



UNIVERSITY OF  
**NORTHERN**  
**COLORADO**

**UNIVERSITY OF NORTHERN COLORADO**  
**College of Continuing Education**  
**Fall 2024**

**Title:** Designing an Accessible Academic Experience for Students with CVI

Clarification of CVI: Cortical/Cerebral Visual Impairment is an impairment in functional vision that cannot be attributed solely to problems with the eyes or optic nerves.

**Instructor of Record:** Tanni L. Anthony, Ph.D. ([Anthony\\_t@cde.state.co.us](mailto:Anthony_t@cde.state.co.us))

**Instructor of Record Biography:** Tanni Anthony earned a Ph.D. from the University of Denver in 2002 in the area of Child and Family Studies and Interdisciplinary Leadership. She has 30 plus years of experience in her teaching profession. She is currently the Director of the Access, Learning, and Literacy Team with the Colorado Department of Education's Exceptional Student Leadership Unit and serves as Project Director of the Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project and as State Consultant on Blindness / Visual Impairment. Dr. Anthony has worked with the Vision Coalition, the CDE advisory specific to blindness/visual impairment statewide services, to design the seminar content. Key responsibilities include:

1. Delineate the purpose of the course.
2. Develop and define the content and sequence of competencies to be attained by the participants.
3. Identify the key presenters for the training session.
4. Develop and submit course proposal to UNC.
5. Contact school districts with course advertisement.
6. Plan for instruction site.
7. Meet with students to discuss the content and requirements of the course.
8. Monitor training sessions and take attendance.
9. Conduct follow-up discussions on the topics presented.
10. Provide on-site consultation on any on-site videotape case study analysis.
11. Conduct student evaluation on quality of instruction.
12. Evaluate students' papers and/or projects.
13. Assign grades.

**Course Description for ACVREP website:** This two-day course will focus on the understanding, tools and skills necessary for designing an accessible academic experience for children with CVI.

Academics is treated broadly as encompassing everything from counting and recognizing letters, through advanced mathematics and reading comprehension. Participants will explore and use the CVI Ally framework (forthcoming from Perkins Publications) as a tool for guiding the team in understanding and addressing CVI's impact on a student's school day.

**Name of Program Activity:** Designing an Accessible Academic Experience for Students with CVI

**Location:** Lowry Conference Center  
1061 Akron Way  
Denver, CO

**Dates:** September 20-21, 2024

**CEU Hours:** 15 clock hours

**Registration Contact Information:** For more information, contact Dr. Tanni Anthony at (303) 503-4647 or [Anthony\\_t@cde.state.co.us](mailto:Anthony_t@cde.state.co.us)

**Course Presenter:** Matt Tietjen is a Teacher of Students with Visual Impairments and a CVI Consultant. He is passionate about collaborating with students with CVI and their teams. Matt is the author of the What's the Complexity Framework (APH Press), the CVI 2D Image Assessment (APH Press), co-author of the Sensory Balance Approach (Perkins Publications) and is working on a new book with two co-authors called, "CVI Ally: An Academic Access Companion for Students with Brain-Based Visual Impairments and Their Teams." (to be published by Perkins Publications). Matt teaches graduate courses on CVI through Perkins, Fitchburg State University, and UMASS Boston.

**Required Readings:** Course handouts will be sent ahead of the training.

**Course Goals/Objectives:** Following this course, participants will:

1. Use the CVI Ally framework to identify the ways in which CVI can impact a student in the "general domains," such as school environment, group instruction, 2D materials, social interactions, and school travel – and describe multi-sensory design tools available for addressing these areas.
2. Use the CVI Ally framework to identify the ways in which CVI can impact a student in mathematics and literacy access and development and describe multi-sensory design tools available for addressing these areas.
3. Support multidisciplinary team in determining whether a student may have CVI and help them in seeking a diagnosis.

4. Describe the process of coactive collaboration with students, families, and other professionals for developing coactive expertise and designing an accessible school day for children with CVI with a focus on specially designed instruction.

### **Course Content for September 20, 2024**

8:00 Welcome / Introductions / Logistics

8:15 Imagining CVI: through a mixture of first-hand accounts of living with CVI, thought exercises, and empathy building activities, we will prepare ourselves to better imagine our student's experiences.

10:00 Break

10:15 Understanding CVI: We will take an in-depth look at the subtleties of some of the CVI Experiences (i.e. characteristics) and look at them with an updated perspective based on the up-to-date neuroscience and first-hand accounts of people with CVI.

12:00 Lunch with Working Topic Specific to State Eligibility of Visual Impairment, Including Blindness

1:00 CVI 2D Image Assessment: An in-depth look at visual recognition in CVI and how to assess a student's ability to identify 2D materials.

2:15 Break

2:30 Behavioral / Emotional Impact of CVI: We will explore the behavior and emotional effects of CVI both internally and externally.

Does this student have CVI? Screening Tools and the Functional Vision Assessment process to help a team identify when CVI may be present.

4:30 Dismiss / ACVREP Clock Hours – 7.5

### **September 21, 2024**

8:00 Review of Day 1

8:15 Our Design Tools: Using the CVI Ally framework, we will explore the tools we have at our disposal for designing an accessible school day for students with CVI – Autonomy and Agency, Auditory, Tactual, Visual, and Collaboration. Each participant will use the CVI Ally "Our Design Tools at a Glance" tool for one of their students.

10:15 Break

10:30 CVI's Impact on the General School Domains (environment, worksheets, group instruction, travel, writing, social interactions). Participants will have access to the CVI Ally Inventories for each area and will chose one to complete for their student.

12:00 Lunch with a Show and Tell of APH Products Specific to CVI

1:00 CVI's Impact on Literacy: An in-depth treatment of CVI's impact on literacy access and literacy development. We will look at Aphantasia, a newly recognized CVI Experience, and its deep impact on reading and listening comprehension. Each participant will complete a CVI Ally Literacy Inventory for one of their students.

2:15 Break

2:30 CVI's Impact on Math: We will explore cutting-edge neuroscience that sheds light on CVI's impact on the development of math skills and the development of math concepts, including basic number sense. Each participant will complete a CVI Ally Math Inventory for one of their students.

4:30 Dismiss

ACVREP Clock Hours – 7.5 / Total ACVREP Clock Hours - 15

**Rational for Graduate Credit:** All of the participants of the course must be school-based professionals working with students with visual impairment, including blindness.

**Grading Method:** In order to receive a grade of satisfactory, students must:

1. Attend both full days of the course. Attendance will be taken by the instructor during each session with attendance monitored during each full session.
2. Successfully complete and submit an assignment that is reflective of graduate credit by writing a reflection and application paper on the course content. The assignment is due to Dr. Anthony no later than **Friday, October 4, 2024**. The paper should be emailed to [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us) The paper should be a minimum of 3 pages, double-spaced, 12 font. The paper should be inclusive of person-first language.

Students, upon completion of the course, will evaluate the course and its instructor using a standard UNC/ CDE approved form(s).

**Students with Disabilities:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link <http://www.unco.edu/dos/handbook/index.html>

**Course Withdrawal Information:** In accordance with University and Colorado Department of Higher Education policy, if you drop this class **after September 23, 2024** you will be legally responsible for payment of full tuition since more than 50% of this course has been concluded. In order to be eligible to receive any refund of tuition, you must contact the Office of Extended Studies (1-800-232-1749) to formally withdraw from your class. Your refund, if applicable, will be based on the date of contact with our office. Withdrawals received via telephone during non-business hours will be processed and dated on the next working day. Failure to notify the Office of Extended Studies will result in UNC tuition being owed even though you do not attend or complete the coursework.