



# New Director Seminar New Program Application

Private Licensed Schools  
Division of Law Enforcement Education and  
Trade Schools



# New Program Applications

- \$1,400 Fee
- Current application form
  - General Information (PDE3003 Summary)
  - Equipment
  - Program Outline
  - Instructor List
  - Instructor Qualifications
  - Job Opportunities
  - Facility
  - Reading Levels
  - Externship
  - Distance Education
  - CDL
  - Enrollment Agreement
  - Catalog
  - Documents
  - Submission



# New Program Application Instructions

- Complete all shaded boxes
- Type in text box or embed document
- Some cells automatically populate from previous entries
  - Instructor list populates to qualifications
  - Course list populates to instructor list and syllabi
    - Populates for convenience and consistency



# PDE3003 Summary – General Information

- New Program Seminar Date
- Length of Program
  - Insufficient hours is common error
  - Don't assume prior knowledge
  - Don't assume high discipline w/high independent learning skills
- Tuition, registration fees, other fees
- Diploma vs. Certificate
  - Diploma = multiple classes/multiple syllabi
  - Certificate = one class/one syllabus
- Start date – after Board meeting



## Degree

- New programs cannot be degrees
- Specialized Associate Degrees require additional approval by the Secretary of Education after approval by the PLS Board at the diploma level
- Approval to award any degree above the AST or ASB requires authorization as a college

## Certificate vs. Certification

- ***Certificate*** – a credential awarded by the school upon successful completion of a course
- ***Certification*** – a credential awarded by a third party after meeting established criteria – usually involves passing a third-party exam

## ▶ Accreditation vs. Licensure

- **License** – permission to operate
- **Accreditation** – by an authorized private agency that confirms that the education and practice meets certain quality standards



# Entrance Requirements

- Ensure that all students admitted can reasonably be expected to handle the curriculum
  - Reading level for admission compared to reading level of texts
  - Consider a reading or other academic test i.e., Wonderlic SLE <https://www.wonderlictestprep.com/scholastic-level-exam-sle>
  - High school diploma or GED does not demonstrate 12<sup>th</sup> grade reading ability
- Ensure that all students who meet admission criteria can reasonably expect to qualify for employment after completing the training



# Occupational Skills

- Narrative or list of the major occupational skills the student will learn
- Do not list the jobs in this section – list the skills

# ▶ Employment Opportunities

- List the job titles for which graduates should be qualified

## Branch Address

- Provide the address if you will offer this program at an approved branch
  - Entire program must be offered at the branch
  - Branches must be in the same county or a contiguous county
  - Cannot have a branch campus until AFTER initial licensure approval
    - Site visit required
    - \$750 site visit fee

## Remote Facility

- If part of the training is provided at remote site, list the address
  - Driving range, clinical facility, lab
- Site visit required
- \$750 additional site visit fee
- Remote vs. Externship Site
  - Oversight by instruction = remote
  - Oversight by employee of business = externship

# PDE3003 Equipment

- List all equipment
- Give specifications – model number, speed, etc.
- If there is any doubt about whether it is equipment or supplies, list it
- Be mindful of the the ratio based on your intended start-up cohort in addition to the number already on campus
- If you need to order equipment
  - You are not expected to have purchased the equipment prior to approval
  - You will want to show evidence of research of cost or have purchase orders prepared for purchase post approval
  - This evidence can be embedded on the Documents tab

# PDE3004 Program Outline

- Course List – sequence of offering
- Course names populate to PDE3003 Instructor List and
- If you will be offering any part of the program via Distance Education – those courses must have a different course number listed
- Clock Hours or Credits
  - Be sure the clock hours and credits are consistent with the syllabi and the catalog
- Select how the course will be offered
- If there is a distance education component, list the platform to be used.

