

*The Commission on Colleges  
Southern Association of Colleges and Schools*

## **THE FIFTH-YEAR INTERIM REPORT**

**Name of Institution:**

Dalton State College

**Address of the Institution:**

650 College Drive, Dalton, GA 30720

**Name, title, contact numbers of person(s) preparing the report:**

Henry M. Codjoe

Director of Institutional Research & Planning

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**Part I: Signatures Attesting to Integrity**  
*(Applicable to all institutions)*

By signing below, we attest to the following:

That *Dalton State College* has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: *September 26, 2008*

**Accreditation Liaison**

**Name of Accreditation Liaison**

*Dr. John A. Hutcheson*

**Signature**

**Chief Executive Officer**

**Name of Chief Executive Officer**

*Dr. John O. Schwenn*

**Signature**

## **Part III: The Abbreviated Compliance Certification** *(Applicable to all institutions)*

1. The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. ***(Core Requirement 2.8)***

Compliance

**Narrative:**

From its inception in 1967, Dalton State College's commitment to a high quality general educational program in a teaching and learning environment that sustains instructional excellence has included recruiting and retaining the finest possible faculty. As of fall 2008, the number of full-time and part-time faculty was 215, of which 141 were full-time. Fifty-nine percent of full-time faculty members held doctoral degrees and 44 percent were tenured. The Dalton State College Foundation has acquired donations of \$1,500,000 to provide matching funds for three endowed professorships in the College's baccalaureate programs, and the state has funded two of these endowed chairs at present, in management and accounting. An additional endowed chair in history awaits approval by the Board of Regents, and a fourth chair, in teacher education, has been endowed and filled through a \$1 million donation from the Goizueta Foundation.

2. The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. ***(Comprehensive Standard 3.2.8)***

Compliance

**Narrative:**

Following a reorganization in 2007-2008 by which eight academic Divisions were restructured as seven Schools, the academic and administrative personnel of Dalton State College comprise the President, the Vice President for Academic Affairs, seven Deans, and six Department Chairs, all of whom hold terminal degrees in appropriate disciplines or--in the case of the two Department Chairs in the School of Technology--have appropriate professional credentials.

3. The institution publishes admissions policies that are consistent with its mission. (*Comprehensive Standard 3.4.3*)

Compliance

**Narrative:**

The mission of the institution states that the College is dedicated to providing broad access to quality higher education in NW Georgia. Our published admissions policies in various documents (e.g., Catalog) address a range of options, thus allowing broad access to the institution. The College offers open admission through its technical, certificate, and mini certificate programs, while its transfer associate and baccalaureate offerings are mildly selective in admission criteria.

4. For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (*Comprehensive Standard 3.4.11*)

Compliance

**Narrative:**

Program coordination for all majors at Dalton State College is the responsibility of the Deans of the appropriate Schools, who works with qualified faculty members to develop and review the content and requirements of particular majors. All curricular specifications, including the addition and deletion of courses, must be approved by the Academic Council, a College-wide body of faculty, administrators, and students whose decisions are subject to the approval of the general faculty.

5. The institution provides *student support programs*, services, and activities consistent with its mission. (*Core Requirement 2.10*)

Compliance

**Narrative:**

The mission of the institution states that DSC is dedicated to serving a diverse student body and that it will provide a range of student life opportunities and appropriate academic support services. When planning student activities, the institution takes into consideration the interests of its diverse student body and uses survey instruments such as student activity survey, NSSE, and the graduating student survey. Using the results of these instruments, we have added more family events for nontraditional students and more multicultural events. For example, the First Year Experience this year (2008-2009) has a multicultural theme

running throughout the course from the common reader to lecture events. We offer a broad array of intrusive academic support services that include an advising center for all first time students, supplemental instruction in high risk courses, early academic warning notification, and academic support labs.

6. The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (*Comprehensive Standard 3.11.3*)

  X   Compliance

**Narrative:**

DSC performs required preventative maintenance on the major HVAC systems, roofs, drains, gas lines as well as the fleet of vehicles and equipment that maintains the campus. The grounds are maintained very well given the extended drought. In the last five years, the gym has been renovated into a student fitness center, a new LPN, respiratory therapy, and radiological technology lab has been created. Food service has been renovated to serve the increased enrollment. Also, the entire electrical infrastructure is in the process of being replaced. A new 26,000 sf Continuing Education building has been built which will allow for the renovation of the administration building to become a one stop shop for students since enrollment services, financial aid, and the business office will be located there. A 400 space parking deck will start construction in October 2008. A formal bell tower and quadrangle is being constructed in the center of campus.

7. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: (*Comprehensive Standard 3.3.1*)

3.3.1.1 educational programs, to include student learning outcomes

  X   Compliance

**Narrative:**

Consistent with its mission, Dalton State College is committed to the effective evaluation of its educational programs and academic support services, and to the use of assessment results for continuous improvement. As part of its institutional effectiveness program, DSC has a mechanism for evaluating its general education program – a critical component of its education mission. Though the general education learning outcomes have been modified several times over the past ten years, DSC's general education outcomes have now been cast in language that enables them to be more closely

measured. The intended learning outcomes from general education incorporate direct references to the humanities, the natural sciences and mathematics, and the social sciences. As well, at the discretion of each school, faculty may also choose additional "local" learning outcomes for assessment. Faculty in each discipline thus identify expected learning outcomes for that discipline based on either the College's General Education Outcomes or Major Area Outcomes. From the discipline-level expected outcomes, faculty develop course-by-course expected outcomes for each course taught. Faculty use the *Academic Outcomes Assessment Plan Summary Report* to report assessment results and procedures that are consistent with the achievement of educational goals for each academic school and department. Documentation is gathered on an ongoing basis. The program of major area outcomes at Dalton State College includes those academic schools that produce graduates whose next steps primarily involve entering the workforce, as opposed to those who typically transfer to another institution for further study. Thus, major area program outcomes center on the Schools of Education, Business Administration, Social Work, Nursing, and Technology. Major area outcomes assessment plans are in place for targeted programs of study to evaluate educational goals and programs within those schools. The faculty members responsible for these programs are also responsible for establishing the learning outcomes, the assessment criteria, and the utilization of results to foster improvements in the programs.

8. The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates. (***Federal Requirement 4.1***)

  X   Compliance

**Narrative:**

The evaluation of the success of academic programs at DSC involves the gathering and analyzing of both quantitative and qualitative data that demonstrate student achievement. The College routinely compiles and disseminates all information used to demonstrate student achievement, including:

- degrees and certificates awarded
- licensure examination pass rates (Schools of Nursing and Technology)
- Regents' Testing Program first-time pass rates (sophomores reaching 45 hours)
- Georgia Assessments for the Certification of Educators (GACE) Test
- University System transfer grade point average
- ETS (pre-test/post-test ) Field Test in Business

- retention and graduation rates
- job placement rates (Schools of Education, Business Administration, Nursing, Social Work, and Technology)
- employer satisfaction (Schools of Education, Business Administration, Nursing, Social Work, and Technology graduates)
- student and alumni satisfaction surveys

9. The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. ***(Federal Requirement 4.2)***

  X   Compliance

**Narrative:**

All curricula at Dalton State College are designed as implementations of the institution's Statement of Purpose and its mission to serve the educational, economic, and cultural needs of its Northwest Georgia service area. Proposals for any new programs or for substantive changes in existing programs are evaluated at several administrative levels within the College and by the University System of Georgia in terms of their capacity to fulfill or further the institution's stated mission.

10. The institution makes available to students and the public current academic calendars, grading policies, and refund policies. ***(Federal Requirement 4.3)***

  X   Compliance

**Narrative:**

Academic calendars, grading policies, and refund policies can be found in electronic and hard copy formats. The college catalog and website both contain all required information.

11. Program length is appropriate for each of the institution's educational programs. ***(Federal Requirement 4.4)***

  X   Compliance

**Narrative:**

All program credit hour requirements at Dalton State College meet or exceed the specifications of the University System of Georgia and appropriate specialized accrediting agencies.

12. The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. ***(Federal Requirement 4.5)***

Compliance

**Narrative:**

The college has established grievance policies that are published annually in the academic catalog. While there is a general student grievance policy, there are also specific policies related to admission and disability support services.

13. Recruitment materials and presentations accurately represent the institution's practices and policies. ***(Federal Requirement 4.6)***

Compliance

**Narrative:**

Recruitment materials and presentations are reviewed on an annual basis to assure accuracy. Specific areas addressed include admission policies, tuition and fees, and photos are reviewed to ensure an accurate representation of the campus.

