



Reynolds Opticianry Program Criteria for Advanced Placement

Thank you for your interest in the Opticianry Associates of Applied Science Degree from J. Sargeant Reynolds Community College. Your work experiences, formal educational courses, national certifications, and continuing education credits may provide you with advanced placement in the opticianry program.

Experiential Prior Learning credit

To be considered for advanced placement based on prior work or industry experience you must provide a portfolio for analysis along with a Credit by Able Application. The instructions for this process and application are provided in the second half of this document.

Information that must be included but not limited to:

- A letter of intent for advanced placement in the opticianry program (your cover letter).
- Copies of all current opticianry certifications, JACPHO certifications, and or any state licenses (list continuing education requirements needed to keep current)
- **Detailed** employment history that can be verified (include employer contact information)
- **Detailed** job descriptions and duties performed at each place of employment
- Completion of self-analysis document (enclosed on next page)
- Documentation of continuing education courses taken, if any
- Documentation of opticianry related training programs -in house(corporate) training or school

To ensure your submission is evaluated in time, portfolios should be submitted **at least four (4) weeks prior** to the semester the student wishes to enter the program or begin classes. The faculty review members then have twenty one (21) days from the date it is received to render their findings to the candidate. Candidates should send their completed application & portfolio to:

Reynolds Community College
School of Nursing and Allied Health
Opticianry: Leah Exline
P.O. 85266
Richmond, VA. 23285 – 5622

Challenging A Course

Some courses not waived by prior experience may be challenged. To challenge a course, the student will be given a comprehensive final examination for that course. A score of 80 % or better will earn the student credit for the course. There is no cost to the student to take a challenge exam and must be scheduled with the program director a **minimum of three (3) weeks** in advance of the semester of enrollment.

Thank you again for your interest. If you have any questions, please contact me.

