

## INSTRUCTIONS ON COMPLETING THIS ELECTRONIC FORM

I have read and understand these instructions

1. Under “File” on the toolbar, click on “Save As” to FIRST save this form to your computer.
2. The input fields can be navigated FORWARD by tabbing, using the right or down arrows on the keyboard, or by left clicking on the field. Should you wish to move BACK in the form, use the left or up arrows, or left click on the field.
3. Should a box need to be checked, such as for a “Yes” or “No” answer, left click on the appropriate box. An “X” should appear. To remove the “X”, click it again.
4. **Before completing this application, please read through the entire form.** If Part I and Part II are submitted separately, Part II must be received by the Maryland Higher Education Commission within 6 months of Part I.
5. Once the application has been completed, save it a final time. Save it and all supporting documents to an electronic storage device, AND print everything out in its entirety. ***TWO copies of the application are required: one submitted as hard copy, and one submitted electronically on an electronic storage device (CD, DVD, flash drive).*** Sign all required pages. Maintain a complete copy of the application for yourself.
6. Organize the hard-copy application in 3-ring binders with TABS for each section. Separate 3-ring binders may be necessary for curriculum materials. Use divider pages/tabs to separate the sections and attachments required under each section of this application. Do NOT put pages in plastic sleeves.
7. Organize the electronic copy of the entire application and supporting materials in the order presented in the application. Electronic documents should only be in PDF or MS Word format.
8. Only one copy of each book/textbook is required.
9. When additional pages are necessary to answer an item, or if attachments are required, include them under the appropriate section TAB or reference them accordingly by identifying the section and number of the item being answered.
10. Mail all of the above application materials to the Associate Director of Career and Workforce Education, Maryland Higher Education Commission, 6 N. Liberty Street, 10<sup>th</sup> Floor, Baltimore, Maryland 21201, attention Private Career Schools. Label the package “NEW SCHOOL APPLICATION”.
11. Should you have questions, contact MHEC private career school staff at [PCS.MHEC@maryland.gov](mailto:PCS.MHEC@maryland.gov), or 410-767-3301. (Web site: [www.mhec.state.md.us](http://www.mhec.state.md.us))

**TIPS ABOUT THE APPLICATION**

<p><b>Financial Resources</b></p>	<p>An applicant must demonstrate that there are sufficient financial resources to operate a school.</p> <ul style="list-style-type: none"> <li>• A new school that does not charge students tuition and that meets the additional standards of COMAR 13B.01.01.03D(1) must provide a financial statement that is reviewed or audited by an independent certified public accountant;</li> <li>• Copy of each grant agreement pursuant to which the school receives funding (either directly or indirectly); and</li> <li>• An identification of the funding sources to cover a student’s tuition and related training expenses.</li> </ul>
<p><b>Related Application Costs</b></p>	<p>The following <u>must</u> be submitted with the application:</p> <ul style="list-style-type: none"> <li>• <u>Application Fee</u>: (1) A \$300 non-refundable application fee OR (2) for applicants seeking approval of more than 3 programs, a non-refundable application fee that totals \$300 plus \$100 for each program over three.</li> </ul>
<p><b>Market Demand</b></p>	<p>Evidence will be required to substantiate that a labor market demand exists in Maryland for proposed program(s)</p>
<p><b>Curriculum</b></p>	<p>The curriculum is the cornerstone of the school. It is essential that it receive a great deal of careful planning.</p>
<p><b>School Catalog and Enrollment Contract</b></p>	<p>The catalog and enrollment contract are key documents that provide important information about the school. Refer to the enclosed Catalog and Enrollment Agreement Checklists to ensure that all required information is included in the submitted documents. Note that all private career schools are required to establish and disclose in their catalogs the following:</p> <ul style="list-style-type: none"> <li>• Admission requirements for each program to ensure that prospective students have the ability to benefit from the training;</li> <li>• Graduation requirements for each program (including a requirement that a student shall have a minimum attendance rate of 80 percent of the total program, in order to be graduated from a program);</li> <li>• A grading system and standards of satisfactory academic progress.</li> </ul>

Application PART I Cover Page

**APPLICATION FOR INITIAL APPROVAL TO OPERATE  
A Non-Profit PRIVATE CAREER SCHOOL CHARGING  
NO TUITION<sup>1</sup>**

**PART I**

1. Name of School: \_\_\_\_\_

2. Address: \_\_\_\_\_  
*Street* *City* *State* *Zip*

3. Telephone #: \_\_\_\_\_

4. Fax #: \_\_\_\_\_

5. E-mail: \_\_\_\_\_

6. Website: \_\_\_\_\_

7. Contact Information:

7a. Primary person to contact about Application:

\_\_\_\_\_

7b. Title:

\_\_\_\_\_

7c. Mailing address if other than above:

\_\_\_\_\_

7d. Telephone number if other than above:

\_\_\_\_\_

Date Application Received by MHEC: \_\_\_\_\_

MHEC-W:\PCS Forms (Rev. 03/2015)

<sup>1</sup> This application is for use only by organizations that meet the criteria set forth at COMAR 13B.01.01.03D(1), i.e., the organization must: (a) be a nonprofit organization authorized to do business in Maryland; (b) charge no tuition, fees, or other costs to students or prospective students; (c) be funded entirely by government or private grants; and (d) be accountable to, and meet the performance standards of, its grantors.

**PART I, TAB A Cover Page**

*(All required materials for Section A should be included, in order, after this page.)*

**BACKGROUND INFORMATION**

1. Attach a description of any professional experience that the applicant has relevant to the operation of the proposed school.
2. Indicate whether the proposed school will be directly or indirectly affiliated with any other school(s).  Yes  No
3. If yes, attach the following:
  - a. A description of the relationship between the proposed school and its affiliate school(s).
  - b. A school catalog for each affiliate school.
4. Indicate whether the proposed school is and will remain a nonprofit authorized to do business in Maryland.  Yes  No
5. Indicate whether the proposed school will charge tuition, fees, or other costs to students or prospective students.  Yes  No
6. Indicate whether the proposed school is funded, and will continue to be funded, entirely by government or private grants.  Yes  No
7. Indicate whether the proposed school will be accountable to, and will meet the performance standards of, its grantors.  Yes  No
8. Indicate whether the school certifies that, at all times during its operation in Maryland, it will meet the criteria of Regulation 13B.01.01.03D(1) of the Code of Maryland Regulations.  
 Yes  No

**PART I, TAB B Cover Page**

*(All required materials for Section B should be included, in order, after this page.)*

**B. OWNERSHIP AND ORGANIZATION**

1. Identify the type of ownership of the proposed school.
  - a.  Corporation.
  - b.  Sole proprietorship.
  - c.  Partnership.
  - d.  Other (please specify: \_\_\_\_\_)
  
2. If the school is incorporated, attach the following:
  - a. Copy of incorporation papers and documentation of their approval by the Maryland State Department of Assessment and Taxation.
  - b. List of corporate officers.
  - c. List of the stockholders who own 10% or more of the voting stock, and the percentage of ownership for each.
  
3. If the school is approved to operate in another state, attach documents that provide evidence that the school has been in good standing with all required state approving agencies for at least the past 12 months.
  
4. If the school or its program is accredited, attached documents that provide evidence that the school has been in good standing with the accrediting body for at least the past 12 months.
  
5. Disclose if the school, owners, or ownership are or ever have been charged with ethical compliance issues.
  
6. If the proposed school is a solely owned subsidiary or is otherwise affiliated with another corporation(s), attach the documents identified above in item # 2 for the affiliated corporation.
  
7. If the proposed school will not be incorporated, identify who will own and control the school: \_\_\_\_\_
  
8. If the school will be established as a solely owned subsidiary or will otherwise be affiliated with another corporation, attach a description of the structure and mission of the other corporation(s). Include an organization chart and a brief narrative that clearly define the relationship between the proposed school and the affiliated corporation(s).
  
9. Provide documentation that the proposed school trade name and/or business entity has been filed with the Maryland Department of Assessments and Taxation.