# Syllabi

- Syllabi
  - A syllabus must be provided per delivery modality/course number
  - Must be detailed
  - Refer to sample syllabus on PLS website (ground and distance education versions available)
  - All required elements must be in each syllabus
  - Don't forget to include a syllabus for the externship!

# Elements of Each Syllabus

- Course name/title
- Course number
- Delivery modality (on-ground or distance education)
- Objectives
- Course description
- Course schedule
- Total clock hours = lecture hours / lab hours
- Instructor
- Prerequisites  
(different from admissions requirements)





# Elements of Each Syllabus

- Policies
- Specific policies on make-up work/hours and specify whether there is any charge for make-up work/hours
- Grading system
- Author/Title/Publisher of Texts and Software
- Course outline
  - DETAILED
  - DETAILED
  - DETAILED

# Sample Syllabus – Page 1

PCT 103	Electrocardiograph Technique & Application	48 Total Hours	3.0 Quarter Credits	24 Lecture Hours 24 Laboratory Hours
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**COURSE TITLE:** ELECTROCARDIOGRAPH TECHNIQUE & APPLICATION

**PREREQUISITE:** AHC101 Introduction to Health Careers; BI0101 Anatomy & Physiology 1

**INSTRUCTOR:** TBA

**COURSE SCHEDULE:** Classes are scheduled between 8:00 AM and 10:00 PM, weekdays (dependent upon day or evening sessions)

**COURSE LENGTH:** 24 lecture hours / 24 lab hours / 3.0 Quarter Credits

**COURSE OVERVIEW:** Acquiring a deeper understanding of the cardiovascular system and how it functions, students practice basic electrocardiograph patient care techniques, applying legal and ethical responsibilities. Students learn the use of medical instrumentation, electrocardiogram theory, identification of and response to mechanical problems, recognition of cardiac rhythm and response to emergency findings.

**COURSE OBJECTIVES:** Upon successful completion of this course, the student will be able to:

1. Define the key terms associated with electrocardiographs.
2. Describe the cardiac cycle and the conduction systems that controls the cardiac cycle.
3. Describe the electrocardiogram.
4. Maintain equipment for safety and accuracy; identify and eliminate or report interference and mechanical problems.
5. Identify the basic equipment and supplies required for electrocardiography.
6. Demonstrate proper lead placement.
7. Describe and demonstrate the step-by-step procedure for obtaining an EKG and use documentation skills to identify electrocardiographs.
8. Calculate rate and identify rhythms.
9. Recognize a cardiac emergency as seen on the EKG.

**MEDIA, TEXT & RESOURCE REQUIREMENTS:**

Colm, E. & Gilroy-Doochan, M. (2002): Flip and See ECG, 2<sup>nd</sup> Edition Saunders Elsevier Publishing.

Young, A., et al. (2006): Kim's The Medical Assistant, an Applied Learning Approach, 9<sup>th</sup> edition. Text & Workbook: Saunders (Elsevier) Publishing.

**INSTRUCTIONAL STRATEGIES:**

This course combines lecture instructions with lab application. Instructional strategies include lecture, demonstration, discussion, practical application, simulation and presentations.

**COURSE OUTLINE\***

1. Review Anatomy and Physiology of Cardiovascular system; cardiac cycle, conduction pathways; role of the ECG Aide; purpose of Electrocardiograms.
2. Terminology, equipment and supplies required for ECG.
3. ECG Instrumentation; lead placement and vectors.
4. Normal ECGs, calculating rate, introduction to rhythms.
5. Patient preparation for ECG tests; finding the heartbeat, taking an ECG
6. Naming rhythms, types of rhythms, clues to identifying rhythms.



# Sample Syllabus – Page 2

1. 25 common dysrhythmias
2. Charting ECGs
3. Reading ECGs
4. Recognizing interference, loose leads and other malfunctions
5. Recognizing, responding to, reporting emergency situations
6. Review & Final Exam.

