**STANDARD 2 EDUCATIONAL PROGRAMS**

**Nursing Assistant/Home Health Aide (NA/HHA**

**INTRODUCTION**

Florida Vocational Institute opened its doors in 2007 with the Nursing Assistant/ Home Health Aide program one of the first implemented. This program is designed to train students in all of the relevant aspects of long term patient care under the supervision of a Registered Nurse. Completion of this program prepares graduates to sit for the Certified Nursing Assistant Exam. Students will demonstrate their skills base in a 40-hour clinical practice. Upon completion of this program graduates will be able to possess skills and hands on experience and seek entry level employment as Nursing Assistants and Home Health Aides.

Our goals as School are as follow:

• Goal 1. Show the human side of the career by cultivating in our NA/HHA the importance of treating everyone in their care with dignity and humanity – they understand their individual needs, show compassion and sensitivity, and provide care in a way that respects all people equally.

• Goal 2. Students will take responsibility for the care they provide and answer for their own judgments and actions – they carry out these actions in a way that is agreeable with their patients and the families and caregivers of their patients, and in a way that meets the requirements of their professional bodies and the law.

• Goal 3. Students will use critical thinking skills to manage risk, are vigilant about risk, and help to keep everyone safe in the places they receive health care.

• Goal 4. Students will model professionalism.

**ANALYSIS:**

Admission policies are administered uniformly at all programs. Prospective students seeking admission to Florida Vocational Institute (FVI) are required to meet the admission requirement standards for the program in which they are requesting entry. Admission processes and requirements are clearly stated and made available to students prior to enrollment. These policies are published in the FVI Student Catalog/ Handbook which also specifies requirements for admissions under Ability to Benefit, admission procedures, and types of enrollment. This handbook is available through a printed document or electronic access at [www.fvi.edu](http://www.fvi.edu). Admission information is made available to prospective students in recruitment materials, program brochures, and the FVI website. Program applicants also receive policy and procedure information during orientation.

**CHALLENGES AND PROPOSED SOLUTIONS:**

In the 2007 fiscal year, FVI merged to form one Vocational education center. In 2015 FVI reorganized policies and procedures. This reorganization has impacted the admission/recruiting, programs and instruction of the educational programs. The committee designee appointed to draft and evaluate the Standard 2 Educational Programs found that all programs within FVI are in compliance with the Council on Occupational Education criteria as stated in Standard 2 of the Self-Study Manual. The committee found no areas where continued compliance may be difficult to maintain.

Program Directors and management recognize the need to continually upgrade and expand equipment and materials in order to provide skills training that simulate on-the-job experiences as closely as possible. Renewing old partnerships and forging new partnerships with business and industry to acquire new or recently retired equipment is one way of keeping laboratory equipment current. Another possible solution is for faculty to be involved in taking courses related to the subject matter they teach and which enrich their professional profiles.

FVI realizes the challenge of recruiting, enrolling and retaining new students during a time of high wage increases and the availability of jobs in the skilled sector. Faculty and staff have become creative with respect to recruitment activities, training schedules, and the offering of evening courses in order to attract new students. The Institution continuously strives to strengthen partnerships with business and industry to train the employed to a higher skill and/or certification level.

**SUMMARY**

Since the inception of the NAHHA program in 2007 at FVI, we have graduated a great number of qualified healthcare professionals. As a reflection of our institutional mission, it is difficult to walk into any Medical area without encountering a FVI graduate from the NAHHA program.

**STANDARD 2 COMPOSITE**

**EDUCATIONAL PROGRAMS**

**Nursing Assistant/Home Health Aide**

**ADMISSIONS/RECRUITING**

**The institution’s admissions policies and processes are:1. Published;**

**2. Clearly stated;**

**3. Consistently communicated to student**

**4. Made available to students prior to enrollment; and,**

**5. Any changes to these publications are communicated in a timely manner.**

Florida Vocational Institute has clearly started admissions policies and process that are published in School Catalog and on the school’s official school website under the consumer information section. FVI affirms a policy of equal employment opportunity, equal educational opportunity, nondiscrimination in the provision of educational training to the public and administrating all educational services. The School is open to all students without regard to race, color, religion, age, sex, creed, national origin, sexual orientation, physical or mental disability, marital status or other factors which cannot be lawfully considered for an employment decision.

