**STANDARD 2**

**Educational Programs**

**Introduction**

Florida Vocational Institute currently offers four (4) allied health non-degree programs and two information technology non-degree programs. Since its last accreditation visit (June 2010) the institution has launched two new Allied Health non-degree programs, Medical Assistant (Traditional and Online) and a Pharmacy Technician program (T). The institution also had a Change of Scope approval with the addition of two technology non-degree programs, Web Applications Development Engineer and IT Security and Cloud Professional Engineer programs (D) that were launched in the summer of 2015. Both programs have been approved as distance education programs. In the 2015 Annual Report submitted last December, the institution reported 121 allied health program completers. These programs include the Medical Assistant (TD), Nursing Assistant/Home Health Aide (T) and Patient Care Technician (T) non-degree programs. All met or exceeded the minimum completion and placement rate benchmarks required by the Commission.

**Analysis**

The institution has been fortunate to hire very qualified and committed faculty who are eager to teach and prepare our student body for academic and employment success. Since the institution relocated to the Mall of the Americas, the majority of the student body consists of immigrant students who do not possess a proficiency in the English language. The Medical Assistant program is offered in a bilingual (Spanish/English) format. In the 2015 Annual Report the program had 32 program completer with a 74% and 72% in completion and placement rates respectively. In the Nursing Assistant/Home Health Aide program there were 37 program completers with a 100% completion rate and a 76% placement rate. Finally, the Patient Care Technician program had an 87% completion rate and 71% placement rate with a total of 52 program completers. The Pharmacy Technician, Web Application Development Engineer and the IT Security and Cloud Professional Engineer programs admitted the first class in 2015 and therefore there were no graduate data to report during the same reporting period.

The institution is meeting its primary educational and outcomes objectives. As the institution grows, new challenges will arise and we will plan in advance to address these issues.

**Challenges And Proposed Solutions**

Since the institution relocated to the Mall of the Americas the majority of the student body consists of immigrant students who do not possess a proficiency in English language. Although many may be able to read and write in English, many students are not comfortable communicating in English. Since the Miami-Dade County has the largest population, in Florida, of Latin and South Americans, most if not all services are delivered in both languages; it is not required for most to speak English. Therefore, the school has to work to help our students overcome anxiety and build confidence in their ability to communicate in English. The majority of the employers who serve the Miami-Dade County require candidates to be bilingual in Spanish and English, so this is a critical priority for the faculty and administration to insure that its graduates can become employed upon graduation. The institution has spent a significant time incorporating communication skills and soft business skills throughout the curriculum to insure our students are well prepared to start externship and are employment ready upon graduation. The faculty have implemented activities in the classroom that require students to present and communicate in both lecture and lab courses to help student improve their ability and confidence in oral communication.

As the student enrollment has increased with the addition of new programs, the institution’s administrators have also seen new challenges regarding student attendance. The institution has revised the admission LIFTOFF process, the new student orientation and externship orientation to establish institutional standards and expectations regarding attendance, make up time and work so that students are well-informed for academic success. Since these new initiatives were implemented in January 2016, the Program Directors and Registrar are now tracking daily, weekly and monthly attendance by course, shift and program to determine if these initiatives are having a positive impact on the students’ attendance and academic success. The Program Directors are required to report this data by instructor, course and shift to try to identify opportunities for improvement.

The introduction of the technology programs has brought another challenge in that these students are very fluent in English. The faculty must then adjust to English only delivery and students that are well versed in English. So, two methodologies are employed in the classroom to deliver information. Cultural diversity is, in general, a challenge in Florida educational institutions. Bilingual and even multilingual faculty must be considered depending on the location, in Florida, of schools.

**Summary**

The Program Directors and faculty have been very involved in the self-assessment process of each program. To help our students become more employment ready upon graduation, every faculty member has genuinely taken accountability and ownership of their program’s challenges and developed constructive strategies and initiatives to help improve student attendance, incorporate the soft skills, such as communication skills, professionalism, punctuality and customer service in all of their courses. Program Directors will continue to work with the Director of Career Services to insure that additional workshops are offered to supplement these activities in the classrooms.