\* Session Course Outline may change as needed, and shall be determined by the instructor. Content shall not change, and if so, students shall be given prior notice. However, depending on the term, the course breakout in sessions per week may vary, but all contact hours shall be met within the term, and within the class schedule parameters.

Make-up sessions may be scheduled during hours other than the regularly-scheduled meeting times, including breaks and weekends.

#### GRADING REQUIREMENTS:

Final grades will be determined as follows:

GRADE BREAKDOWN		GRADE SCALE		
Quizzes	20%	100-90	A	4.0
Tests	25%	89-80	B	3.0
Lab Assignments	30%	79-70	C	2.0
Final Exam	25%	69 & Below	F	0.0
	100%			

#### ATTENDANCE REQUIREMENTS:

It is important for the school to be notified when a student is not able to attend class. It is the student's responsibility to inquire about make-up work for both classroom lectures and laboratory sessions.

Tardiness and/or absence from any part of a class/lab will constitute a partial absence. A total of three partial absences will constitute a full absence.

For further information on the attendance policy, consult the current edition of the MedVance Institute catalog and applicable student handbook.

#### MAKE-UP WORK:

It is the student's responsibility to inquire about make-up work for both classroom and laboratory sessions. The instructor will not re-teach material, therefore there is no charge for make-up work. For information regarding make-up work, please consult the current edition of the catalog and applicable student handbook.

#### INSTRUCTOR RESPONSIBILITIES:

1. At the beginning of each course, the instructor will provide a course syllabus to each student in the class.
2. The instructor will evaluate each student's participation, assignments, assessments and projects based on the grading criteria published in the syllabus.
3. Accurate records of each student's attendance and grades will be maintained by the instructor, and retained at the campus. Attendance will be reported at the conclusion of each class meetings; course grade averages will be reported at the mid-term and final weeks, as a minimum.
4. Unannounced quizzes and special projects may be given at the instructor's discretion.

#### STUDENT: TEACHER RATIO

For information on maximum class capacity and student to teacher ratio for lecture and laboratory courses, please consult the current edition of the catalog.



# Sample Syllabus – Page 3

PCT 103	Electrocardiograph Technique & Application	48 Total Hours	3.0 Quarter Credits	24 Lecture Hours 24 Laboratory Hours
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**Schedule:** 48 hours presented 8 hours perweek x 6 weeks.

**Texts:**

Cohn, E. & Gilroy-Doochan, M. (2002): Flip and See ECG, 2<sup>nd</sup> Edition Saunders Elsevier Publishing.

Young, A., et al. (2006): Kim's The Medical Assistant, an Applied Learning Approach, 9<sup>th</sup> edition. Text & Workbook: Saunders (Elsevier) Publishing.

Week Hours	Session Topic	Resources	Assignments
Week 1 Hours: 1-4	<b>Lecture 4 hours</b> Introduction to course, materials, publication & review of syllabus; review Anatomy and Physiology of Cardiovascular system, cardiac cycle, conduction pathways; role of the ECG Aide, purpose of Electrocardiograms.	Text, lab instruction, lab equipmt & supplies	<b>Assignments:</b> Class notes, participation in lab activities; read Kim's Chapter 46.
Week 1 Hours 5-8	<b>Lecture 2 hours Lab 2 hours</b> Discuss terminology associated with ECGs, demonstrate equipment and supplies required for ECG; orientation of ECG exam room/lab.	Text, lab instruction, lab equipmt & supplies	<b>Assessments:</b> chapter quiz/test <b>Assignments:</b> Class notes, participation in lab activities; complete Kim's chapter 46 workbook assignments.
Week 2 Hours 9-12	<b>Lecture 2 hours Lab 2 hours</b> Explain ECG Instrumentation; demonstrate lead placement and discuss/explain vectors; practice lead placement.	Text, lab instruction, lab equipmt & supplies	<b>Assessments:</b> vocabulary quiz/test <b>Assignments:</b> Class notes, participation in lab activities; read Cohn's assigned chapters.
Week 2 Hours 13-16	<b>Lecture 2 hours Lab 2 hours</b> Explain & view normal ECGs; demonstrate calculating rate, introduce rhythms. Practice calculating rate.	Text, lab instruction, lab equipmt & supplies	<b>Assessments:</b> lead placement quiz <b>Assignments:</b> Class notes, participation in lab activities; read Cohn's assigned chapters.
Week 3 Hours 17-20	<b>Lecture 2 hours Lab 2 hours</b> Describe patient preparation for ECG tests; finding the hearbeat, taking an ECG. Practice ECGs.	Text, lab instruction, lab equipmt & supplies	<b>Assignments:</b> Class notes, participation in lab activities; read Cohn's assigned chapters.
Week 3 Hours 21-24	<b>Lecture 4 hours</b> Naming rhythms, types of rhythms; clues to identifying rhythms.	Text, lab instruction, lab equipmt & supplies	<b>Assessments:</b> rate calculation quiz <b>Assignments:</b> Class notes, participation in lab activities; read Cohn's assigned chapters.