14. The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. ***(Federal Requirement 4.7)*** The institution audits financial aid programs as required by federal and state regulations. ***(Comprehensive Standard 3.10.3)***

Compliance

**Narrative:**

The institution is in compliance with both federal, state, and University System regulations with regards to Title IV and audits. Copies of the most recent audits are on file in the fiscal affairs and financial aid offices.



**Part II: The Abbreviated "Institutional Summary  
Form Prepared for Commission Reviews"**  
*(Applicable to all institutions)*

*History and Characteristics*

*History*

Dalton State College was chartered as Dalton Junior College by the Board of Regents of the University System of Georgia in July 1963, becoming the 24th unit of the University System of Georgia, which currently consists of 35 institutions. In May 1965, the voters of Whitfield County passed a bond issue by a margin of 26 to 1 authorizing the \$1.8 million necessary to begin the College's physical facilities. Situated on a 141 acre campus overlooking Interstate 75, the first four buildings were completed in time for the institution to open its doors in the fall of 1967. An inaugural class of 524 students enrolled that quarter, and enrollment inexorably grew to more than 3,000 in the fall of 1994 and to about 4,900 students in fall 2008. In the meantime, the physical plant expanded to accommodate the larger number of students, faculty, and staff. Today, the College occupies 395,141 square feet of space in eleven major buildings. A new continuing education building containing 26,000 square feet received funding in 2003 and was opened in the summer of 2006. A new satellite building to be attached to the new Whitfield Career Academy received funding in 2006 and is slated to be opened in fall 2009 as an off-campus facility of DSC's School of Technology. Dalton State College will also have a new 100,000 square foot classroom building in its future, as a result of action taken by the University System of Georgia (USG) Board of Regents in June 2005. The Board approved Dalton State's request for a \$22 million general classroom building that will be added to the rolling five-year Major Capital Priority List for funding anticipated in 2011.

Other changes have occurred over the years. Among the most significant was the addition of a technical division to the College's program array in 1973. Additionally, in 1987, the Board of Regents deleted "Junior" from the name of the College. As well, in 1996, the Board of Regents authorized Dalton College to assume responsibility for the Dalton School of Health Occupations, resulting in the addition of several health-related programs to the curriculum. One of four University System institutions with comprehensive technical certificate and pre-baccalaureate programs, the College was thus well positioned to address a broader array of future needs. In 1998, recognizing unmet needs within the Northwest

Georgia region, the University System authorized Dalton to begin offering selected bachelor's degrees in the field of business – changing the mission and purpose of the College with a new name: Dalton State College (DSC). The College began offering upper-level coursework in the fall of 1999. A Bachelor of Social Work degree program was also added in 2001. And in November 2004, the Board of Regents voted to allow DSC to assume responsibility for the Bachelor of Science in Education degree program with a major in early childhood education that had been offered in Dalton since the 1980s by the University of West Georgia. Thus, Dalton State entered the field of teacher education for the first time at the baccalaureate level, with its first juniors admitted in the fall of 2005 and its first seniors graduating in the spring of 2006. These developments were sanctioned by a SACS authorized substantive change from Level I to Level II, including a Board of Regents authorized change of mission. The 1998-1999 year also marked the beginning of the College's conversion from the quarter to the semester system with the class of 1999 students graduating under the semester system. The College is asking Board of Regents' approval to open student housing beginning with the fall 2009 semester.

The Southern Association of Colleges and Schools first accredited what is now Dalton State College to award the associate's degree in 1969, and the College has been fully accredited since then. In its more than forty-year history, Dalton State College has had four presidents: Dr. Arthur M. Gignilliat, who served as the College's founding president from 1966 to 1970; Dr. Derrell C. Roberts, who began his presidency of the College in 1970 and retired in 1994; Dr. James A. Burran, who succeeded Dr. Roberts in 1995 and retired in February 2008; and Dr. John O. Schwenn who took up the task of guiding the institution on March 1, 2008.