Sincerely,

Leah Exline
Opticianry Program Director
804-523-5415
Lexline@reynolds.edu

Opticianry Self- Evaluation					
Candidate Name _____					
Social Security Number _____					
Please score each of the following opticianry tasks and knowledge items. The rating scale of 1 to 5 will be used to rate the items.					
1 - representing a need for instruction or training on the item					
2 - representing a review of subject matter would be helpful					
3 - representing a basic knowledge of the item and a comfort level					
4 - representing routinely use item					
5 - representing ready for examination on item					
1. Define the scope of practice of opticians, optometrists, ophthalmologist , and other eyecare professionals	1	2	3	4	5
2. Explain the history of lenses, eyeglasses and Opticianry.	1	2	3	4	5
3. Describe how glass and other optical lens materials are manufactured.	1	2	3	4	5
4. Explain the theories of light and the electromagnetic spectrum.	1	2	3	4	5
5. Analyze the ophthalmic prescription and its parts.	1	2	3	4	5
6. Explain the application and use of the lens cross and flat transposition.	1	2	3	4	5
7. Describe the refractive errors and their correction.	1	2	3	4	5
8. Explain the process of measuring visual acuity.	1	2	3	4	5
9. Identify the use and parts of the lensometer.	1	2	3	4	5
10. Determine the power of the cylinder away from the axis.	1	2	3	4	5
11. Explain prism and how it affects the patient.	1	2	3	4	5
12. Explain Snell's Law and the index of refraction.	1	2	3	4	5
13. Explain and demonstrate the steps of the ophthalmic finishing process.	1	2	3	4	5
14. Explain and demonstrate the uses of the lensometer.	1	2	3	4	5
15. Explain basic record keeping procedures.	1	2	3	4	5
16. Identify frame adjustment tools.	1	2	3	4	5
17. Describe techniques of hardening glass lenses, and policies of FDA and ANSI regarding testing of impact resista	1	2	3	4	5
18. Explain proper laboratory and workshop safety procedures.	1	2	3	4	5
19. Explain proper handling and techniques for proper environmental handling of optical substances and waste produ	1	2	3	4	5
20. Describe the specialized application of aphakic lenses.	1	2	3	4	5
21. Define and explain presbyopia and the different lens forms used for correction.	1	2	3	4	5
22. Demonstrate skills in prescription interpretation and analysis.	1	2	3	4	5
23. Apply ANSI standards to ophthalmic eyewear.	1	2	3	4	5
24. Describe the procedures used in surfacing lenses.	1	2	3	4	5
25. Explain the applications of specialty lenses.	1	2	3	4	5
26. Demonstrate an understanding of lifestyle dispensing.	1	2	3	4	5
27. Demonstrate clinical dispensing skills.	1	2	3	4	5
28. Understand clinical management skills.	1	2	3	4	5
29. Explain effective communication skills both verbal and written within the optical industry.	1	2	3	4	5
30. Understand basic optical management procedures.	1	2	3	4	5
31. Describe the use of absorptive lenses.	1	2	3	4	5
32. Understand proper base curve selection.	1	2	3	4	5
33. Calculate lens edge and center thickness.	1	2	3	4	5
34. Define and describe the parts, styles and materials of current spectacle frames.	1	2	3	4	5
35. Explain the boxing and datum systems of measuring frames and how to interpret frame markings.	1	2	3	4	5
36. Execute accurate monocular and binocular interpupillary measurements.	1	2	3	4	5
37. Describe the six major types of lens aberrations and how they affect vision.	1	2	3	4	5
38. Analyze the special needs of the high myope and high hyperope to include lenses and frames and etc.	1	2	3	4	5
39. Explain properties of visible and invisible light.	1	2	3	4	5
40. Calculate and correct vertical prism at the reading level.	1	2	3	4	5
41. Explain and demonstrate basic bench alignment.	1	2	3	4	5
42. Describe and demonstrate basic frame adjustments.	1	2	3	4	5
43. Demonstrate how to take accurate bifocal, trifocal and progressive height measurements.	1	2	3	4	5
44. Demonstrate the skills of ordering and processing prescription eyewear.	1	2	3	4	5
45. Understand ethical professional conduct for opticians.	1	2	3	4	5
46. Understand the lens coating processes.	1	2	3	4	5
47. Understand the use of current technology at work in the ophthalmic field.	1	2	3	4	5
48. Understand the need for basic equipment maintenance and repair.	1	2	3	4	5
49. Demonstrate basic frame repairs.	1	2	3	4	5
50. Demonstrate a basic understanding of the history and development of contact lenses.	1	2	3	4	5
51. Describe the nomenclature of contact lenses.	1	2	3	4	5
52. Understand the theory behind the corneal/lens relationship.	1	2	3	4	5
53. Understand the physiological parameters for fitting contact lenses.	1	2	3	4	5
54. Demonstrate proper insertion and removal of contact lenses.	1	2	3	4	5
55. Understand basic contact lens fitting problems and their solutions.	1	2	3	4	5
56. Operate the instruments necessary for contact lens verification and fitting.	1	2	3	4	5
57. Demonstrate the proper care and handling of contact lenses.	1	2	3	4	5
58. Explain how to modify and rigid contact lenses.	1	2	3	4	5
59. Understand the human optical system and ocular anatomy	1	2	3	4	5
60. Demonstrate product knowledge and understanding of the diverse uses of optical products.	1	2	3	4	5

Official Transcripts* For Reynolds Community College to accept a transcript it must come directly from the institution to the admissions office at Reynolds Community College. An official transcript has the institution's seal embossed on the transcript and is received in a sealed envelope.

Prospective Students with Previous Experience Desiring Opticianry Degree Criteria.

College policy dictates that any student wishing to obtain a degree from Reynolds Community College must complete 25% of the course work from the college. Transferable credits do not apply toward this percentage. The Opticianry program consists of 67 total credit hours, therefore the student must complete at least 17 credits of the 67 credits from Reynolds Community College.

Every student must have all general education requirements. These include:

ENG 111 College Composition I

ENG 112 College Composition II

MTH 111 Basic technical Mathematics

ITE 115 Introduction to Computer Systems

SDV 100 Student Success Skills or SDV 101 Orientation to Health Sciences

1 Personal Wellness Credit

3 Social Science Credits

3 Humanities Credits

For the opticianry core courses the student may be able to earn "credit by able" for a particular course dependent on their qualifications and if the applicable criteria is met. The following is a list of courses that are eligible to receive this type of credit in the program and the courses that the student is required to take at Reynolds Community College.