**PART I, TAB C Cover Page**

*(All required materials for Section C should be included, in order, after this page.)*

**C. FINANCIAL INFORMATION**

All financial information that is provided to the Maryland Higher Education Commission will be treated as confidential in keeping with the applicable Federal and State laws.

<p><b>AN APPLICANT must submit from the appropriate options as listed below:</b></p> <ul style="list-style-type: none"><li>• A new non-profit school must provide the following, in the manner prescribed by the Instructions, below: A financial statement that is reviewed or audited by an independent certified public accountant;</li><li>• A copy of each grant agreement or award pursuant to which the school receives funding (either directly or indirectly); and</li><li>• An identification of all funding sources that will enable the school to remain solvent while providing tuition-free training. These sources may include public or private grants, donation campaigns, etc.</li></ul>
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**Financial Statement Instructions:**

1. Submit a current financial statement prepared in accordance with generally accepted accounting principles (GAAP) that demonstrates that the applicant has adequate financial resources to operate the school. The financial statement must be reviewed or audited by an independent certified public accountant and contain, at a minimum, the following:
  - a. A balance sheet;
  - b. An income and expense statement;
  - c. Statement of cash flow; and
  - d. All accounting notes.
2. If the school is part of a larger organization or is a wholly-owned subsidiary, submit a financial statement as described above for the parent corporation and a statement for the school.
3. Submit financial statements as described above for the previous three fiscal years, if the applicant was operational during this period and the financial statements are available.

**Funding Sources:**

1. Submit copies of all awards of grants, scholarships, and other funding sources from private or public organizations for the purpose of providing training tuition free.
2. If tuition-free training will be supplemented with fundraising campaigns, attach a description of the types of fundraising campaigns that will occur, the minimum amount to be raised, the frequency of the campaigns, and the target donors either by name or by demographic profile.

**PART I, TAB D Cover Page**

*(All required materials for Section D should be included, in order, after this page.)*

**D. PROGRAM OFFERINGS**

1. Complete and submit the enclosed form, “*Proposed Programs*” (**Appendix 3**).
2. Complete and submit the enclosed form, “*Schedule Options Available for Each Proposed Programs*” (**Appendix 4**).

**PART I, TAB E Cover Page**

*(All required materials for Section E should be included, in order, after this page.)*

**E. MARKET DEMAND**

1. Provide evidence of Maryland occupational demand for graduates of each proposed program. Address how local training competition impacts the occupational demand for each program's geographic employment area.
  - a. Possible sources for occupational demand information include:
    - i. the Maryland Department of Labor, Licensing and Regulation (DLLR). The website is <http://www.dllr.state.md.us>; click on "Labor Statistics";
    - ii. the US Census Bureau's local employment dynamics at <http://lehd.did.census.gov/led/datatools/qwiapp.html>;
    - iii. State job market information which can be found on the One-Stop Job Market web site, <http://www.onestopjobmarket.org/SiteMap.aspx>.
    - iv. other sources as relevant.
  - b. One source for publicly offered training competition can be found on the MHEC's website, [www.mhec.state.md.us](http://www.mhec.state.md.us). To find programs similar to what you are proposing, search under Career and Workforce Education (Private Career Schools and Workforce Investment Act) and Colleges/Universities.
2. Distribute employer surveys (**Appendix 5**) for each proposed program. The number of surveys you distribute should reflect each program's projected number of graduates. Include the tabulated results of the employer survey as well as copies of the completed survey forms. The employer survey must provide quantifiable and reliable data from prospective employers as to:
  - a. sufficiency of the program curriculum to meet industry entry-level training needs;
  - b. whether the proposed program being delivered in part or whole via distance education will satisfy the employers' training prerequisites;
  - c. whether graduates of the proposed program would be eligible for entry-level employment consideration in the industry *and* by the specific employer; and
  - d. the employer's projected number of annual job openings for each identified occupation for which program graduates would qualify.

**PART I, TAB F Cover Page**

(All required materials for Section F should be included, in order, after this page.)

**F. CURRICULUM**

**Note:** For each proposed program, submit the information identified below.

1. Provide **as an attachment** the following information for each course or subject area within each proposed program:
  - a. A *detailed* program and course-by-course outline and detailed daily lesson plans that will be provided by the school to the instructor(s).
    - i. For programs offered in part or whole by distance education, the following additional information is required:
      - a. Each lesson should include an itemization of the time spent on each topic and whether it will be delivered through distance learning or resident training.
      - b. Identify the method(s) of instruction to be used to teach each course in the program (i.e. self-guided distance learning, chat room distance learning, interactive electronic communication, instructor lecture, class discussion, student demonstration, etc.).
      - c. Attach a description of the process by which all aspects of the proposed program were developed. Include the qualifications of all faculty, administrators and technologists who participated in developing the program.
      - d. Attach a description of the information and training the school will provide students so that students may function in a distance education environment. Include outside resources, electronic databases and other library access features that will be available to students, and how the school will actively encourage students to use these resources to acquire knowledge and skills.
      - e. Attach a description of the real-time or delayed distance learning interaction between faculty and students.
    - b. A list of the textbook(s) to be used in the course, including the titles, editions, publishers and dates of publication.
    - c. The sequence in which the courses will be taught. If more than one sequence of courses is to be scheduled, describe all proposed combinations.
    - d. Identification of any course or training component in which a single instructor teaches a combined class of students who are at different levels of the program. Identify the maximum number of training levels that are combined. Describe how the single instructor jointly instructs students who are at different levels of training.

- e. A description of when students' knowledge and practical skills are assessed and how they are measured. (e.g., written theory exams weekly and practical skills evaluations every two weeks).
    - i. Programs offered in part or whole by distance education:  
Distinguish between distance learning and resident training.
  - f. Copies of quizzes, tests and evaluations to be used to assess students' performance.
2. Provide 1 copy of each textbook and accompanying teacher's manual(s) to be used for each proposed program.
- a. Programs offered in part or whole by distance education: Provide one copy of the printouts of all materials and the software to be used.
3. Will the program include an externship or internship?
- Yes     No
4. If the program will include an externship/internship, please provide as an attachment the information requested below:
- a. Describe the content and length of the externship/internship. Include with this description the relationship between the classroom experience and the externship/internship. For example, how the externship/internship provides reinforcement of the classroom instruction.
  - b. Describe the process to be used to evaluate a student's performance during the externship/internship and provide copies of the evaluation instrument.
  - c. Describe how students will be supervised during the externship/internship.
  - d. Indicate the minimum and maximum number of students who will be at each site at any one time.
  - e. Identify whose responsibility the issue of liability insurance is during the externship and provide copies of appropriate insurance binders.
  - f. Identify whether students will be paid during the externship and, if so, the minimum salary to be paid.
  - g. A copy of the agreement between the school and each externship/internship site to be utilized.
  - h. A list of all externship/internship sites that identifies for each site, the maximum and minimum number of students to be assigned at any one time.

**PART I, TAB G Cover Page**

*(All required materials for Section G should be included, in order, after this page.)*

**G. SCHOOL CATALOG**

1. Attach 1 draft copies of the school's catalog.
2. Complete and submit the enclosed "*Catalog Checklist for a Private Career School*" (**Appendix 6**) to ensure that all required items are included in the catalog.