# PDE3003 Instructor List

- Remember all courses auto populate from the prior worksheet, list the associated primary instructor for each course (whichever the modality)
- Names from PDE3003 Instructor List worksheet will populate to PDE279 Instructor Qualifications

# PDE279 Instructor Qualifications

- Instructor name populates from PDE3003 Instructor List
- Complete all sections
- Include an updated resume
- Make sure information from the embedded resume matches information entered on the PDE279
- Make sure the resume and PDE279 include the instructor's current employment with the school
- Verification of Qualifications – states documentation for only one of the qualifications is needed, recommend providing evidence for all



# Job Opportunities

- Demonstrate that there are jobs for graduates
- Demonstrate that the program provides the right skills for jobs
- Local jobs or provide a disclaimer regarding relocation
- May not require any skills, experience, or credentials that are not either required for admission or taught in the program
- No jobs that require degrees
  - Unless required for admission
- No jobs that require job experience
  - Unless required for admission
- No jobs without any training requirements





## Job Opportunities Continued

- Embed actual ad – do not retype information (screen shots placed in a Word doc work best)
- Show name of employer, date of ad, job location
- Include entire ad – not just a list of openings
- Letters from prospective employers can be used
- Occupational Outlook can be helpful but is not sufficient by itself
- Reference Board Policy Memorandum # 74
- It is strongly encouraged you form an advisory board or advisory committee which will review your proposed curriculum as well as offer feedback/guidance regarding the industry trends and needs. A committee is at minimum 5 individuals.



# Facility

- Embed a floor plan
  - Can be self-prepared
  - Include dimensions for instructional space
  - Show major equipment
- Provide a usage plan for shared space
- Certificate of occupancy for all locations



# ▶ Reading Levels of Texts

- Complete all information needed in the Texts and Reading Level section
- List the Grade Level of each text
- List the Method used to determine reading level:
  - Publisher
  - Reading level specialist
  - Flesch-Kincaid
- Consider admissions requirements based on reading level

# Externships

Embed each of the following items:

- Site selection criteria
- Sample written agreement
- Site responsibilities
- School responsibilities
- Evaluation instrument
- Embed externship syllabus in the Syllabus worksheet

# ▶ Externship Hours

- Enough to ensure appropriate experience to compete for jobs
- Enough to ensure compliance with certification requirements
- Do not turn the program into on-the-job training

# ➤ Externship Supervision

- The school must supervise the externship
- The externship site should be visited
- Externship vs Clinical Lab

# ▶ Externship Sites

- Embed completed agreements from prospective sites to demonstrate that sites are available for all students in each cohort
- Highly recommended not requiring students to find their own site – ok to permit self-selection but problematic to require self-selection.

