Creating Your Profile

1. Your title should be Librarian or Director.
2. Your profile should include a professional photo of you. Photos should be a simple headshot with a professional background. Please speak with your supervisor if you need to have a photo arranged.
3. Your profile should include:
   a. Your name.
   b. Your job title.
   c. Your phone number.
   d. Your TCC e-mail address.
   e. Your campus.
4. If the guide is generic to all campuses, use the “Your Librarians” box in place of the profile box. If the guide is a program specific to your campus, use your own professional photo and contact information.
5. Embed appointment scheduler and select time availability in LibCal.
6. Your profile box in LibCal (your professional photo and the information you include) should match your profile box in LibGuides.
7. If you choose to include a profile box it should only appear on the right side of the front page.

Creating a New Guide

1. Proposal
   a. In an effort to prevent duplication and ensure quality content, all librarians embarking on a new guide are required to submit via email a proposal to all full-time and part-time librarians. The proposal should address the questions in Appendix I.
2. New Guide Settings
   a. Naming Conventions
      i. When creating a subject guide, use the simplest form of the topic. e.g. “History” or “Education Apps”
      ii. If you’re creating a course guide, use the course name as the title. Add the shortened course name and number in parenthesis. e.g. “Biology for Majors (BIOL 1224)”
   b. Guide Description
      i. Provide a one sentence description of the guide.
      ii. Ex: This guide will help you do research in history.
      iii. Ex: This guide will help you complete your Controversial Issues paper for Comp I.
3. Using the Template
   a. Reuse the “aLibrary Guide Template” for your new guide, if appropriate.
   b. Associate your guide with one appropriate subject category. If there is not an appropriate subject category, contact an administrator to create a new one.
   Guide Settings → Change Guide Information → Subject Association
   c. Do not add tags to your guide.
   d. Establish a “friendly URL” for your guide. This will allow users to access often-used guides more easily. For a subject guide, use the title of the guide. For a course guide, use the shortened course name and number.

Formatting & Layout
1. About Pages and Tabs
   a. You have flexibility in the number of columns you use on each page of your guide. Aim for a balanced page, with a moderate amount of empty space. Remember the “F” pattern of web design. Empty columns should be avoided.
   b. Avoid using sub-pages/sub-tabs.
   c. Avoid using more than one row of tabs. If you have that much content you may need to consider condensing.
   d. Keep tab titles to one or two words whenever possible.
2. About Boxes
   a. Break up your text as much as possible by using lists and images.
   b. If you author your content in Microsoft Word use the Word copying tool to bring your content into the box.
   c. If needed, provide citations for your sources at the bottom of the same box as the borrowed content. Place this information in 8 pt font.
   d. When including a Books from the Catalog box use the Syndetics book cover option or Amazon, if Syndetics is unavailable. Avoid using the default covers. Include the title, author, call number, and the permalink to the catalog record; other information should be removed.
   e. Keep lists short, to 10 or fewer points. If you have many resource recommendations, try breaking the lists up into subcategories like “General” and “Specific.”
      i. Order your lists by importance, rather than alphabetically, since users tend to select the first item in a list.
   f. When writing for the web, use these guidelines:
      i. Keep paragraphs short and scannable (3-5 sentences).
      ii. Use bulleted lists in place of paragraphs when possible.
      iii. Utilize F-shaped pattern for main/most important ideas and resources.
      iv. Remember COS (Concise, Objective, Scannable).
      v. Don’t waste text on explanation that will be self-evident once a user clicks the links.
vi. Use pictures and images whenever possible.
g. All guide content should conform to the TCC Copyright Policy available at: http://guides.library.tulsacc.edu/copyright

3. Accessibility
   a. Ensure the guide conforms to the accessibility guidelines included in Appendix IV.

Style Guidelines
1. Content font should be sized 12 pt.
2. Use colored font sparingly. If you must use it, ensure that there is sufficient contrast between the font color and the white background of the box.
3. Avoid writing words in all capital letters.
4. Avoid using fonts other than the default.
5. To ensure style standardization, please adhere to the hex codes below:
   - Box Header Color: #3F4A8A
   - Box Title Font Color: #FFFFFF
   - Box Border Color: #FFFFFF or Leave Blank for Default Gray Border
   - Box Background Color: #FFFFFF

Guide Look & Feel → Change Guide Style

Change Guide Style

Page & Tab Options  Box Options

Header Background Color:

Tab Color:

Tab Shape:

last revised July 2014
Publishing

1. Before publishing your guide ensure that it adheres to the guidelines in this document.
2. Before publishing your guide send the link to your designated peer reviewers for feedback. The peer review matchup is below.
3. Create a backup of each of your guides.
   
