

Module Three: Curricular Standards

Module Three, Curricular Standards, reviews the curricular standards for O&M, TVI, and VRT, and explains how to evaluate each standard. This module includes:

1. Introduction to the curricular standards for O&M, TVI, and VRT programs
2. How to score the standards
3. Determining if sufficient standards have been met

1. Introduction to the curricular standards.

There are three sets of curricular standards, one for O&M, one for TVI, and one for VRT. Curricular standards are set by the appropriate AER divisions and represent entry-level knowledge and skills that must be acquired by the candidate through university course offerings. The standards specify content rather than specific courses and the program can organize its curriculum in a way that best meets its organizational structure. The university program must document the curriculum content that meets these standards.

Obviously, you apply only the curricular standards appropriate to the program under review. Some universities offer more than one program so their syllabi may indicate standards for more than one program. Additionally, TVI programs almost always have to indicate state standards on their syllabi as well.

O&M standards can be found on the AER Website. O&M standards are divided into 13 categories. Column 1 lists all of the O&M standards.

Column 2 should be completed by the program indicating what documents are provided to prove each standard is met.

Column 3 will be completed by the panel reviewers during the review process indicating whether the standard is fully met, partially met, or not met. Registering your vote may be on a separate Survey Monkey Form which will allow you more room to make comments about the standard if needed. Comments need to be made whenever a standard is partially met or not met.

TVI standards can be found on the AER Website. TVI standards are divided into 11 categories. Again, comments need to be made whenever a standard is partially met or not met.

Column 1 lists all of the TVI standards.

Column 2 should be completed by the program indicating what documents are provided to prove each standard is met.

Column 3 will be completed by the reviewers during the review process indicating whether the

standard is fully met, partially met, or not met. Registering your vote may be on a separate Survey Monkey Form which will allow you more room to make comments about the standard if needed.

Comments need to be made whenever a standard is partially met or not met.

VRT standards can be found on the AER Website and are divided into 16

categories. Column 1 lists all of the VRT standards.

Column 2 should be completed by the program indicating what documents are provided to prove each standard is met.

Column 3 will be completed by the reviewers during the review process indicating whether the standard is fully met, partially met, or not met. Registering your vote may be a separate Survey Monkey Form which will allow you more room to make comments about the standard if needed. Again, comments need to be made whenever a standard is partially met or not met.

2. How to score standards.

As with administrative standards, programs are asked to submit materials to adequately support their claim that the standards are met. Programs are required to submit syllabi for all courses in their program. The syllabi should indicate which standards are met in which course. In most cases, syllabi will be used to document that the curricular standards are being met, but programs may submit additional or alternative information.

In addition to reviewing syllabi, you will verify information on curricular standards through interviews. Ask at least one question to faculty and students about curricular content. If there are any standards on which the team is undecided about the score based on submitted information, use the interview to gather additional data. Please see the information in Module 2 about interviews.

Curricular standards apply to the content learned by candidates. Candidates refer to graduate, undergraduate, and certification students completing the program. You are NOT asked to evaluate the knowledge of candidates directly but rather to document that the program provides the opportunity for the curricular standards to be learned.

Rubric for standards

Knowledge of Content Area	Fully Met	Partially Met	Not Met
The university provides learning experiences that encompass knowledge and understanding of the content required within the standard.	The university provides learning experiences that encompass knowledge and understanding of at least 90% of the content within the standard.	The university provides learning experiences that encompass knowledge and understanding of 70% of the content within the standard.	The university does not provide learning experiences that encompass the minimum number of the required content areas within the standard.

Below is an example of how the rubric for knowledge standards is applied to a specific knowledge standard for O&M, TVI, and VRT.