# ▶ Externship Evaluation Rubric

- Embed evaluation rubric
- A tool for site to use to formally evaluate student extern for the school
- Specific to professional skills



# Distance Education

- Provide a narrative for each section separately do not provide one all encompassing document
- Read the directions in their entirety ensuring full access is granted
- Provide URL, username, and password for necessary distance ed elements
- Provide link to recorded video demonstration – sample lecture/classroom
- Provide access to at least 25% of curriculum requesting to have DE included in the curriculum
- List equipment students will need to access distance ed elements



# CDL Program

- Carefully all directions and sections –precise requirements for supporting documentation
- Sections to be completed
  - Administration
  - Instructors
  - Admissions
  - Equipment
  - Tractor/Vehicle
  - Trailer
  - Program

# ▶ Enrollment Agreement

- Embed the agreement
- No form is provided
- Complete the checklist
- All items on the checklist are required
- Must duplicate information provided in the school catalog



# Catalog

- If the school catalog is available online, provide the web address
- If the school catalog is not available online, embed a copy of the catalog

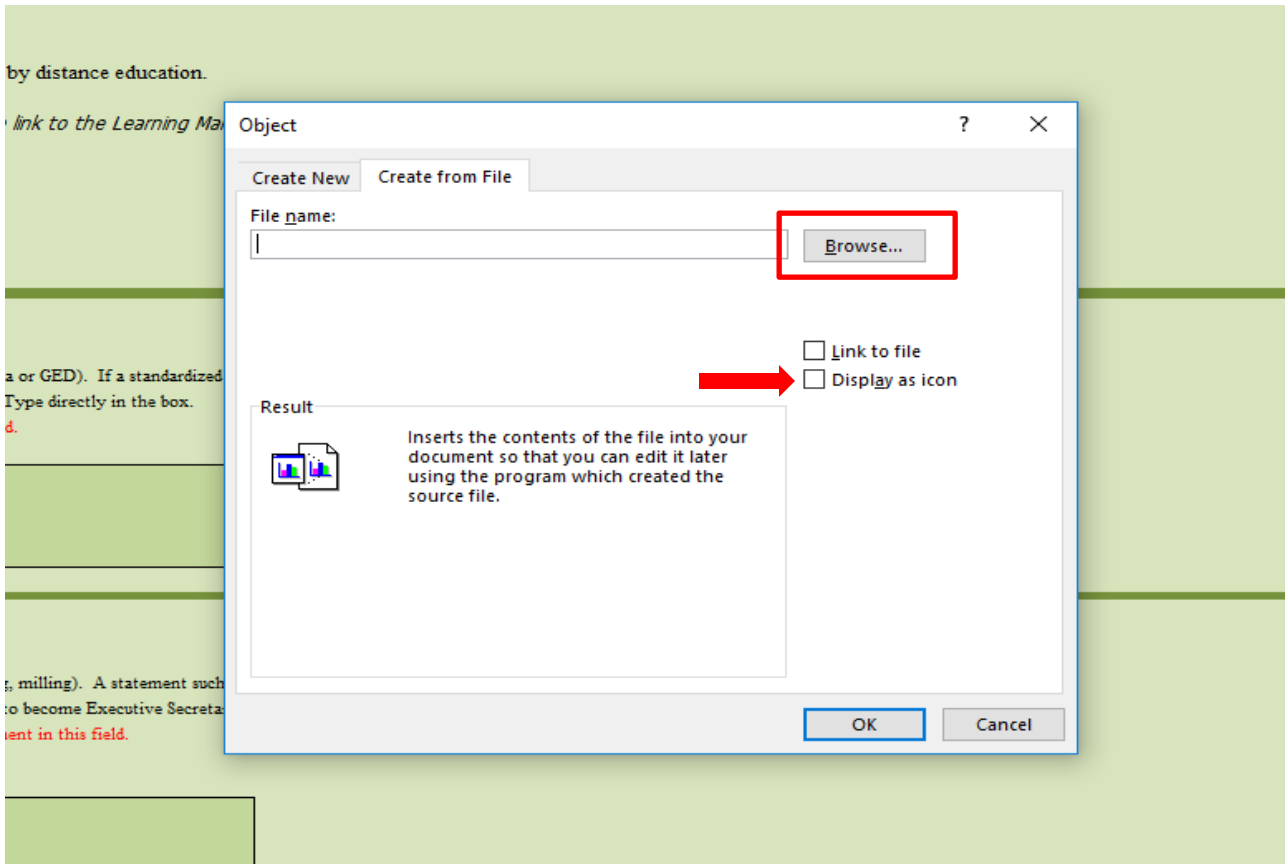
## Embed a Document

- Embed a document when entered text extends beyond the provided text box
- Embed as an icon
  - If the full document covers the screen, it is not embedded as an icon.
  - Only the symbol should be visible in the application when embedded as an icon.