   Guide Settings → Create Backup

<table>
<thead>
<tr>
<th>Librarian</th>
<th>Reviews &amp; Reviewed By</th>
<th>Librarian</th>
<th>Reviews &amp; Reviewed By</th>
<th>Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Donald</td>
<td>↔</td>
<td>Adam Brennan</td>
<td>↔</td>
<td>Amy Norman</td>
</tr>
<tr>
<td>Jamie Holmes</td>
<td>↔</td>
<td>Suzanne Fisk</td>
<td>↔</td>
<td>Bob Holzmann</td>
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<td>Gisele McDaniel</td>
<td>↔</td>
<td>Andy Taylor</td>
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<td>Magen Bednar</td>
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<tr>
<td>Suzanne Haynes</td>
<td>↔</td>
<td>Kathryn Benson</td>
<td>↔</td>
<td>Andy Taylor</td>
</tr>
</tbody>
</table>
Review

1. At the beginning of each semester review the LibGuides you own.
2. Run the Link Checker for your guides and replace outdated URLs.
   
   Dashboard → Tools → Link Checker
   
3. Ensure that your content is up to date. Ask yourself:
   
   a. Do we still own all of the books listed in your guide? Are there newer titles or editions?
   b. Have we subscribed to new electronic resources that pertain to the subject of this guide? Have we unsubscribed from electronic resources that need to be removed from this guide?
   c. Are there new RSS feeds, podcasts, videos, etc. that should be added?
   d. Did any programs or courses for which you have guides undergo changes? If so, your guides need to be changed accordingly.

4. Ensure that all of your guides are still needed. Ask yourself:
   
   a. Is each of your guides for a class, program, or assignment that is still offered?
   b. If an instructor requested the guide are they still using it?

5. If the LibGuide is no longer relevant, please delete it or make it private. LibGuides should not be left published for legacy purposes.
Appendix I: LibGuides Proposal Form

To ensure quality content and avoid duplication, please respond to these questions and email the answers to all full-time and part-time librarians before beginning a new research guide. Allow time for librarians to respond.

1) What is the purpose and goal of this guide?

2) Will the guide’s purpose meet or have content related to one or more of these ACRL standards? (check all that apply)

______ Standard 1: The information literate student (ILS) identifies the nature and extent of the information needed. (Student understands what, how much and what type of information is needed.)

______ Standard 2: The ILS accesses the needed information effectively and efficiently. (Student knows where to search and uses search strategies to retrieve what he/she needs.)

______ Standard 3: The ILS evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. (The student can understand the information, evaluate it and incorporate it into his/her knowledge framework.)

______ Standard 4: The ILS, individually or as a member of a group, uses the information effectively to accomplish a specific purpose. (The student can incorporate the information into a new product…contributes to the “scholarly conversation” in an appropriate way.)

______ Standard 5: The ILS understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. (The student avoids plagiarism and provides appropriate citation.)

3) Guide Idea Origin or Request (check all that apply)

__Faculty
__Student
__Colleague
__Library Manager/Dean
__Your Brilliant Idea
__Special Event
__Springshare Community Site
4) Who is the targeted audience for this guide? Is it for a specific campus?

5) Does this guide duplicate content available on other research guides, the library website, TCC’s website, or the general web?

6) Is there an existing guide or a page that you would like to incorporate in your guide?

OTHER COMMENTS:
Appendix II: Peer Reviewer Checklist

Guide Settings
- Guide adheres to “new guide” creation guidelines
- Guide adheres to naming conventions
- Guide adheres to course description conventions

Formatting & Layout
- Guide layout/format adheres to “aLibrary Guide Template” if appropriate
- Guide is associated with one appropriate subject category
- Guide does not have tags
- Guide has a friendly URL
- Guide does not use more than one row of tabs, nor has more than two words per tab, unless necessary
- Guide is concise and uses bulleted lists instead of long blocks of text
- Guide provides citations for any sources in the same box as the borrowed content when appropriate
- All links on guide are functional.

