

INDIANA COMMISSION FOR HIGHER EDUCATION

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 Level²: Associate's Degree

Mode of Delivery (In-person or Online³): Hybrid

Career Relevant/Out-of-Classroom Experiences⁴: N/A

Suggested CIP Code⁵ for Program: 51.0501

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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. 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:	<u>1425 Total Hours/65</u> Semester Credits	Check one:	Quarter Hours	_____
			Semester Hours	<u> X </u>
			Clock Hours	_____
Tuition:	<u>\$32,525.00</u>	Length of Program:	<u>77 weeks</u>	
Special Fees:	<u>\$3,335.00</u>			

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
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:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
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 / 1 2 0 0 Percentage: 76%

Number of Credit/Clock Hrs. in General Courses: 15 / 2 2 5 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 rationale 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. Student Records (*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. Projected Headcount and FTE Enrollments and Degrees Conferred

- 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
<ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • Assist in the promotion and maintenance of safe learning environments online and on-campus. • Aid in class equipment and inventory controls (<i>not applicable to online instruction</i>). • Perform other duties and responsibilities as assigned. <p>The duties and responsibilities listed above are representative of the nature and levels of work assigned and are not necessarily all-inclusive.</p>
<p>Education & Experience</p> <p>Required:</p> <ul style="list-style-type: none"> • 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. <p>Preferred:</p> <ul style="list-style-type: none"> • Associates Degree or higher. • Instructor and/or mentoring experience.
<p>Skills & Competencies</p> <p>Required:</p> <ul style="list-style-type: none"> • 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.
<p>Supervisory Responsibilities</p> <p>None</p>
<p>Working Conditions & Physical Demands</p> <p>Work is normally performed in a typical interior/office work environment that requires normal safety precautions. May be required work several schedules and shifts.</p> <p>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.</p>

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

Signature

Date

Print Name

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							Grade History						
Course Code	Course Description	% Attended	Credits Attempted	Credits Earned	Grade	Quality Points	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							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: 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: 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						
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							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 Program Hours: 1,425 Program Credits: 65.00 Enrollment #: YO24025349 Enroll Status: Active Start Date: 3/12/2024 LDA: 4/10/2024						
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: 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						
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							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.

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

Grade History

Course Code	Course Description	% Attended	Credits Attempted	Credits Earned	Grade	Quality Points
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Course Code	Course Description	% Attended	Credits Attempted	Credits Earned	Grade	Quality Points
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Credentials awarded for Air Conditioning, Refrigeration, and Heating Systems Technology enrollment

	<u>Date Awarded</u>	<u>Date Cleared</u>
Diploma	03/11/2024	03/11/2024

** Indicates Retaken Course

R Indicates course required for repeat

Not official unless signed by registrar.