All of the above-mentioned policies, as well as our admissions requirements are published and available for all students to see in the School Catalog. It is distributed to every applicant before enrolling. Any changes made to the catalog are communicated in a timely manner and published on the school’s official website. Initially, any changes are provided to current students through the faculty. Changes, most often will affect new students rather than current students.

The NA/HHA Program requires applicants to be at least 17 years of age or older when he or she begins the program of study but requires that the student be at least eighteen years of age at the time the externship rotation begins as outlined in the catalog.

**6. For all students admitted to Vocational English-As-A –Second Language program, the institution utilizes written admissions procedures that comply with the policies established by the Commission.**

The institution does not offer Vocational English as A Second Language program.

7. **The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.**

The institution has a clearly defined policy on the transfer of students between programs within the institution and the transfer of the students from other institutions. The Transfer Credit policy is published in the School Catalog.

**8. The institution clearly defines and publishes a policy on the transfer of credit that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution**.

Florida Vocational Institute clearly defines and published a policy on the transfer of credit that includes a statement of the criterial established by the institution regarding the transfer of credit earned at another institution. The Transfer of Credit policy is published in the School Catalog which is provided to the student prior to enrolling and is available on the Consumer Information section of the school’s official website for any prospective student to review prior to contacting the institution.

The institution reserves the right to accept or deny transferring clock hours received from another school. The granting of credit for prior education or exams cannot exceed twenty-five percent (25%) of any program. Programs and tuition will be adjusted according to the number of clock hours accepted by Florida Vocational Institute.

**9. Admissions requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.**

Admission requirements offer reasonable expectations for successful completion of the NAHHA program offered by the institution regardless of the delivery mode. The institutions outcomes (Retention/Graduation) support the admissions requirements of the school. In each category, the school has met the performance criteria of COE. This data is based on the traditionally delivered programs. Admissions requirements are reviewed by the PAC members and any revisions that may come from the reviews, would be considered if appropriate.

Prospective students must complete the following activities:

complete the new student profile

meet with an admissions representative

participate in a campus tour,

receive a copy of the school catalog which outlines all program cost and any equipment or services that might be required during the NA/HHA program.

The Program Director will then conduct a personal interview with the prospective student and again describe the expectations for completing the program.

**10. For all students admitted into Associate Degree Programs have a high school diploma or its equivalent**.

The institution is not currently approved to offer any Associate Degree programs.

**11. An institution that admits students by exception to its standard admission policies must:**

1. **Have written admission policies and procedures;**
2. **Apply them uniformly;**
3. **Provide documented evidence on how they are used;**
4. **Maintain records on student progress**
5. **Regularly evaluate the effectiveness of the procedures used in admitting students by exception.**

Applicants must possess a high school diploma or a GED to be admitted for all diploma Title IV eligible programs. Only if an applicant meets the Title IV Ability to Benefit “grandfathered test” may an applicant be admitted after passing the Wonderlic ATB test.

The institution on a rare occasion has admitted students by exception to its NA/HAA program through the Ability to Benefit (ATB) testing process However, in the few instances where exceptions have been made, there are clearly stated admission policies and procedures which are applied uniformly. There are less than a five students who have been admitted under this exception. NA/HAA is a non-title IV program.

