INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Friday, June 14, 2024

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

www.in.gov/bpe

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AGENDA

Meeting of the Board for Proprietary Education
Indiana Commission for Higher Education

June 14, 2024
12:30 P.M. – 2:30 P.M.

Indiana Commission for Higher Education
Kent Weldon Board Room
101 West Ohio Street, Suite 300
Indianapolis, IN 46204

Microsoft Teams meeting
Join on your computer, mobile app or room device
Click here to join the meeting
Or call in (audio only)
+1 317-552-1674
Phone Conference ID: 237 344 302#

IV. Financial Review Update

1. Plante Moran 2024 BPE Authorized Institution Financial Review to Be Distributed

V. INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS
ADJOURNMENT

****

The next meeting of the Board is tentatively scheduled for **September 9, 2024, in Indianapolis, Indiana**.

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Friday, March 8, 2024

I. CALL TO ORDER

The Board for Proprietary Education met in a regular session starting at 10:00 A.M. (Eastern) at 101 West Ohio Street, Suite 300, in the Kent Weldon Board Room, with Chairman Sauer presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Scott Bogan (in person); Ken Konesco (virtual); Jean Putnam (in person); Ken Sauer, Ph.D., (in person); and Anne Shane (virtual).

Members Absent: None.

Indiana State Board of Nursing: Toni Herron (virtual).

Guests: Rasheed Ahmed (virtual); Kevin Berkopes, Ph.D. (in person); Tiffany Brack, D.B.A. (Virtual); Sandra Dafiaghor, Ph.D., (in person); Vanessa Howard, FNP-BC (in person); Kingsley Mukoro (in person); Christine Nemcik, Ph.D., (in person); Zeeshan Noor, Ph.D., (in person); Andrew Salmon (in person); and Shariq Siddiqui Ph.D., (virtual).

It was determined that there was a quorum for the March 8, 2024, Board meeting.

CONSIDERATION OF THE MINUTES OF THE DECEMBER 4, 2023, BOARD MEETING

R-24.03.01 **Resolved:** The Board for Proprietary Education hereby approves the Minutes of the December 4, 2023, regular meeting.
(Motion – Putnam, second – Shane, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Ken Sauer, Ph.D., began by announcing that the legislative session was nearing conclusion during the BPE business meeting. Because of the legislative session, the focus of Commission staff had not been on the BPE rule-making process. Ken was hopeful that when the legislative session concluded, he and Ross would have the necessary approvals to move forward with the rule-making process.

The Commission Academic Affairs Unit has had several vacancies for many months. Ken announced that one position had been filled. The second position was next to start the official hiring process.

The BPE Board passed a policy in December 2017 regarding reapplying for BPE authorization following two years of no enrollment. Ross confirmed that ALR Educational Health Services had not had any enrollments in over two years. The Policy on Reapplying for Initial Institutional Authorization had therefore been invoked.

III. PROGRAM REVIEW

A. Program Review and Decision Item

1. Program Review and Bachelor of Science (B.S.) in Applied Mathematics second cohort to be offered by MathTrack Institute.

   Representing MathTrack Institute: Kevin Berkopes, Chief Executive Officer and Faculty; Christine Nemcik, Vice President of Academic Affairs; and Andrew Salmon, President.

   Ken Sauer introduced the MathTrack Institute program review and a proposal for a second cohort of students. Ross Miller presented the staff report outlining the B.S. in Applied Mathematics, the original stipulations for a first cohort, and recommending that MathTrack Institute be approved to offer the program to a second cohort of students, with stipulations.

   R-24-03.02 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
   (Motion – Konesco, second – Bogan, unanimously approved)

III. TIME-SENSITIVE ACTION ITEM

B. Initial Institutional Authorization and Academic Degree Program

1. Initial institutional authorization of Jeremi College at Munster.

   Representing Jeremi College: Tiffany Brack, Administrator; Sandra Dafiaghor, President; Vanessa Howard, Director of Nursing; and Kingsley Mukoro, Director of Operations.

   Ken Sauer introduced the Jeremi College institutional authorization item. Ross Miller presented the staff report recommending that Jeremi College be granted initial institutional authorization at one location.

   R-24-03.03 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
   (Motion – Putnam, second – Shane, nay-Konesco, four- approved)

2. Master of Arts (M.A.) in Humanitarian Leadership to be offered by Zakat Foundation Institute.

   Representing Zakat Foundation Institute: Rasheed Ahmed, Executive Director; Zeeshan Noor, Associate Director of Academic Affairs and Accreditation; and Shariq Siddiqui, Assistant Professor of Philanthropic Studies, Director of Muslim Philanthropy

Initiative at Lilly Family School of Philanthropy Muslim Philanthropy Initiative, Instructor for Zakat Foundation Institute.

Ken Suaer introduced the M.A. in Humanitarian Leadership program proposal. Ross Miller presented the staff report recommending that Zakat Foundation be granted approval to offer one Master's degree program.

R-24.03.04 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Shane, second – Konesco, unanimously approved)

IV. INFORMATION ITEM
DECISION ITEM
INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 12:30 P.M.

_____ _____
Dr. Ken Sauer, Chairman Date

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BOARD FOR PROPRIETARY EDUCATION
Friday, June 14, 2024

PROGRAM REVIEW ITEM A-1: **Lincoln College of Technology: Program Review Background**

Institutional Profile See Attachment

Staff Recommendation None

Background

Program Background

Lincoln College of Technology appeared before the Indiana Board for Proprietary Education at the June 2023 business meeting. At that meeting, the Board authorized Lincoln College of Technology to offer the Associate of Applied Science (A.A.S.) in Medical Assistant Technology.

For review, the Commission requested that Lincoln College of Technology submits the following information for each program being offered:

1. Programmatically, the name of the industry certification or license that could be earned; either by completing the program or by passing an exam.

2. Programmatically, the organization name issuing the certification or license.

3. The five-year pass rate of Lincoln College of Technology students testing to earn an industry certification or license.

4. The five-year national pass rate for all students testing to earn an industry certification or license.

5. The number of students enrolled in each program in the past five years.

6. The number of students who graduated in each program in the past five years.

Supporting Document Lincoln College of Technology Program Review Response

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Institutional Profile for
Lincoln College of Technology

Background Lincoln College of Technology has been in operation in Indianapolis since 1961. The first Lincoln Technical Institute was founded in 1946 in New Jersey, where the corporate headquarters remains today. In January 2007 the institution previously named Lincoln Technical Institute was renamed Lincoln College of Technology. The name change was done to reflect the long-term goal of adding programs beyond the automotive and truck technology fields of study.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is accredited by the Accrediting Commission of Career Colleges and Schools (ACCSC). In May 2023, ACCSC accreditation was extended for five years. The accreditation retroactively extended back to November 2021.

Participation in NC-SARA Lincoln College of Technology has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since March 2021.

Participation in Student Financial Aid Students attending the institution are eligible to receive Title IV Federal Financial Aid. The institution participates in State Financial Aid (SFA).

Campuses In addition to the Indianapolis campus, the ACCSC accredits locations in Colorado, Connecticut, Georgia, Illinois, Maryland, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee, and Texas. In all, there are 22 campuses, in 14 states.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 889 students in the fall of 2022 at Lincoln College of Technology in Indianapolis. NCES lists a total enrollment of 6,896 students in the fall of 2022 for all Lincoln College of Technology campuses.

In the fall of 2021, Lincoln College of Technology in Indianapolis had a total enrollment of 1,152. The total enrollment for all Lincoln College of Technology campuses in the fall of 2021 was 9,117.

Programs The institution offers diplomas and associate degree programs. Programs range from a Diploma in Welding and Fabrication Technology with Pipe, to an Associate of Applied Science (A.A.S.) in Electrical and Electronic Systems Technology Service Management. Currently, the institution offers nine diploma programs and five associate of applied science degree programs. Unique to Lincoln College of Technology is that most programs are in the field of automotive and truck technology. In addition, a diploma in Medical Assistant has been offered since 2020.

Financial Responsibility Composite Score (FRCS) In the Fiscal Year (FY) ending December 31, 2022, the audited financials included an unpublished FRCS 2.9. In FY ending December 31, 2023, the unpublished FRCS was 3.0.

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Active D.E. Programs Offered by Lincoln College of Technology

Name of Certification/License that could be earned	National Organization	No. of Students Enrolled 5 yrs.	No. of Students Graduated 5 yrs.	Program Name
EPA608 Electrical Heat pump Basic Refrigeration and Charging Procedures	EPA608 - ESCO Electrical – HVAC Excellence Heat pump– HVAC Excellence Basic Refrigeration and Charging Procedures– HVAC Excellence	0	0	Diploma in Air Conditioning, Refrigeration, and Heating Systems Technology
Electrical Level 1 Electrical Level 2	NCCER	610	357	Diploma in Electrical and Electronic Systems Technology
Electrical Level 1 Electrical Level 2	NCCER	222	166	A.A.S. in Electrical and Electronic Systems Technology Service Management
Pro Level 1 certification in Refinishing and Non-Structural Repair	I-CAR	331	200	Diploma in Collision Repair and Refinishing Technology
Pro Level 1 certification in Refinishing and Non-Structural Repair	I-CAR	80	34	A.A.S. in Collision Repair and Refinishing Service Management
Automatic Transmission/Transaxle Automobile Service Technology Brakes Electrical/Electronic Systems Engine Performance Engine Repair Heating and Air Conditining Maintenance and Light Repair Manual Drive Train and Axles Suspension and Steering	ASE	696	282	Diploma in Automotive Service Technology
Automatic Transmission/Transaxle Automobile Service Technology Brakes Electrical/Electronic Systems Engine Performance Engine Repair Heating and Air Conditining Maintenance and Light Repair Manual Drive Train and Axles Suspension and Steering	ASE	8	0	Diploma in Automotive Service Technology with Volkswagen
Automobile Service Technology Brakes Electrical/Electronic Systems Engine Performance Engine Repair Heating and Air Conditining Maintenance and Light Repair Manual Drive Train and Axles Suspension and Steering	ASE	250	134	A.A.S. in Automotive Service Management Technology
Brakes Diesel Engines Electrical/Electronic Systems Suspension & Steering Inspection Maintenance & Minor Repair	ASE	436	251	Diploma in Diesel and Truck Service Technology
Brakes Diesel Engines Electrical/Electronic Systems Suspension & Steering Inspection Maintenance & Minor Repair	ASE	209	135	A.A.S. in Diesel and Truck Service Management Technology
Welding Level 1 Welding Level 2 Welding Level 3 Welding Level 4	NCCER	786	372	Diploma in Welding and Fabrication Technology with Pipe