**Note: The catalog must comprehensively describe the school's programs, policies, and other information prescribed by the Secretary and identified on the *Catalog Checklist for a Private Career School*. The following sections may require the applicant to reference the sections of the school catalog where the requested information is found.**

**PART I, TAB H Cover Page**

*(All required materials for Section H should be included, in order, after this page.)*

**H. OVERVIEW OF EACH PROPOSED PROGRAM**

1. Vocational objectives of each proposed program: *(Identify the page(s) in the school catalog where the information identified below is provided.)*
  - a. the program objective(s) to be achieved. *(Catalog pages \_\_\_\_\_.)*
  - b. the specific skills to be acquired by program graduates.  
*(Catalog pages \_\_\_\_\_.)*
  - c. the specific occupations for which program graduates will qualify.  
*(Catalog pages \_\_\_\_\_.)*
  - d. please use the **Dictionary of Occupational Titles** to identify the occupations that a graduate who completes the proposed program may qualify if the graduate has no other postsecondary education or previous work experience. *(Catalog pages \_\_\_\_\_.)*
  
2. Program content of each program. *(Identify the page(s) in the school catalog where the information identified below is provided.)*
  - a. Program outline identifying each course or subject and the following:
    - i) total hours of instruction for each course or subject.  
*(Catalog pages \_\_\_\_\_.)*
      - (1) If the program involves distance education, identify the total hours of instruction taught by distance learning and the total hours of instruction taught by resident training.
    - ii) total hours for each course or subject designated for lecture/theory.  
*(Catalog pages \_\_\_\_\_.)*
      - (1) If the program involves distance education, identify the total hours for each course or subject designated for lecture/theory taught by distance learning and the total hours for each course or subject designated for lecture/theory taught by resident training.
    - iii) total hours for each course or subject designated for lab/practice.  
*(Catalog pages \_\_\_\_\_.)*
      - (1) If the program involves distance education, identify the total hours for each course or subject designated for lab/practice taught by distance learning and the total hours for each course or subject designated for lab/practice taught by resident training.

- b. Description of each course or subject.
    - i) If the program involves distance education, includes how distance learning and resident training will be particularly utilized to achieve the given objectives.
3. Program schedule(s): *(Identify the page(s) in the school catalog where the information identified below is provided.)*
- a. a school calendar which identifies:
    - i) program start dates. *(Catalog pages \_\_\_\_.)*
    - ii) beginning and ending dates of each term, phase, module, distance learning or resident training. *(Catalog pages \_\_\_\_.)*
  - b. for each program schedule option (day schedule, evening schedule, distance education schedule, etc.), identify the following. If the program involves distance education, break down each schedule between distance learning and resident training:
    - i) number of hours and time(s) of instruction per day. *(Catalog pages \_\_\_\_.)*
    - ii) days required each week. *(Catalog pages \_\_\_\_.)*
    - iii) hours required each week. *(Catalog pages \_\_\_\_.)*
    - iv) weeks required to complete the program. *(Catalog pages \_\_\_\_.)*
4. Proposed maximum student:instructor ratio for each proposed program. *(Identify below and in the school catalog the maximum student:instructor ratio for the following methods of instruction for each program.)*
- a. Lecture: \_\_\_\_\_
  - b. lab/practical instruction: \_\_\_\_\_
  - c. clinic, if applicable: \_\_\_\_\_
  - d. externship, if applicable: \_\_\_\_\_

**PART I, TAB I Cover Page**

*(All required materials for Section I should be included, in order, after this page.)*

**I. ENTRANCE AND GRADUATION REQUIREMENTS**

1. Entrance requirements for each program: *(Identify the page(s) in the school catalog where this information is provided.) (Catalog pages \_\_\_\_.)*
  - a. If the program involves distance education, address how the school will assess whether students have adequate prerequisite skills and computer equipment to succeed in a distance learning environment. (**NOTE**: *the school must document compliance with all entrance requirements prior to the student beginning classes.*)
2. If an entrance test will be used for the proposed program(s), please attach the following information:
  - a. A copy of the test and answer sheet.
  - b. A copy of the publisher's test instruction booklet which includes normative data relative to the test.
  - c. Identification of the minimum score required for admission into each proposed program. Please explain how this minimum cut-off score was determined.
  - d. A complete description of how and by whom the test will be administered and scored. Identify whether all applicants will be tested. Also identify the school's policy regarding the retesting of applicants who initially fail the test.
  - e. If the program involves distance education, attach a complete description of how the test will be administered online in a manner that verifies the student's identity as well as maintains the test's validity.
3. Graduation requirements for each program: *(Identify the page(s) in the school catalog where this information is provided.) (Catalog pages \_\_\_\_.)*
4. Attach a description of how the school will track job placement of its graduates.
  - a. Even though schools are not required to *offer* placement assistance, schools *are* required on each Annual Report to track initial employment of graduates. The only exception is when a school has received *prior* MHEC approval to report licensure pass rates on its Annual Report.
  - b. All programs, including those offered in whole or part as distance learning, must meet minimum State performance standards, calculated from the school's annual report. For programs less than 600 clock hours, the minimum program performance standard for completion is 50% and the minimum standard for placement (or licensure) is 33%. For programs more than 600 clock hours, the minimum program performance standard for completion is 33% and the minimum standard for placement (or licensure) is 33%.

**PART I, TAB J Cover Page**

*(All required materials for Section J should be included, in order, after this page.)*

**J. ATTENDANCE AND ACADEMIC POLICIES**

1. Attendance policy for students enrolled in the proposed program(s). *(Identify the page(s) in the school catalog where this information is provided. Note that the attendance policy must address all items listed in #12i, #15 and #16 of the “Catalog Checklist for a Private Career School.”) (Catalog pages \_\_\_\_\_.)*
  - a. If the program involves distance education, address how attendance will be monitored, verified and documented for distance learning students.
  
2. Academic policy for students enrolled in the program. *(Identify the page in the catalog where this information is provided. Note that the policy must address all items listed in #12i, #16 and #17 of the Catalog Checklist.) (Catalog pages \_\_\_\_\_.)*
  - a. If the program involves distance education, address how satisfactory progress will be monitored, verified and documented for distance learning students.

**PART I, TAB K Cover Page**

*(All required materials for Section K should be included, in order, after this page.)*

**K. STAFFING**

1. Provide a list of all the school faculty and staff including administrators, admissions representatives, and instructors. For instructors, please indicate which courses in the proposed program they will be teaching and their scheduled hours of instruction. If the instructors for the proposed program will teach other approved programs, please also identify these additional courses and hours of instruction.
2. Attach a description of the minimum qualifications required of instructors for each program.
  - a. If the program involves distance education, list instructor qualifications separately for distance learning instructors and resident training instructors.

**PART I, TAB L Cover Page**

*(All required materials for Section L should be included, in order, after this page.)*

**L. EQUIPMENT AND OTHER EDUCATIONAL RESOURCES**

1. Attach an equipment list that identifies the equipment that will be obtained to support each program. Indicate the ***quantity, make, model and age*** of each item on the list.
2. If the program involves distance education, identify equipment to be utilized for distance learning and a description of how faculty will be trained on the technology. Please include all faculty support services available to distance learning instructors.
3. If any of the equipment listed will be utilized for multiple programs, attach a description of how this equipment will be shared.
4. If the program involves distance education, attach a complete description of the extent to which distance learning students will have access to the school's student services (e.g., academic counseling, financial advising, placement assistance, etc.) and technical support.
5. If the program involves distance education, attach a complete description of the school's online policies to provide adequate reliability, privacy, safety and security of student information and student financial transactions. This should also include how the school plans to maintain the security and integrity of online student testing and evaluation.
6. Attach a description of any other educational resources that will support each proposed program (e.g. library resources, etc.).

**PART I, TAB M Cover Page**

*(All required materials for Section M should be included, in order, after this page.)*

**M. FACILITY**

Attach a description of the facility that will be utilized by the school. *(By regulation, space in square footage per student must conform to standards of sound educational practice and State/local laws, ordinances and requirements. The minimum square footage per student may vary depending upon the type of training being conducted and other factors, but may not be less than 18 square feet per student.)*

**PART I, TAB N Cover Page**

*(All required materials for Section N should be included, in order, after this page.)*

**N. DOCUMENTS**

1. Attach a copy of the enrollment contract to be used by the school to enroll students. The enrollment agreement must include all items identified on the enclosed “*Enrollment Agreement Checklist*” (**Appendix 7**). In addition, please ensure that any school policy that is stated in both the enrollment contract and the catalog is worded exactly the same in both documents (e.g. refund policy and completion requirements).
2. Attach a sample of the student’s permanent record card (transcript) that will be used for each proposed program. The transcript must include all items identified on the enclosed “*Student Permanent Transcript Checklist*” (**Appendix 8**).
3. If the school proposes to collect fees to be disbursed on behalf of the student (such as for books and supplies, or for license exam registration) then submit an account card that includes all items identified on the enclosed “*Student Permanent Account Card Checklist*” (**Appendix 9**)
4. Attach a sample certificate of completion that identifies: the school, program name and length, student’s name, and graduation date.
5. Attach copies of all advertising materials that will be used to promote the proposed program(s). This includes any brochures, fliers, direct mail pieces, TV/radio copy, newspaper ads, websites etc. In addition, provide a description of how the school will recruit students and promote the school.
6. Attach a plan for maintaining the proposed school as a workplace and educational institution free of drug and alcohol abuse.

