

**UNIVERSITY OF NORTHERN COLORADO**  
**College of Continuing Education**  
**Fall 2025**

**Title:** Functional Low Vision Assessment and Strategies

**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 Child and Family Studies. She has 35 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 Co-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 Blindness/Low 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 session will cover comprehensive functional low vision assessments procedures and tools, skills for interpreting medical reports, psychosocial considerations, optical device training, instructional strategies, and key equipment and resources to address the near and distance vision, contrast sensitivity, and field loss needs of students with low vision

**Name of Program Activity:** Functional Low Vision Assessment and Strategies

**Location:** Lowry Conference Center,

**Dates:** October 23-24, 2025

**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 Bio:** For over twenty years, Erika Andersen Ko has specialized in helping students, families and practitioners optimize visual function and quality of life by focusing on a whole person approach to low vision. Erika holds a master's degree in visual disabilities, is a certified low vision specialist, and an ACVREP subject matter expert. She presents nationally and internationally, serves as a low vision consultant, and most recently co-authored. "Literacy and Optical Devices" in the upcoming 3rd Edition of Foundations of Low Vision: Clinical and Functional Perspectives.

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

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

1. Identify tools and procedures to complete a comprehensive functional low vision assessment.
2. Identify the need for and interpretation of a low vision exam.
3. Interpret assessment / low vision exam information for IEP development
4. Determining and implementing appropriate SDI to address education needs

### **Course Content for October 23, 2025**

8:00 Welcome / Logistics and Introductions

8:15 Foundations of Functional Low Vision Assessment  
Why understanding & assessing functional vision matters  
Strategies for Educational Assessments to Capture How Students Function in Daily Life  
Skills for Helping Families Understand Their Students' Functional Vision  
Using and Adapting Quality of Life Questionnaires

10:15 Break

10:30 Distance Vision  
Differences Between Distance Visual Acuity Testing In Ophthalmology Reports and Low Vision Exams  
How To Read & Explain a Glasses Prescription / When & Why Glasses Don't Help  
Identifying When Contrast Sensitivity Makes A Bigger Difference In Distance Functional Vision Than Visual Acuity

11:30 Functional Distance Vision Assessment  
Utilizing Preferred, Identification, & Awareness Acuity and other Strategies to Describe Students' Vision More Functionally than Clinical Acuity Measurements

Figuring out the Range of Distance Magnification Prescriptions: A Simple Math Problem  
& Additional Consideration  
Optical And Distance Magnification Devices

12:00 Lunch

12:30 Distance Visual Skills, Magnification & Assistive Technology for Educational Programming  
Distance Visual Skills  
Optical Device Instruction  
Developing Distance Viewing IEP Goals

1:30 Literacy & Functional Near Vision Assessment  
Overview of Literacy & the Reading Rope  
Potential Impact of Low Vision on Literacy Acquisition  
Low Vision Exam Near Acuity Testing  
Accommodation & Reading Glasses

2:15 Break

2:30 Near Visual Skills, Magnification & Assistive Technology for Educational Programming  
Functional Near Viewing Assessment Considerations  
Functional Near Acuity Testing & Reading for Different Purposes  
When Consultation for Learning Disabilities Might Be Appropriate  
Optical & Digital Near Magnification  
Optical Device Instruction  
Developing Near Viewing IEP Goals

4:30 Dismiss

**ACVREP Clock Hours – 7.5**

**Course Content for October 24, 2025**

8:00 Welcome / Logistics and Introductions

8:15 Near & Distance Functional Vision Case Studies

10:15 Break

10:30 Types of Visual Field Loss & Assessment  
Types of Visual Field Loss & Formal Visual Field Testing  
Functional Visual Field Testing  
Visual Neglect

11:30 Compensatory Strategies for Visual Field Loss

Visual Skills Training  
Optical Devices  
Optical Device Instruction  
Developing Field Restriction IEP Goals

12:00 Lunch

12:30 Students' Lived Experience & Psychosocial Factors Impacting Visual Function  
Vision & Blindness are Spectrums  
Vision-specific Stress and Mental Health Wellness  
Visual Impairment & Bullying  
Informal Psychosocial Student Assessments  
Teaching Vision-specific Stress Management  
Developing Vision Specific Stress IEP Goals

1:30 Addressing Psychosocial Challenges Potentially Related to Functional Vision Use  
Informal Psychosocial Student Assessments  
Teaching Vision-specific Stress Management  
Developing Vision Specific Stress IEP Goals

2:15 Break

2:30 Bringing it All Together: Functional Vision, IEP Goals & Instructional Planning  
Practice Activities  
Case Studies

4:30 Dismiss

**ACVREP Clock Hours – 7.5**

**Total ACVREP Clock Hours - 15**

**Rational for Graduate Credit:** All course participants must be school-based professionals working with students with deaf-blindness and/or significant support needs.

**Grading Method:** 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. Participate in course discussions with evident engagement.
3. Successfully complete and submit an assignment that is reflective of graduate credit by writing a reflection and application paper on the course content. The paper should be a

minimum of 3 pages, double-spaced, 12 point font. The assignment is due to Dr. Anthony no later than **November 21, 2025**.

The paper should be emailed as a word document attachment to [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us) Do not submit via google doc or OneNote.

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 provided 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 <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

**Course Withdrawal Information:** The course withdrawal deadline is **November 20, 2025**. Pursuant to U.S. Department of Education (34 CFR 668.22), notice of intent to withdraw at the University of Northern Colorado occurs when a student notifies the Office of the Registrar of their intent to withdraw (via telephone, in person, or through written notification). The Office of the Registrar can be contacted at 970-351-4862 or [registrar@unco.edu](mailto:registrar@unco.edu).

The date a student notifies the Office of the Registrar of their intent to withdraw will be used as the official withdrawal date from UNC, unless otherwise noted below. Please note that if a student sends a letter to the Office of the Registrar to provide notification of intent to withdraw, the official withdrawal date is the date that the letter is received by the UNC Registrar. For further information see [Add Drop and Withdrawal \(unco.edu\)](#).

When withdrawing from a course(s), the student will be charged 100% tuition. For information about Withdrawing from the university, please visit the [University of Northern Colorado catalog](#).