ICHE/IBPE

Active D.E. Programs Offered by Lincoln College of Technology

Name of Certification/License that could be earned	National Organization	No. of Students Enrolled 5 yrs.	No. of Students Graduated 5 yrs.	Program Name
1. Level One Materials Measurement and Safety 2. Level one Job Planning, Bench work & Layout 3. CNC Milling (set-up and programming) 4. CNC Operator - Milling.	National Institute for Metalworking Skills (NIMS)	201	192	Diploma in CNC Machining and Manufacturing Technology
Registered Medical Assistant (RMA) OSHA (BloodBorne) HIPAA CPR for Healthcare Providers	RMA from American Medical Technologist	294	102	Diploma in Medical Assistant
Registered Medical Assistant (RMA) OSHA (BloodBorne) HIPAA CPR for Healthcare Providers	RMA from American Medical Technologist	10	0	A.A.S. in Medical Assistant Technology

*Additional certifications/licenses are not required to work in field, so we do not track this data.

BOARD FOR PROPRIETARY EDUCATION
Friday, June 14, 2024

DECISION ITEM A-2: **Lincoln College of Technology:**
One Associate Degree Program at One Location and Distance Education

Institutional Profile See Attachment

Staff Recommendation That the Board for Proprietary Education approves the Associate of Applied Science (A.A.S.) in Air Conditioning, Refrigeration, and Heating Systems Technology Service Management in accordance with the background discussion of this agenda item and the Application for Degree Approval.

Background

Degree Program Profile

Associate of Applied Science (A.A.S.) in
Air Conditioning, Refrigeration, and Heating Systems Technology Service Management
Offered at Indianapolis and Through Distance Education

This program consists of 65 semester credit hours, with 76 percent of the courses in the specialty. The program faculty consists of four individuals, of whom one is full-time, and the remaining three are part-time. Of the four individuals, three have a master's degree, and one has a baccalaureate degree.

Two additional full-time faculty members are to be identified. The individuals would be required to have a Universal EPA Refrigerant Recovery License and be S1 certified.

Stipulation Submission of Instructor Qualification Record (IQR) and transcript of highest degree earned by each new faculty member prior to the first cohort.

Supporting Document Degree Application

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New Program Proposal Form
For BPE Authorized Institutions

A.A.S in Air Conditioning, Refrigeration, and Heating Systems Technology Service Management To Be Offered by Lincoln College of Technology at Indianapolis, IN

Degree Award Level[2]: Associate's Degree

Mode of Delivery (In-person or Online[3]): Hybrid

Career Relevant/Out-of-Classroom Experiences[4]: N/A

Suggested CIP Code[5] for Program: 51.0501

Name of Person Preparing this Form: Brent Jenkins

Telephone Number and Email Address: 317-632-5553 brentjenkins@lincolntech.edu

Date the Form was Prepared (Use date last revised): 4/18/2024

Revised 2024.06.05

INDIANA COMMISSION for HIGHER EDUCATION
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[1] The "program name" should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term "program" refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term "major" interchangeably with "degree program," in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term "program" does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

[2] The "Degree Award Level" refers to the following categories (see Degree Award Level Definitions for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate's Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor's Degree
6. Post-Baccalaureate Certificate
7. Master's Degree
8. Post-Master's Certificate
17. Doctor's Degree-Research/Scholarship
18. Doctor's Degree-Professional Practice
19. Doctor's Degree-Other

[3] For Commission purposes, "online" includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

[4] Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. The National Association of Colleges and Employers (NACE) Career Readiness Competencies and Statewide Career Relevance Definition provide additional information about student engagement experiences with career relevance.

[5] CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

1. PROGRAM OBJECTIVES: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

This degree program is designed to provide the learner with the necessary theory and hand skills required to be competent in the HVAC industry. With older less efficient heating, cooling, refrigeration equipment being replaced by newer energy efficient equipment technicians must be highly skilled both mechanically and electrically. Indoor air quality, pollutants, and viruses have come to the forefront of HVAC technician's role to provide superior indoor comfort control.

One of the primary objectives of the HVAC degree program is to introduce students to electrical and mechanical concepts as they apply to HVAC systems. This program prepares students into the vibrant HVACR field possessing fundamental skills required to service, troubleshoot, and repair commercial and residential indoor HVAC air management systems. Graduates of this degree program will also learn proper refrigerant recovery and recycling techniques, and are encouraged to complete Environmental Protection Agency (EPA) certification testing.

Upon completion of this program, graduates can expect to meet the essential entry-level skills and knowledge required of an HVAC technician. With additional experience graduates may pursue opportunities allowing them to work independently, without direct supervision, supervise crews or teams of other technicians, or start their own business. Graduates may also choose to specialize in one or more specific areas of the HVAC market including refrigeration, air conditioning, and heating. The general education components will provide the learner with the communication, businesses, and critical thinking skills necessary to pursue other employment opportunities within the HVAC Industry.

In addition to the technical training, a critical aspect of a Lincoln education is developing the professional skills that are required by our employers. Students will need to demonstrate skill proficiency through a series of professional development activities and seminars which are integrated into each course. The modules include Student Success, Financial Literacy, Professional Development, and Career Success.

Students will be required to complete out-of-class assignments in each course.
.

PROGRAM STRUCTURE: List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Total Course Hours:	1425 Total Hours/65 Semester Credits	Check one:	Quarter Hours	
			Semester Hours	X
			Clock Hours	
Tuition:	$32, 525.00	Length of Program:	7 7 w e e k s	
Special Fees:	$3,335.00			

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
HCR101	Introduction to Climate Control Systems	120
HCR102	Electricity	120
HCR103	Heating System I	120
HCR114	Heating System II	120
HCR105	Basic Refrigeration Systems	120
HCR117	Air Conditioning Systems	120
HCR108	Air Conditioning Design and Energy Conservation	120
HCR109	Commercial Refrigeration Systems	120
HCR110*	Commercial Air Conditioning and Refrigeration Troubleshooting	120
HCR200*	Advanced Electrical and Troubleshooting	120

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
GEN130V	Introduction to Critical Thinking	45
GEN150V	Environmental Science	45
GEN180V	College Algebra	45
GEN190V	English Composition I	45
GEN292V	Speech Communication	45

Number of Credit/Clock Hrs. in Specialty Courses:	50 / 1200	Percentage:	76%
Number of Credit/Clock Hrs. in General Courses:	15 / 225	Percentage:	24%
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	___ / ___	Percentage:	___

2. LIBRARY: Please provide information pertaining to the library located in your institution.

a. Location of library; Hours of student access; Part-time, full-time librarian/staff:

The library (called Learning Resource Center - LRC) is located in the Education Administrative Office. The Office is open from 7am-10pm. Oversight of the library is provided by a FT Employee.

b. Number of volumes of professional material:

The physical library houses over 2000 books of professional material. Additionally, students can access on-line libraries through their Canvas learning management system. The on-line libraries contain over 65,000 volumes, articles and other resource materials.

c. Number of professional periodicals subscribed to:

The library subscribes to 12 professional publications. The on-line libraries provide access to numerous periodical publications.

d. Other library facilities in close geographical proximity for student access:

The Indianapolis Marion County Public Library has many locations throughout its city. Any person who is a resident of or a student of a school in Marion County can acquire a library card to check out materials. Therefore, as students in Marion County at Lincoln College of Technology, they have full access to all branches of the Indianapolis Public Library. The closest branch to the school is:
Pike Branch, 6525 Zionsville Road, Indianapolis, IN 46268
(317) 275 – 4480

4. FACULTY: Attach completed Instructor's Qualification Record for each instructor.
**** Include** all required documentation **pertaining to the qualifications of each instructor.**

The campus will hire faculty to teach the technical portion of the program prior to the program launch. We anticipate starting classes in October – November 2024, therefore we would target a hiring date of September 1, 2024 to permit ample time to onboard and prepare the faculty member. Please see below an attached job description with hiring criteria.

The campus has included in the chart below a list of our General Education Instructors who will teach the GEN ED portion of the program.

SEE ATTACHED JOB DESCRIPTION FOR HVAC INSTRUCTOR

Total # of Faculty in the Program:		**Full-time:**		**Part-time:**	3
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one:**	
					Full-time	**Part-time**
Devyn Wolcott	M.S. Sociology B.A. Social and Behavioral Sciences	6 Years	1 year	2 years		X
Krista Clanin	B.S. Education M.A. Reading M.A. Administration	24 years	2 years	22 Years	X	
Maria Meyer	B.S Business Mgmt. M.B. Business Adm. M.S. Psychology	14 years	4 years	0 Years		X
Timothy Davidson	B.A. Mathematics	16 Years	2 Years	9 Years		X

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program and how does it build upon institutional strengths?

  Lincoln is proposing this degree program to help fulfill the local employment demand and the HVAC technician's shortage in Indiana. Over the next 10 years, it is estimated that there will be a 400,000 HVAC technician shortage that could negatively impact homeowner experiences, increase wait times for installation and maintenance of units, and leave business owners such as those operating in Indiana, with the challenge of finding qualified employees.

- How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

  Lincoln's mission is to provide superior education and training to our students for in-demand careers in a supportive, accessible learning environment, transforming students' lives and adding value to their communities.