**Standard 2**

**Educational Programs**

**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.

1. **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.

1. **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.

1. **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.

For the Web Application Development Engineer program, there is *one* articulation agreement in place with the CS50x program hosted by Miami Dade College’s Idea Center.

The IT Security and Cloud Professional Engineer program accepts no transfer credits from other institutions.

1. **Admissions requirements offer reasonable expectations for successful completion of the occupational programs 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. Because the On-Line programs are relatively new; those programs have had no graduates to date. Admissions requirements are reviewed by the PAC members and any revisions that may come from the reviews, would be considered if appropriate.

1. **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.

**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 admits students by exception to its standard admission policies 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.

The institution has documented evidence on how they are used and maintain records on student progress for those that have been admitted.

Once the student is admitted to 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 or the student may be asked to withdraw.

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.

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.**

The Marketing department, in conjunction with the Admissions department, and administration, 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 Student Catalog/Handbook, brochures for each individual program and 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.

1. **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. 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.

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

The On-boarding faculty training process addresses numerous Best Practices and responsibilities to include the use of technology associated with the educational processes. This includes how faculty members may obtain additional support for students via a contracted IT person. Faculty members may also call upon the IT faculty for support.

All our online instructors are adequately trained in the management of our online platform, Adobe Connect. Our instructors are able to do basic troubleshooting and walk the students through the process of connecting and receiving lessons online.

In the allied health programs, instruction is delivered using a distance learning platform named Evolve, and our instructors are also trained and able to troubleshoot issues with this platform.

There is an area of opportunity for improvement in this regard. As the online enrollment continues to grow, it would be very beneficial for the institution to have a full-time employee who is responsible for technical support for online programs.

1. **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.**

Currently the institution does not offer a fully online distance education program although the IT programs is approved to be offered 100% via distance education. All accepted applicants are local and therefore must complete a campus tour before a student is eligible to enroll. Distance Education students must present valid photo identification, attend an onsite orientation and complete a portion of the program on campus in a traditional classroom or lab setting. For the courses that are offered 100% via distance education, part of the online course instructor’s workflow is to periodically enable the students’ webcams and verify that the enrolled student is indeed present and engaged.

**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 content of each 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:**

1. **Publicly accessible;**
2. **Non-discriminatory;**
3. **Consistently applied.**

All occupational educational and admissions policies are well-detailed in the institution’s published 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:**

1. **Student learning outcomes; and/or**
2. **Program outcomes**.

Differences in occupational education program policies are justified by student learning outcomes, program outcome requirements as well as employment requirements. Allied Health programs require background checks and the Pharmacy program requires a drug screen prior to the externship experience.

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

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:**

1. **Clearly stated objectives;**
2. **Defined content relevant to these objectives and the current needs of business and industry;**
3. **Assessment of student achievement based on the program objective and content.**

The 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 for suitability in industry. 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:**

1. **That the objectives and content of programs are current; and,**
2. **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.

1. **At least every two years, three bona-fide potential employers review each educational program and recommend:**
2. **Admission requirements;**
3. **Program content that is consistent with desired student learning outcomes;**
4. **Program length;**
5. **Program objectives;**
6. **Competency tests;**
7. **Learning activities;**
8. **Instructional materials;**
9. **Equipment;**
10. **Method of program evaluation;**
11. **Level of skills and or proficiency required for completion; and,**
12. **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.

1. **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, 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.

1. **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.

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

1. **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.

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

The institution does not offer Associate Degree programs.

1. **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.

1. **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.**

The institution’s distance education courses and programs are identical to those offered on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded. courses that are delivered via distance education: The institution’s distance education courses are synchronized online live courses conducted by an instructor using the same program content, materials and resources. Students are held to the same academic standards and attendance requirements as the traditional program students. The credential awarded is a diploma, the same as awarded to the traditional student. Distance Education is simply a methodology and not an exception the institutions academic rigor and policies.