### *Mission*

Dalton State College has a clearly defined statement of purpose. This statement has been the subject of several revisions over the past 12 years. The first revision took place in 1996 when the Board of Regents took action under the "Mission Development and Review Policy Direction" to revise the mission statements of the University System of Georgia and its 34 colleges and universities to incorporate a common set of core purposes. The second revision arose from the recommendations of the North Georgia Planning Council that led to approval of a change in mission for the College by the Board of Regents. The change, which called for the College to provide "a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area,"

authorized the institution to offer an initial group of two Bachelor of Science degrees effective in the fall of 1999, with a Bachelor of Applied Science to follow in the fall of 2000. Also, in November of 1998, as part of this process, the Board approved a name change from Dalton College to Dalton State College to reflect the institution's new mission. The third and most recent revision stemmed from a key priority of the *2006-2010 Strategic Plan* that called for the need to "articulate a well-defined mission, image, and identity to be shared with the College community." A goal was established to "revisit the College's mission statement," whereby the president appointed a faculty-staff committee to review DSC's statement of purpose and mission and invite the campus community to offer input and suggestions. The committee submitted a revised statement of purpose and mission to the president in November 2006, and the faculty adopted the revision at its December 2006 meeting. At its meeting in June 2007, the Board of Regents approved the revised statement of purpose and mission.

*Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service and continuing education activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.*

*The mission of Dalton State College consists of the following core commitments:*

- 1) selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;*
- 2) excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;*
- 3) public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region;*
- 4) continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.*

*In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their profession and communities. As Dalton State College looks to the future and its*

*place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.*

### *Geographic Service Area*

The College serves a ten county region, with most students coming from five primary counties in Northwest Georgia. Of the roughly 4,893 students enrolled in the fall of 2008, 4,407 or 90 percent came from the following counties: Whitfield (47%); Murray (18%); Gordon (15%); Catoosa (13%); and Walker (8%). The remaining 486 students or 10 percent came from out-of-state (mostly Tennessee and surrounding states) and international.

### *Composition of Student Body*

Sixty-four percent of the current student body is of traditional age (18-24), with an average age of about 27. Sixty-one percent of the enrollment is female, while 78 percent of the students are white. The minority population has more than doubled in the last few years thanks to the Dalton area's growing Latino population. Currently, the minority student population is 22 percent of the student body, with a growing international student population. Three hundred and eight students are from 43 countries - the majority coming from Mexico and other Latin American countries, India, Pakistan, and Canada. Dalton State has the largest percentage of Hispanic students in the University System of Georgia at nearly 11 percent. Fifty-five percent of students attend full-time.

### *Description of Any Unusual Distinctive Features*

The College performs a dual mission, building on its two-year college tradition while developing four-year programs in focused areas of regional need. DSC continues to serve as a point of access for students entering the University System of Georgia, offering challenging courses and programs that lead to associate degrees and prepare students for transfer to baccalaureate programs, and offering vocational and career certificates through its School of Technology. Many students, usually first-generation college students, enroll intermittently over time, frequently taking part-time course loads. Indeed, DSC is what education researcher Alexander Astin has described as a "commuter school," comprised primarily of "parking lot students" – the group at the lower end of what he calls "continuum of involvement." These types of students "stay, leave, 'stop out' for indefinite periods, and transfer out" with little or no official

notice. No wonder that only a small percentage of DSC students participate in co-curricular activities. Results from the 2008 National Survey of Student Engagement for Dalton State show only 3 percent of first year students spend more than 15 hours a week participating in co-curricular activities. Seventy-six percent spend no time participating in co-curricular activities. Hopefully, with the coming of residence halls on campus, there will be some improvements in these areas.

#### *Admissions Policies*

DSC has an open admissions policy and is committed to recruiting and sustaining a diverse qualified student body that can benefit from DSC's comprehensive array of program offerings.

## ***List of Degrees***

### *Programs of Study*

Dalton State College offers five types of programs for which admission requirements vary:

1. bachelor degree programs lead to the completion of baccalaureate degrees in residence;
2. bachelor of applied science degree program leads to the completion of a baccalaureate degree in residence following the completion of any career associate degree;
3. transfer associate degree programs that lead to the Associate of Arts or Associate of Science degrees (A.A. and A.S.), and which meet the requirements for the first two years toward a bachelor degree program;
4. career associate degree programs lead to the Associate of Applied Science (A.A.S.) degree or the Associate of Science (A.S.) degree in allied health areas, primarily designed for students who do not wish to transfer into four-year degree programs; and
5. career certificate programs that lead to technical certificates and mini-certificates, primarily designed for students who do not wish to transfer to four-year degree programs.