**PART I, TAB O Cover Page**

*(All required materials for Section O should be included, in order, after this page.)*

**O. APPLICATION FEE**

1. Enclose a non-refundable fee of \$300.00 for an application with 1-3 programs. For an application with more than 3 programs, enclose a fee that totals \$300 plus \$100 for each program over 3. Make the check or money order payable to the Maryland Higher Education Commission.
2. Complete and submit the enclosed “*Payment Form for the Application Fee*” (**Appendix 10**).

**PART I, TAB P Cover Page**

**P. AFFIDAVIT**

I do solemnly declare and affirm under the penalty of perjury that the contents of the foregoing document are true and correct.

_____	_____
<i>Name (please type or print)</i>	<i>Signature</i>
_____	_____
<i>Title</i>	<i>Date</i>

**revised 7/11**

SCHOOL NAME: \_\_\_\_\_

**PROPOSED PROGRAMS**

PROGRAM TITLES	PROGRAM LENGTH MEASURED IN:					PROGRAM COSTS			
	CLOCK HOURS				CREDIT HOURS <sup>1</sup>				
	Lecture	Lab	Externship	Total	Total			Other Charges (if applicable)	Total
								\$	\$
								\$	\$
								\$	\$
								\$	\$
								\$	\$
								\$	\$
								\$	\$
								\$	\$

FORMS\FORM2 (Rev. 10/99)

<sup>1</sup> Optional to Report - Should you choose to report the program(s) in credit hours, utilize the formula contained within Section 13B.01.01.09A of the Code of Maryland Regulations.

SCHOOL NAME: \_\_\_\_\_

**SCHEDULE OPTIONS AVAILABLE FOR EACH PROPOSED PROGRAM**

List separately each schedule option available for each program (e.g. morning, afternoon and evening schedule)

PROGRAM/ SCHEDULE OPTION	TOTAL HOURS	HOURS PER WEEK	TOTAL WEEKS	DAILY SCHEDULE (class time per day)
e.g. MCSE Program/ Evening Schedule	192	12	16	6:00 - 9:00 p.m. (Mon. - Thurs.)
e.g. MCSE Program/ Day Schedule	192	20	9.6	9:00 a.m. – 2:30 p.m. (Mon. - Thurs.) with ½ hour lunch

\\FORMS\FORM3 (Rev. 10/99)

School Name, proposed to be located at Proposed Address of School, is performing a market and employment viability survey. Please take a few moments to answer the following questions so that we might better understand your needs, desires and requirements as potential employers of our anticipated graduates. This survey should not take more than 10 minutes of your time, and a self-addressed stamped envelope is enclosed for the survey's return. Thank you in advance for your participation!

**SECTION 1: Program Description** *(to be completed by the proposed school)*

A. Training Program & clock hours:	
<i>Program Name</i>	<i>Total Clock Hours</i>

B. Program Overview:

C. Program Course (Topic/Subject) Breakdown:	Clock Hours

D. This training prepares students for these entry-level positions:

E. Name and address of company completing this survey:  
Company/Business Name, Address, City, State Zip Code

F. Name, title and phone/fax and/or email of person completing this survey:  
Name, Title, Phone, Fax and/or Email

## **SECTION 2: Employer Feedback**

### **Question #1**

How many people did your company hire for the position(s) listed under Section 1D

- a. two years ago? \_\_\_\_\_
- b. one year ago? \_\_\_\_\_
- c. this year? \_\_\_\_\_

### **Question #2**

How many people do you anticipate hiring in the upcoming year for the listed position(s)? \_\_\_\_\_

### **Question #3**

On a scale of 0-to-5 with 5 *being the most desirable*, please rate the above training program as it would meet the employment needs of your company.

- 0       1       2       3       4       5

### **Question #4**

Does your company see a current *local* need for this training?       Yes       No

Does your company see a current *statewide* need for this training?       Yes       No

### **Question #5**

How does your company view the *industry's* future local and statewide employment markets for these jobs?

- Increasing       Decreasing       Remaining the same

Comments:

### **Question #6**

Taking into account the training described in Sections 1B and 1C, what additional training or skills, if any, would your company like to see in an applicant? (Possible examples: more “soft” skills, more hands-on training, more emphasis on writing, etc.)

Comments:

### **Question #7**

Based on the above training description, would your company consider employing graduates of this program?

- Yes       No

Comments:

### **Question #8**

Do you have anything to add that would be helpful to us as we develop this program?

Comments:

## Market Demand Information Pointers

New school and new program applications require both (1) evidence of occupational demand with an analysis of local training competition, and (2) employer surveys with tabulated results. Both items are required as they serve distinct purposes.

### **(1) Evidence of occupational demand with an analysis of how local training competition impacts the occupational demand for a program's geographic employment area**

The purpose of item 1 is to establish the level of supply (graduates from training competitors) and demand (job openings) for the targeted vocation. The school must show that there is an unmet demand (that is, there are enough job openings/projected job openings such that graduates can reasonably expect to find training-related employment, even with graduates from other similar local programs).

The school should research labor market projections (when available) for the school's geographic area. Additionally, the school should research how many graduates are produced by local competitor programs. If the number of graduates from competitor programs outweighs the number of job openings/projected job openings, there is likely no unmet need for this type of training. A school may provide supplemental or clarifying information about a local labor market need; any supplemental information should be provided in the form of a school's own analysis with accompanying data or information. Job market information should be relevant to the geographic employment area of the school.

### **(2) Employer Surveys**

The primary purpose of employer surveys is to identify whether a proposed program would *qualify* graduates for entry-level employment and employment with the *specific* employers completing the survey. Employer surveys are used to evaluate:

1. sufficiency of the program curriculum to meet industry entry-level training needs;
2. whether graduates of the proposed program would be eligible for entry-level employment consideration in the industry *and* by the specific employer; and
3. the employer's projected number of annual job openings for each identified occupation for which program graduates would qualify.

Employer surveys may supplement labor market information, but they are not a substitute for labor market data or an analysis of local training competition. An analysis of local training competition (within item 1 of the Market Demand section of an application) is key as employer surveys do not speak to the existing *supply* of graduates. Employer surveys also show that employers have reviewed the program outline content to make a determination that the training would meet their employment needs.

### **When preparing Market Demand materials:**

- Provide an *analysis* (not just printouts of websites or information, but a written analysis of what the information means about the local labor market and why it supports that there is an unmet training need).
- Emphasis should be on local job openings.
- Review and *analyze* the information prior to submitting.

**SCHOOL NAME:** \_\_\_\_\_

**CATALOG CHECKLIST  
FOR A PRIVATE CAREER SCHOOL**

The Code of Maryland Regulations, Section 13B.01.01.15 A. states:

*Each school shall have a catalog that shall be given to all students at the time of enrollment. The catalog shall describe comprehensively the school's facilities, educational offerings, activities, policies, and other information prescribed by the Secretary, and shall state the estimated length of each of the school's programs and courses in clock hours, weeks, and months.*

The following is the catalog checklist as prescribed by the Secretary. To meet minimum standards, all the items listed below must be included in the catalog.

Please complete this checklist by listing next to each item the page or pages in the school catalog that contain this information. Put "N/A" if the item is not applicable to the school.

In order to provide current information to the student, updated information such as faculty lists or program costs may be printed on a catalog insert or addendum. A recently approved program modification or new program may also be described with a catalog insert until the new printing of the catalog occurs.