Courses eligible for credit by able include:

OPT 121 Optical Theory I

OPT 150 Optical Laboratory Theory I

OPT 151 Optical Laboratory Theory II

OPT 152 Optical Laboratory Clinical I

OPT 153 Optical Laboratory Clinical II

OPT 154 Optical Business Management

OPT 160 Optical Dispensing Theory I

OPT 165 Optical Dispensing Clinical I

OPT 271 Optical Dispensing Clinical II

OPT 273 Contact Lens Theory I

OPT 280 Contact Lens Clinical

OPT 105 Anatomy, physiology and Pathology of the Eye

Required Courses to be completed: (Not Eligible for Credit by Able)

OPT 122 Optical Theory II

OPT 260 Optical Dispensing Theory II

OPT 272 Optical Dispensing Clinical III

OPT 274 Contact Lens Theory II

Minimum criteria to be met for credit to be given for each eligible course:

OPT 121 Optical Theory I - completion of apprenticeship related instruction course, NOSTRA opticianry program, OCPP, Va. state endorsed technical certification obtaining ABO Certification or a course of equivalency from a COA accredited college.

OPT 150 Optical Laboratory Theory I – licensed optician with 2 or more years’ experience within an optical lab setting; NOSTRA opticianry Program, OCPP, or course equivalency from a COA accredited college.

OPT 151 Optical Laboratory Theory II - licensed optician with 4 or more years’ experience within an optical lab setting; Va. state endorsed technical certification, OCPP, NOSTRA opticianry program or course equivalency from a COA accredited college.

OPT 152 Optical Laboratory Clinical I - 2 or more years’ experience within an optical lab setting; completion of an apprenticeship program, Va. state endorsed technical certification, NOSTRA opticianry program or course from a COA accredited college

OPT 153 Optical Laboratory Clinical II - 4 or more years’ experience within an optical lab setting; completion of an apprenticeship program, Va. state endorsed technical certification, NOSTRA Opticianry program or course equivalency from a COA accredited college

OPT 154 Optical Business Management – licensed optician with 2 or more years optical management experience, 4 years of optical management experience or course equivalency from a COA accredited college.

OPT 160 Optical Dispensing Theory I – licensed optician with 2 or more years experience dispensing prescription eyewear, NOSTRA opticianry program, OCPP, or course equivalency from a COA accredited college.

OPT 165 Optical Dispensing Clinical I - 2 or more years’ experience dispensing prescription eyewear, completion of an apprenticeship program, OCPP, NOSTRA opticianry program or course equivalency from a COA accredited college.

OPT 271 Optical Dispensing Clinical II - 4 or more years’ experience dispensing prescription eyewear, completion of an apprenticeship program, NOSTRA opticianry program or course equivalency from a COA accredited college.

OPT 273 Contact Lens Theory I –NCLE certification or course equivalency from a COA accredited college.

OPT 280 Contact Lens Clinical - 4 or more years' experience fitting contact lenses or course equivalency from a COA accredited college.

OPT 105 Anatomy of the Eye – Completion of NOSTRA opticianry program or course equivalency from a COA accredited college.

- Completion of Apprenticeship Program – student must present proper official documentation. Program must include a minimum of 4,000 hours apprenticeship time and minimum of 1 year related classroom instruction.
- COA Accredited College Courses – students must supply proper transcripts from their previous college to the admissions and records office to determine course equivalency levels.
- OCP – students must present proper official documentation from the National Academy of Opticianry displaying they have completed the Ophthalmic Career Progression Program with the past 10 years.
- Virginia State Technical Certifications – student must present official documentation of completion. These certifications may come from an apprenticeship program or the state correctional program.
- Required Courses – courses that students must complete through J. Sargeant Reynolds Community College to earn a degree from this institution.



**INSTRUCTIONS
AND
APPLICATION
REGARDING
APPLYING
FOR
EXPERIENTIAL LEARNING
CREDITS**

**School of Nursing and Allied Health
Reynolds Community College**

Experiential Learning – General Information

Experiential Learning Credits, also known as “Life Experience Credits”, are credits that are awarded for already acquired college-level learning obtained in a variety of non-traditional settings. Credits are not awarded simply for experience but for the learning obtained from the experience. For credits to be awarded in such a manner, the learning must be judged to be the equivalent to what would be gained through Reynolds Community College coursework. The types of learning activities that may receive credit could be ones that: were required for your job; are reasonably current; are comparable to the content and outcomes of Reynolds Community College courses; include both a conceptual and a practical understanding of a topic. All credit earned must first be approved by a process that is described below. The transferability of experiential learning credits is at the discretion of the receiving institution.