### Bachelor's Degree Programs

Bachelor of Business Administration

- Accounting
- Management
- Management Information Systems
- Marketing
- Operations Management

Bachelor of Science

- Biology
- Early Childhood Education
- Mathematics

Bachelor of Social Work

Bachelor of Applied Science

- Technology Management

### Transfer Associate Degree Programs

Associate of Arts

- Communication Studies
- Economics
- English
- Foreign Language
- General Studies
- Geography
- History
- Philosophy
- Political Science
- Psychology

Social Work  
Sociology

Associate of Science

Agricultural and Environmental Sciences  
Biological Sciences  
Business Administration  
Chemistry  
Computer Science  
Criminal Justice  
Dental Hygiene  
Education, Early Childhood/Elementary  
Education, Middle Grades/Secondary  
Family and Consumer Science  
Forestry  
General Studies  
Geology  
Health and Physical Education  
Health Information Management  
Information Systems  
Mathematics  
Medical Technology  
Nuclear Medicine Technology  
Nursing  
Occupational Therapy  
Physics/Pre-Engineering  
Pre-Dental Hygiene  
Pre-Pharmacy  
Pre-Physical Therapy  
Pre-Physician Assistant  
Radiation Therapy Technology  
Radiography  
Respiratory Therapy

Career Associate Degree Programs

Associate of Applied Science

Business

Business, General  
Computer Operations  
Management  
Marketing  
Medical Office Administration  
Medical Transcription  
Office and Business Technology

Health

Emergency Services Management  
Medical Laboratory Technology  
Radiologic Technology  
Respiratory Therapy

Technology

Computer Networking and Service Technology  
Drafting and Design Technology  
Industrial Electrical and Electronic Technology  
Technology, General Studies

Cooperative Degree

Associate of Science in Nursing

Nursing (Registered Nursing)

Career Certificate Programs

Certificates

Computer Networking and Service Technology  
Computer Operations  
Drafting and Design Technology  
Industrial Electrical and Electronic  
Technology  
Licensed Practical Nursing  
Management  
Marketing  
Medical Assisting  
Medical Transcription  
Office and Business Technology  
Radiologic Technology  
Welding

Mini-Certificates

A+ Certification  
Architectural Drafting Specialist  
Basic Industrial Welding and Machining  
Basic Machinist  
Certified Customer Service Specialist  
Certified Nursing Assistant  
Cisco Professional  
Cisco Specialist  
Computer-Aided Drafting  
Gas Metal Arc Welding  
Health Unit Coordinator  
Industrial Electrical Technology  
Industrial Safety  
Information Technology (IT) Plus Specialist  
iSeries 400 Application Development  
Management  
Marketing  
Microsoft Windows Networking  
Multicultural Office Specialist  
Office Technology  
Personal Computer Applications  
Phlebotomy  
Plate and Pipe Welding  
Small Business Record Keeping  
Telecommunications  
T.I.G. Welding



### ***Locations and Distance Education***

1. List all ***new off-campus*** sites established ***since your previous reaffirmation*** where a student can be awarded a degree, certificate, or diploma at the site ***or*** where a student can obtain 50 percent or more of credits toward the educational program.

The Gilmer County Center will open in December 2008 and classes will begin in January 2009. All courses needed to earn an A.A. in General Studies will be offered at this site. If a student begins classes in the fall semester, he/she can complete the A.A. degree (General Studies) in two years. Learning Support courses will also be offered at this location. Classes, primarily General Education classes (non-lab) have been offered in the Gilmer County area for more than 10 years. The Gilmer County Center will be an off-campus site, with 7 classrooms, a wet lab, and a computer classroom, as well as faculty offices and a director and administrative assistant.

2. List ***all locations*** (country, state, and city) where coursework toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered and, for each degree, certificate, or diploma, whether a student can obtain 50 percent of credits toward any of the educational programs.

The Catoosa Center is an off campus site where General Education (non lab) courses are offered. No complete degree program is offered at this location.