Accessibility
- Embedded videos include closed captioning or a transcript
- ALT tags have been added to images
- Guide adheres to Appendix IV: Accessibility Guidelines

Style Guidelines
- Content font is sized 12 pt
- No novelty fonts or excessive bright colored fonts have been used
- Guide conforms to color scheme as defined in LibGuides Best Practices document

Content
- Guide meets content standards as outlined in LibGuides Proposal Form (Appendix I)
Appendix III: Implementation Checklist

Note: This list is intended to guide librarians in editing and weeding their guides in anticipation of the v2 migration.

Your Profile
- Ensure that your profile is the same across all LibGuides platforms.
- Your title should be Librarian or Director.
- Your profile should include a professional photo of you. If you don’t have a professional photo, speak to your supervisor to have a professional photo arranged.
- Your profile should include:
  - Your name.
  - Your job title.
  - Your phone number.
  - Your email address.
- Make sure you have embedded the LibCal appointment scheduler into your profile box and selected time availability.
- If you choose to include a profile box in your guides, it should only appear on the main page.

Guide Settings
- Guide should adhere to “new guide” creation guidelines:
  - The guide should work within ACRL standards.
  - The guide should not duplicate content readily available on other research guides, the library website, or the general web.
  - Ensure that the guide cannot be combined with another existing guide.
- Guide should adhere to naming conventions.
  - Use the simplest form of the topic as the name for subject guides. e.g. “History” or “Education Apps”
  - For a course guide, use the course name as the title. Add the shortened course name and number in parenthesis. e.g. “Biology for Majors (BIOL 1224)”
- Guide should adhere to course description conventions.
  - Provide a one sentence description of the guide. [i.e., “This guide will help you do research in history.” or “This guide will help you complete your Controversial Issues paper for Comp I.”]

Formatting & Layout
- Guide layout/format should adhere to “aLibrary Guide Template” if appropriate.
- Guide should be associated with one appropriate subject category. If there’s not an appropriate subject category, contact an admin to create a new one.
- Guide does not have tags.
- A friendly URL should be established for the guide.
  - For a subject guide, use the title of the guide. For a course guide, use the shortened course name and number.
- Disable comments on guide pages and boxes.
- Guide should not use too many tabs or have long titles for tabs.
- Ensure that guide is concise, uses bulleted lists instead of long blocks of text.
  - Keep lists short, at 10 or fewer points. For longer lists, break down into sublists.
  - Order your lists by importance, rather than alphabetically, since users tend to select the first item in a list.
- Guide should provide citations for any sources in the same box as borrowed content, when appropriate.
- Ensure that all links on guide are functional.
  - Use “Links & Lists” or “Simple Web Links” boxes for web links.
- All content should conform to the TCC copyright policy available at: [http://guides.library.tulsacc.edu/copyright](http://guides.library.tulsacc.edu/copyright)

**Accessibility**
- Any embedded videos should include closed captioning or a transcript.
- Run guide through an accessibility checker such as the WAVE tool.
- ALT tags should be added to any images used. (Add a short description in the Image Description field in the “Insert/Edit Image” screen.)

**Style Guidelines**
- Content font should be sized 12 pt.
- Ensure that no novelty fonts or excessive bright colored fonts have been used.
- Guide should conform to color scheme as stated in LibGuides Best Practices.
  - Box Header Color: #3F4A8A
  - Box Title Font Color: #FFFFFF
  - Box Border Color: #FFFFFF or Default Gray
  - Box Background Color: #FFFFFF

**Publishing & Review**
- Solicit feedback from your peer reviewers on your edited guides. Peer review teams are outlined in Best Practices document. Each of your peer reviewers should complete the Peer Review Checklist for each of your guides.
- At the beginning of each semester, review the LibGuides you own:
  - Run the Link Checker for your guides and replace outdated URLs.
  - Ensure that your content is up to date:
    - Do we still own all of the books listed on your guide? Are there newer titles or editions?
    - Have we subscribed to new electronic resources that pertain to the subject of this guide? Have we unsubscribed from electronic resources that should be removed?
    - Are there new RSS feeds, podcasts, videos, etc. that should be added?
    - Did any programs or courses for which you have guides undergo changes? If so, your guides need to be changed accordingly.
☐ Is each of your guides for a class, program, or assignment that is still offered?

