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!

Liz Johns
Learning Design and Technologies Librarian
Johns Hopkins University
emjohns@jhu.edu
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?
## Four Principles

<table>
<thead>
<tr>
<th></th>
<th>Perceivable</th>
<th>Operable</th>
<th>Understandable</th>
<th>Robust</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>• Info and interface must be presentable to users in ways they can perceive.</td>
<td>• User interface components and navigation must be operable.</td>
<td>• Information and the operation of user interface must be understandable.</td>
<td>• Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.</td>
</tr>
</tbody>
</table>
Level A
(Beginner)

Level AA
(Intermediate)

Level AAA
(Advanced)
## Four Principles - Key Players

<table>
<thead>
<tr>
<th></th>
<th>Perceivable</th>
<th>Operable</th>
<th>Understandable</th>
<th>Robust</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td><strong>Content creators</strong>, web designers, instructional designers, web strategists</td>
<td><strong>Content creators</strong>, web designers, instructional designers, web strategists, systems librarians</td>
<td><strong>Content creators</strong>, web designers, instructional designers, web strategists, code writers</td>
<td>Code writers, programmers</td>
</tr>
</tbody>
</table>
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?

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Navigation
Multiple automatic options for logical and simple navigation.
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
<table>
<thead>
<tr>
<th>Guide</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>Sph</td>
<td>SLG</td>
<td>SLG</td>
<td>SLG</td>
<td>SLG</td>
<td><em>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.</em></td>
</tr>
<tr>
<td>Anthropology</td>
<td>Sph</td>
<td>SLG</td>
<td>SLG</td>
<td>SLG</td>
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<td></td>
</tr>
<tr>
<td>Art History</td>
<td>Don</td>
<td>DRJ</td>
<td>DRJ</td>
<td>DRJ</td>
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<tr>
<td>Baltimore</td>
<td>Liz</td>
<td>EMJ</td>
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<td></td>
</tr>
<tr>
<td>Bioethics</td>
<td>SV</td>
<td>SV</td>
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<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Robin</td>
<td>RNS</td>
<td>RNS</td>
<td>RNS</td>
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<td></td>
</tr>
<tr>
<td>Biomedical Eng and Design Teams</td>
<td>5uV</td>
<td>SV</td>
<td>SV</td>
<td>SV</td>
<td>SV</td>
<td></td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Sheridan Libraries @ Columbia, DC and Montgomery (SO)</td>
<td>SO</td>
<td>SO</td>
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<td>SO</td>
<td></td>
</tr>
<tr>
<td>Bloomberg</td>
<td>Heather</td>
<td>N/A see comments</td>
<td>HT</td>
<td>HT</td>
<td>We use a list of librarians for contacts instead; includes SAIS-HT.</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Business</td>
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<td>AZ,HT</td>
<td>AZ,HT</td>
<td>AZ,HT</td>
<td>This guide will be replaced by Career Planning once launched.</td>
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<tr>
<td>Career Information</td>
<td>Heather</td>
<td>HT</td>
<td>HT</td>
<td>HT</td>
<td>HT</td>
<td></td>
</tr>
<tr>
<td>Career Planning</td>
<td>Heather</td>
<td>HT</td>
<td>HT</td>
<td>HT</td>
<td>HT</td>
<td></td>
</tr>
<tr>
<td>Chemistry and Chemical Engineering</td>
<td>Stephan</td>
<td>SES</td>
<td>SES</td>
<td>SES</td>
<td>SES</td>
<td>This guide is buried under &quot;science&quot;; it has many specialized resources and should be on the top level.</td>
</tr>
<tr>
<td>Citing Sources</td>
<td>Robin</td>
<td>Ask Lib</td>
<td>Ask Lib</td>
<td>Ask Lib</td>
<td>Ask Lib</td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td>Don</td>
<td>DRJ</td>
<td>DRJ</td>
<td>DRJ</td>
<td>DRJ</td>
<td></td>
</tr>
<tr>
<td>Cognitive Science</td>
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<td>RNS</td>
<td>RNS</td>
<td>RNS</td>
<td></td>
</tr>
<tr>
<td>Collections: Special Topics and Strengths</td>
<td>Sue Waterman</td>
<td>SW</td>
<td>N/A</td>
<td>SW</td>
<td>SW</td>
<td></td>
</tr>
<tr>
<td>Common Read / Freshman Book Read</td>
<td>Shannon</td>
<td>Sheridan Libraries @ Columbia, DC and Montgomery (FA)</td>
<td>FA</td>
<td>FA</td>
<td>FA</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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." (W3C 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 large and bold/italic 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 in 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 W3C guidelines 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.
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

<table>
<thead>
<tr>
<th>What’s your overall goal?</th>
<th>What does your CMS already do?</th>
<th>What needs human intervention?</th>
<th>What’s the low-hanging fruit?</th>
<th>Who needs to be involved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your own instructional materials and web content?</td>
<td>Does it have <strong>features</strong> that can be turned off or on that can make force some accessibility issues?</td>
<td>Review the <a href="#">WCAG Guidelines</a>.</td>
<td>What can be done automatically?</td>
<td>Content creators?</td>
</tr>
<tr>
<td>Your department’s?</td>
<td></td>
<td>Use the <a href="#">Wuhcag checklists</a> for support.</td>
<td>What can be done by <strong>student workers</strong>?</td>
<td>Systems librarians?</td>
</tr>
<tr>
<td>Your library’s?</td>
<td></td>
<td></td>
<td>What can be done <strong>most easily</strong>?</td>
<td>Coders?</td>
</tr>
</tbody>
</table>

Content creators?

Systems librarians?

Coders?

Policy makers?

Other stakeholders?
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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