  The HVAC program delivers practical preparation in the HVAC environment. In keeping with the school's mission, this program provides training in an in-demand career field. Additionally, a

critical aspect of a Lincoln education is developing the professional skills that are required by our employers. Students will need to demonstrate skill proficiency through a series of professional development activities and seminars which are integrated into each course in the program.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan *Reaching Higher In a State of Change*?

  Over the next 10 years, it is estimated that there will be a 400,000 HVAC technician shortage that could negatively impact homeowner experiences, increase wait times for installation and maintenance of units. Business owners will be challenged finding qualified employees. The implementation of the HVAC degree program ensures "all Hoosiers have the opportunity to access the hope higher education provides, employers will have access to a better-prepared workforce and communities will be stronger". This is consistent with the plan laid out in Reaching Higher in a State of Change for all Hoosiers.

c. State Rationale: Equity-Related

- How does this program address the Equity section of *Reaching Higher In a State of Change* (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

  Lincoln College of Technology is committed to maintaining an educational and work environment free from discrimination and harassment based on age, race, color, sex, gender, sexual orientation, religion or creed, national or ethnic origin, or disability. Lincoln Tech, in accordance with applicable federal laws including Title IX of the Education Amendments of 1972 and 34 C.F.R. Part 106, does not discriminate on the basis of any of the listed protected categories, including in admissions and employment, nor will it permit or tolerate discrimination or harassment against a student, employee, or other member of the Lincoln Tech community.

d. Evidence of Labor Market Need

- National, State, or Regional Need
  - Is the program serving a national, state, or regional labor market need? Please describe.

    According to bls.gov, overall employment of heating, air conditioning, and refrigeration mechanics and installers is projected to grow 6 percent from 2022 to 2032, faster than the average for all occupations. The growing need for energy-efficient systems, emerging technologies, and the aging workforce of HVAC professionals contribute to the job growth in this field.

e. Placement of Graduates

- Please describe the principal occupations and industries, in which the majority of graduates

are expected to find employment.

Industries with the highest published employment for Heating, Air Conditioning, and Refrigeration Mechanics and Installers are Building Equipment Contractors, Merchant Wholesalers, Fuel Dealers, Commercial and Industrial Machinery and Equipment, Repair and Maintenance, Colleges, Universities and Professional Schools, Facilities Support Services and Personal and Household Goods Repair and Maintenance.

- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

N/A

f. Job Titles

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.

A/C Tech (Air Conditioning Technician); HVAC Installer (Heating, Ventilation, and Air Conditioning Installer); HVAC Mechanic (Heating, Ventilation, and Air Conditioning Mechanic); HVAC Service Tech (Heating, Ventilation, and Air Conditioning Service Technician); HVAC Specialist (Heating, Ventilation, and Air Conditioning Specialist); HVAC Tech (Heating, Ventilation, and Air Conditioning Technician); Refrigeration Mechanic; Refrigeration Operator; Refrigeration Technician (Refrigeration Tech); Service Technician (Service Tech)

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

This degree program is designed to provide the learner with the necessary theory and hand skills required to be competent in the HVAC industry. With older less efficient heating, cooling, refrigeration equipment being replaced by newer energy efficient equipment technicians must be highly skilled both mechanically and electrically. Indoor air quality, pollutants, and viruses have come to the forefront of HVAC technician's role to provide superior indoor comfort control.

One of the primary objectives of the HVAC degree program is to introduce students to electrical and mechanical concepts as they apply to HVAC systems. This program prepares students into the vibrant HVACR field possessing fundamental skills required to service, troubleshoot, and repair commercial and residential indoor HVAC air management systems. Graduates of this degree program will also learn proper refrigerant recovery and recycling techniques, and are encouraged to complete Environmental Protection Agency (EPA) certification testing.

a. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

Lincoln College of Technology uses multiple methods to assess students' mastery of the program competencies and learning outcomes. In class students will take assessments on the learning objectives and will also undergo a practical assessment that is conducted under the supervision of an instructor.

Upon completion of this program, graduates can expect to meet the essential entry-level skills and knowledge required of an HVAC technician. With additional experience graduates may pursue opportunities allowing them to work independently, without direct supervision, supervise crews or teams of other technicians, or start their own business. Graduates may also choose to specialize in one or more specific areas of the HVAC market including refrigeration, air conditioning, and heating. The general education components will provide the learner with the communication, businesses, and critical thinking skills necessary to pursue other employment opportunities within the HVAC Industry.

7. Information on Composite Score, Licensure, Certification, and Accreditation

a. Federal Financial Responsibility Composite Score

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

  The Federal Financial Responsibility Composite Score is 3.0 FY 2023.

b. State Licensure

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?

  Indiana does not have any statewide licensing requirements for HVAC technicians.

- If so, please identify:

- The specific license(s) needed:

  The State agency issuing the license(s):

  No state licensing is necessary

- Professional Certification

  - What are the professional certifications that exist for graduates of similar program(s)?

    EPA 608 Certification

    North American Technical Excellence (NATE) certification

    ASHRAE (American Society of Heating, Refrigeration and Air-Conditioning Engineers) certification

- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?

  Yes, graduates of this degree program will also learn proper refrigerant recovery and recycling techniques, and are encouraged to complete Environmental Protection Agency (EPA) certification testing. Only HVAC technicians wishing to work with refrigerants will need to receive a federal EPA 608 certification.

- If so, please identify

  Only HVAC technicians wishing to work with refrigerants will need to receive a federal EPA 608 certification.

- Each specific professional certification:

  EPA 608 Certification

- The national organization issuing each certification:

  EPA 608 - US Environmental Protection Agency

- Please explain the rational for choosing each professional certification:

  HVAC technicians wishing to work with refrigerants will need to receive a federal EPA 608 certification. EPA regulations (40 CFR Part 82, Subpart F) under Section 608 of the Clean Air Act require that technicians who maintain, service, repair, or dispose of equipment that could release refrigerants into the atmosphere must be certified

- Please identify the single course or a sequence of courses that lead to each professional certification.

  HCR105 Basic Refrigeration Systems
  HCR109 Commercial Refrigeration Systems
  HCR110 Commercial Air Conditioning and Refrigeration Troubleshooting

- Professional Industry Standards/Best Practices

  - Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?

    The Heating, Ventilation, and Air Conditioning Technology program correlates to HVAC Excellence standards and incorporates industry standards and best practices such as Environmental Protection Agency (EPA) certification testing and OSHA30 training. The instructors are industry professionals that will also bring years of experience and knowledge in both the industry standards and best practices.

  - If so, please identify:
    Would these be included in the training?

Common HVAC-related codes and standards include ASHRAE 90.1, ICC International Energy Conservation Code (IECC), NFPA 70 – National Electric Code (NEC), and UMC Uniform Mechanical Code (UMC).

The Heating, Ventilation, and Air Conditioning Technology program incorporates Codes and Standards in each module. Students will have the opportunity to take the EPA608 Certification Exam and OSHA30.

- The specific professional industry standard(s) and/or best practice(s):

  The Heating, Ventilation, and Air Conditioning Technology program correlates to HVAC Excellence standards.

- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

  The Heating, Ventilation, and Air Conditioning Technology program utilizes Click safety to delivery OSHA30 to students. The program correlates with HVAC Excellence standards.

- Institutional Accreditation

  - Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

    Lincoln College of Technology - Indianapolis is accredited with the Accrediting Commission of Career School and Colleges.

  - Reason for seeking accreditation.

    Already accredited

  - Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment?

    No

  - If so, please identify the specialized accrediting agency: N/A

- Transferability of Associate of Science Degrees

  - Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:

  - Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?

    Our Institution does not offer Baccalaureate degrees

- If so, please list the baccalaureate degree(s): N/A

8. <u>Student Records</u> (*Institutions that have Previously Operated)*

a. Are all student transcripts in a digital format?
Yes
- If not, what is the percentage of student transcripts in a digital format?
100%
- What is the beginning year of digitized student transcripts?
2019
- Are student transcripts stored separately from the overall student records?
Yes

b. How are the digital student records stored?
In a Student Information System (SIS)

- Where is the computer server located?
Secaucus NJ

- What is the name of the system that stores the digital records?
Campus Nexus Student

c. Where are the paper student records located?
Paper Records are stored off campus at GRM 2002 S. East Street Indianapolis, IN 46225

d. What is the beginning year of the institutional student record series?
1961

e. What is the estimated number of digital student records held by the institution?
30,000

f. What is the estimated number of paper student records held by the institution?
60,000

g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
No

- If so, what is the most significant format? *N/A*

- If so, what is the estimated number of student records maintained in that format? N/A

h. Does the institution maintain a staff position that has overall responsibility and authority over student records?
Yes

- If so, what is the name, title, and contact information for that individual?

Megan Sage; Registrar; msage@lincolntech.edu; 317-851-3264

i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?

Parchment services transcript requests only. It does not hold the majority of the transcripts, only those that have been requested.

j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?
20

This Section Applies to All Institutions

k. Is there anything that the Commission should consider with regard to the institutional student records?
No

l. What is the digital format of student transcripts?

Student transcripts are generated on demand as PDF. Until then the data is maintained in the SIS, Campus Nexus Student.

m. Is the institution using proprietary software, if so what is the name?
Campus Nexus Student

n. Attach a sample transcript specifically for the program being proposed as the last page of the program application.

