, active constituents, methods of administration, and cautions and contraindications for each oil studied.

AROMA 304 Aromatherapy III Online (ACHS) *(4 credits = 1 unit)*
Aromatherapy III is the second of two 300-level aromatherapy Materia Medica courses. This course continues essential oil Materia Medica training with the remaining oils studied in the Certificate in Aromatherapy.

PUPL 450 Analyzing Public Policy *(4 credits = 1 unit)*

An interdisciplinary study of the essential principles of thinking, analyzing, and communicating about contemporary problems in public policy for learners interested in careers in policy-related fields. Serves as the capstone experience for the Abridged Bachelor of Science in Public Administration.

ROA 416 Internship (120 hours) *(4 credits = 1 unit)*
A supervised placement at a work setting providing practical experience in a potential career field that requires application of academic knowledge and skills. These areas may include industry, government agencies, on-campus opportunities, non-profit organizations, and a variety of private enterprises.

Associate of Arts in College Foundations

Program Code: AA-CF

The Associate of Arts in College Foundations provides students with a rigorous introduction to the liberal arts and sciences, cultivating the intellectual curiosity, analytical ability, and communication skills essential to success in college and beyond. This degree is designed for early-college and dual enrollment students seeking to complete their first two years of general education requirements in a supportive liberal-arts environment.

Degree Structure and Curriculum Summary

Total Credits Required	61 credits / 15.25 units
General Education and Core	49 credits / 12.25 units
Electives	12 credits / 3 units
Delivery Mode	In-person
Expected Time to Completion	Approximately 3 years, part-time

Program Learning Outcomes

Graduates of the Associate of Arts in College Foundations will be able to

PLO 1: Demonstrate critical thinking and problem-solving across multiple disciplines.

PLO 2: Communicate effectively in written and oral forms.

PLO 3: Apply quantitative and scientific reasoning to real-world problems.

PLO 4: Engage ethically and empathetically with diverse perspectives.

PLO 5: Demonstrate readiness for upper-division coursework at a four-year institution.

Curriculum Requirements

General Education and Core (49 credits / 12.25 units)

Course	Title	Credits	Units
INQ 110	Intellectual Inquiry	4	1
INQ 120	Living an Examined Life	4	1
ENGL 202 or 203	Foundations in Fiction OR Foundations in Oral Traditions	4	1
INQ 270	Human Heritage I	4	1
INQ 271	Human Heritage II	4	1
Language 101	Spanish/French/Italian	4	1

Course	Title	Credits	Units
Language 102	Spanish/French/Italian	4	1
INQ 240 or STAT 210 or MATH 100	Statistical Reasoning OR Statistical Methods I OR Precalculus	4	1
INQ 250 or BIOL 110	Scientific Reasoning I w/lab OR Exploring Biology	4	1
INQ 251	Scientific Reasoning II	4	1
PSYC 101 or SOCI 101 or EDUC 210	Introduction to Psychology OR Introduction to Sociology OR Principles of Education	4	1
COMM 101	Introduction to Communication	4	1
HHP 160	Fitness for Life	1	.25

Electives — (12 credits / 3 units)

Course	Title	Credits	Units
Any 3 courses		12	3

Course Descriptions

General Education and Core Courses

INQ 110 Intellectual Inquiry *(4 credits = 1 unit)*

Introduces students to critical thinking in higher education, taking as its starting point a focused topic in a scholarly field. Critical inquiry will be taught in the context of careful reading of important intellectual works, as well as inquiry-based writing assignments. Research and collaborative skills will also be developed in an integrative setting designed to promote a student's journey toward a life of critical inquiry.

INQ 120 Living an Examined Life *(4 credits = 1 unit)*

Investigates questions of values, individual and communal, from the standpoint of a particular field of learning. The course will teach reasoning skills through reading, writing and oral communication by linking key works with broader traditions of critical reflections on the good life. Students will be encouraged to explore ways in which they can use the course material for their own reflections on what it means to live well.

