Sponsoring Institution and Personnel

Sponsoring Institution
Cochise College
901 N. Columbo
Sierra Vista, AZ 85635
Phone:
Institution Type: N/A

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Phone:(520) 720-4469
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Email:brad.dever@sierravistaaz.gov
Affiliates

Arizona Ambulance - Clinical Affiliate - Sierra Vista, AZ
Benson Hospital - Clinical Affiliate - Benson, AZ
Canyon Vista Medical Center - Clinical Affiliate - Sierra Vista, AZ
Copper Queen Community Hospital - Clinical Affiliate - Bisbee, AZ
Echoing Hope Ranch - Clinical Affiliate - Hereford, AZ, AZ
High Desert Clinic - Clinical Affiliate - Sierra Vista, AZ
Sierra Vista Public Schools - Clinical Affiliate - Sierra Vista, AZ
Vista Pediatrics - Clinical Affiliate - Sierra Vista, AZ

Satellites
## Current Program Statistics

CoA Reference: 600413

Program Enrollment and Attrition Table with Current and Past Five Years’ Data (if available):

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Enrollment Date</th>
<th>Graduation Date</th>
<th>Estimated Number of Applicants</th>
<th>Maximum Number of Students</th>
<th>Number Initially Enrolled</th>
<th>Number Enrolled After Class Start</th>
<th>Total Enrollment Number</th>
<th>'In Progress' To-Date</th>
<th>Non-Academic Attrition</th>
<th>General Education Courses Attrition</th>
<th>Professional Courses Attrition</th>
<th>Attrition</th>
<th>Percent Retention</th>
<th># Grads to Date</th>
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<tr>
<td>2015</td>
<td>8/17/2015</td>
<td>10/10/2016</td>
<td>18</td>
<td>24</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>0</td>
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</tr>
<tr>
<td>2014</td>
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<td>10/9/2015</td>
<td>18</td>
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<td>0</td>
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</tr>
<tr>
<td>2013</td>
<td>8/19/2013</td>
<td>10/10/2014</td>
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# Outcomes Summary

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<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
<th>Threshold</th>
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<td>Outcomes Assessments</td>
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<td></td>
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<tr>
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<td>73.3 %</td>
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<tr>
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<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td>90.9 %</td>
<td></td>
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<tr>
<td>National Registry Written - % of grads Attempting</td>
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<td>90.9 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td>100.0 %</td>
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<tr>
<td>National Registry Written - Pass Rate - Success</td>
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<td>100.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td>100.0 %</td>
<td></td>
</tr>
<tr>
<td>National Registry Practical - % of grads Attempting</td>
<td>100.0 %</td>
<td>100.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
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<tr>
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<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td>100.0 %</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Final Written - % of grads Attempting</td>
<td>100.0 %</td>
<td>100.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Final Written - Pass Rate - Success</td>
<td>100.0 %</td>
<td>100.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td>100.0 %</td>
<td></td>
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<tr>
<td>Comprehensive Final Practical - % of grads Attempting</td>
<td>0.0 %</td>
<td>100.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Final Practical - Pass Rate - Success</td>
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<td>100.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td>100.0 %</td>
<td></td>
</tr>
<tr>
<td>State Exam Written - % of grads Attempting</td>
<td>0.0 %</td>
<td>81.8 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td></td>
<td></td>
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<td>State Exam Written - Pass Rate - Success</td>
<td>0.0 %</td>
<td>77.8 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
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<td>0.0 %</td>
<td>70%</td>
<td>77.8 %</td>
<td></td>
</tr>
<tr>
<td>State Exam Practical - % of grads Attempting</td>
<td>0.0 %</td>
<td>90.9 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Exam Practical - Pass Rate - Success</td>
<td>0.0 %</td>
<td>100.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>70%</td>
<td>100.0 %</td>
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<tr>
<td>Employer Survey - % returned</td>
<td>0.0 %</td>
<td>50.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>100</td>
<td>50.0 % *</td>
<td></td>
</tr>
<tr>
<td>Employer Survey - Cognitive - Success</td>
<td>0.0 %</td>
<td>100.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>100.0 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer Survey - Psychomotor - Success</td>
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<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
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<td>0.0 %</td>
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<td></td>
</tr>
<tr>
<td>Employer Survey - Affective - Success</td>
<td>0.0 %</td>
<td>100.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
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<td></td>
<td></td>
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<tr>
<td>Graduate Survey - % returned</td>
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<td>54.5 %</td>
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<td>0.0 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>100</td>
<td>54.5 % *</td>
<td></td>
</tr>
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<td>------</td>
<td>-----------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Enrollment</td>
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<td>0</td>
<td>0</td>
<td>25</td>
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* Threshold not met
# Graduates by Enrollment Cohort