**Please note: Catalog pages must be numbered.**

Date of Catalog (Month and Year Published): \_\_\_\_\_

Page #

- \_\_\_\_\_ 1. Name, complete street address, and telephone number of the school. May include facsimile number, school email contact, and website identification.
- \_\_\_\_\_ 2. Date of publication of the catalog (month and year published).
- \_\_\_\_\_ 3. A full description of the ownership and control of the school, including names of any corporate officers, general partners, managing members, stockholders, partners or members who make decisions concerning the operation of the school or directly or indirectly have a controlling ownership interest.
- \_\_\_\_\_ 4. Names and titles of:
  - \_\_\_\_\_ a. The school director;
  - \_\_\_\_\_ b. Administrative staff; and
  - \_\_\_\_\_ c. Instructional staff (include subject matter each teaches).
- \_\_\_\_\_ 5. Description of the school's facility, which includes at a minimum a description of instructional and student service space such as classrooms, lab rooms, administrative areas, restrooms, and break rooms. Classrooms and lab room should include square footage

- \_\_\_\_\_ 6. General description of the school’s instructional equipment (for instance, white boards, student computers, audio-visuals, etc.). If any portion of a program is delivered via distance education, student home equipment minimum requirements must be disclosed.
- \_\_\_\_\_ 7. Statement of the mission of the school.
- \_\_\_\_\_ 8. A calendar, which identifies
- \_\_\_\_\_ a. The academic calendar:
- \_\_\_\_\_ 1) Program start and end dates.
- \_\_\_\_\_ 2) Beginning and end dates of each term or module.
- \_\_\_\_\_ b. The school calendar:
- \_\_\_\_\_ 1) All holidays observed.
- \_\_\_\_\_ 2) Any vacation time or known periods of school closure.
- \_\_\_\_\_ 3) Closing policy due to inclement weather to include how students and staff are notified and how missed classes are made up.
- \_\_\_\_\_ 9. Description of the school’s policy for granting credit for previous training or experience to include information collection, evaluation, and notification process. Should a school not grant credit for previous training or experience, there must be a statement to that effect.
- \_\_\_\_\_ 10. For each program dually approved in credit hours, the definition of a credit hour and the formula used to convert clock hours to credit hours. Identify the institutions accepting these transfer of credit hours as well as a breakdown of the specific transferrable credit hours. Include the statement: *“Credits earned are for determining progress toward program completion only, and the credits are not necessarily transferable to another private career school or to a collegiate institution.”*
- \_\_\_\_\_ 11. Overview of each program, which includes:
- \_\_\_\_\_ a. Title and total program length in clock hours, if applicable (and credit hours, if applicable).
- \_\_\_\_\_ b. Vocational objectives of the program which include identifying the specific occupations for which graduates will qualify, along with occupational descriptions in accordance with the Bureau of Labor Statistics Occupational Outlook Handbook (<http://www.bls.gov/ooh/>).
- \_\_\_\_\_ c. Description of process relative to how and when a student may enroll to include location, days of the week, times available and whether by appointment or walk-in.
- \_\_\_\_\_ 1) Entrance requirements (for instance, minimum age requirement, educational level, health tests or reports, etc.)
- \_\_\_\_\_ 2) Training programs for occupations requiring state licensing, certification or registration must contain the following disclosure statement: *Criminal convictions*

*may affect a student's ability to be licensed, certified or registered.*

- \_\_\_\_\_ d. Program outline identifying each course or subject and the following:
    - \_\_\_\_\_ 1) Total hours of instruction for each course or subject.
    - \_\_\_\_\_ 2) Total hours for each course designated for lecture/theory.
    - \_\_\_\_\_ 3) Total hours for each course designated for lab/practical.
    - \_\_\_\_\_ 4) Total hours for each course designated for clinic/externship.
    - \_\_\_\_\_ 5) If any portion of the program is delivered via distance education, 1-4 must be individually broken out by instructional delivery method: residential or distance education.
  - \_\_\_\_\_ e. Brief summary description of each topic area or course within the program.
  - \_\_\_\_\_ f. Brief summary description of clinic/externship to include identifying the sites and locations, capacities, and distances from the school.
  - \_\_\_\_\_ g. Schedule options. Identification of the following for each schedule; i.e., full-time day schedule, part-time evening schedule, etc.
    - \_\_\_\_\_ 1) Specific times and number of hours of instruction per day,
    - \_\_\_\_\_ 2) Specific days required each week,
    - \_\_\_\_\_ 3) Number of hours required each week, and
    - \_\_\_\_\_ 4) Number of weeks required to complete the program.
    - \_\_\_\_\_ 5) If any portion of the program is delivered via distance education, 1-4 must be individually broken out by instructional delivery method: residential or distance education.
  - \_\_\_\_\_ h. Maximum student-to-instructor ratio(s) for lecture, lab/practical, clinic/externship.
  - \_\_\_\_\_ i. Graduation requirements including all academic, attendance, and financial requirements.
- \_\_\_\_\_ 12. Program performance. A statement which clearly discloses that students and prospective students may obtain from the Maryland Higher Education Commission information regarding the performance of each approved program. This includes but is not limited to information regarding each program's enrollment, completion rate, placement rate, and (if applicable) pass rate of graduates on any licensure examination. The web site address of the Maryland Higher Education Commission must be provided in this statement ([www.mhec.state.md.us](http://www.mhec.state.md.us)).
- \_\_\_\_\_ 13. A statement that the school shall charge no tuition fees, or costs to students or prospective students.
- \_\_\_\_\_ 14. School's attendance policy that must address items a through g below (if any portion of the program is delivered via distance education, policies regarding the two delivery methods must be separated out):

- \_\_\_\_\_ a. Absences, including tardiness and leaving early (reminder: all time missed must be tracked by the school).
- \_\_\_\_\_ b. If a program prepares students for a licensed occupation which requires completion of all program hours, a make up policy must describe the number of hours which can be made up while maintaining the required attendance rate and the time frame for such make up, along with the manner in which these hours can be made up.
- \_\_\_\_\_ c. Description of early and frequent evaluation points in the program(s) when student attendance will be evaluated and reported in writing to students. Identify the minimum attendance standard that each student must achieve at these evaluation points.
- \_\_\_\_\_ d. The number of hours and percentage of hours absent allowed before a student will be placed on probation or terminated.
- \_\_\_\_\_ e. Description of the attendance probationary period, if any. If the school does not have an attendance probationary period, then a statement must be included to that effect.
- \_\_\_\_\_ f. The action the school will take if a student fails to achieve the minimum attendance standards.
- \_\_\_\_\_ g. Attendance requirement to graduate. Note: The Maryland regulations require that a student shall have a minimum attendance rate of 80 percent of the total program, in order to be graduated from a program.
- \_\_\_\_\_ h. Identification of whether the school has a Leave of Absence policy, and what that policy is, dependent upon program length and educational soundness. Note that by Maryland regulation, an “official leave of absence” means any leave of absence granted by a school under the terms set out in Section 13B.01.01.09M of the Code of Maryland Regulations.<sup>1</sup> A leave of absence must be requested in writing by a student, documented in the student’s file,

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<sup>1</sup> 13B.01.01.09M. Leaves of Absence.

- (1) Official leaves of absence may be granted by a school only under a written leave policy that is published in the school’s catalog. The policy shall require a student to provide a written, signed, and dated request for a leave of absence. The school shall document the leave of absence in the student’s file, report the student’s last date of attendance as the start of the leave, record the reason for the leave, and specify, with the consent of the student, an end date for the leave of absence.
  - (2) The school shall grant a leave of absence in accordance with sound educational practice. There shall be space and resources available for the student to resume instruction upon conclusion of the leave of absence. There shall also be a reasonable expectation that the student will return to the school and complete the program successfully. If a student does not resume attendance at the school on or before the end of the leave of absence, the school shall treat the student as a withdrawal in accordance with section 13B.01.01.12M(3) of this chapter.
  - (3) Additional charges may not be imposed upon the student related to an official leave of absence. Any effects on student loan repayment terms, including possible exhaustion of available grace periods, shall be explained to the student before a leave of absence is granted. Evidence of compliance shall be maintained by the school as part of the student’s permanent record.
  - (4) In total, a student may not be granted cumulative leave from the school for more than 180 days.
- (rev. 12/12)

and granted by the school in accordance with sound educational practice for a maximum of 180 cumulative days.

