

Inclusion is not a checklist.

Making your print materials

Accessible for all Learners ▶▶▶



CC-BY | <https://sites.camosun.ca/udl/>

ACCESSIBLE PRINT MATERIALS support students':

PHYSICAL & LEARNING ACCESSIBILITY ▶▶▶

PHYSICAL or LEARNING abilities

Accessible Print Materials are **available in multiple formats** (including PRINT and DIGITAL options) from DAY 1 for all students.

Accessible DIGITAL materials meet the industry-standards set by the [Web Content Accessibility Guidelines \(WCAG\) 2.1](#) for online (technical) accessibility;

▶ Supports Use of Assistive Technologies.

Assistive-technologies allow

- students with physical, visual, hearing, or learning disabilities to have equitable access to print materials;
- ESL learners to access content while also supporting their efforts at English-language mastery.

▶ Supports Access to Print Materials in multiple formats.

Print content built to technical standards allows students to

- View materials on various devices and/or download print-friendly versions;
- Enlarge font-size;
- Use text-to-speech technology;
- Listen to course content while commuting, etc.

FINANCIAL ACCESSIBILITY ▶▶▶

FINANCIAL abilities

Accessible Print Materials include low-cost or free options for students whenever possible (including both PRINT and DIGITAL options).

▶ Financial accessibility includes:

- "Free" and downloadable digital versions of Course Packs via course site;
- Low-cost option for print version of digital;
- Open Educational Resources (OER);
- Option for students to retain a copy, without expiry-to-access date.

INFRASTRUCTURE ACCESSIBILITY ▶▶▶

INFRASTRUCTURE options

Accessible Print Materials reduce infrastructure barriers for students who don't have reliable or affordable Internet access.

▶ Supports Access to Print Materials on- or off-line.

Print materials that support multiple formats provide:

- Print-friendly options of digital materials;
- Downloadable options for off-line reading/listening;
- Flexible display on different computers/browsers/devices

How can you help to provide ACCESSIBLE PRINT MATERIALS?

PHYSICAL & LEARNING ACCESSIBILITY ▶▶▶

ALL Print Materials

- Make digital and print options available to students ahead of time;
- Ensure digital options meet Web Content Accessibility Guidelines (WCAG) 2.1;
- Use a text-to-speech tool or other Assistive Technology to test the technical accessibility of digital files.

Textbooks

- If textbooks come "bundled" with online components, confirm these also meet WCAG 2.1 standards.

Course Packs

- Select clean copies of all source materials (i.e. unmarked originals, without ANY hand-written or marginalia notes, or underlining and highlighting);

Instructor's Own Notes

- Use formatted styles to create hierarchical header structure (H1, H2, H3, etc.);
- Use page numbers, a Table of Contents, and section title pages together with your header structure;
- Use formatted bullets to create ordered and unordered lists;
- Describe links to make them meaningful in context;
- Ensure that colour is not the sole method of conveying information;
- Include Alternative Text for simple images and long descriptions for complex images;
- Keep the structure of data tables simple and use column headers;
- Allow for students' own font, font-size, and font-colour preferences;
- Use consistent formatting, avoid complex and cluttered layouts;
- Avoid text-heavy handouts (e.g. ensure there is white space on the page);
- Keep content short and clear, and keep language as simple as possible;
- Include visual cues (e.g. charts, diagrams, graphic organizers) to explain or reinforce concepts



FINANCIAL ACCESSIBILITY ▶▶▶

- Consider Open Textbook options (which are free and available in multiple-formats);
- Use materials from the college Library databases and resources;
- Make free and/or low-cost digital and print options available to students.

INFRASTRUCTURE ACCESSIBILITY ▶▶▶

- Make digital and print options available to students;
- Avoid e-textbooks with time-limited access;
- Source clean copies of older materials through the Library and Inter-library loans;
- Choose source materials as early as possible, and allow students to test accessibility.

ACKNOWLEDGEMENTS

► This resource was made possible through collaborations with and support from:

- Camosun College's:
 - » Centre for Accessible Learning (CAL)
 - » Library Services
 - » Copyright Advisor
 - » Print & Bookstore Services
- Centre for Accessible Post-Secondary Education Resources (CAPER-BC)
- Ministry of Advanced Education, Skills & Training, Government of BC.

REFERENCES

► This resource draws from information and standards articulated by:

- *The UDL Guidelines*. <http://udlguidelines.cast.org/>
- *Web Content Accessibility Guidelines (WCAG) 2.1*. <https://www.w3.org/WAI/standards-guidelines/wcag/glance/>



Centre of Excellence
for Teaching & Learning

Universal Design for Learning Guidelines for Accessible Print Materials

*For more information about connections between Accessible Print Materials and specific guidelines in the UDL framework, see details for the asterisked sections.

BRAIN NETWORKS ▶▶▶	Affective: The "Why" of Learning Provide multiple means of engagement	Recognition: The "What" of Learning Provide multiple means of representation	Strategic: The "How" of Learning Provide multiple means of action & expression
ACCESS	Provide options for RECRUITING INTEREST	*Provide options for PERCEPTION	*Provide options for PHYSICAL ACTION
BUILD	Provide options for SUSTAINING EFFORT & PERSISTENCE	*Provide options for LANGUAGE & SYMBOLS	Provide options for EXPRESSION & COMMUNICATION
INTERNALIZE	Provide options for SELF REGULATION	Provide options for COMPREHENSION	Provide options for EXECUTIVE FUNCTIONS
GOAL	EXPERT LEARNERS WHO ARE PURPOSEFUL & MOTIVATED	EXPERT LEARNERS WHO ARE RESOURCEFUL & KNOWLEDGEABLE	EXPERT LEARNERS WHO ARE STRATEGIC & GOAL-DIRECTED