

Architectural/Physical	1 Before	2 Before	3 Before	4 Before	5 Before	1 After	2 After	3 After	4 After	5 After
I was/am aware of the impact of the physical environment on people with disabilities.										
I was/am familiar with considerations for accessible physical space (e.g., lighting, font size/signage, parking, width of sidewalks/entrances/exits, doors/doorknobs, elevators, ramps, washrooms, etc.).										

Information/Communication	1 Before	2 Before	3 Before	4 Before	5 Before	1 After	2 After	3 After	4 After	5 After
I was/am familiar with different learning disabilities and the types of academic accommodations used by students with learning disabilities.										
I was/am familiar with the Principles of Universal Design for Learning (UDL) that include providing multiple ways for students to engage with course content, offering information in multiple formats, and providing multiple means for students to express their learning.										
I was/am familiar with the Ontario Human Rights Commission (OHRC) policy on accessible education.										
I was/am familiar with the signs, symptoms, and treatment of a concussion and/or traumatic brain injuries (TBI).										

Technological	1 Before	2 Before	3 Before	4 Before	5 Before	1 After	2 After	3 After	4 After	5 After
I was/am familiar with the various ways to make technology accessible to persons with disabilities (e.g., text-to-speech, magnification lens, alt-text, re-colouring options, volume settings, etc.)										
I was/am familiar with accessibility considerations for technology around usability, navigation, lighting, etc.										

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