# How to Embed a Document

- Insert
- Object
- Create from File
- Click 'display as icon'
- Browse – select file from your computer
- Click ok

# Embed Screenshot



# ▶ An embedded document

Clock Hours: 0  
Semester Credits: 0  
Quarter Credits: 0  
Lessons: 0

1



H:\Forms\Sample  
Forms - demos\  
Sample sylvabus 9-

# ▶ How to Get a PDF into a Word Doc

## Have your PDF document open

1. File – Print
2. Printer – Choose OneNote (if you have never used this before, you will need to open OneNote first to initialize it)
3. Print – OneNote should open (do NOT change anything.)
4. Select Okay

## Your document is now open in a new window/document

5. File – Export (Select Word Doc .docx)
6. Export
7. Save document (Select desired location and rename it)
8. Close OneNote
9. Close the PDF document
10. Find your saved word document – Open it (can delete the 1<sup>st</sup> added page with the printout/time stamp info)

## You need to adjust the margins

11. Layout
12. Margins
13. Custom Margins (set all margins top, bottom, left, and right to zero 0)
14. Okay (popup about margins being outside printing area ignore this)
15. Save the document one last time and now follow the directions to embed a Word document into your applications.



# Program Application Submission

- Submit the completed application forms via SharePoint
- Go to: <https://collab.pde.pa.gov/PLS/SitePages/Application%20Submission.aspx>
- Enter User ID: **PLSAPP**
- Enter Password: **PLS#apply1**
- Click to add document
- Browse to select the file
- Enter basic information as requested