**Each program offered by the institution:**

1. **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 has administrative and supervisory personnel on campus during regular hours of operation.

1. **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.

1. **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 the appropriate field of study.

In the technology programs, the students undergo project-based instruction in order to prepare them for their certification exams (IT Cloud and Security program) or to help them build a professional software development portfolio which serves as proof of their job skills.

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

Each Allied Health program incorporates quizzes, comprehensive testing, 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.

In the technology programs most assessment is measured through problem solving testing. Students are given projects to develop, projects to trouble shoot. Quizzes and exams are also used to measure achievement.

1. **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.

1. **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,**

Each program offered 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.

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

Each program offered requires 20 contact hours per week with faculty and students. Faculty are also available for tutoring and support by appointment before or after class times. Program Directors are also available for scheduled office hours.

1. **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 institution offers two technology diploma programs that are approved as semester credit hour programs with each credit hour that 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. All allied health programs are approved as clock hour programs.

1. **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.**

Our distance education delivery is synchronous. This facilitates an immediate response time to students as if they were sitting in the classroom with the traditional student during the scheduled class time.

**Instruction**

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

All programs 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 Allied Health programs utilize equipment specific to occupational skills, whether it is the application of software, applied medical techniques, human relations, or the utilization of equipment and instruments, students are competent.

The Technology programs utilize up-to-date equipment, software, cloud platform memberships, e-learning memberships, software frameworks, development platforms, version control platforms, and software development design patterns specific to current industry standards.

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

All programs are competency based and curricula reflect the associated competencies. The Allied Health programs have an employability skills course, where students learn the soft skills necessary to succeed in the workforce.

Our technology programs incorporate resume-writing, technical-assessments, and social media education into the curriculum in order to assist students in developing the professional presence that is required in order to become an IT professional.

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

The course syllabi and lesson plans are designed in order to help the student achieve required program learning outcomes. The institution strives to hire faculty members with ample teaching acumen but also significant industry experience. We rely on input from our faculty in order to determine pedagogically effective ways to help students successfully achieve the learning outcomes of their chosen program of study.

Following the sequencing of instruction, the Allied Health programs have a work-based activity module at the end of each program. Prior to that, students engage in an employability skills course. These modules are designed for students to demonstrate and finalize the attainment of technical as well as soft skills.

The Web Application Development Engineer program has a capstone course as its last unit, in which students are allowed to build their professional skillsets as software developers. The IT Cloud and Security Professional Engineer program contains modules which prepare students for industry-standard certifications, which prove the suitability of students as potential employees.

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

1. **Organize the curriculum;**
2. **Guide the delivery of instruction;**
3. **Direct learning activities; and**
4. **Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.**

Our process of design and delivery of instruction is encapsulated by our syllabi, lesson plans and assessments. The organization of our courses is reflected in our program syllabi, which reflect a sequencing of courses such that all learning prerequisites must be observed. All our courses are also regimented by lesson plans which guide our instructors in the delivery of teaching as well as in the learning activities undertaken. Our assessments and the frequency of delivery of assessments are designed in order to maximize the efficacy of instruction and help our students attain success.

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

All occupational education programs have an Occupational Advisory Committee. Our programs are represented in each specific field. The Occupational Advisory Committee is responsible for assisting in planning, organizing, developing, and evaluating various aspects of the program. One of the primary functions of this committee is to review the existing training curriculum and to recommend changes based upon relevant current practices.

Appropriate minutes are maintained by the School Vice President.

1. **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.**

As part of regularly scheduled meetings, Occupational Program Advisory Committees (PAC) review for appropriate methods of instruction (e.g., lecture, laboratory, and/or work-based instruction) offered within each program to assure that student are provided with sufficient opportunities to practice and gain competency with specific skills required for successful completion and job readiness. Program curricula allow time for hands-on lab activities and work-based learning experiences.