O&M: Knowledge	Fully Met	Partially Met	Not Met
<p>The university provides learning experiences that encompass knowledge and understanding of the common pathologies associated with each sensory system and the implications for orientation and mobility.</p>	<p>The university provides learning experiences that encompass knowledge and understanding of at least 90% of the common pathologies associated with each sensory system and the implications for orientation and mobility.</p>	<p>The university provides learning experiences that encompass knowledge and understanding of 70% of the common pathologies associated with each sensory system and the implications for orientation and mobility.</p>	<p>The university does not provide learning experiences that encompass the minimum number of the required common pathologies associated with each sensory system and the implications for orientation and mobility.</p>
TVI: Knowledge	Fully Met	Partially Met	Not Met
<p>The university provides learning experiences that encompass knowledge and understanding of the models, theories, philosophies and research methods that provide the basis for special education practice.</p>	<p>The university provides learning experiences that encompass knowledge and understanding of at least 90% of the models, theories, philosophies and research methods that provide the basis for special education practice..</p>	<p>The university provides learning experiences that encompass knowledge and understanding of 70% of the models, theories, philosophies and research methods that provide the basis for special education practice.</p>	<p>The university does not provide learning experiences that encompass the minimum number of the models, theories, philosophies, and research methods that provide the basis for special education practice.</p>
VRT: Knowledge	Fully Met	Partially Met	Not Met
<p>The university provides learning experiences that encompass knowledge and understanding of the legal and civil rights relating to rehabilitation, transition planning (i.e. IDEA as amended) and the Rehabilitation Act (as amended) and vocational services.</p>	<p>The university provides learning experiences that encompass knowledge and understanding of at least 90% of the legal and civil rights relating to rehabilitation, transition planning (i.e. IDEA as amended) and the Rehabilitation Act (as amended) and vocational services.</p>	<p>The university provides learning experiences that encompass knowledge and understanding of 70% of the legal and civil rights relating to rehabilitation, transition planning (i.e. IDEA as amended) and the Rehabilitation Act (as amended) and vocational services.</p>	<p>The university does not provide the minimum number of learning experiences that encompass knowledge and understanding of the legal and civil rights relating to rehabilitation, transition planning (i.e. IDEA as amended) and the Rehabilitation Act (as amended) and vocational services.</p>

NOTE ON STANDARDS:

Beginning professionals are not going to know and understand EVERY aspect of visual impairments, learning theories, laws, or any other aspect of education and rehabilitation. To receive a score of fully met on knowledge items, the evidence should indicate that the university provides 90% or more of the content in that area. Evidence that indicates that universities have provided knowledge and understanding could be from readings, course lectures, assignments, quizzes, or other course/clinical activities. Typically, these types of evidence can be found in course syllabi.

3. Determining approval based on curricular standards

The following explains how to determine if sufficient curricular standards have been met for approval. At least 95% of the curricular standards must be fully met and the remaining 5% must be partially met for a program to meet curricular standards and be recommended for full approval. If the university program did not meet minimum standards in one of the absolute criterion and/or met between 85% and 94% of the criteria designated as critical, and the program agrees to rectify this shortcoming(s) within the short term, the program is recommended for conditional approval.

The following section breaks down the number of standards that must be fully and partially met for each program to receive approval.

O&M (Total 166 standards in 13 areas)

- If 158 curricular standards are fully met and the remaining curricular standards are partially met, the program meets its full obligation in the curricular area.

TVI (Total 125 standards in 11 areas)

- If 119 curricular standards are fully met and the remaining curricular standards are partially met, the program meets its full obligation in the curricular area.

VRT (Total 168 standards in 16 areas)

- If 160 curricular standards are fully met and the remaining curricular standards are partially met, the program meets its full obligation in the curricular area.

After each reviewer finishes scoring his/her assigned sections on their individual self-study reports, the review team meets and compiles scores onto a summary self-study report. If there is disagreement about scores, the review team should look at the information provided again and determine if consensus can be reached. If there is disagreement about the score, the majority opinion rules. If there is a tie in the vote, a member of the University Executive Panel will be brought in the review the standard and cast the deciding vote.