ENGL 202 Foundations in Fiction *(4 credits = 1 unit)*

Critical reading and introductory literacy analysis of major text in fiction.

ENGL 203 Foundations in Oral Traditions *(4 credits = 1 unit)*

Critical reading and introductory literacy analysis of major texts from oral traditions and drama.

INQ 270 Human Heritage I *(4 credits = 1 unit)*

Develops a sense of historical perspective and the ability to use the methodologies of the humanities or the fine arts by exploring a subject drawn from the period before 1500.

INQ 271 Human Heritage II *(4 credits = 1 unit)*
Develops a sense of historical perspective and the ability to use the methodologies of the humanities or the fine arts by exploring a subject drawn from the period from 1500 to the present.

Language 101 (Spanish/French/Italian) *(4 credits = 1 unit)*
A study of the essentials of Spanish/French/Italian grammar and basic vocabulary to promote speaking, listening, reading, and writing skills. Emphasis on developing conversational skills and cultural awareness to handle topics of everyday life.

Language 102 (Spanish/French/Italian) *(4 credits = 1 unit)*
A study of the essentials of Spanish/French/Italian grammar and basic vocabulary to promote speaking, listening, reading, and writing skills. Emphasis on developing conversational skills and cultural awareness to handle topics of everyday life.

INQ 240 Statistical Reasoning *(4 credits = 1 unit)*
Provides an inquiry-focused introduction to statistical methodologies. Students will gain an understanding of how decision making is accomplished using modern statistical techniques. Topics include descriptive statistics, graphical methods, estimation, elementary probability, and statistical inference; students will apply the techniques of data analysis to data sets and statistical studies that address the course theme.

STAT 210 Statistical Methods I *(4 credits = 1 unit)*
Data collection and experimental design, graphical and numerical methods for describing data, correlation and linear regression, probability models, random variables, the central limit theorem, one and two sample hypothesis tests and confidence intervals, Chi-Square test, and one-way ANOVA.

MATH 100 Precalculus *(4 credits = 1 unit)*
This course is for students intending to take Calculus I (MATH-121). It will provide students with the background knowledge and skills they need to be successful in calculus. Topics include fractions, factoring, solving equations, and various types of functions including polynomials, trigonometric functions, exponential functions, and logarithms.

INQ 250 Scientific Reasoning I *(4 credits = 1 unit)*
Introduces the methodologies of the natural sciences through an inquiry-focused approach to a topic. Students will explore the types of questions that science asks and how it attempts to answer them by defining and classifying information, developing models, identifying patterns, and drawing conclusions based upon data.

BIOL 110 Exploring Biology *(4 credits = 1 unit)*
An integrated study of a contemporary topic that introduces prospective majors to central themes for success. Each section will focus on a different topic.

INQ 251 Scientific Reasoning II *(4 credits = 1 unit)*
Further develops the ability to use the methodologies of the natural sciences by exploring a science topic in depth. The course will be narrowly focused within science while allowing connection to a social, political, ethical, or historical issue.

PSYC 101 Introduction to Psychology *(4 credits = 1 unit)*
An overview of the field of psychology with emphasis on basic processes in human behavior.

SOCI 101 Introduction to Sociology *(4 credits = 1 unit)*
An introduction to the field of sociology with an emphasis on the study of social groups and how they influence human behavior and society.

EDUC 210 Principles of Education *(4 credits = 1 unit)*
Examination of the historical, philosophical, political and social principles of American education, including curricular patterns and objectives with emphasis on present-day changes and legal implications for schools and teachers.

COMM 101 Introduction to Communications *(4 credits = 1 unit)*
Introduction to oral communication and communication theory. Course includes study of various communication models and situations and the processes and techniques that function within them. It also examines cultural, symbolic, and perceptual variants and their effects on the communications process.

HHP 160 Fitness for Life *(1 credit = .25 unit)*
This course is designed to introduce the student to health and physical fitness components related to developing a healthy lifestyle. It will include physical fitness activities, health risk components, assessment, and the development of a personal health and fitness plan.