- \_\_\_\_\_ 15. The school's policy on student conduct and the conditions for dismissal for unsatisfactory conduct. (At a minimum, address inappropriate interactions and behavior, dishonestly, violent acts, and policy violations.)
  
- \_\_\_\_\_ 16. The school's policy regarding academic progress must include the following (if any portion of the program is delivered via distance education, policies regarding the two delivery methods must be separated out):
  - \_\_\_\_\_ a. The grading system and the grading scale.
  - \_\_\_\_\_ b. Minimum grades considered satisfactory.
  - \_\_\_\_\_ c. The school's policy regarding make up work.
  - \_\_\_\_\_ d. Description of early and frequent evaluation points in the program(s) when student academic achievement will be evaluated and reported in writing to students. Identify the minimum academic standard that each student must achieve at these evaluation points.
  - \_\_\_\_\_ e. Description of the academic probationary period, if any. If the school does not have an academic probationary period, then a statement must be included to that effect.
  - \_\_\_\_\_ f. The action the school will take if a student fails to achieve the minimum academic standards.
  - \_\_\_\_\_ g. Conditions of re-entrance for students dismissed for unsatisfactory progress, including costs, conditions, and time limits associated with re-enrolling.
  - \_\_\_\_\_ h. The minimum grades or grade average that must be maintained if the student is to graduate.
  - \_\_\_\_\_ i. A statement verifying that the school maintains permanent grade records for as long as the school exists.
  - \_\_\_\_\_ j. A statement verifying that, on a regular basis which is at least every evaluation point, the school will record on an approved individual student permanent record form each student's daily attendance and record of academic achievement.
  
- \_\_\_\_\_ 17.
  
- \_\_\_\_\_ 18. Description of student services including the nature and extent of placement assistance available to students and/or graduates.
  
- \_\_\_\_\_ 19. Identification of school-specific student rights, privileges and responsibilities (for instance, parking, transcripts and costs (if any), work-station clean-up, dress code, etc.).
  
- \_\_\_\_\_ 20. Student grievance procedure, which includes the information that the student has the right to appeal in writing to the Secretary of Higher Education at the Maryland Higher Education Commission concerning school violations of Maryland regulations. Other agencies or boards that must also be identified by name, address, and telephone number in the grievance policy include applicable State

licensing boards and commissions, accrediting bodies, and the Maryland Office of the Attorney General, Consumer Affairs, 200 St. Paul Place, Baltimore, MD 21202, 888-743-0023/410-528-8662.

\_\_\_\_\_ 21. Pages numbered in the school catalog.

**Note: Items 24a. – g. apply only to those schools approved for students to receive veterans education benefits.** (After a school has been approved by the Secretary and successfully operated for a two-year period, it may elect to apply for and obtain approval from the Maryland Higher Education Commission State Approving Agency to offer its students veterans education benefits.)

- \_\_\_\_\_ 24. VA APPROVED SCHOOLS: For schools approved to offer VA education benefits, the catalog must meet the minimum state requirements outlined in items 1 through 21 above, and must also include each item listed below. These may be incorporated into the catalog or published in a catalog addendum.
- \_\_\_\_\_ a. On or inside the front cover of catalogs submitted to the Commission, the following statement which must be *signed and dated* by the school director or other authorized representative: **“CERTIFIED TRUE AND CORRECT AS TO CONTENT AND POLICY.”**
  - \_\_\_\_\_ b. Statement of approval: “The school is approved by the Maryland State Approving Agency to offer training to veterans and other eligible dependents under the VA educational benefit programs.”
  - \_\_\_\_\_ c. The school’s policy for granting credit for previous training or experience (#10 above) which must indicate that the school will obtain written records on a VA beneficiary’s previous education and experience, complete a documented evaluation, grant credit where appropriate, advise the VA claimant and the Department of Veterans Affairs accordingly, and maintain records
  - \_\_\_\_\_ d. Identification of which programs are approved for VA educational benefits and which are not.
  - \_\_\_\_\_ e. Statement verifying that the school will notify the VA of any change in the enrollment status of students certified to receive veterans education benefits. This would include when the student is placed on attendance and/or academic probation, changes schedules, or terminates training.
  - \_\_\_\_\_ f. Statement verifying that the school maintains permanent grade records and an indication as to when grade reports will be furnished to each student.
  - \_\_\_\_\_ g. Statement that all refunds due to students who receive veterans education benefits will be paid within 40 days of the last date of attendance.
  - \_\_\_\_\_ h. If the school is *not* nationally accredited, a refund policy which must state that the amounts charged a recipient of VA education benefits for tuition, fees, and other charges for a portion of the course will not exceed the approximate prorata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the program bears to the total length (Code of Federal Regulation 21.4255). The school may retain \$10.00 for administrative costs

**SCHOOL NAME:** \_\_\_\_\_

**ENROLLMENT AGREEMENT CHECKLIST  
FOR A PRIVATE CAREER SCHOOL**

The following is the enrollment agreement checklist approved by the Secretary. To meet minimum standards, all the items listed below must be included in the enrollment agreement.

- 1. Name, street address, and telephone number of school.
- 2. Name, address, telephone number, and social security number of prospective student.
- 3. Program title.
- 4. Length of program, including in clock hours, if applicable..
- 5. Program scheduling to include:
  - a. Date training begins.
  - b. Date training ends.
  - c. Hours of instruction per day to include daily time schedule(s) and number of hours per day.
  - d. Days required each week.
  - e. Total hours required each week.
  - f. Number of weeks required to complete the program.
  - g. If any portion of the program is delivered via distance education, a-through-f must be individually broken out by instructional delivery method: residential or distance education.
- 6. Indication as to whether upon satisfactory completion of program a diploma/certificate will be awarded.
- 7. Criteria/obligations the student must meet before receiving:
  - a. Diploma/certificate.
  - b. Academic transcript and record of attendance.
- 8. A statement affirming that the school does not guarantee job placement and salaries.
- 9. Identification of the specific books, supplies, and equipment required for the program. Statement that student will not be charged for any of these items. If any portion of the program is delivered via distance education, then minimum equipment specifications for receipt and performance of distance education must be identified.
- 10. Costs for program. A statement that the school charges no tuition, fees, or other costs to students or prospective students.
- 
- 12. Indication that the student has received a copy of the enrollment contract.

- 13. Statement advising student to keep all documents regarding enrollment.
- 14. Indication that the student has received a copy of the school's **current** catalog.
- 15. Date enrollment contract signed.
- 16. Signatures of school official and student, and parent or guardian if student is a minor.
- 17. Statement that, in order for the enrollment contract to be binding, the contract must be signed by the applicant, the guardian if applicable, and the school official.
- 18. Statement that the enrollment contract may be extended or modified only with the written consent of both the student and the school.

**SCHOOL NAME:** \_\_\_\_\_

**STUDENT'S PERMANENT TRANSCRIPT CHECKLIST  
FOR A PRIVATE CAREER SCHOOL**

By regulation (COMAR Section 13B.01.01.11A), *The school shall maintain adequate permanent student records which include:*

- (1) *Evidence of compliance with the school's admissions requirements;*
- (2) *Credit granted for previous experience or training;*
- (3) *Dates of admission, start dates, and withdrawal or completion dates;*
- (4) *Reasons for withdrawals when known;*
- (5) *Daily attendance;*
- (6) *Student transcripts indicating achievements; and*
- (7) *Tuition and financial aid records, when applicable.*

Section 13B.01.01.11D requires that: *A school shall maintain accurate and complete records of a student's academic achievement and daily attendance. On a regular basis, which is at least every grading period, the school shall record this information on an approved permanent record form which is maintained in the student's individual file.*

The following revised checklist, approved by the Secretary in 1999, addresses the transcript document only. Please note that the transcript comprises only one document of the student's permanent records. The requirements for the student's permanent records with retention schedule are addressed separately.