The institution has documented evidence on the admissions process and maintains records on student progress for those that have been admitted under the ATB exception

Once the student is admitted by exception, a follow-up protocol will be followed to evaluate the academic progress of the student. This protocol dictates that the Program Director will meet with the instructor and the student to assess the student’s progress before the end of each course. After this meeting is held, an *ATB Progress Report* form must be completed and filed. If the Program Director and instructor determine that the student is failing to attain the required learning objectives, tutoring services may be offered at the program director’s discretion. The student must progress based on the published standards of satisfactory academic progress or be academically terminated from the program.

Documented evidence of how these policies and procedures including the results of both ATB and SLE tests are maintained electronically and evaluated at least annually to determine their effectiveness. To date, there has been no appreciable difference in the outcomes of ATB admissions versus standard admission students.

1. **The institution ensures that recruiting activities are ethical and that all material used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirement of each program.**

All recruiting activities by NAHHA are ethical and compliant with state, federal and accrediting agencies. Faculty and staff from FVI participate in numerous recruiting activities including career day programs; business, industry and workforce development career/job fairs; community health fairs; classroom presentations; campus tours; and individual recruiting by student service personnel, administration and faculty. The Marketing and Admission Department, administration and faculty, develop recruiting material that are ethical and accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. Primary materials used for recruiting include, but are not limited to, FVI School Catalog, brochures, multi-media presentations, newspaper, television and radio advertising, FVI website, and various promotional items. The school maintains a Consumer Information section on its school’s official website where all program outcomes are published as required by state and federal regulations

**17. Prior to admission, students are informed of the costs, equipment, services, time and technical competencies. If any, required by the program, including if applicable, personal data, collection and processes, and charges associated with verification of student identity.**

The Admissions training process referred to as the LIFTOFF process, assures that admissions personnel are thoroughly versed in all of the program requirements and administrative processes associated with the admissions function and student responsibilities. The State of Florida requires a written training plan for all admissions representatives. In addition, our program disclosures, which may be found on our website, include the costs of all programs of study. Students are provided with a catalog which includes all costs, course descriptions and all policies and procedures related to the student’s matriculation. At the end of the LIFTOFF admissions process, the student visits the Financial Planning Office, at which time a budget sheet is completed and signed by the student. All costs, payment plans, and monthly payment obligations are clearly stated on the budget sheet document.

**18. Orientation to technology is provided and technical support is available to students.**

The students are required to attend a new student orientation prior to the class start that includes an orientation to technology that is applicable to their program of study.

**19. For all coursework delivered via distance education: the institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completed the program and receives academic credit.**

No portion of the NA/HAA program is offered via Distance Education.

**Programs**

**Occupational educational programs offered by the institution are congruent with:**

**1. The governing organization;**

**2. The mission of the institution; and,**

**3. The occupational needs of the people served by the institution.**

The NA/HAA is approved by the Florida Department of Education; Commission for Independent Education. The content of the program focuses on the occupational skills required in the related work environment. The placement data and employer feedback supports the relevance of the institution’s program content. In addition, every program holds periodic program advisory committee meetings where members of the professional community evaluate the suitability of the occupational educational programs to fulfill the institution’s mission.

**Occupational education program policies are:**

**4. Publicly accessible;**

**5. Non-discriminatory;**

**6. Consistently applied.**

All occupational educational and admissions policies are well-detailed in the institution’s School Catalog, which is available to all students and may be found on the school’s official website in the Consumer Information section. All policies are consistently applied.

**Differences, if any, in occupational education program policies are justified by:**

**7. Student learning outcomes; and/or**

**8. Program outcomes.**

The NA/HAA program requires that students undergo a background check as part of the state licensing requirements for Home Health Aides. The background check is required for employment.

**9. The objectives for each education program are evaluated annually.**

The Faculty committee meets annually to discuss program content and objectives. In addition, the Program Advisory Committee meetings are conducted twice per year to discuss individual programs and to gather feedback concerning the effectiveness of the programs based on employers’ needs, graduate and employer feedback. Suggestions are taken seriously and all appropriate changes are implemented.