SEE ATTACHED SAMPLE TRANSCRIPT

9. <u>Projected Headcount and FTE Enrollments and Degrees Conferred</u>

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred									
Institution/Location: Lincoln College of Technology at Indianapolis									
Program: Air Conditioning, refrigeration, and Heating Systems Technology Service Management									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			0	20	60	80	100	
	Part-Time			0	0	0	0	0	
	Total			0	20	60	80	100	
Enrollment Projections (FTE*)									
	Full-Time			0	0	0	0	0	
	Part-Time			0	0	0	0	0	
	Total			0	0	0	0	0	
Degrees Conferred Projections				0	0	0	0	0	
Degree Level: AAS									
CIP Code: - 51.0501; State 49-9021									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

LINCOLN TECHNICAL INSTITUTE JOB DESCRIPTION

Job Title	Instructor – HVAC	Job Code #	22037

FLSA	Non-exempt	Date Created	1/22/19
Reports To	Director of Education or Education Supervisor		
Prepared By	Steve Ace		

For HR Only

Approved By	Angela Hahn
Approved Date	1/22/19

Position Summary

Prepare for and provide quality delivery of assigned courses using curricula materials and commonly accepted instructional methods (i.e. presentations/lectures, facilitated group work or lab projects, engagement in discussions and simulations, practical labs or community based activity, etc.). Evaluate student performance and assist in the resolution of student problems by issuing advisories, engaging in tutoring/mentoring, offering referrals to services, and generally ensuring appropriate actions are taken to support student progress while remaining in compliance with the policies, procedures and legal requirements of the Company and/or regulatory agencies.

Essential Duties & Responsibilities

- Facilitate a student centered learning process; Organize and deliver class objectives in a clear, concise manner; maintaining an orderly, controlled, engaging, and safe environment for our students in classrooms, labs and shops, on clinical or externship/internships sites (as assigned), and via the learning management system
- Secure and utilize approved course materials and teaching methods.
- Understand and follow the compliance related responsibilities for this position.
- Communicate, support and enforce school policies and procedures; advise students accordingly. Advise students on attendance, grades and discipline issues as necessary.
- Complete, in a timely and accurate manner, all required forms such as those related to attendance, grade reports, mid-term reports, student advising forms and all other assigned educational materials.
- Maintain accurate daily attendance and grades records and communicate any concerns to management.
- Provide students with academic support, tutoring, and skills enhancement as necessary.
- Develop learning aids, projects, and formative or summative assessments relevant to the subject matter taught.
- Provide relevant enrichment to class teaching from personal experience.
- Participate actively and cooperatively with other campus functional departments in support of overall campus goals.
- Motivate students by demonstrating professionalism, enthusiasm, sensitivity for their concerns. Actively involve them in classroom discussions and/or activities. Identify different student learning styles and adjust accordingly.
- Complete required training materials for the assigned instructional position and remain abreast of curricula updates.
- Earn and update required credentials related to the position in accordance with the Company's requirements for the assigned instructional position (e.g. certifications, licensing, continuing education units, or similar).
- Contribute to the curriculum review process as necessary and required.
- Where applicable, visit externship/internship/clinical/technical partner sites and complete the required documentation as assigned.
- Participate in campus events and meetings as required.

- Assist in the promotion and maintenance of safe learning environments online and on-campus.
- Aid in class equipment and inventory controls (*not applicable to online instruction*).
- Perform other duties and responsibilities as assigned.

The duties and responsibilities listed above are representative of the nature and levels of work assigned and are not necessarily all-inclusive.

Education & Experience

Required:

- Minimum requirements of 3 years' experience as a technician in the field, S1 certified
- Universal EPA Refrigerant Recovery License
- Strong communication skills and the ability to foster others to learn.
- High School diploma or GED.

Preferred:

- Associates Degree or higher.
- Instructor and/or mentoring experience.

Skills & Competencies

Required:

- Strong communication skills and the ability to foster others to learn
- Demonstrate effective presentation and interpersonal skills.
- Demonstrate proficiencies in Heating, Air Conditioning, and Refrigeration.
- Demonstrate personal and shop safety at all times.

Supervisory Responsibilities

None

Working Conditions & Physical Demands

Work is normally performed in a typical interior/office work environment that requires normal safety precautions. May be required work several schedules and shifts.

The work requires some physical exertion such as long periods of standing, stooping, stretching, reaching, or similar activities; or recurring lifting of moderately heavy items up to 50 pounds, depending on the program. The work may require specific, but common, physical characteristics and abilities.

I have received the job description and understand the duties and responsibilities of this position.

Signature Date

Print Name

Lincoln College of Technology - Grand Prairie, TX

Unofficial Transcript

2915 Alouette Drive
Grand Prairie, TX 75052
(972)660-5701

Student: [redacted] **ID:** 8295092 **DOB:** [redacted] **LDA:** 4/10/2024

Address: [redacted] **Phone No:** [redacted] **HS:** [redacted] **Total GPA:** 3.21

Grade History

Course Code	Course Description	% Attended	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Air Conditioning, Refrigeration, and Heating Systems Technology						
Program Hours: **1,200** Program Credits: **50.00**						
Enrollment #: YO23010658		**Enroll Status:** Graduate				
Start Date: 2/6/2023		**Grad Date:** 3/11/2024				
Term: 2023A11	**2023A11**		**2/6/2023**		**4/15/2023**	
HCR101	02/06/23 - 03/11/23					
	Introduction to Climate Control Systems	93.30 %	5.00	5.00	A-	19.50
HCR102	03/13/23 - 04/15/23					
	Electricity	81.30 %	5.00	5.00	B-	15.00
Term GPA: 3.45	**Cum GPA:** 3.45		10.00	10.00		34.50
Term: 2023B011	**2023B011**		**4/17/2023**		**6/26/2023**	
HCR105	04/17/23 - 05/20/23					
	Basic Refrigeration Systems	72.20 %	5.00	5.00	C-	10.00
HCR107	05/22/23 - 06/26/23					
	Air Conditioning Systems	65.60 %	5.00	5.00	A-	19.50
Term GPA: 2.95	**Cum GPA:** 3.20		10.00	10.00		29.50
Term: 2023C011	**2023C011**		**8/7/2023**		**10/11/2023**	
HCR109	08/07/23 - 09/07/23					
	Commercial Refrigeration Systems	94.00 %	5.00	5.00	B-	15.00
HCR103	09/11/23 - 10/11/23					
	Heating System I	91.00 %	5.00	5.00	A	20.00
Term GPA: 3.50	**Cum GPA:** 3.30		10.00	10.00		35.00
Term: 2023D011	**2023D011**		**10/16/2023**		**12/21/2023**	
HCR110	10/16/23 - 11/15/23					
	Commercial Air Conditioning and Refrigeration System Troubleshooting	80.00 %	5.00	5.00	A-	19.50

Grade History

Course Code	Course Description	% Attended	Credits Attempted	Credits Earned	Grade	Quality Points
HCR104	11/20/23 - 12/21/23					
	Heating System II	76.50 %	5.00	5.00	C	12.50
Term GPA: 3.20	**Cum GPA:** 3.27		10.00	10.00		32.00
Term: 2024A011	**2024A011**		**1/2/2024**		**3/11/2024**	
HCR200	01/02/24 - 02/05/24					
	Advanced Electrical and Troubleshooting	95.90 %	5.00	5.00	A	20.00
HCR108	02/06/24 - 03/11/24					
	Air Conditioning Design and Energy Conservation	99.60 %	5.00	5.00	A-	19.50
Term GPA: 3.95	**Cum GPA:** 3.41		10.00	10.00		39.50
Air Conditioning, Refrigeration, and Heating Systems Technology		**GPA:** 3.41	50.00	50.00		170.50
		Attendance %: 85.7				
Program: Air Conditioning, Refrigeration, and Heating Systems Technology Service Management: 1,425 Program Credits: **65.00**						
Enrollment #: YO24025349		**Enroll Status:** Active				
Start Date: 3/12/2024		**LDA:** 4/10/2024				
Term: 2024AB004	**2024AB004**		**3/12/2024**		**4/11/2024**	
GEN130V	03/12/24 - 04/11/24					
	Introduction to Critical Thinking	100.00 %	3.00	0.00	F	0.00
Term GPA: 0.00	**Cum GPA:** 0.00		3.00	0.00		0.00
Air Conditioning, Refrigeration, and Heating Systems Technology Service Management		**GPA:** 0.00	3.00	0.00		0.00
		Attendance %: 75.0				

Total Attend:75.0%

** Indicates Retaken Course
R Indicates course required for repeat

Not official unless signed by registrar.

Lincoln College of Technology - Grand Prairie, TX

Unofficial Transcript

2915 Alouette Drive
Grand Prairie, TX 75052
(972)660-5701

Student: Kuemeel Youngblood **ID:** 8295092 **DOB:** 6/20/1995 **LDA:** 4/10/2024

Address: 210 streamside dr
Desoto, TX 75115-5864

Phone No: (469)658-2628 **HS:** 5/31/2014 **Total GPA:** 3.21

Grade History

Course Code	Course Description	% Attended	Credits Attempted	Credits Earned	Grade	Quality Points

Credentials awarded for Air Conditioning, Refrigeration, and Heating Systems Technology enrollment

	Date Awarded	Date Cleared
Diploma	03/11/2024	03/11/2024

Grade History

Course Code	Course Description	% Attended	Credits Attempted	Credits Earned	Grade	Quality Points

** Indicates Retaken Course
R Indicates course required for repeat

Not official unless signed by registrar.

BOARD FOR PROPRIETARY EDUCATION
Friday, June 14, 2024

DECISION ITEM A-1:	**Jeremi College:** **One Associate Degree Program at One Location and Distance Education**
Institutional Profile	See Attachment
Staff Recommendation	That the Board for Proprietary Education approves the Associate of Applied Science (A.A.S.) in Cybersecurity in accordance with the background discussion of this agenda item and the Application for Degree Approval.
Background	**Degree Program Profile** *Associate of Applied Science (A.A.S.) in Cybersecurity* *Offered at Munster and Through Distance Education* This program consists of 75 quarter credit hours, with 83 percent of the courses in the specialty. The program faculty consists of eight individuals, five full-time, and the remaining three part-time. Of the eight individuals, two have a doctoral degree, three have a master's degree, and three have a baccalaureate degree.
Supporting Document	Degree Application

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Institutional Profile for
Jeremi College

Background Jeremi College began operating in Munster, Indiana in November 2019, with the Indiana Office for Career and Technical Schools (OCTS) authorization. The second location of Jeremi College at Olympia Fields, Illinois began operating in March 2022, with the Illinois Board of Higher Education authorization. In August 2023, the institutional name was changed from Jeremi Vocational Institute to Jeremi College. The administrative staff are Patricia Bell, Director of Outreach and Recruitment; Dr. Tiffany Brack, Chief Administrative Officer; Dr. Sandra Dafiaghor, President/Chief Executive Officer; and Kingsley Mukoro, Director of Operations. The institution also has a Board of Directors.