To meet minimum standards, all the items listed below must be included on the student's permanent transcript.

1. School's name, street address, and telephone number.
2. Student's name, address, telephone number, and social security number.
3. Name of the program and program length in clock hours, if applicable, as well as credit hours, if applicable.
4. Credit granted for prior training, if applicable.
  - a. Source of previous training.
  - b. Date of previous training.
  - c. Name of course being credited and clock hours awarded.
5. Program start date.
6. Last date of attendance.

- 7. Dates of leave of absence, when applicable.
- 8. Training outcome. Clearly note one of the following and indicate the date.
  - a. Withdrew. Include reason for withdrawal when known.
  - b. Completed program but ineligible to graduate. Include reason.
  - c. Graduated. *(If graduated, the record **must** document that **all academic and attendance requirements to graduate have been met**. If applicable, the record must include any required skill proficiencies; i.e., typing speed or CPR certification.)*
- 9. Academic achievement. The transcript must document the following:
  - a. Grades received for each course or subject in the program. *(Note: If the grade on the mid-term or final is a criterion for program completion, this grade must also be recorded. If the program delivery is by modules, grades for the subject matter areas in each module must be recorded.)*
  - b. Dates for each course.
  - c. Cumulative grade point average, if applicable.
  - d. Performance grade on externship, if applicable.
- 10. Attendance.
  - a. Daily attendance record.<sup>1</sup>
  - b. Percentage of the total number of scheduled hours attended (attendance rate) or, if a program may be completed via obtaining relevant employment, certification of the employment.
- 11. Signature line for school official and date.

Comments:

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<sup>1</sup> The record of daily attendance may be formatted on the reverse side of the academic record or may be recorded on an accompanying page. If the daily attendance record is maintained on a separate page, an attendance summary, posted each evaluation period, may be formatted with the academic achievement transcript.





**PART II, TAB A Cover Page**

*(All required materials for Section A should be included, in order, after this page.)*

**A. ENROLLMENTS**

1. For each proposed program, identify the following:
  - a. The maximum number of students to be enrolled in any one session. (e.g. enrollment in the day or evening session): \_\_\_\_\_
  - b. The maximum number of students to be enrolled in any one session, distance learning portion ONLY: \_\_\_\_\_
  - c. The maximum number of students to be enrolled in any one session, resident training ONLY: \_\_\_\_\_
  - d. The maximum number of students to be enrolled in all sessions of each singular program at any point in time. (e.g. combined enrollment of day and evening sessions): \_\_\_\_\_
  - e. The maximum number of students to be enrolled in all sessions of each singular program at any point in time, distance learning portion ONLY:  
\_\_\_\_\_
  - f. The maximum number of students to be enrolled in all sessions of each singular program at any point in time, resident training portion ONLY:  
\_\_\_\_\_
  
2. For all programs, identify the following:
  - a. The maximum total number of students to be enrolled in any one session. (e.g. enrollment in all programs for the day or evening sessions): \_\_\_\_\_
  - b. The maximum total number of students to be enrolled in any one session, distance learning portions ONLY: \_\_\_\_\_
  - c. The maximum total number of students to be enrolled in any one session resident training portions ONLY: \_\_\_\_\_
  - d. The maximum total number of students to be enrolled in all sessions at any point in time. (e.g. total enrollment of all programs in the day and evening sessions): \_\_\_\_\_
  - e. The maximum total number of students to be enrolled in all sessions at any point in time, distance learning portions ONLY: \_\_\_\_\_
  - f. The maximum total number of students to be enrolled in all sessions at any point in time, resident training portions ONLY: \_\_\_\_\_

**PART II, TAB B Cover Page**

*(All required materials for Section B should be included, in order, after this page.)*

**B. STAFFING**

1. Provide a list of all school faculty and staff including administrators, admissions representatives, and instructors. *(Identify the page(s) in the school catalog where this information is provided.)*
2. Attach a listing of the instructors that identifies which program(s) each instructor will be teaching.
3. Complete and attach the Maryland Higher Education Commission “*Personnel Information Form*” (**Appendix 1**) for each faculty and staff member of the proposed school. Pay particular attention to instructor qualifications to teach distance learning. Attach a resume and a copy of each certification, license, or credential to Personnel Information Form.

**PART II, TAB C Cover Page**

*(All required materials for Section C should be included, in order, after this page.)*

**C. EQUIPMENT AND OTHER EDUCATIONAL RESOURCES**

1. Attach an equipment list that identifies the equipment to be used for each program and that indicates the quantity and age of each item on the list.
  - a. Identify equipment to be utilized for distance learning and a description of how faculty will be trained on the technology.
2. If any of the equipment listed will be utilized for multiple programs, attach a description of how this equipment will be shared.
3. Attach a description of any other educational resources that will support each proposed program. (e.g. library resources, etc.)

**PART II, TAB D Cover Page**

*(All required materials for Section D should be included, in order, after this page.)*

**D. FACILITY**

1. Identify the owner of the facility to be used by the proposed school.
2. Provide a copy of the executed lease between the facility owner and the school owner.
3. Provide verification that the school facility meets the local standards of the fire, health, and zoning departments by attaching the following documents:
  - a. Occupancy permit,
  - b. Documentation of satisfactory inspections by the fire and health departments, and
  - c. A Private Educational Institution (PEI) license issued by the Montgomery County Health Department, if the proposed school is located in Montgomery County.
4. Attach a description of the facility to be utilized by the school. Attach a blueprint or accurate drawing of the floor plan of the proposed school which identifies the dimensions and the designated use of each room (i.e., classroom - 20' x 15'). *By regulation, space in square footage per student must conform to standards of sound educational practice and State/local laws, ordinances and requirements. The minimum square footage per student may vary depending upon the type of training being conducted and other factors, but may not be less than 18 square feet per student.*
5. Attach a current certificate of general liability insurance for the school. Include a copy of the binder showing the specific categories and amounts of coverage. *(NOTE: general liability insurance is not professional liability insurance. General liability insurance typically addresses claims of bodily injury or property damage. Professional liability insurance pertains to negligence associated with professional services.)*
6. Attach a current certificate of workers' compensation insurance for the school. *(NOTE: Maryland law requires employers to secure compensation for covered employees. See Annotated Code of Maryland, Labor and Employment Article, Title 9, Workers' Compensation.)*

**PART II, TAB E Cover Page**

*(All required materials for Section E should be included, in order, after this page.)*

**E. ANNUAL PROJECTIONS OF ENROLLMENTS, EXPENSES, AND INCOME**

1. Provide as an attachment a projection of the total student enrollment for each program during the first year of operation.
2. Attach an annual projection of income for the school's first year of operation, using the enclosed form (**Appendix 2**) or a comparable form. Base income on the projected total of grant / fundraising income for the school.
3. Attach an annual projection of expenditures for the school's first year of operation, using the enclosed form (**Appendix 3**) or a comparable form.

**PART II, TAB F Cover Page**

*(All required materials for Section F should be included, in order, after this page.)*

**F. AFFIDAVIT**

I do solemnly declare and affirm under the penalty of perjury that the contents of the foregoing document are true and correct.

