Get a head start on today's activity:
tinyurl.com/MD-WCAG1

Web Accessibility for the Non-Web Developer Librarian

Strategies for Understanding and Meeting WCAG Standards in Content Management Systems

Hello!

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Explore how WCAG standards can be implemented in platforms where multiple people may be contributing, and they do not have the technical skills to create or retroactively make content accessible.

Today...

- Explore the different types of WCAG guidance.
- Distinguish between different guideline levels.
- Strategize ways for making CMS content more accessible.

Time to think:
tinyurl.com/MD-WCAG1

Web Accessibility

What comes to mind?

Web Accessibility

What are you doing now to make your web content accessible?

WCAG

Web Content Accessibility Guidelines

Four Principles

01 Perceivable

- Info and interface must be presentable to users in ways they can perceive.

02 Operable

- User interface components and navigation must be operable.

03 Understandable

- Information and the operation of user interface must be understandable.

04 Robust

- Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

Four Principles - Key Players

01 Perceivable
- **Content creators,** web designers, instructional designers, web strategists

02 Operable
- **Content creators,** web designers, instructional designers, web strategists, systems librarians

03 Understandable
- **Content creators,** web designers, instructional designers, web strategists, code writers

04 Robust
- Code writers, programmers

Achieving WCAG in a CMS

LibGuides Case Study

45 editors

146 guides

1660 pages

5413 content boxes

What can LibGuides already do?

Alt-Text jump start

No coding necessary, easy-to-fill-in form for all images, including book images.

Headings

Prevents editors from using Title, H1, and H2.

Consistent formatting

Prevents editors from using non-standard fonts, typefaces, formatting, etc.

Easy find and replace

Removal of symbols, abbreviations, acronyms.

Gallery boxes

Settings can be adjusted to better meet guidelines.

Navigation

Multiple automatic options for logical and simple navigation.

What can LibGuides already do?

Alt-Text jump start

No coding necessary, easy-to-fill-in form for all imag~~es~~ book imag~~es~~

1.1.1 (A)

Headings

Prevents editors from using Title, H1, and H2.

2.4.10 (AAA)

Consistent formatting

Prevents editors from using non-standard font~~s~~ form~~~~

1.4.1 (A)

Easy find and replace

Removal of symbols, abb~~~~ ~~acr~~onyms.

3.1.4 (AAA)

Gallery boxes

Settings can be adjusted to better meet gui~~~~

2.2.2 (A)

Navigation

Multiple automatic options for logical and sim~~~~ ~~~~n.

2.4 (A-AAA)

What needs human intervention?

Student Workers

Took care of some basics, helped with reviewing.

Librarians/Content Creators

8-week summer project

Manual on the staff wiki

Google Sheet tracking

File   Edit   View   Insert   Format   Data   Tools   Add-ons   Help   All changes saved in Drive

Enter your initials after completing the task for a guide.

	Guide		Task 1	Task 2	Task 3	Task 4	Task 5	Comments	Compliant/Non-compliant	Liz's c
	Enter your initials after completing the task for a guide.						https://wiki.l.../LISAO/Week+1 HELP PAGE			
			Update profile*	Update profile photo*	Change title for profile box on each guide.	Subject expertise	Review guide subjects on each guide, add or remove as necessary.	*The first two tasks only need to be done once, in your profile. Once changed in your profile, it will be automatically reflected on all of your guides.		
4	Africana Studies	Steph	SLG	SLG	SLG	SLG	SLG		Compliant	
5	Anthropology	Steph	SLG	SLG	SLG	SLG	SLG		Compliant	
6	Art History	Don	DRJ	DRJ	DRJ	DRJ	DRJ		Compliant	
7	Baltimore	Liz	EMJ	EMJ	EMJ	EMJ	EMJ		Compliant	
8	Bioethics	SV	SV	SV	SV	SV	SV		Compliant	
9	Biological Sciences	Robin	RNS	RNS	RNS	RNS	RNS		Compliant	
10	Biomedical Eng and Design Teams	SueV	SV	SV	SV	SV	SV		Compliant	
11	Biotechnology	Sheridan Libraries @ Columbia, DC and Montgomery (SO)	SO	SO	SO	SO	SO		Compliant	
12	Bloomberg	Heather	N/A see comments			HT	HT	We use a list of librarians for contacts instead; includes SAIS--HT.	Compliant	
13	Business	Business	AZ,HT	AZ,HT	AZ,HT	AZ,HT	AZ, HT		Compliant	
14	Career Information	Heather	HT	HT	HT	HT	HT	This guide will be replaced by Career Planning once launched	Compliant	
15	Career Planning	Heather	HT	HT	HT	HT	HT		Compliant	
16	Chemistry and ChemicalEngineering	Stephen	SES	SES	SES	SES	SES	This guide is buried under "science"; it has many specialized resources and should be on the top level	Compliant	
17	Citing Sources	Robin	Ask Lib	Ask Lib	Ask Lib	Ask Lib	RNS		Compliant	
18	Classics	Don	DRJ	DRJ	DRJ	DRJ	DRJ		Compliant	
19	Cognitive Science	Robin	RNS	RNS	RNS	RNS	RNS		Compliant	
20	Collections: Special Topics and Strengths	Sue Waterman	SW	N/A	SW	SW	SW		Compliant	
21	Common Read / Freshman Book Read	Shannon							Unpublished	
22	Communication	Sheridan Libraries @ Columbia, DC and Montgomery (FA)	FA	FA	FA	FA	FA		Compliant	