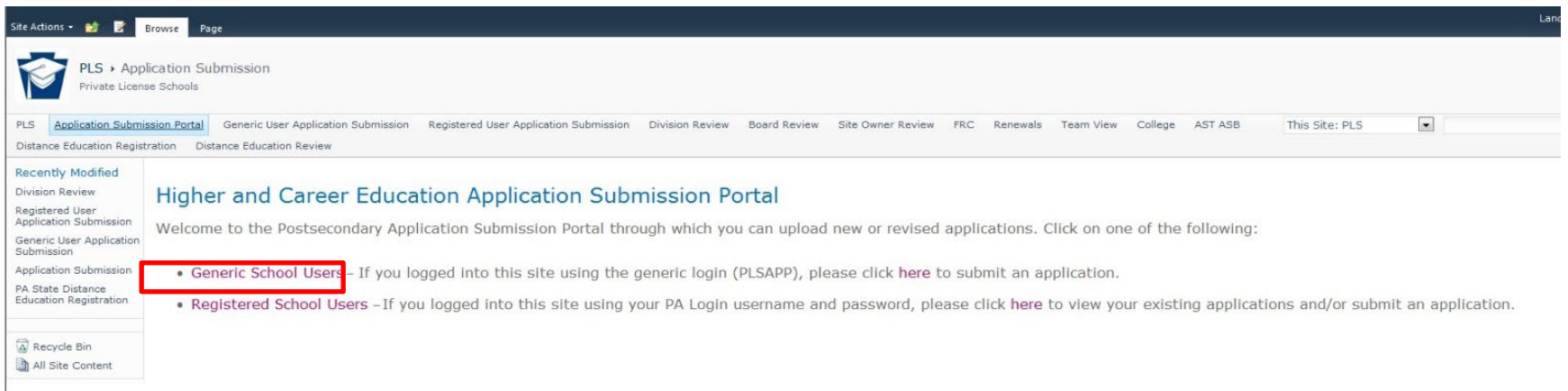
## Registered Login

- Schools may establish a unique account to access SharePoint
  - Advantage – can see applications you have submitted
- \*\*All schools should have received communications from our office to move to a Registered User account. If you need those directions to establish this, please reach out to your Board Administrator.


# Generic vs. Registered

- Generic – easy access
  - No confirmation of submission
  - Same security – no one sees your submission
- Registered User
  - Must set up account
  - Delays
  - Can see ONLY your own applications
  - Must provide access information to PLS staff

# Submission - SharePoint



The screenshot shows the SharePoint interface for the 'Application Submission' portal. The breadcrumb trail is 'PLS > Application Submission' with 'Private License Schools' below it. The top navigation bar includes links for 'Application Submission Portal', 'Generic User Application Submission', 'Registered User Application Submission', 'Division Review', 'Board Review', 'Site Owner Review', 'FRC', 'Renewals', 'Team View', 'College', and 'AST ASB'. A search box on the right is set to 'This Site: PLS'. The left sidebar shows 'Recently Modified' items: 'Division Review', 'Registered User Application Submission', 'Generic User Application Submission', 'Application Submission', 'PA State Distance Education Registration', 'Recycle Bin', and 'All Site Content'. The main content area is titled 'Higher and Career Education Application Submission Portal' and contains a welcome message and two bullet points. The first bullet point, 'Generic School Users', is highlighted with a red box.

Site Actions  Browse Page Land

PLS > Application Submission  
Private License Schools

PLS [Application Submission Portal](#) Generic User Application Submission Registered User Application Submission Division Review Board Review Site Owner Review FRC Renewals Team View College AST ASB This Site: PLS

Distance Education Registration Distance Education Review

Recently Modified

Division Review

Registered User Application Submission

Generic User Application Submission

Application Submission

PA State Distance Education Registration

Recycle Bin

All Site Content

## Higher and Career Education Application Submission Portal

Welcome to the Postsecondary Application Submission Portal through which you can upload new or revised applications. Click on one of the following:

- **Generic School Users** – If you logged into this site using the generic login (PLSAPP), please click [here](#) to submit an application.
- **Registered School Users** – If you logged into this site using your PA Login username and password, please click [here](#) to view your existing applications and/or submit an application.

# Submission - SharePoint

The screenshot shows a SharePoint page titled "Generic User Application Submission" under the "Private License Schools" site. The page has a navigation bar with links for "Application Submission Portal", "Registered User Application Submission", "Division Review", "Board Review", "Site Owner Review", "FRC", "Renewals", "Team View", "College", and "AST ASB". The current page is "Generic User Application Submission".

**Generic Postsecondary Application Submission**

Welcome to the Generic Postsecondary Application Submission screen through which you can upload new or revised school license or program applications.

- **New Application Submission** - To submit a new application, please note the following requirements, and then click **Add document** (below) to begin the upload process:
  - Although you can enter comments when you upload an application, the comments may or may not be reviewed. If you have questions or concerns, please call (717) 783-8228
  - In order for your application to be successfully submitted, both forms **MUST** be completed.
  - Application submission may take a few minutes. Once your application has been successfully submitted, this screen will appear again. You will not see your application listed on this screen.
- **Application Revision Submission** - To submit a revision to an existing application, please note the following requirements, and then click **Add document** (below) to begin the upload process:
  - A revised application should have exactly the same filename as the original application.
  - Although you can enter comments when you upload an application, the comments may or may not be reviewed. If you have questions or concerns, please call (717) 783-8228.
  - Application submission may take a few minutes. Once your application has been successfully submitted, this screen will appear again. You will not see your application listed on this screen.

