



<input type="checkbox"/>	Familiarize yourself with accessibility options within Quercus , particularly for test and exams accommodations.
<input type="checkbox"/>	Provide multiple options where possible for students to demonstrate competency in the same course material so that they can choose a style that best demonstrates their abilities and learning needs; this will minimize accommodation requests.
<input type="checkbox"/>	Remain open and flexible to reasonable alternative suggestions students may come forward with for completing the course where accessibility related reasons are involved, especially when issues of fairness and core competency are not in question.
<input type="checkbox"/>	Provide copies of lecture slides or speaking notes where possible to all students, by default.
<input type="checkbox"/>	Ensure your online course platform has a clear and visible statement regarding accessibility and a clear pathway to determining an accommodation plan with you (e.g. virtual office hours); refer students to Registrars, Departmental / Student Advisors or Accessibility Advisors if there are questions about course completion; never suggest a student drop the course if it appears there is not currently an option available to accommodate completion of a course requirement.
<input type="checkbox"/>	Record lectures to allow students who learn material in different ways the opportunity to pause or re-watch material.
<input type="checkbox"/>	Use larger font sizes and minimize dense content on lecture slides.
<input type="checkbox"/>	When speaking in an online setting, say your name before you speak first as people with vision impairments may not know who is speaking.
<input type="checkbox"/>	Ensure any decisions on course structure changes are made early, stated clearly, and placed in one visible place so students with disabilities can plan alternatives, where necessary, if they may face barriers in meeting this requirement; encourage students to contact accessibility services if they have concerns related to these changes.
<input type="checkbox"/>	Use colour with care; black on white or light background is most readable; avoid using a colour to convey a meaning.
<input type="checkbox"/>	Make sure course readings are provided in a format that has clear text, and can be accessed by screenreader technology such as JAWS .
<input type="checkbox"/>	Students with acquired brain injuries, concussions and migraines find time on computers especially challenging; be aware of this and allow for flexibility to these circumstances.
<input type="checkbox"/>	Familiarize yourself with accessible technology options and ideas within the classroom