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<tr>
<th>Enrollment Year</th>
<th>Enrollment Date</th>
<th>On-time Graduation Date</th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
<th># Grads to Date</th>
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<tbody>
<tr>
<td>2015</td>
<td>8/17/2015</td>
<td>10/10/2016</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>8/18/2014</td>
<td>10/9/2015</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>2013</td>
<td>8/19/2013</td>
<td>10/10/2014</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Total Graduates by Year = 10 + 11 + 0 + 0 + 0 + 0 + 0 + 0 = 21
Examination Results

Evaluation System: National Registry Written
Analysis: To date, the 2013-2014 cohort has a 100% pass rate, however, at the time of this submission, there is one (1) student not having attempted the NR Written Exam though eligible to do so. Two (2) students in this cohort did not pass on their first attempt, but were able to in subsequent attempts.

The 2014-2015 cohort also has a 100% pass rate.

Overall, analysis of the pass rates has identified the strategies employed by the program, to include the use of adaptive testing through Platinum, utilizing the Study Tools, Unit and Comprehensive Exams in FISDAP have improved pass rates to date. The program also has just begun performing item analysis on all high stakes exams, which will likely help in this area as well.

Action: Continue use of current program strategies to include FISDAP, Platinum Education, item analysis and other resources to exceed the 70% threshold for passing the NR written exam.

Evaluation System: National Registry Practical
Analysis: The 2014 cohort enjoyed a 100% pass rate at the NR Practical exam. Incorporating programmatic review and NR skills practice into the PMD206 syllabus has been a proven strategy. Additionally, scheduling the Final Practical Exam for each cohort two days before the NR Practical Exam, with the same structure and flow as the NR has not only reduced the stress level of the students, but has proven to result in exceptionally high pass rates on the NR Practical Exam.

Action: Continue tactics proven to be successful, including programmatic review and NR practice during PMD206 as well as scheduling the programmatic final practical exam within days of the NR Practical Exam.

Evaluation System: Comprehensive Final Written
Analysis: Incorporating more readiness resources through Platinum and FISDAP prior to the final exam has been implemented and appears to have been successful. Students have been exposed to more adaptive testing in Platinum, Study Tools and Unit exams in FISDAP. Additionally, the program has begun utilizing Group Testing on high stakes exams, with the exception of the programmatic Final Exam. Once the students have taken the exam as an individual, they are placed into random groups and take the exact same exam a second time but as a group. The groups analyze, discuss, and think critically think about each item as a group, broadening their perspective of question analysis. Then, depending on how well the group does on the exam, each student within that group receives 1-3 bonus points on their individual exam. Students have given feedback that this has greatly improved their ability to analyze and dissect test items as individuals which ultimately helps them on the programmatic Final Exam as well as the NR Written Exam.

Action: Continued use of adaptive testing, Platinum and FISDAP enrichment options and use of Group Testing to ensure the 70% threshold is exceeded by the program.

Evaluation System: Comprehensive Final Practical
Analysis: The 2014 cohort enjoyed a 100% pass rate at the comprehensive final practical. This exam was constructed to be identical to the NR Practical and was held two days before the NR Practical. Imbedded programmatic review and NR practice dates into the PMD206 syllabus has been identified as being a positive contributor to the high pass rate.

Action: Continue current strategies employed by the program to exceed 70% threshold.