Institutional Control Private, for-profit institution. Jeremi Group Inc. is owned by Sandra Dafiaghor.

Institutional Accreditation The institution is accredited by the Council on Occupational Education (COE). Accreditation for the Munster, Indiana campus was first granted in June 2023. The Olympia Fields, Illinois campus was granted accreditation, as an extension of the main campus in the same action in June 2023. Reaffirmation of accreditation including a site visit will occur in 2029.

Participation in NC-SARA Jeremi College does not participate in the State Authorization Reciprocity Agreement (SARA).

Participation in Student Financial Aid Students attending the institution are not eligible for Title IV Federal Financial Aid. The institution does not participate in State Financial Aid (SFA). Students may be eligible for the Next Level Jobs Workforce Ready Grant.

Enrollment Jeremi College does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall headcount of 131 students in 2023, 121 students in 2022, and 454 students in 2021. The institution reported a headcount of 45 students in May 2024.

Programs The institution offers programs at the certificate level. The Munster campus currently offers Clinical Medical Assistant, Clinical Medical Assisting Technologist, Computer Support Specialist, CompTIA A+, Pharmacy Technician, and Phlebotomy Technician. The Olympia Fields, Illinois offers Clinical Medical Assistant and CompTIA A+.

Financial Responsibility Composite Score (FRCS) In the Fiscal Year (FY) ending December 31, 2021, the institution had an unpublished FRCS of 3.0. For the fiscal year that ended December 31, 2022, the institution had an unpublished composite score of 2.6. The financial audit for the fiscal year that ended December 31, 2023, is being finalized.

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New Program Proposal Form
For BPE Authorized Institutions

ASSOCIATE OF APPLIED SCIENCE IN CYBERSECURITY

To Be Offered by Jeremi College at Munster Indiana

Degree Award Level[2]: Associate's Degree

Mode of Delivery (In-person or Online[3]): In-person/Hybrid instruction, onsite labs, external work-based learning

Career Relevant/Out-of-Classroom Experiences[4]: Work-based learning experiences

Suggested CIP Code[5] for Program: 11.1003

Name of Person Preparing this Form: Sandra Dafiaghor, PhD, Dr. Tiffany Brack and Victor Alade, MS

Telephone Number and Email Address(219) 240-4070; tbrack@jeremi.edu, sdafiaghor@jeremi.edu

Date the Form was Prepared (Use date last revised): 3/28/2024
REVISED 2024.06.04

INDIANA COMMISSION for HIGHER EDUCATION
che.IN.gov

[1] The "program name" should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term "program" refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term "major" interchangeably with "degree program," in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term "program" does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

[2] The "Degree Award Level" refers to the following categories (see Degree Award Level Definitions for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate's Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years 5. Bachelor's Degree
6. Post-Baccalaureate Certificate
7. Master's Degree
8. Post-Master's Certificate
17. Doctor's Degree-Research/Scholarship
18. Doctor's Degree-Professional Practice
19. Doctor's Degree-Other

[3] For Commission purposes, "online" includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

[4] Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. The National Association of Colleges and Employers (NACE) Career Readiness Competencies and Statewide Career Relevance Definition provide additional information about student engagement experiences with career relevance.

[5] CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

1. **<u>PROGRAM OBJECTIVES</u>: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.**

The proposed Jeremi College's Associate of Applied Science in Cyber Security (AASC) program is designed to align with several CompTIA certifications and will prepare students to obtain industry-recognized credentials alongside their Associate in Applied Science degree. The CompTIA materials cover a wide range of cybersecurity topics, ensuring students are well-prepared for the challenges of the field. General education courses allow students to broaden their exposure, further enhancing their skillset and marketability in the cybersecurity industry. The program consists of a work-based learning component meant to ensure that students are prepared with the skills and confidence they need on day 1 at their workplaces.

According to CompTIA, upon completing the Cybersecurity course and attaining the certification, candidates will be better prepared to assess the security posture of an enterprise environment, be a valuable team member that will help troubleshoot, problem-solve and understand a wide variety of issues. Graduates can work in a variety of job positions; Tier II IT Support Technician, Cybersecurity Analyst, IT Support Manager, Security Administrator, Systems Administrator.

According to US Bureau of Labor Statistics, the median annual wage for information security analysts was $112,000 in May 2022. Employment of information security analysts is projected to grow 32 percent from 2022 to 2032, much faster than the average for all occupations. About 16,800 openings for information security analysts are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. It affirms that high demand is expected for information security analysts because cyberattacks have grown in frequency, and these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or creating problems for computer networks.

As businesses and governmental agencies focus on enhancing cybersecurity, they will need workers with cybersecurity skills to secure new technologies from outside threats or hacks. A shift to remote work and the rise of e-commerce have increased the need for enhanced security, contributing to the projected employment growth of these workers over the decade.

End-of-program student learning outcomes (SLO)

Upon completion of the program, the graduate will be able to master skills required to take and pass both CompTIA Network+ and Security+. These certifications will verify that the successful candidate has the knowledge and skills required to assess the security posture of an enterprise environment and recommend and implement appropriate security solutions; monitor and secure hybrid environments, including cloud, mobile, and IoT; operate with an awareness of applicable laws and policies, including principles of governance, risk, and compliance; identify, analyze, and respond to security events and incidents. The Network+ component is 300 clock hours and covers topics on CompTIA Network+ exam ranging from basic networking concepts including network services, physical connections, topologies and architecture, and cloud connectivity; routing technologies and networking devices; deploy ethernet solutions and configure wireless technologies; Network operations and security including troubleshooting Networks. Students

attend exam practice sessions and take the Network+ exam. There is a work based learning component where students are enrolled into an 80 clock hours IT Field Technician work. Students also take courses and prepare for the CompTIA Security+ certification exams. It covers a range of topics including key cybersecurity terminology and concepts, Threats, Vulnerabilities & Mitigations, Security architecture, operations and management.

Jeremi Vocational Institute maintains professional affiliation with CompTIA as a CompTIA Academy Partner. This affiliation provides certification opportunities for students. The program provides you with valuable tools and resources to assist you and ensure your success in the certification exams as well as enhancing your career opportunities.

In addition to industry recognized credentials gained along the way, End-of-program student learning outcomes (SLO) for the JC Associate of Applied Science in Cybersecurity typically include a range of knowledge, skills, and abilities that students would have acquired by the completion of their program. Below is some of the outcomes:

1. **Understanding of Cybersecurity Fundamentals**: Graduates should demonstrate a comprehensive understanding of the foundational concepts, principles, and theories of cybersecurity, including threat landscape, risk management, cryptography, network security, and ethical hacking.
2. **Network Systems**: Graduates should have comprehensive understanding of basic networking concepts including network services, physical connections, topologies and architecture, and cloud connectivity; routing technologies and networking devices; deploy ethernet solutions and configure wireless technologies; Network operations and security including troubleshooting Networks
3. **Technical Proficiency**: Students should be proficient in using various cybersecurity tools, technologies, and techniques for protecting information systems, networks, and data from cyber threats. This includes skills in configuring firewalls, implementing intrusion detection/prevention systems, conducting vulnerability assessments, and responding to security incidents.
4. **Security Policies and Compliance**: Graduates should be familiar with relevant laws, regulations, and industry standards governing cybersecurity practices. They should understand the importance of compliance frameworks and be able to develop and implement security policies and procedures to ensure organizational compliance.
5. **Incident Response and Management**: Students should be able to effectively respond to security incidents, including identifying, containing, and mitigating cyber threats. They should understand the incident response lifecycle and be able to develop and execute incident response plans.
6. **Ethical and Professional Conduct**: Graduates should adhere to ethical standards and professional codes of conduct in their cybersecurity practice. They should understand the legal and ethical implications of their actions and demonstrate integrity, honesty, and respect for privacy and confidentiality.
7. **Communication and Collaboration**: Students should possess strong communication skills, both written and verbal, to effectively communicate cybersecurity concepts, risks, and recommendations to diverse stakeholders. They should also be able to collaborate with multidisciplinary teams to address cybersecurity challenges.
8. **Continuous Learning and Adaptation**: Graduates should demonstrate a commitment to continuous learning and professional development in the rapidly evolving field of cybersecurity. They should stay updated with emerging threats, technologies, and best practices and be able to adapt to new challenges and scenarios.

9. **Critical Thinking and Problem-Solving**: Students should be capable of applying critical thinking and problem-solving skills to analyze complex cybersecurity issues, evaluate alternative solutions, and make informed decisions to protect organizational assets and mitigate risks.
10. **Secure System Design and Implementation**: Graduates should have the ability to design, implement, and maintain secure information systems and networks. They should understand secure coding practices, secure system architecture principles, and the importance of incorporating security into the software development lifecycle.
11. **Risk Assessment and Management**: Students should be able to conduct comprehensive risk assessments to identify vulnerabilities, threats, and potential impacts to organizational assets. They should also be able to develop risk mitigation strategies and prioritize security controls based on risk levels.

These outcomes are designed to equip graduates with the knowledge, skills, and competencies needed to pursue entry-level positions in cybersecurity or to continue their education in related fields.

PROGRAM STRUCTURE: List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Total Course Hours: 1860/ 75 quarter credits

Check one: Quarter Hours X

Semester Hours _____

Clock Hours 1860

Tuition : $26,000

Length of Program: **24 months**

Special Fees: **$ 9,000**

Special Fees include all certification exams prep and fees, work-based field work, labs, equipment and tools.