Eligibility Requirements

In order for students to be eligible to apply for Experiential Learning Credits, the following requirements must be met:

- The student must be enrolled in a Reynolds Community College degree or for-credit certificate program;
- The student must be in good academic standing (meaning that the student must not be on academic probation and must have a grade point average of at least 2.0);
- The student must be at least 24 years of age (Experiential learning is life/work experience. It would be rare for a student under 24 years old to have accumulated enough life experience to qualify; however, there are some exceptions. Please speak with your Program Head or Dean regarding whether or not you might be an exception);

GENERAL STEPS OF THE PROCESS

1. Identify the learning experience or experiences that you believe qualify you for experiential learning credits;
2. Meet with the Program Head to discuss your experience and the experiential learning process and requirements;
3. Obtain from the Program Head the relevant course outline(s) and the document “Information and Instructions Regarding Applying for Experiential Learning Credits” and, complete the Experiential Learning application;
4. Prepare and complete your portfolio;
5. Submit your completed portfolio and application for Credit by Able;
6. You will receive notification from the Dean to whom you submitted your portfolio of whether your application for Experiential Learning Credits has been approved or denied.
7. If your application is denied, meet with the Dean to whom you submitted your portfolio to identify omissions in or problems with your portfolio.

How to Begin

Once you have identified a learning experience or experiences that you believe to be the equivalent to what would have been gained through Reynolds Community College coursework, contact the Program Head for the course.

The Program Head will meet with the student interested in applying for Experiential Learning. The Program Head will review the requirements, standards, and procedures with the student, and will provide the student with a copy of this material. The student will discuss his or her experience with the Program Head and provide the student with the course outlines of any courses that the student wishes to examine in light of the student's experience and the Program Head will review with the student the substance of the course and the course outcomes. **In order to qualify for Experiential Learning Credits, the student must demonstrate that his or her experience has provided the practical and theoretical knowledge that allows the student to meet each learning outcome in the selected course(s).**

How to Demonstrate that You Have Met the Outcomes

A common misconception about applying for Experiential Learning Credits is that to be granted the credits, the student need merely provide a resume. In fact, the student must prepare and assemble a significant body of information that is sufficient to demonstrate that each of the selected course's outcomes have been met. This collection of material typically is referred to as a portfolio. Please keep in mind that it takes a significant commitment of time and effort to assemble a portfolio, usually a period of weeks. The Experiential Learning Credit application and approval processes cannot be completed within a few days.

Since most people do not have readily at hand an organized collection of professional documents (a professional portfolio) containing the documents needed to demonstrate and verify one's knowledge and competence in a particular area, it would benefit the applying student to start assembling material early. The School of Nursing and Allied Health recommends that the student begin the process at least one full semester before the sought after credits are absolutely needed.

It takes time to:

- understand and appreciate the scope of each outcome;
- consider how your experience demonstrates knowledge and competence;
- prepare and collect the necessary documentation;
- substantiate the knowledge, skills, and competencies required by the outcomes.

The time to develop your portfolio depends on how difficult it is to identify appropriate learning experiences and to draft and/or locate your documentation.

Steps in Compiling a Portfolio:

1. Read all of the outcomes for the course(s) for which you wish to request credit.
 - Do you have questions about what the outcomes mean? If so, ask the Program Head;
 - Does the course, as described by the combination of all of the outcomes, match with your learning experiences?
 - If you don't understand the majority of the objectives, you may have selected the wrong course for your credit request. Course titles may not provide a good explanation of the course's content. The course description and outcomes provide a much better picture of the course's content.
2. Address each outcome individually.
 - What does the outcome mean. Can you rewrite each outcome in your own words?
 - What is the scope of the outcome?

