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
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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. **<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	91.36	Credit Earned:	75.00	Drop2 Date:	n/a	Actual Grad Date:	5/14/2024
Score Value:		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