Courses for the Associate of Applied Science in Cybersecurity

SPECIALTY COURSES:

Course Number	Course Title	Course Hours	Quarter Credits
IT 101	Introduction to IT – CompTIA Tech+ refresher	80	3
IT102	Operating Systems – CompTIA A+ refresher	80	3
IT 103	Networking (CompTIA Network+)	300	9
CYB 101	Introduction to Cybersecurity	80	3
CYB 102	Operating System Security	80	3
CYB 103	Network Security	80	3
CYB 201	Cryptography Fundamentals	80	3
CYB 202	Secure coding practices	80	3
CYB 203	Security Administration	80	3
CYB 204	Web Application Security	80	3
CYB 205	Cybersecurity Risk Management	80	3

CYB 206	Cybersecurity Compliance and Legal Issues	80	3
CYB 207	Advanced Network Security	80	3
CYB 208	Advanced Cryptography	80	3
CYB 209	Security Assessment and Auditing	80	3
CYB 210	Cybersecurity Capstone Project/CompTIA Security+	120	6
CYWBL	Work Based Learning / Externship	80	3
	TOTAL SPECIALTY HOURS	**1540**	60
GEN ED			
Course Number	**Course Title**	**Course Hours**	**Quarter Credits**
ENG 101	English Composition	80	3
COM 101	Interpersonal Communication	80	3
MAT 101	College Math	80	3
PSY 101	Introduction to Psychology	80	3
ECON 101	Economics	80	3
	TOTAL GEN HOURS	**320**	15

Total Clock	**Total credit**
1860	75

Number of Credit/Clock Hrs. in Specialty Courses: 1540/60 / 1860 Percentage: 83%

Number of Credit/Clock Hrs. in General Courses: 320/15 / 1860 Percentage: 17%

If applicable: N/A

Number of Credit/Clock Hrs. in Liberal Arts: _____ / _____ Percentage: N/A

2. <u>LIBRARY</u>: Please provide information pertaining to the library located in your institution.

a. Location of library; Hours of student access; Part-time, full-time librarian/staff: The school has a library located in the Lower Level of the building by the Lab. The hours the students can access the library are Monday-Thursday 12:00 pm – 8:00 pm. The school does not employ a librarian but the library is monitored by full time staff members. Students who wish to access the library during a time when the library is closed, they can access online materials and resources at any time. Due to the limited capacity of the school's library, the school plans to subscribe to Library and Information Resource (LIRN) upon program approval from Indiana.

Students can also go to the Munster Branch Library to access General Education (Gen Ed) courses text and resources.

b. Number of volumes of professional material: The number of volumes of professional material the school offers students is small at the current moment but the school is in the process of obtaining more resources for the AASC program and have an account with CompTIA. The CompTIA Portal offers the ability to access instructional materials online and allows students to complete their homework assignments and quizzes.
We have also created an account with Elsevier for textbooks outside of CompTIA texts. Additionally, Jeremi College currently has an account with Pearson Learning where faculty can order books and online resources if needed.

c. Number of professional periodicals subscribed to: The school subscribes to a few professional periodicals at the current moment but will be subscribing more after the program is approved and before students become enrolled.

d. Other library facilities in close geographical proximity for student access:

Munster Branch of Lake County Public Library
8701 Calumet Ave.
Munster IN 46321
(219) 836-8450
Open:
Monday-Thursday 10:00 am – 8:30 pm
Friday-Saturday 9:00 am – 5:00 pm
Sunday closed

As stated above, upon program approval, Jeremi College will subscribe to Library and Information Resource (LIRN), a non-profit company that provides library services to schools such as ours.

4. FACULTY: Attach completed Instructor's Qualification Record for each instructor.

**** Include** all required documentation **pertaining to the qualifications of each instructor.**

Total # of Faculty in the Program:		**Full-time:**	5	**Part-time:**	3
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDE					**.)**

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one:**	
					Full-time	**Part-time**
Collins, Denise	MS Psychology, BS English	8 yrs	0	10 yrs		X
Dafiaghor, Sandra	PhD Educational Leadership. MS Computer Systems Analysis and Design. BS Economics	15yrs	3.5yrs	12yrs	X	
Ellis-Childs, Trina	Doctorate in Higher Education Leadership	6 yrs	3 yr	11 yrs		X
Mukoro, Kingsley	BS Geophysics and CompTIA A+ certified	12 yrs	3.5 yrs	12 yrs	X	
Alade, Victor	MSc. Computer Science. BSc. Management Information Systems	9yrs	1yr	3yrs	x	
Currie, Henry	BS. Computer Science, CompTIA A+	5yrs	1yr	5yrs	x	
Ude, Onyedikachi	Masters, Cybersecurity Risk Management	7yrs	0	2yrs		x
Bell, Patricia	BS Education MS Leadership in Education	15yrs	3.5yrs	15yrs	x	

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

Why is the institution proposing this program and how does it build upon institutional strengths? **The school currently offers other Information Technology programs that have been very successful including CompTIA A+ and Computer Support Specialist program. The new Associate of Applied Science Cybersecurity program will ensure the school's capacity to offer career pathway programs ending in an Associate degree. Students can bridge from the CompTIA+ program to the Associate of Applied Science in Cybersecurity (AASC) program.** This aligns with the school's mission to equip students with the knowledge, skills, and confidence to excel in their workplaces. Our mission necessitates that we identify in-demand, high growth jobs. According to CompTIA, upon completing the Cybersecurity program and attaining the industry recognized certifications, out students will be better prepared to assess the security posture of an enterprise environment, be a valuable team member that will help troubleshoot, problem-solve and understand a wide variety of issues. Graduates can work in a variety of job positions; Tier II IT Support Technician, Cybersecurity Analyst, IT Support Manager, Security Administrator, Systems Administrator.

According to US Bureau of Labor Statistics, employment of information security analysts is projected to grow 32 percent from 2022 to 2032, much faster than the average for all occupations. About 16,800 openings for information security analysts are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. It affirms that high demand is expected for information security analysts because cyberattacks have grown in frequency, and these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or creating problems for computer networks.

As businesses focus on enhancing cybersecurity, they will need information security analysts to secure new technologies from outside threats or hacks. A shift to remote work and the rise of e-commerce have increased the need for enhanced security, contributing to the projected employment growth of these workers over the decade.

How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)? **Jeremi College's mission is to equip students with the knowledge, skills, and confidence to excel in their workplaces.** The proposed program is consistent with the institutions mission and it fits into the institution's strategic plan by offering an in demand program that will provide the necessary knowledge and skills in order for them to become nurses.

Background: Jeremi College is a Career and Technical skills training school that utilizes a multidisciplinary approach with flexible schedule and options, combining technical and hands-on learning for students interested in Healthcare and IT career pathways. Its main Campus in Munster, Indiana was approved by Indiana Department of Workforce Development, Office for Career and Technical Schools in 2019 to provide Medical Assistant training. The Indiana agency gave approval for 3 more programs in the following year to include CompTIA A+, Medical Administrative Assistant and Phlebotomy Technician. We more recently gained national accreditation from Council of Occupational Education. While we have excelled in the current programs, there is need to grow by adding training programs in high growth sector of healthcare, including career pathway degrees in Information Technology. The outcome of the strategic planning sessions concluded that the college needed to add Associate degree programs into mix of its offerings. Hence, Jeremi College's Strategic plan document has as one of its' objectives "Programming/Training Expansion: To create additional in demand internationally and nationally recognized certification and licensure program/skills training in a way that meet the needs of a broader spectrum of students both locally and globally so that the institution is sustained, and even more students access high growth jobs". The accompanying task for this objective was identify and research high demand programs to add to Jeremi College's offerings. In carrying out this task, a consultant and College staff worked together and determined that the AASC program should be added because it offers an opportunity for students to gain industry recognized stackable credentials as the continue along the 2-year career pathway Associate degree program.

b. State Rationale: General

- How does this program addresses state priorities as reflected in the Commission's most recent strategic plan *Reaching Higher In a State of Change*? **The program addresses the state priorities as reflected in the Commission's strategic plan by enrolling students into the AASC program so that they can proceed on a career pathway that leads to receiving their BS and then their Masters in IT security. This will be a stepping stone for individuals that wish to further their education. The strategic plan discusses guiding principles of student-centered, mission-driven, and workforce-aligned criteria which the school's AASC program will meet.**
  As stated in the strategic plan for Reaching Higher in a State of Change, the school will reach the goals by the following:

  Completion: Jeremi College's AASC program will follow the strategic plan where it states when learners pursue and complete credentials that provide individual opportunity, it naturally strengthens Indiana's economy. The school's AASC program will do this by offering this program as a stackable credential program so that students can enter employment at any point after receiving the first industry recognized certification. This is geared toward ensuring that individuals are able to obtain good paying jobs that will enhance the economy in their communities in Indiana. They will have the option to further their education to receive their BS as well by using their AASC degree as a stepping stone to furthering their career. The completion of their twenty-four month AASC program is relevant because they will have obtained their college degree and find employment that will assist with Indiana's employment numbers. Their completion of the AASC program is measurable by reporting the number of graduates during the required reporting periods.

Equity: Jeremi College believes in equity and consistently demonstrates utilizing an equity lens as a core value in the design and service delivery of each of our programs. Administrative staff, faculty, board members, employer partners and funding partners closely reflect the communities and students we serve. Clearly stated in our values is our anti-discrimination statement; Jeremi Group Inc. is an equal opportunity employer and does not discriminate on the basis of race, color, religion, gender, or national origin. We value the diversity of all people. The school does not discriminate against any individual on any basis, be it race, sexual orientation, disabilities, age or physical attributes. Similar to the State of Indiana's Equity stance in "Reaching Higher In a State of Change", Jeremi and its staff and board members strongly believe that anti-racism, diversity, racial equity and inclusion are essential to our mission-driven pursuit of equipping students with the knowledge, skills, and confidence to excel in their workplaces by providing all students who come through our doors the best education to ensure that they thrive in a global economy regardless of their race, sexual orientation, disabilities, national origin, age or physical attributes.