Evaluation System: State Exam Written
Analysis: No state written exam exists in Arizona.
Action: N/A

Evaluation System: State Exam Practical
Analysis: No state practical exam exists in Arizona.
Action: N/A

**Surveys - Cognitive Domain**

Evaluation System: Employer Surveys - Cognitive
Cut Score: Surveys were sent to every graduate and employee of the 2013-2014 cohort. A survey was not sent to the graduate that had/has not attempted the NR Written Exam, and therefore subsequent employer survey as this graduate is not employed in the EMS field.

Analysis: The number of surveys returned for the 2013-2014 cohort is disappointing. A new strategy to increase the number of returned surveys will be employed for the 2014-2015 cohort. Surveys for the 2014-2015 cohort are scheduled to be distributed in February 2016.

Action: Distributing the surveys in person by the Program Director will be employed for the 2014-2015 cohort due to the small cohort size and strong network of county-wide EMS partners within Cochise County. Delivering surveys in person with a prepaid envelope will hopefully increase the number of returned surveys.

Evaluation System: Graduate Survey - Cognitive
Cut Score: Surveys were sent to every graduate and employee of the 2013-2014 cohort. A survey was not sent to the graduate that had/has not attempted the NR Written Exam, and therefore subsequent employer survey as this graduate is not employed in the EMS field.

Analysis: The number of surveys returned for the 2013-2014 cohort is disappointing. A new strategy to increase the number of returned surveys will be employed for the 2014-2015 cohort. Surveys for the 2014-2015 cohort are scheduled to be distributed in February 2016.

Action: Distributing the surveys in person by the Program Director will be employed for the 2014-2015 cohort due to the small cohort size and strong network of county-wide EMS partners within Cochise County. Delivering surveys in person with a prepaid envelope will hopefully increase the number of returned surveys.

**Surveys - Psychomotor Domain**
Evaluation System: Employer Surveys - Psychomotor  
Cut Score:  
Analysis: Surveys were sent to every graduate and employee of the 2013-2014 cohort. A survey was not sent to the graduate that had/has not attempted the NR Written Exam, and therefore subsequent employer survey as this graduate is not employed in the EMS field.

The number of surveys returned for the 2013-2014 cohort is disappointing. A new strategy to increase the number of returned surveys will be employed for the 2014-2015 cohort. Surveys for the 2014-2015 cohort are scheduled to be distributed in February 2016.

Overall, the program is pleased with the results of the Employer Survey for the Psychomotor Domain. 
Action: Distributing the surveys in person by the Program Director will be employed for the 2014-2015 cohort due to the small cohort size and strong network of county-wide EMS partners within Cochise County. Delivering surveys in person with a prepaid envelope will hopefully increase the number of returned surveys.

Evaluation System: Graduate Survey - Psychomotor  
Cut Score:  
Analysis: Surveys were sent to every graduate and employee of the 2013-2014 cohort. A survey was not sent to the graduate that had/has not attempted the NR Written Exam, and therefore subsequent employer survey as this graduate is not employed in the EMS field.

The number of surveys returned for the 2013-2014 cohort is disappointing. A new strategy to increase the number of returned surveys will be employed for the 2014-2015 cohort. Surveys for the 2014-2015 cohort are scheduled to be distributed in February 2016.

Overall, the program is pleased with the results of the Employer Survey for the Psychomotor Domain. 
Action: Distributing the surveys in person by the Program Director will be employed for the 2014-2015 cohort due to the small cohort size and strong network of county-wide EMS partners within Cochise County. Delivering surveys in person with a prepaid envelope will hopefully increase the number of returned surveys.

Surveys - Affective Domain

Evaluation System: Employer Surveys - Affective  
Cut Score:  
Analysis: Surveys were sent to every graduate and employee of the 2013-2014 cohort. A survey was not sent to the graduate that had/has not attempted the NR Written Exam, and therefore subsequent employer survey as this graduate is not employed in the EMS field.

The number of surveys returned for the 2013-2014 cohort is disappointing. A new strategy to increase the number of returned surveys will be employed for the 2014-2015 cohort. Surveys for the 2014-2015 cohort are scheduled to be distributed in February 2016.

Overall, the program is pleased with the results of the Employer Survey for the Affective Domain.
**Action:**
Distributing the surveys in person by the Program Director will be employed for the 2014-2015 cohort due to the small cohort size and strong network of county-wide EMS partners within Cochise County. Delivering surveys in person with a prepaid envelope will hopefully increase the number of returned surveys.