**Each occupational advisory committee must:**

1. **Consist of a minimum of three members external to the institution;**
2. **Representing the geographical service area covered by the program area;**
3. **Have expertise in the occupational areas taught by the program;**
4. **Meet at least twice annually;**
5. **Have at least two members who meet these criteria for membership physically present at each meeting; and,**
6. **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.

1. **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**.

The content of our programs are reviewed annually by faculty and the Program Advisory Committees. Syllabi and Lesson plans are reviewed for content and strategies 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.

1. **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, MAS100 course entitled “Introduction to Medical Assistant/Health Science Core Fundamentals” 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.

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

Each lesson plan is detailed concerning the amount of practice provided with equipment and materials similar to those currently used in the occupation. The advisory board meetings as well as the visits to employers by the faculty, provide important feedback concerning how up dated the materials and equipment used in class are.

Courses containing laboratory, provides sufficient practice to assure that students gain the needed competencies. Sufficient practice is demonstrated all through the program. The Web Application Development Engineer program has daily hands-on practice with programming. Additionally, there are certain time periods which are devoted fully to programming and these are highlighted in the lesson plan files within this folder.

Apart from practice time, students of the Web Application Development Engineer Track have access to a Linux virtual private server running the current stable version of Ubuntu. In this way, students will be exposed to exactly the same working environment they would encounter in many web application development firms.

Within unit 09 of the Web Application Development Engineer program, there is a certification in Agile methodologies, which is a very modern workflow technique used within the software industry.

The IT Security and Cloud Professional Engineer devotes at least half of its time to hands-on practice with Cisco equipment and Windows network management tools. Students will be exposed to Cisco IOS, windows server 2012, Office 365, and Windows Azure. They will also be given the tools to pass all the main Windows Server Certifications and also the CCNA.

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

Lesson Plans/syllabi provide information about the organization of the instruction, including learning objectives, mode of delivery, classroom activities, and methods of assessment. The instructional material is selected according to the learning objectives and the tests are developed to assure the assessment of the student academic progress and required skills/ competencies.

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

A final test at the end of each course in addition to quizzes and laboratory are used to evaluate the student achievement based on the required competencies for each program. 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.

Course competencies are utilized to measure student achievement. Grades awarded for performance on written examinations or practical skill assessments are in accordance with FVI Grading policy.

1. **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.**

The institution directly verifies the currency and quality of al contracted courseware on an annual basis for all coursework delivered via distance education. The institution is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts. The distance education courses are delivered as synchronized online live course with an instructor. The distance education courses are offered at scheduled times: Monday-Thursday from 8:30a to 1:30p or 5:30p to 10:30 pm if offered in the evening.

1. **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.**

The institution has in place a standardized course template, course description, learning objectives, course requirements and learning outcomes of its programs offered via distance education that assures quality and assessment of student learning. The course template is utilized for the Medical Assistant, Web Application Development Engineer and IT Security and Cloud Professional Engineer programs that are approved to offer courses via distance education.

1. **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.**

The distance education courses are delivered as synchronized online live course with an instructor. The Adobe Connect platform allows for two-way communication between instructors and students. The distance education courses are offered at scheduled times: Monday-Thursday from 8:30am to 1:30pm or 5:30pm to 10:30 pm if offered in the evening.

Evolve and Adobe Connect are the systems and platform used for all Medical Assistant coursework delivered via distance education. In addition, Docebo LMS is the platform used to manage the content and assignments for the Web Application Development Engineer and IT Security and Cloud Professional Engineer programs. All courseware for the IT programs are delivered via online resources (Packt Library and Team Treehouse), so the courseware is no different for students who choose in-person delivery with respect to those who choose online delivery.

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

1. **Are current;**
2. **Specify expectations for all parties; and,**
3. **Ensure the protection of students.**

The institution has written externship agreements established with every agency or employer who participates in any work-based activity whether it be an externship or a clinical experience. The written agreement specifies expectations for all parties and ensure the protection of students during the work-based activities offered off campus.

1. **Each work-based activity has a written instructional plan for students.**
2. **The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.**

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.

1. **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.

1. **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.

1. **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.