Talent: Jeremi College takes talent seriously by equipping students to be successful in their fields. The school will be educating future AASC students who will complete their program and go into the workforce with the necessary skills to provide a service for the community. By educating students and giving them the tools to be employed, there will be less individuals seeking unemployment. The employment rates have a chance to go down based upon providing credentialed individuals entering the workforce. The school collaborates with employers to get students placed.

c. State Rationale: Equity-Related

How does this program address the Equity section of *Reaching Higher In a State of Change* (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

As stated above, Jeremi utilizes equity lens in planning its enrollment, program delivery, and employment. Jeremi has extensive experience in assisting students from diverse, marginalized backgrounds accessing our quality career specific training programs so that they can gain employment in high growth industries. We utilize our vast network of partners to ensure long-terms success for our students regardless of their socio-economic background. Students are provided an inclusive and welcoming experience right from the first interaction with Jeremi College staff. This positive, inclusive student experience is due to a variety of intentional activities that come together for their collective impact. We are proud to employ people from diverse backgrounds, representing a variety of talents and skills that reflect the students and communities we serve. The proposed program will embody all of our intentional activities surrounding equity and inclusion; in alignment with the equity section of the State of Indiana strategic plan, there will be no discrimination against potential students based upon race/ethnicity, socioeconomic status, gender or geography.

In alignment with the State's Equity statement; "Life's circumstances or obstacles should not dictate opportunity to succeed." Jeremi College strongly believes that all students can succeed given an enabling environment. Life happens, so we provide opportunities for them to come back and continue if they have to take some time off. We provide extensive certification exam preparation and give ample opportunities to take practice tests. Also, we encourage and

give students an opportunity to come back and retake the test at no cost if they do not succeed the first time. Faculty gives students opportunity to catch up in case of an emergency that necessitates students taking time off. The school partners with services that assist potential students who may have barriers. Since the school is learner-focused and the school realizes that students learn in different ways, the school will be providing varying means of teaching to reach each learning style. The school will assess each students needs and provide services based upon those needs.

d. Evidence of Labor Market Need

- National, State, or Regional Need

  Is the program serving a national, state, or regional labor market need? Please describe.

  The program is serving a state market need by offering training in the nursing program. The school will graduate students that will enter the field with the knowledge and experience needed to fill the void that the current labor market needs. At the National level, according to US Bureau of Labor Statistics, employment of information security analysts is projected to grow 32 percent from 2022 to 2032, much faster than the average for all occupations. About 16,800 openings for information security analysts are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. It affirms that high demand is expected for information security analysts because cyberattacks have grown in frequency, and these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or creating problems for computer networks. CyberSeek reported more than 572,000 cybersecurity openings between September 2022 and August 2023.

  At the State level, Indiana has over 20,000 cybersecurity job openings, and the number is expected to grow as new technology emerges. According to ZipRecruiter, Indiana ranks 18th out of 50 states for cybersecurity job salaries. As of March 2024, the average salary for an entry-level cybersecurity employee in Indiana is $129,964 per year, or about $62.48 per hour.

  Similarly, at the regional level, the last quarter Statistical Data Report for January 2024, Released March 2024, Hoosiers by The Numbers LMR, published quarterly by Indiana Department of Workforce Development showed the same skills shortage in Economic Growth Region (EGR) 1 where a majority of our students come from. The Gary-Chicago metro area where a majority of our students will seek computer related employment shows 217 open positions for entry level cybersecurity jobs in LinkedIn.

  Jeremi College and its staff will work tirelessly to engage employers and partners so that graduates from Jeremi College will be able to fill a lot of the vacancies at both the State and region 1 level. This is strongly in alignment with our mission of equipping students with the knowledge, skills, and confidence to excel in their workplaces and our strategic objective of identifying high growth, high demand and high paying jobs as the basis for designing our program offerings.

e. Placement of Graduates

Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment - The principal occupations and industries that the majority of the graduates from our AASC program are expected to find employment is in the Information Security space. Specifically, g. They can find employment in an enterprise environment, be a valuable team member that will help troubleshoot, problem-solve and understand a wide variety of issues. Students who enroll into Jeremi College's AASC program are able to find employment at various levels whether it be at the local, state, or federal based upon the match between the employer looking to employ an IT specialist and the AASC graduates

f. If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted - **The program is not a feeder for graduate programs. It is a stand-alone Associate's degree program. However, upon program approval, Jeremi College will seek partnership with other State approved University to help support the career pathway progression to BS and MS.**

g. Job Titles

List specific job titles and broad job categories that would be appropriate for a graduate of this program. **The specific job title for graduates who complete AASC course work and pass the CompTIA Security+ certification include a variety of job titles;** Tier II IT Support Technician, Cybersecurity Analyst, IT Support Manager, Security Administrator, Systems Administrator

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

List the significant competencies or learning outcomes that students completing this program are expected to master.

End-of-program student learning outcomes (SLO)

In addition to industry recognized credentials gained along the way, End-of-program student learning outcomes (SLO) for the JC Associate of Applied Science in Cybersecurity typically include a range of knowledge, skills, and abilities that students would have acquired by the completion of their program. Below is some of the outcomes:

1. **Understanding of Cybersecurity Fundamentals**: Graduates should demonstrate a comprehensive understanding of the foundational concepts, principles, and theories of cybersecurity, including threat landscape, risk management, cryptography, network security, and ethical hacking.
2. **Network Systems**: Graduates should have comprehensive understanding of basic networking concepts including network services, physical connections, topologies and architecture, and cloud connectivity; routing technologies and networking devices; deploy ethernet solutions and configure wireless technologies; Network operations and security including troubleshooting Networks
3. **Technical Proficiency**: Students should be proficient in using various cybersecurity tools, technologies, and techniques for protecting information systems, networks, and data from cyber

threats. This includes skills in configuring firewalls, implementing intrusion detection/prevention systems, conducting vulnerability assessments, and responding to security incidents.

4. **Security Policies and Compliance**: Graduates should be familiar with relevant laws, regulations, and industry standards governing cybersecurity practices. They should understand the importance of compliance frameworks and be able to develop and implement security policies and procedures to ensure organizational compliance.
5. **Incident Response and Management**: Students should be able to effectively respond to security incidents, including identifying, containing, and mitigating cyber threats. They should understand the incident response lifecycle and be able to develop and execute incident response plans.
6. **Ethical and Professional Conduct**: Graduates should adhere to ethical standards and professional codes of conduct in their cybersecurity practice. They should understand the legal and ethical implications of their actions and demonstrate integrity, honesty, and respect for privacy and confidentiality.
7. **Communication and Collaboration**: Students should possess strong communication skills, both written and verbal, to effectively communicate cybersecurity concepts, risks, and recommendations to diverse stakeholders. They should also be able to collaborate with multidisciplinary teams to address cybersecurity challenges.
8. **Continuous Learning and Adaptation**: Graduates should demonstrate a commitment to continuous learning and professional development in the rapidly evolving field of cybersecurity. They should stay updated with emerging threats, technologies, and best practices and be able to adapt to new challenges and scenarios.
9. **Critical Thinking and Problem-Solving**: Students should be capable of applying critical thinking and problem-solving skills to analyze complex cybersecurity issues, evaluate alternative solutions, and make informed decisions to protect organizational assets and mitigate risks.
10. **Secure System Design and Implementation**: Graduates should have the ability to design, implement, and maintain secure information systems and networks. They should understand secure coding practices, secure system architecture principles, and the importance of incorporating security into the software development lifecycle.
11. **Risk Assessment and Management**: Students should be able to conduct comprehensive risk assessments to identify vulnerabilities, threats, and potential impacts to organizational assets. They should also be able to develop risk mitigation strategies and prioritize security controls based on risk levels.

These outcomes are designed to equip graduates with the knowledge, skills, and competencies needed to pursue entry-level positions in cybersecurity or to continue their education in related fields.

b. Assessment

Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes - The institution intends to assess students in the AASC program with respect to mastery of program competencies or learning outcomes by skills assessment, quizzes, homework assignments, labs, clinical site evaluation, end of course exams and the CompTIA prep classes and certification exams that are mandatory by the school. The assessments will show mastery of the program outcomes.

7. <u>Information on Composite Score, Licensure, Certification, and Accreditation</u>

a. Federal Financial Responsibility Composite Score

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education. **The school's most recent Composite score for 2021 was 3.0 while for 2022 was 2.6.**

b. State Licensure

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure? **No, graduates do not need a State Licensure but industry recognized credential of Security+ is a requirement by the College.**

- If so, please identify: **Students who complete the AASC program must pass the CompTIA Security+ certification exam.**

- The specific license(s) needed: **CompTIA Security+**

- The State agency issuing the license(s): **N/A**

a. Professional Certification

What are the professional certifications that exist for graduates of similar program(s)? **The professional certifications that exist for graduates of same/similar programs is the Associate of Applied Science Cybersecurity**

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? A national certification is not required if the student already received their licensure from the State of Indiana. However, a **graduate of the AASC program must obtain the CompTIA Security+ certification as part of program completion. They have substantially better prospects for employment if they were to successfully take this certification exam.**

- If so, please identify **N/A**

- Each specific professional certification: **N/A**

- The national organization issuing each certification: **The national organization issuing the certification will be CompTIA**

- Please explain the rational for choosing each professional certification: **The rational for choosing the professional certification for the AASC program is based upon stackable credential to build career pathway in Information technology. Students complete courses and take certification exams as they go along. They start by becoming Network+ certified and continue to take related nationally recognized certification exams so that they may obtain employment while going through the program.**
- Please identify the single course or a sequence of courses that lead to each professional certification? **The sequence of courses starts with CompTIA A+ certification for those who do not already have that. Students then take all of the Network+ courses to prepare them so that they can successfully take the CompTIA Network+ certification exam. The subsequent course sequences lead to the final certification of Security+.**

b. Professional Industry Standards/Best Practices

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? Yes, the program curriculum incorporates professional industry standards and best practices as stated CompTIA and industry experts**.** The curriculum is based upon those requirements and teach the students best practices in each course offering. Some courses interwoven in the curriculum include Interpersonal Communication, certification prep for first level national certification exams and Work based learning opportunity.