Task List   Guide List   Wk 1: 7/10-7/14   Wk 2: 7/17-7/21   Wk 3: 7/24-7/28   Wk 4: 7/31-8/4   Wk 5: 8/7-8/11   Wk 6: 8/14-8/18

Week 5

Created by Liz Johns, last modified on Aug 03, 2017

Week 5: 8/7-8/11

You may find it easier to do these tasks all at the same time for a single guide, rather than task by task. This week we are focusing on text formatting. "All users benefit when your web page structure is logical. Many of us take things like headings, bullet points, bolding and italics for granted. For your users with disabilities, those elements can make the difference between understanding a website and leaving it. Many forms of assistive technology rely on correct formatting to work correctly, meaning a heading can go a long way for your users. Because we use formatting elements so often, we can forget how to use them properly." (Wuhcag guidelines.)

Task 1: Remove unconventional formatting

- Bold and italics should be used sparingly, if at all. (This type of formatting causes problems for most screen readers.)
- Remove asterisks unless used as a footnote.
- Use horizontal rules or separate into different boxes instead of typing out a dashed line.
- Utilize the headings feature to make lists, headings, sections, etc. (See Task 2: Section Headings.)

Task 2: Section Headings

Break up content with headings. Avoid making text larger/bolder/etc. to make it appear to be a heading.

Use informative headings and subheadings where appropriate (a change in topic or purpose) to aid navigation through your content.

Label all elements (for example, sidebar widgets, forms, search boxes, tables).

Use a meaningful sequence.

Use headings appropriately, and in hierarchical order. Headings 1 and 2 are unavailable, so you will always start with Heading 3. (Heading 1 is the page title and heading 2 is for box names.) Headings don't need to decrease from 1 to 6 on every page. While you don't need to use all of the headings, they should still be sequential. For example, avoid skips from H2 to H4.

Refer to the Wuhcag tips for more details.

In Example 1, the text is formatted as "Normal" text, and it is bold, to give the appearance of a heading. This type of formatting is non-compliant.

In Example 2, the text is formatted as "Heading 3," and it is not bold. This is the proper way to format text for headings.

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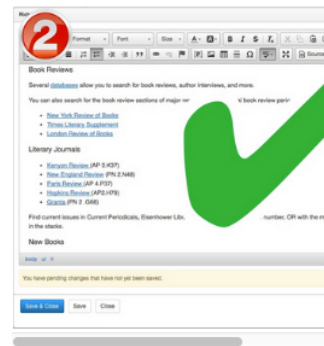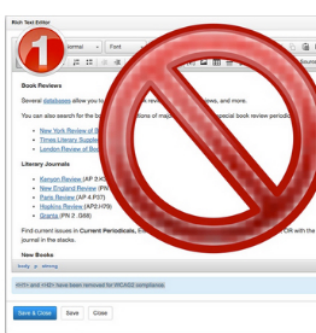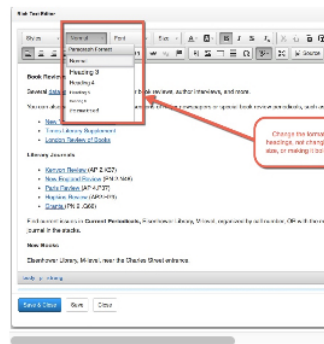
Your turn

Instructions

◂ Break into groups by principle (refer to handout to help you choose).

◂ Review your guideline.

◂ **Discuss.**

◂ Be prepared to share with the larger group.

1. **What does your CMS already do to meet this guideline?**

2. **What needs to be done by humans?**

3. **Who are the best people in your organization to do this?**

4. **What are the challenges of making this happen in your organization?**

The secret

Technical skills not always needed. Accessibility is easier than you think!

*Small changes in technique can lead to a **mind shift**.*

Make it Happen

Define Goals and Scope	What does your CMS already do?	What needs human intervention?	What's the low-hanging fruit?	Who needs to be involved?

What's your overall goal?

What is your scope?
Your own instructional materials and web content?
Your department's?
Your library's?

Does it have **features** that can be **turned off or on** that can make force some accessibility issues?

Review the **WCAG Guidelines**.

Use the **Wuhcag checklists** for support.

What can be done **automatically**?

What can be done by **student workers**?

What can be done **most easily**?

Content creators?

Systems librarians?

Coders?

Policy makers?

Other stakeholders?

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Resources

- **W3 Guidelines** (Web Content Accessibility Guidelines

- **WebAIM** accessibility checker

- **Wuhcag** checklists

- **Funkify** disability simulator

Explore how WCAG standards can be implemented in platforms where multiple people may be contributing, and they do not have the technical skills to create or retroactively make content accessible.

Questions?

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