**Add document**

# Submission – Browse for File

The image shows a screenshot of a web application interface with a modal dialog box titled "Upload Document". The dialog box is divided into two main sections: "Upload Document" and "Version Comments".

**Upload Document Section:**

- Upload Document:** Browse to the document you intend to upload.
- Name:** A text input field with a "Browse..." button to its right.
- Add as a new version to existing files

**Version Comments Section:**

- Version Comments:** Type comments describing what has changed in this version.
- A large text area for entering comments.

At the bottom of the dialog box, there are two buttons: "OK" and "Cancel".

# Submission – Complete Form

PLS Library - High School accreditation list 5-09.doc

Edit

Check In Cancel Paste Copy Delete Item

Commit Clipboard Actions

**Note:** Be sure to carefully enter all of the information below. Once you click Save on this screen, your application has been saved and submitted. Your application will not be listed on the Application Submission screen. Staff will contact you by e-mail within the next month to inform you of any revisions that are needed prior to consideration by the Board. You will receive notice by e-mail to inform you whether the application has been accepted for review by the Board at the next meeting. Please note that each applicant for a new school license must also submit at least one application for program approval. Please note that the Board has established a limit of three new program applications per school for each Board meeting. If you have any questions regarding your application submission, please call (717) 783-8228.

**WARNING: YOU MUST COMPLETE THIS FORM**

**i** The document was uploaded successfully and is checked out to you. Check that the fields below are correct and that all required fields are filled out. The file will not be accessible to other users until you check in.

Content Type

Name \*

Program Name \*

School Name \*

CEO \*

Email \*

Staff Reviewer

Version: 1.0  
Created at 1/22/2014 12:44 PM by Landis, Patricia A (PDE)  
Last modified at 1/22/2014 12:44 PM by Landis, Patricia A (PDE)

Check In Cancel



# File Names

- Name file with indication of school name and program name
- Do not use punctuation
- **ALWAYS** use the **EXACT** same file name for each resubmission of revised applications



# ▶ Corrective Action Period

- Review letter from staff
- **One** 10-day corrective action period
- Deadlines
  - **Deadlines are rigid**
  - If deadline is missed, can submit for next meeting

## ▶ Board Meetings and Deadlines

Please see our website for the current Board Meeting dates and the corresponding Submission Deadlines.

<https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/Private-Licensed-Schools.aspx>

# Common Pitfalls

- Complete all necessary information for each section
- Mail check PRIOR to deadline
- Make sure school name and program name are noted with payment submission
- Ensure that any changes needed are incorporated consistently throughout the application
- Be consistent
- Do not wait until the deadline to submit the application to SharePoint

# Common Pitfalls

- If experienced in another state, do not follow their procedures – take the time to learn the PA requirements
- Do not expect the Board to change requirements

## Fees

- \$1,400 check per program  
(3 programs maximum per meeting agenda)
- \$750 per site visit, if remote locations are required

# Submitting Payment

- Note school name and program when submitting payment
- Payable to: PA Department of Education
- Mail check to:  
Division of Law Enforcement Education & Trade Schools  
Pennsylvania Department of Education  
333 Market Street 12<sup>th</sup> Floor  
Harrisburg, PA 17126

## ▶ Late Receipt of Fees

- Checks must arrive by the submission deadline date
- Mail payment at least one week in advance
- **DO NOT MAIL THE CHECK ON THE SUBMISSION DEADLINE**
- If the check is not received by the submission deadline, review will be delayed until the next application cycle

# Submissions

- All applications must be submitted by deadline
- All revisions must be submitted to staff by deadline in “review letter”