All of the program content changes that have evolved over the last 5 years are the result of cooperation between the faculty, administration, advisory board and employer/employee feedback obtained back through the Student Services Office.

**Each occupational education program has:**

**10. Clearly stated objectives;**

**11. Defined content relevant to these objectives and the current needs of business and industry;**

**12. Assessment of student achievement based on the program objective and content.**

The NA/HAA program content and objectives of each program may be found in the catalog as well as within the syllabi for each program. The content of programs is reviewed biannually by faculty and the PAC as it relates to industry standards and employer expectations. All assessments are based on the learning objectives of each unit within the program. Quiz and exam content reflects the learning objectives for each course.

**A systematic process has been implemented to document:**

**13. That the objectives and content of programs are current; and,**

**14. That coursework is qualitatively and quantitatively relevant.**

All Occupational Program Advisory Committee (PAC) meetings are systematized and all PAC members must complete a questionnaire and assess whether the objectives and content of each program are current and that the coursework is relevant to expectations of employers and reflect the skill sets required in the industry

**15. At least every two years, three bona-fide potential employers review each educational program and recommend:**

**16. Admission requirements;**

**17. Program content that is consistent with desired student learning outcomes;**

**18. Program length;**

**19. Program objectives;**

**20. Competency tests;**

**21. Learning activities;**

**22. Instructional materials;**

**23. Equipment;**

**24. Method of program evaluation;**

**25. Level of skills and or proficiency required for completion; and,**

**26. Appropriate delivery formats for the subject matter being taught.**

Every two years’ employer verification forms are distributed to at least three employers for each program as a part of a program evaluation package. Additionally, Program Advisory Committee meetings include significant discussion on program quality, and all PAC members are provided with a program evaluation package to allow for evaluation of the admissions, requirements, program content, student learning outcomes, program length and program objectives, competency tests, learning activities, instruction materials, equipment and resources. These assessments are retained by the program directors and are used to guide revisions where appropriate.

**27. The institution considers the length and the tuition of each program in relation to the documented entry level earning of completers.**

Records are maintained which reflect employment outcomes and, when available, wage ranges. The length of each program is based on several considerations: Accreditation Standards, Federal and State regulations, cost of delivery, characteristics of the student body, industry requirements and necessary financial goals.

Each measure is equally important and the institution seeks to strike a balance between all considerations. The local economy sets the entry level earning rate by occupation or profession and the current salary levels of graduates clearly reflect a positive value compared to the economic investment.

Both the length and all-inclusive cost of all our programs are clearly visible within the catalog, and students are free to evaluate the financial feasibility of our programs.

**28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.**

The institution uses the DiamondD student information system in order to facilitate and manage course scheduling. Any entering student is guaranteed to have every course he or she needs to take in the correct sequence in order to graduate in the publicized time frame as long as the student remains in Satisfactory Progress and meets the attendance requirements. At the current time FVI enrolls students at the end of each unit and classes are offered on a rotating basis, allowing students to complete the program within a publicized timeframe.

**Associate Degree programs offered must meet the following requirements:**

**29. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science or Associate of Occupational Technology is used.**

The institution does not offer Associate Degree programs.

**30. The program has minimum of 60 semester hours or 90 quarter hours.**

The institution does not offer Associate Degree programs.

**31. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course in the following areas: humanities, behavioral sciences, natural or applied science, and mathematics**.

The institution does not offer Associate Degree programs.

**32. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.**

NAHHA program is not delivered via distance education

**Each program offered by the institution:**

**33. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;**

All programs have been approved by the State of Florida and our accrediting agency. The programs are administered under policies articulated in the school catalog and SOP manual. Policies and procedures were developed keeping in mind all regulatory requirements and the standards of our accrediting agency. At all times the institution have administrative and supervisory personnel on campus during regular hours of operation. The NAHHA program is overseen by a full-time, on-campus Program Director, who is supervised by the Campus Vice President at the campus level with support from the corporate office.