If so, please identify: The professional industry standards and best practices are imbedded into the curriculum. Each class identifies industry standards and best practices so that when a student finishes their program, they will be able to be competitive in their field.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: **Jeremi College's AASC program and curriculum is based on the CompTIA Network+ and Security+ detailed exam outline.**

c. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation. **The school will be seeking accreditation through Council on Occupational Education, COE. Upon approval by Indiana Commission for Higher Education, the school will submit all necessary documentation to COE to get the program accredited. The estimated timeline for the accreditation approval from COE is July ending and the timeline to recruit for the program is August 2024.**

- Reason for seeking accreditation. **The reason the school is seeking accreditation is because there is a need in the community for more Cybersecurity skilled workers so if the school were to provide training and education for that program, we would be filling the stated industry needs.**

Specialized Program Accreditation

- Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment? **Students who graduate in the AASC program will obtain the certified CompTIA Security+ nationally recognized certification.**

- If so, please identify the specialized accrediting agency: **The program will be accredited by Council on Occupational Education. The Security+ certification is operated by CompTIA**

d. Transferability of Associate of Science Degrees

e. Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions: **The credits that students will receive from Jeremi College can be applied towards a Bachelor's degree at another college that offers a baccalaureate degree, but it will be at the discretion of the receiving college to award the credits.**

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? **The school does not offer a baccalaureate degree for the credits to transfer. The school is only offering programs up to an associate's degree.**

If so, please list the baccalaureate degree(s): **NA**

8. <u>Student Records</u> (*Institutions that have Previously Operated)*

a. Are all student transcripts in a digital format? **The school can generate a student's transcript using the SMART system which creates a digital transcript that can be emailed or printed.**
   - If not what is the percentage of student transcripts in a digital format? – **N/A**

   - What is the beginning year of digitized student transcripts? **The beginning year of digitized student transcripts is 2022 when the school starting using the SMART system. The school has entered the information for the previous students who attended the school that dates back to 2020.**

   - Are student transcripts stored separately from the overall student records? **Student transcripts are printed and kept within the students file.**

b. How are the digital student records stored? **The digital student records for the AASC program will be stored in the SMART system and also on the G-Drive for the school.**

Where is the computer server located? **We use Google Suite and we store our data in a secured Google drive.**

What is the name of the system that stores the digital records? **The digital records are stored in the SMART system and the G-Drive for the school.**

c. Where are the paper student records located? **The paper student records for the students are kept in a fire proof locked filing cabinet located at the school.**

d. What is the beginning year of the institutional student record series? **The beginning year of the institutional student record series is from students who attended class since 2020. The institution holds student records from when it first held its first class in 2020.**

e. What is the estimated number of digital student records held by the institution? **The estimated number of digital student records held by the institution is approximately 600.**

f. What is the estimated number of paper student records held by the institution? **The estimated number of student records held by the intuition is approximately 600.**

g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? **No, the school does not use microfiche to hold digital copies of student's records.**

- If so, what is the most significant format? **NA**

- If so, what is the estimated number of student records maintained in that format? **NA**

h. Does the institution maintain a staff position that has overall responsibility and authority over student records? **The school has a Register on campus that has overall responsibility and authority over student records.**

- If so, what is the name, title, and contact information for that individual? **The Registers information is as follows:**
  Yvette Bell-Registrar
  ybell@jeremiinstitute.com; (219) 237-2929

i. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? **No, the school has not partnered with a third party to have student records digitized, maintained, or serviced.**

j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? **The school may receive up to two education verifications per week.**

This Section Applies to All Institutions

k. Is there anything that the Commission should consider with regard to the institutional student records? **There is nothing that the Commission should consider with regards to the instructional student records.**

l. What is the digital format of student transcripts? **The school uses the SMART system that houses the grades and attendance for students to generate a transcript. There is transcript request form that students complete to obtain a copy of their transcript.**

m. Is the institution using proprietary software, if so what is the name? **The school uses the SMART system for grades, attendance, and transcripts.**

n. Attach a sample transcript specifically for the program being proposed as the last page of this program application. **Please find a sample transcript attached that is specifically for the AASC program.**

9. <u>Projected Headcount and FTE Enrollments and Degrees Conferred</u>

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System **–See attached**
- Report a table for each campus or off-campus location at which the program will be offered **–See attached**
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided. **–The AASC program is only being offered at the Indiana campus.**
- Round the FTE enrollments to the nearest whole number **–See attached**
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections. **–The program will not take more than five years to implement.**

Projected Headcount and FTE Enrollments and Degrees Conferred							
January 11, 2024 2023							
Institution/Location: Jeremi College ____							
Program: Associate of Science in Nursing							
			Year 1	Year 2	Year 3	Year 4	Year 5
			FY2024	FY2025	FY2026	FY2027	FY2028
Enrollment Projections (Headcount)							
	Full-Time		4	12	20	24	36
	Part-Time		0	0	8	16	16
	Total		8	12	28	30	40
Enrollment Projections (FTE*)							
	Full-Time		4	12	20	24	36
	Part-Time		0	0	8	16	24
	Total		4	12	28	30	40
Degrees Conferred Projections			0	0	4	10	14

Degree Level: Associate's									
CIP Code: - 11.1003; State –									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Date: 5/21/2024

Time: 5:21:20 PM

SMART Systems, Inc.

Jeremi College

1544 45th St., Suite 2

Munster, IN 46321

(219)237-2929

Associate of Applied Science in Cybersecurity

Academic Transcript with Credits by Exam Num Order for Permit No.: 996-76945 Cumulative

Doe, John

Nowhere Lane

Munster, IN, 46321

SSN: 0001

Active? N

Scheduled Hours: 1872

Labs

Lab No.	Description	Lab Date	Grade	Credits	No. Labs	CumTot Lab No.	Req Lab No.	CumBal Req No.
COM 101	Interpersonal Communication	7/1/2022	95.00	3.00	0.00	0.00	0.00	0.00
CYB 101	Introduction to Cybersecurity	8/3/2023	90.00	3.00	0.00	0.00	0.00	0.00
CYB 102	Operating System Security	8/3/2023	89.00	3.00	0.00	0.00	0.00	0.00
CYB 103	Network Security	8/3/2023	89.00	3.00	0.00	0.00	0.00	0.00
CYB 201	Cryptography Fundamentals	11/2/2023	89.00	3.00	0.00	0.00	0.00	0.00
CYB 202	Secure Coding Practices	11/2/2023	95.00	3.00	0.00	0.00	0.00	0.00
CYB 203	Security Administration	11/2/2023	80.00	3.00	0.00	0.00	0.00	0.00
CYB 204	Web Application Security	11/2/2023	90.00	3.00	0.00	0.00	0.00	0.00
CYB 205	Cybersecurity Risk Management	11/2/2023	92.00	3.00	0.00	0.00	0.00	0.00
CYB 206	Cybersecurity Compliance and Legal Issues	3/1/2023	90.00	3.00	0.00	0.00	0.00	0.00
CYB 207	Advanced Network Security	2/1/2024	90.00	3.00	0.00	0.00	0.00	0.00
CYB 208	Advanced Cryptography	3/1/2023	90.00	3.00	0.00	0.00	0.00	0.00
CYB 209	Security Assessment and Auditing	3/1/2023	93.00	3.00	0.00	0.00	0.00	0.00
CYB 210	Cybersecurity Capstone Project/CompTIA Security+	10/1/2023	98.00	6.00	0.00	0.00	0.00	0.00
CYWBL	Work Based Learning/Externship	2/1/2024	98.00	3.00	0.00	0.00	0.00	0.00
ECON 101	Economics	7/1/2022	94.00	3.00	0.00	0.00	0.00	0.00
ENG 101	English Composition	7/1/2022	95.00	3.00	0.00	0.00	0.00	0.00

IT 101	Introduction it IT-CompTIA Tech+ Refresher	6/8/2022	90.00	3.00	0.00	0.00	0.00	0.00
IT 102	Operating Systems - CompTIA Tech+ Refresher	6/8/2022	85.00	3.00	0.00	0.00	0.00	0.00
IT 103	Networking (CompTIA Network+)	6/8/2022	90.00	9.00	0.00	0.00	0.00	0.00
MAT 101	College Math	7/1/2022	94.00	3.00	0.00	0.00	0.00	0.00
PSY 101	Introduction to Psychology	6/30/2022	94.00	3.00	0.00	0.00	0.00	0.00

Time: 5:21:20 PM

SMART Systems, Inc.

Jeremi College

1544 45th St., Suite 2

Munster, IN 46321

(219)237-2929

Academic Transcript with Credits for Permit No.: 996-76945

Cumulative

Doe, John

Nowhere Lane

Munster, IN, 46321

SSN: 0001

Active? N

Scheduled Hours: 1872

Cumulative

Current Cumulative Data for: Doe, John				996-76945			0001
GPA:	4.0	Crs:75	Associate of Applied Science in Cybersecurity	Date Started:	5/14/2024	Leave of Absence:	0
Test Score Value:	0.00	Crs Credits:	1860	Drop Date:	n/a	Contract Grad Date:	5/14/2024
Lab Score Value:	0.00			ReEnroll Date:	n/a	Max Time Frame:	5/14/2024
Major Test Score Value:	91.36	Credit Earned:	75.00	Drop2 Date:	n/a	Actual Grad Date:	5/14/2024
		CR Remaining:	1785.00	ReEnroll Date:	n/a	Loan Ent Date:	n/a
SAP?	N	% Complete:	4.03%	Drop3 Date:	n/a	Loan Exit Date:	n/a
				ReEnroll Date:	n/a	Determined:	
						SCH -vs- ACT %:	0.00%

Notes:

Yvette Bell

Student Signature

Date

Registrar