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*Name & Title of Chief Executive Officer (typed)*

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*Signature*

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*Date*

**Maryland Higher Education Commission  
PERSONNEL FORM FOR PRIVATE CAREER SCHOOL  
FACULTY, STAFF, AND ADMINISTRATORS**

**Appendix 1**

- Complete the electronic personnel form by clicking in the small grey box to begin typing. **A resume is not a substitute for a completed form.**
- If additional space is required, please continue your response on a separate page, identify the question being answered, and attach the page to this form.
- By Maryland regulations, *“The qualifications of staff shall be documented in their personnel files, including but not limited to evidence of formal educational attainment, certificates and degrees earned, and relevant experience.”*

<b>1. School Name:</b>				
<b>2. School Address:</b>				
	<i>Street</i>	<i>City</i>	<i>State</i>	<i>Zip</i>

<b>3. Employee Name:</b>				
	<i>Last</i>	<i>First</i>	<i>M.I.</i>	<i>Previous Last Name</i>

<b>4. Employee’s Permanent Address:</b>				
	<i>Street</i>	<i>City</i>	<i>State</i>	<i>Zip</i>

<b>5. Employee’s Telephone Number:</b>	<b>6. E-mail Address:</b>
<b>7. SSN:</b>	<b>8. Birth Date:</b>
	<i>Month/Year</i>
<b>9. Sex:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female	

<b>10. Position at School:</b>	<b>11.</b> <input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time
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<b>12. Date of Initial Employment:</b>	<b>13. Hours per week:</b>
<i>Month/Day/Year</i>	

<b>14. You must be legally authorized to work under the United States Immigration Reform and Control Act of 1986. Are you a US citizen or legal resident alien?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
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<b>15. Do you have a high school diploma or GED?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>16. High school attended:</b>
<b>17. City/State of high school:</b>	<b>18. Date of high school graduation or GED:</b>
<i>City</i>	<i>State</i>
	<i>Month/Year</i>

<b>19. List your primary duties at the School, including all subjects you are assigned to teach. Identify the approximate percentage of your total work time that each function constitutes.</b>	
<b>Primary Duties (including all subjects taught)</b>	<b>% of Time Allocated to Each Function</b>
	%
	%
	%
	%
	%

20. List below all of your postsecondary education including coursework at career schools, colleges and universities. By Maryland regulations, “*Instructors shall demonstrate up-to-date knowledge and continuing study of the field they are teaching. Instructors must possess, and have maintained for a minimum of 2 years, at least the level of licensure, certification, or credential for which the program they are instructing prepares graduates.*”

Name & Location of Educational Institutions	Dates Attended		Major or Major Subject	Graduated		Degree, Certificate or License and Date Received	Hours Completed
	From	To		Yes	No		
				<input type="checkbox"/>	<input type="checkbox"/>		
				<input type="checkbox"/>	<input type="checkbox"/>		
				<input type="checkbox"/>	<input type="checkbox"/>		
				<input type="checkbox"/>	<input type="checkbox"/>		

21. List below any certificate(s) or license(s) now held. **(A copy of each certificate/license MUST be attached.)**  
 By Maryland regulation, “*Instructor must possess, and have maintained for a minimum of 2 years, at least the level of licensure, certification, or credential for which the program they are instructing prepares graduates.*”

Name of Certificate/License	Entity that Issued Certificate/License	Date Received	Expiration Date

22. List any other courses or workshops directly related to your position at the school that you have completed in the past 5 years. Include the dates of attendance.

Courses or Workshops	Dates of Attendance

**23. Employment Information:** List each position you have held, beginning with the most recent. **(Attach any additional pages.)**  
 By Maryland regulation, “Instructors shall have a minimum of 2 years of successful practical experience in the occupation or subject or its equivalent in formal training beyond the standard learning period recognized for the trade or occupation they are to teach”.

<b>1. Name of Employer:</b>			
Employer’s Address (Street, City, State, Zip):			
Type of Business:			
Your Job Title:		Supervisor’s Name and Phone Number:	
Dates of Employment: <b>From:</b>		<b>To:</b>	<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time
Job Duties:			
Reason for Leaving:			

<b>2. Name of Employer:</b>			
Employer’s Address (Street, City, State, Zip):			
Type of Business:			
Your Job Title:		Supervisor’s Name and Phone Number:	
Dates of Employment: <b>From:</b>		<b>To:</b>	<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time
Job Duties:			
Reason for Leaving:			

<b>3. Name of Employer:</b>			
Employer’s Address (Street, City, State, Zip):			
Type of Business:			
Your Job Title:		Supervisor’s Name and Phone Number:	
Dates of Employment: <b>From:</b>		<b>To:</b>	<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time
Job Duties:			
Reason for Leaving:			

<b>4. Name of Employer:</b>			
Employer’s Address (Street, City, State, Zip):			
Type of Business:			
Your Job Title:		Supervisor’s Name and Phone Number:	
Dates of Employment: <b>From:</b>		<b>To:</b>	<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time
Job Duties:			
Reason for Leaving:			

**24. Required for Instructors:**

Summarize below your education, licensure/certification, teaching experience, and employment that directly relates to your area of instruction at the school and qualifies you to be an instructor at a Maryland private career school.

a) Education, licensure, and certification directly related to your area of instruction:

b) Teaching experience directly related to your area of instruction:

c) Employment directly related to your area of instruction:

d) Qualifications (education, training, experience and employment) related to teaching via distance education.

**25. Required of School Director:**

Summarize below your education and employment that directly relates to the administration of the school and qualifies you to be a director of a Maryland private career school.

a) Education directly related to the administration of the school:

b) Employment directly related to the administration of the school:

**26. To be answered by all:**

By Maryland regulations, *“The owner or owners and employees of an applicant for approval or of a school shall have a demonstrated history of ethical personal and professional practices”*.

a) Have you ever been convicted of any violation of the law except for minor traffic violations?

Yes  No If “Yes”, explain:

b) Have you ever been named in connection with financial aid fraud, post office fraud or a school’s FTC citation?

Yes  No If “Yes”, explain:

**27. Required of School Sales Representatives:**

a) Have you ever been denied a permit issued by a state to represent or solicit students on behalf of a school?

Yes  No If “Yes”, explain:

b) Have you ever been named in connection with financial aid fraud, post office fraud or a school’s FTC citation?

Yes  No If “Yes”, explain:

**Affidavits by Employee and School Owner or School Director:**

*“I hereby certify that I have reviewed the information given on this form and any attachments and thereby certify that it is complete and correct to the best of my knowledge.”*

**NOTE: This signature page must be mailed or faxed in order to have the written signatures on file.**

\_\_\_\_\_  
*Signature of Employee*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Name of School Owner or Director*

\_\_\_\_\_  
*Title of School Owner or Director*

\_\_\_\_\_  
*Signature of School Owner or School Director*

\_\_\_\_\_  
*Date*

**MARYLAND HIGHER EDUCATION COMMISSION**

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**INCOME  
ONE -YEAR PROJECTION**

<b><u>ITEMIZATION OF INCOME</u></b>	<b><u>AMOUNT</u> (in whole dollars)</b>
Fees	\$
Books sold to students, if applicable	\$
Supplies and materials sold to students, if applicable	\$
All additional income (please itemize below)	\$
<b>TOTAL</b>	<b>\$_____</b>

**Comments:** \_\_\_\_\_

**Itemizations:** \_\_\_\_\_

**EXPENDITURES  
ONE -YEAR PROJECTION**

<b>ITEMIZATION OF EXPENDITURES</b>		<b>AMOUNT (in whole dollars)</b>
<b>Salaries and Benefits</b>		
	Salaries	\$
	Staff Benefits	\$
<b>Recruitment and Marketing</b>		
	Advertising	\$
	Postage	\$
	Telephone	\$
	All Other	\$
<b>Equipment and Facility</b>		
	Equipment	\$
	Utilities	\$
	Mortgage or rent	\$
	Insurance	\$
	Maintenance and repairs	\$
	Other equipment and facility expenses	\$
<b>Books, Materials and Supplies</b>		
	Books	\$
	Materials and supplies	\$
<b>Financial Obligations</b>		
	Any loans	\$
	Capital Stock	\$
	Refunds to Withdrawn Students	\$
	Other Financial Obligations	\$
<b>Taxes</b>		
	State and local taxes	\$
	Federal taxes	\$
	Employee payroll taxes	\$
	Any other taxes	\$
<b>Any Additional Expenditures (identify below)</b>		
		\$
		\$
		\$
		\$
<b>TOTAL EXPENDITURES</b>		<b>\$ _____</b>