**34. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, approval;**

Florida Vocational Institute runs quarterly planning meetings which involve the campus administrators and faculty representatives to insure appropriate and continuous improvements.

Additionally, there are monthly all-campus meetings where all staff and faculty member are required to attend. The purpose of the all-campus meeting is to present program outcomes, retention, licensure and placement data, communicate initiatives, and discuss progress regarding any issues or required changes in any program of study.

Finally, the Program Directors of Allied Health and Technology run monthly faculty meetings with all instructors where curriculum changes and efficacy of teaching techniques are discussed.

The Program Director and faculty have appropriate involvement in planning, approval, and on-going evaluation of curriculum with an opportunity to receive feedback to the Advisory Committee

**35. Has varied evaluation methodologies that reflect established professional and practice competencies.**

In the allied health programs, the institution uses a combination of written tests, practical/clinical tests, externship evaluation, and board exams in order to determine whether the student is progressing normally and developing the occupational competencies that will be expected of the student in the work place.

All allied health programs’ unit final exams are evaluated by advisory committees. This helps us ensure that they reflect the skills and competencies required by entry level professionals in a specific filed.

**36. Has measures of achievement of the student learning objectives;**

Each Allied Health program incorporates quizzes, comprehensive testing, and skill observations in clinical and lab environments to assess student progress. The final assessment is reflected in the performance of the student during the externship experience.

**37. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus**.

The institution maintains individual student records, including period of enrollment, financial and educational program records that are permanently maintained by the institution at the main campus. The Institution maintains all electronic records in the DiamondD, student information system. A hard copy of individual student records, including period of enrollment, financial, and educational program records are maintained by the Registrar.

**38. Is described in appropriate catalog, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, and admissions and academic requirements, and information technology requirements; and,**

The NA/HAA program is clearly described in the institution’s school catalog, school’s official website, brochures and all other promotional materials that include tuition/fee charges, refund policies, and admissions and academic requirements, and information technology requirements.

**39. Provides for timely and meaningful interaction among faculty and students.**

In addition to the twenty hours of instructional hours per week, faculty is also available for tutoring and support by appointment before or after class times. The NA/HAA program director is available for schedule office hours during scheduled class days/evenings.

**40. A credit hour is equivalent to the minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activity; or one quarter credit for each 10 hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activity**

The NA/HAA program is not a credit hour based program. The program delivered is clock hour based.

**41. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institutions’ published operational schedule of the program/course**.

NAHHA program is not delivered via distance education.

**INSTRUCTION**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The NA/HAA program incorporate reading, writing and research components as well as computer skills. In addition, all curricula incorporate and emphasize the occupational skills for which the specific program has been designed. Technology applications are always occupational-specific or directly support the development process.

The program utilizes equipment specific to the programs occupational skill sets, whether it is the application of software, applied medical techniques, human relations, or the utilization of equipment and instruments.

**2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job skills, work habits and attitudes.**

The NA/HAA program is competency based and curricula reflect the associated competencies. The program has an employability skills course, where students learn the soft skills necessary to succeed in the workforce. The NAHHA program incorporates academic competencies and occupational skills to provide a comprehensive program that incorporates learning styles to accomplish the program’s mission by graduating Nursing Assistants/Home Health Aides to help meet the needs of their community in entry-level positions

**3**. **The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.**

Because this is such a short program (9 Weeks), the NA/HAA program is a linear clock hour based program. This assures that sequence of instruction is standardized for each new class. The course syllabi and lesson plans are designed in a progressive order to help the student achieve required program learning outcomes in a short time period .The term lay-out of instruction for the NAHHA program incorporates lecture, lab, and work based activities in a format designed to provide basic to advanced instruction.