**Evaluation System:**
Graduate Survey - Affective

**Cut Score:**
Surveys were sent to every graduate and employee of the 2013-2014 cohort. A survey was not sent to the graduate that had/has not attempted the NR Written Exam, and therefore subsequent employer survey as this graduate is not employed in the EMS field.

The number of surveys returned for the 2013-2014 cohort is disappointing. A new strategy to increase the number of returned surveys will be employed for the 2014-2015 cohort. Surveys for the 2014-2015 cohort are scheduled to be distributed in February 2016.

Overall, the program is pleased with the results of the Employer Survey for the Affective Domain.

**Action:**
Distributing the surveys in person by the Program Director will be employed for the 2014-2015 cohort due to the small cohort size and strong network of county-wide EMS partners within Cochise County. Delivering surveys in person with a prepaid envelope will hopefully increase the number of returned surveys.

---

**Attrition / Retention**

**Evaluation System:**
Attrition / Retention

**Analysis:**
Continued enforcement of progression requirements within the program to meet or exceed the 70% threshold has proven to be successful. Additionally, requiring the pre-requisite of PMD101 (Paramedic Prep) and utilizing the FISDAP Paramedic Entrance Test as a requirement to enter the program has also proven to maintain high retention rates by setting the bar high to even get into the program. Providing more enrichment resources throughout the program from FISDAP and Platinum is also promising with the 2015-2016 cohort.

**Action:**
Continued enforcement of entrance and progression requirements, as well as providing numerous enrichment opportunities throughout the program will be utilized to meet or exceed the 70% threshold.

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**Positive Placement**

**Evaluation System:**
Positive Placement
Analysis: Currently 100% of the 2014-2015 graduates are employed or volunteer as Paramedics within Cochise and Santa Cruz Counties.

From the 2013-2014 cohort, the one student not working in the EMS field is the same student who has yet to attempt the NR Written Exam.

The program continues to employ aggressive strategies for student placement beginning early in the program. This is done by educating the students of the correlation between the success of students who work in the field while in the paramedic program and those who don't. Additionally, inviting recruiters from within southern AZ to come and speak to the students during the program has also had a positive impact on student placement during and after graduation.

Action: Continue current strategies employed by the program to exceed 70% threshold.
Program Information

Program Title: Emergency Medical Technician-Paramedic

Name of certificate or degree awarded: Emergency Medical Technician - Paramedic

Program Design

<table>
<thead>
<tr>
<th>Award Level 1</th>
<th>Award Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Type of award granted:</td>
<td>Certificate</td>
</tr>
<tr>
<td>b. Length of Program in Months:</td>
<td>15</td>
</tr>
<tr>
<td>c. Length of Program in Academic Sessions:</td>
<td>6</td>
</tr>
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<td>d. Total Credit Hours Required:</td>
<td>55</td>
</tr>
<tr>
<td>e. Type of Credits (e.g., semester, quarter):</td>
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</tr>
<tr>
<td>f. Total Program Tuition and Fees - Resident:</td>
<td>$6,575.00</td>
</tr>
<tr>
<td>g. Total Program Tuition and Fees - Non-Resident:</td>
<td>$8,720.00</td>
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Program Budget

<table>
<thead>
<tr>
<th>Current Fiscal Year to Date</th>
<th>Previous Fiscal Year</th>
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<tbody>
<tr>
<td>a. Program’s fiscal year begins on (month/date):</td>
<td>7/1</td>
</tr>
<tr>
<td>b. Indicate the program's actual expenditures for:</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Is the budget sufficient to ensure achievement of the programs's goal and outcomes?:
Yes

Detailed Analysis of Insufficient Budget:

Action Plan for Insufficient Budget:
Comments

http://www.cochise.edu/paramedicine/
Distance Education

Is any portion of the program offered through distance learning?: No

Percentage of the program delivered by distance: %

List the courses that are totally web based (ie no face-to-face instruction):

List the courses that are interactive video conferencing to remote locations:

Description of Distance Mode List of courses delivered in that mode