3. Provide a brief description of ***distance education credit offerings*** that can be obtained primarily through electronic means and indicate where the students are located. Indicate any degree or certificate programs that can be completed primarily through electronic means. Please limit this brief description to one-half page.

Dalton State College offers a variety of classes in online and hybrid formats for students pursuing various degrees including AAS, AS, AA, and BBA. While the institution does not currently offer any programs in an online or hybrid format, it does offer students the opportunity to take classes in these formats. Below is a list of the classes currently being offered in an online or hybrid format at Dalton State College. Online classes consist of three or less face to face sessions for the instructor and students. The hybrid classes reduce face-to-face meeting times by at least 50%, if not more. For the face-to-face hybrid sessions, the students meet with the instructor on the Dalton State College campus as established and advertised prior to the student registering for the class.

<b>Online/Hybrid</b>	<b>Course Abbreviation</b>	<b>Course Name</b>
Online	CAPS 1101	Introduction to Computers
Online	CAPS 1140	Microcomputer Operating Systems
Online	ELCT 2120	A+ Certification Review
Online	LPNS 1103	Intro to Diet and Nutrition
Online	NURS 1102	Pharmacology
Online	NURS 1104	Nutrition
Online	NURS 1107	Medical Terminology
Online	RGTR 0198	Regents' Reading Skills
Online	RGTR 0198	Regents' Test Preparation
Online	SOCI 1101	Introduction to Sociology
Online	SOCI 1101	Introduction to Sociology
Online	SOWK 2101	The Profession of Social Work
Online	SOWK 2101	The Profession of Social Work
Online	SOWK 2102	The Social Welfare Institution
Online	SOWK 2102	The Social Welfare Institution
Hybrid	BIOL 1105K	Environmental Studies
Hybrid	BIOL 1107K	Principles of Biology
Hybrid	BIOL 2212K	Anatomy and Physiology I
Hybrid	BIOL 2213K	Anatomy & Physiology II
Hybrid	BUSA 2106	The Environment of Business
Hybrid	CAPS 1101	Intro to Computers
Hybrid	CAPS 1145	Network Fundamentals
Hybrid	COMM 3301	Business Communication
Hybrid	ECON 2106	Principles of Microeconomics
Hybrid	ELCT 1005	Direct Current Circuits I
Hybrid	ELCT 1055	Digital Logic Circuits I
Hybrid	ELCT 1065	Alternating Current Circuits I
Hybrid	ELCT 1085	Semiconductor Devices & Circuits I
Hybrid	ELCT 2005	Direct Current Circuits II
Hybrid	ELCT 2040	Programmable Logic Controllers
Hybrid	ELCT 2040	Programmable Logic Controllers
Hybrid	ELCT 2065	Alternating Current Circuits II
Hybrid	ELCT 2075	Motors, Drives, and Controls
Hybrid	ELCT 2090	Instrument and Control Systems
Hybrid	ELCT 2090	Instrument and Controller
Hybrid	ELCT 2100	PC Maintenance and Troubleshooting
Hybrid	ELCT 2115	Robotics
Hybrid	ELCT 2115	Robotics
Hybrid	ELCT 2116	CIMS
Hybrid	ELCT 2116	Computer Integrated Manufacturing
Hybrid	ENGL 1101	English Composition I
Hybrid	ENGL 2130	American Literature I
Hybrid	LPNS 1150	Nursing Leadership I
Hybrid	MARK 4380	eCommerce
Hybrid	MATH 1111	College Algebra
Hybrid	MATH 2200	Introduction to Statistics
Hybrid	MGIS 3353	Programming
Hybrid	MGIS 3354	Telecommunications Management
Hybrid	MUSC 1100	Music Appreciation
Hybrid	NURS 2203	Nursing Issues
Hybrid	OADM 1220	Office Procedures
Hybrid	OADM 1232	Business Communications
Hybrid	RADT 1102	Radiology Terminology
Hybrid	RGTR 0198	Regents' Reading Skills
Hybrid	SOCI 1101	Introduction to Sociology

<b>Online/Hybrid</b>	<b>Course Abbreviation</b>	<b>Course Name</b>
Hybrid	SOCI 1101	Introduction to Sociology
Hybrid	SOWK 4400	Foundation for Social Research
Hybrid	SPAN 1001	Elementary Spanish I
Hybrid	SPAN 1002	Elementary Spanish II