**The sequence of instruction required for program completion is used to:**

**4. Organize the curriculum;**

**5. Guide the delivery of instruction;**

**6. Direct learning activities; and**

**7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.**

Course objectives and content are reviewed by business and industry representatives serving on the program Occupational Advisory Committees to ensure that program offerings are in keeping with current workplace standards and practices. This in turn, with the input of faculty members, helps determine the sequence of instruction, the organization of curriculum, delivery methodologies along with learning activities. Formative and summative testing is aligned with program objectives/competencies. Program content and objectives are reviewed on a periodic basis by statewide curriculum committees made up of instructors in the program area, Program Directors and subject matter experts. Any significant changes which require revisions or additions to the existing curriculum are processed in accordance with the FVI policy and procedures.

**8. The institution has appointed an occupational advisory committee for each program or program area offered.**

The NA/HAA program has an Occupational Program Advisory Committee (PAC). The Occupational Advisory Committee is responsible for assisting in planning, organizing, developing, and evaluating various aspects of the program. The NAHHA program maintains an occupational advisory board that has at least three members that have expertise in the field of the Nursing Care. Appropriate minutes are maintained by the campus Vice President of each meeting.

**9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.**

Because the members of the Occupational Advisory Committees come from industry, the members are frontline providers of current industry practices. They comment on the skill sets incorporated in each program and bring contemporary workplace practices to the school through the review of each program. Members make **recommendations to management and to the educational staff regarding content and contemporary workplace expectations.**

**Each occupational advisory committee must:**

**10. Consist of a minimum of three members external to the institution;**

**11. Representing the geographical service area covered by the program area;**

**12. Have expertise in the occupational areas taught by the program;**

**13. Meet at least twice annually;**

**14. Have at least two members who meet these criteria for membership physically present at each meeting; and,**

**15. Keep minutes to document their activities, recommendations, and meeting attendance.**

Occupational Advisory Committees (PAC) have between three and five members, all external to the institution. Occupational Advisory Committee meets a minimum of two times per year. The participation of the members including suggestions is documented in the Meeting Minutes, as well as the attendance and the survey questionnaire provided to each member in order to receive feedback. The members of the Occupational Advisory Committee represent the geographical service area covered by the program area and have the knowledge and work experience in their particular field. Minutes are maintained for each meeting and are available for review by faculty and other interested parties.

**16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-base instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.**

Our programs are reviewed annually as well as the lesson plans which show the strategies used in both, classroom and laboratories to assure that students will acquire the required skills for successful completion of the program. The committees review the amount of lecture hours and laboratory hours delivered on each course. The instructors, in turn, convey recommendations to appropriate program and curriculum personnel in accordance the FVI Policy. Informal information is also obtained through feedback from employers and previous students. An additional component of the review process involves regular instructor contacts with business and industry. This ensures that students obtain the necessary skill sets for successful program completion

**17. Job-related health, safety, and fire-prevention are an integral part of the instruction.**

The institution includes job-related health, safety, and fire-prevention as part of the instruction for each program. Campus and classroom/ shop-related health, safety, and fire-prevention concerns are also addressed new student program orientation, and each instructor integrates regular safety instruction as applicable for the occupational training program.

Emergency exit diagrams are posted in each classroom and other appropriate designated areas throughout each institution in FVI. Information on emergencies including fire or bomb threats, tornadoes, lightning, hurricanes, and inclement weather is provided through the FVI Student Catalog/Handbook and reinforced in orientation classes.

Throughout the year, campus safety officers provide training to faculty and administration on safety topics ranging from defensive driver training to blood-borne pathogens.

The programs have instruction relevant to the occupation in health, safety, and fire prevention. For example, AHP101 course entitled “Introduction to Health Science Core Fundamentals” and Fundamental I and II in NAHHA program, provides safety training as well as safety information at the work site. Additional classes provide instruction in hand tool and power tool safety. All programs reinforce student safe practices by providing classroom and shop safety rules.