- Reflect on ways in which your learning experiences demonstrate your knowledge and competence for each outcome.
3. Gather the documents that will help you prove that you have the knowledge and competence required for each outcome.
 - What evidence do you have that you have met each outcome?
 - How recent are your experiences?
 - Do you know the latest information, trends, strategies, etc.?
 4. Select meaningful documents for your evidence. Pick the most compelling pieces of evidence.
 - Choosing the most important documents and understanding why you made that choice will help you build the perspective of your narrative.
 - Can you explain why you selected a specific document for evidence?
 - Can you identify specific information from the document that you want the reviewers to examine?
 - Emphasize the portion of the document that pertains to your narrative and the outcome you are addressing.
 5. Write the narrative addressing each outcome.
 - Describe, and prove with supporting documents, how you have mastered the outcome through your background and experience.
 - All outcomes (and any subsections of outcomes) must be addressed in the narrative.
 - Have you made the necessary connections between what you've learned and what is stated in the outcome?
 - Tell the reviewer what documents you are using for evidence, why they are important, and how they demonstrate your mastery of the outcome. Make it easy for the reviewer to draw the connection between your experience (both in the narrative and through documents) and the outcome that those documents and that portion of the narrative address.
 6. Organize the Portfolio. At a minimum, the portfolio will contain:
 - Cover Letter
 - Table of Contents;
 - Resume;
 - Outcomes and Narrative
 - Supporting Documentation.
 7. Suggestions
 - Thoroughly review your portfolio prior to submitting it.
 - Are your spelling and grammar reflective of someone who has professional experience?
 - Use a readable (e.g. Arial, Times New Roman) and standard size (i.e. 10 or 12 point) font.
 - Use page numbers, a Table of Contents, and an easy-to-follow system for locating supporting documents used for evidence and where to find that document in the portfolio.
 - Place each outcome on a separate page or in a separate section of the portfolio. Clearly label where each outcome begins. Re-check your

narrative to make sure that you clearly tell the reviewers how your learning experiences satisfy the outcomes.

- Each outcome should be supported by at least one piece of documentary evidence. Please be sure to state how each document provides evidence of your mastery of an outcome.

Writing the Narrative and Providing Documentation

Each outcome must include a narrative describing how the student's experiences meet or exceed the knowledge or competency indicated in the outcome. The narrative shows that the student understands the outcome and has equivalent learning experiences.

The narrative:

- Lists the objective
- Describes the learning experience and how that experience shows mastery of the outcome
- Identifies documents used as evidence of the learning
- Provides a summary and conclusion.

The narrative must fully explain the relevance of the documents provided. The documents themselves only provide the evidence, not the explanation.

One document may be used to verify more than one outcome. However, the narrative and documentation listing must specify what aspect of that document is being used to address each of the outcomes for which the document is used.

The documentary evidence used in a portfolio shows the student's active participation in learning or applying knowledge. The narrative should clearly explain what the student knows as a result of the document. Also, the documents provided in a portfolio verify that the student did, in fact, participate in the stated accomplishment.

Primary evidence authenticates what the student has done first hand, or hands-on activities in which the student has participated.

Secondary evidence is something else supporting what the student has accomplished, such as letters from employers, newspaper articles, awards. Reference letters can be persuasive documents but only if they specifically and in detail address the requirements of the outcome for which they are used, verify the student's success in demonstrating their abilities, or support student learning as a result of the student's actions. Such letters, however, will only be accepted for review if they are written by an individual with detailed, specific, personal knowledge of the student's learning or abilities as they relate to outcomes, and must be in original, signed form (copies, faxes, scanned documents, and E-mails will not be accepted).

The Application Process

If you decide that you wish to apply for Experiential Learning Credits, meet with the Program Head. The Program Head will: 1) provide you with a copy of this document; 2) review the document with you; 3) provide you with copies of outlines for the courses for which you plan on seeking Experiential Learning Credits; 4) explain those course outcomes to you; 5) provide you with an Experiential Learning Application.

The student will then prepare, complete, and submit to the Program the student's portfolio. The Program Head will present the portfolio to the Dean for review. The student's portfolio

will be reviewed by the Dean and/or faculty, who will make a recommendation of whether Experiential Learning credits should or should not be granted. In either case, the student will be notified of the recommendation.

If, during the course of their review of the student's portfolio the Dean and/or faculty become aware of deficiencies in the portfolio, the student will be notified and will be given the opportunity to make corrections/additions and resubmit the material for further review.

Reynolds CC Credit-by-Able Portfolio Application



Student Name: _____ ID# _____

Address _____

City: _____ State: _____ Zip Code: _____

Home Tel. No.: _____ Cell No.: _____

E-mail Address: _____

Degree Program: Opticianry

Course(s) for which student is seeking experiential learning credits:

<u>Course No.:</u>	<u>Course name</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Number of experiential learning credits for which the student is applying: _____

I, _____, program head of the Opticianry Department state that on this date I met with the above-named student and: provided the student with this application; provided the student with a copy of "Information and Instructions Regarding Applying for Credit-by-Able Learning Credits"; reviewed that document with the student; provided the student with a copy of the Reynolds course outline pertaining to each course for which the student is applying for credit; explained the outcomes and other relevant information set forth in each outline.

Signature of OPT Program Head

Date

Signature of Student

Date