**18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.**

Every attempt is made in FVI, through dedicated and discretionary funds, to equip occupational programs with up-to-date, equipment and supplies similar to that currently in use in the occupation so that students can develop skills on equipment and materials that are actually used in the occupation. In some cases, local business and industry have donated new or recently retired equipment for use in classrooms and/or Labs. Additionally, the availability of current equipment and materials used in training is reviewed annually by the Occupational Advisory Committees. Each occupational program curriculum includes lab time to allow sufficient practice for students to develop skill proficiency with equipment and tools of the occupation.

**19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional material.**

Lesson Plans/syllabi provide the organizational structure for the program. These include, learning objectives, mode of delivery, classroom activities, and methods of assessment. The instructional material is selected according to the learning objectives. Testing is aligned to learning objectives and program competencies.

**20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies**.

Both formative and summative testing is utilized to assess interim progress as well as comprehensive knowledge. Laboratory activity is also used to evaluate the student achievement based on the required competencies for each program. Our evaluation methods include both subjective and objective testing, classroom participation, laboratory and clinical experience assessments. An evaluation of the clinical skills is conducted prior to sending student to externship to verify that students are ready to face the responsibilities of a real healthcare scenario. Extern evaluations are used to establish final grades and reflect on student skills as well as the effectiveness of the educational process. Grades awarded for performance on written examinations or practical skill assessments are in accordance with FVI Grading policy.

FVI adheres to the following policies regarding student grading:

Course competencies are utilized to measure student achievement. Grades awarded for performance on written examinations or practical skill assessments are in accordance with FVI policy. The FVI Student Catalog/Handbook describes the letter grade associated with the percentage grade.

The grading scale for all programs is listed below:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

0% - 59% F

Grades are reported on Midterm and Final Grade Rosters in accordance with FVI Policy. At the end of each course, the instructor or Program Director indicates on each student’s progress sheet (grade report or other teacher-made form) the courses taken and the level of competency as evidenced by both written and performance tests. A numerical percentage average is converted into a letter grade. This information is forwarded to Student Services (by roster) for entry into DiamondD database. DiamondD assigns quality points in accordance with the grade and number of credit hours for each course.

**21. For all coursework delivered via distance education: The institution verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts**.

NAHHA program is not delivered via distance education

**22. For all Coursework delivered via distance education: The institution has in place a standardized course template, course description, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.) and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.**

NAHHA program is not delivered via distance education

**23. For all Coursework delivered via distance education: The institution monitors student progress and participation by mean such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.**

NAHHA program is not delivered via distance education.

**Written agreements with work-based activity agencies, if any:**

**24. Are current;**

**25. Specify expectations for all parties; and,**

**26. Ensure the protection of students.**

The faculty and administration firmly believe that work-based activities strengthen employability skills, reinforce learning, build confidence, and provide the student with work experience. Each work-based activity has a written instructional plan. For work-based activities conducted as part of a course, the course syllabus serves as the instructional plan. For work-based activities conducted off-site, a written plan specifies the objectives, experiences, competencies, and evaluations required**.** **.** For programs utilizing work-based activities, a full-time or an adjunct faculty member having appropriate qualifications and credentials is designated as the supervisor of a student’s work-based experience. This person is identified in the Individualized Instructional Plan.

**27. Each work-based activity has a written instructional plan for students.**

The institution has a written Externship (work-based activity) Management Plan and specific course syllabus for each work-based activity or externship/clinical course for students.

**28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required**.

The institution’s written Externship (work-based activity) Management Plan and specific course syllabus clearly specifies the particular objectives, experiences, competencies and evaluations required for each work-based activity or externship/clinical course for students.

**29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.**

The institution’s written Externship (work-based activity) Management Plan designates the on-site employer representative or clinical instructor who is responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

**30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.**

The institution’s written Externship (work-based activity) Management Plan clearly assigns a designated qualified instructor to supervise the students’ learning experiences and also participates in the students’ written evaluations.