☐ If the LibGuide is no longer relevant, please delete it or make it private. Guides should not be left published for legacy purposes.
Appendix IV: Accessibility Guidelines

adhering to [WCAG 2.0](https://www.w3.org/TR/wcag20/)
adapted from [accessibility.psu.edu](https://accessibility.psu.edu)

1. Images
   a. ALT tags
      i. In LibGuides, ALT tags can be added when inserting an image (or editing an image that has already been inserted) by filling in the box labeled “Alt Tag” or “Alternative Text” (2.0). TITLE tags must be added by editing the HTML code.
      ii. Images used as links should have alternative (or "alt") text describing the destination of the link, not the image itself.
      iii. Alt text with acronyms should be written with spaces in between letters. For instance, `<alt="I T S at P S U" > (read by a screen reader as "ITS at PSU") is preferable to `<alt="ITS at PSU" > (read as "It's at Sue").
      iv. Images used as spacers or in toolbars should have an empty ALT tag (i.e.<alt="" >). Screen readers will simply skip over images with empty ALT tags.
      v. Images that already include a text description within the main text of the page can have a summary ALT tag.
      vi. If you want to provide a tooltip for visual browsers, use the TITLE tag in addition to the ALT tag, since it is supported in most browsers.
      vii. Keep ALT tags under 125 characters because of restrictions within the JAWS screen reader.
   b. Charts/graphs
      i. If the data in a chart, graph or map is crucial to the content of a Web page, then you must provide a text description of the image. In some cases, a numeric table replicating the chart data could provide additional accessibility.
      ii. Supplement color-coding of charts with texture, differences in line style, text in graphs or different shades of color to improve accessibility for colorblind users. Charts should be readable in black and white.

2. Time-based media
   a. Captions/transcripts
      i. If you use audio files on your Web page, a text transcript or other text-based material must be provided.
ii. If video files are used, captions should be provided. If captioning is not possible you must provide a transcript or at the very least a link to the equivalent information in text form.

b. Videos and the visually impaired
   i. Video files should be embedded or displayed in a player that can be accessed by a screen reader via keyboard commands. Accessible players include QuickTime, RealPlayer, iTunes, YouTube and properly configured JW Player.
   ii. Videos that include visual information critical to comprehension should include a description of events or images for visually impaired audiences.

c. Ideally, audio or video should not play automatically when a webpage loads.

3. Links
   a. Write links that make sense out of context. Use descriptive link text detailing the destination; not just "click here," or other similar phrases. Link text should be made up of phrases rather than single words, so that users with limited motor control will not have difficulty hitting links.
   b. If you use an image or image map to create links, make sure the destination is included as an ALT tag.
   c. Avoid links opening in a new window unless absolutely necessary. New windows are disorienting to users of both screen readers and visual browsers (because the Back button becomes "disabled.") Also be aware that some users of visual browsers disable pop-up windows to avoid advertising. If links do open in a new window, include a textual indication (e.g. Tulsa Community College Home Page (New Window)) so screen readers are aware of the new window.
   d. Menus
      i. If your Web site includes a drop-down menu, ensure that menus can be accessed by tabbing on a keyboard and that users can also navigate through the menu with a keyboard.
      ii. A text-based menu should also be included in the Web site which can be accessed via a visible link.

4. Colors
   a. Do not rely on color codes alone to provide information. Always include additional changes in shape or text.
   b. In terms of color deficiency (color blindness), the safest colors are black, white and gray followed by blue and yellow.
   c. Contrasting Colors
i. If you are using colored text or colored backgrounds, test that text and background have a sufficient contrast in light/dark or "luminosity."

ii. Contrasting red versus green is the most problematic, but can be usable so long as supplemental information is provided.

iii. Avoid contrasts of red and black, since some color blind users do not perceive reds (i.e. red is the same as "no color" or black).

iv. Orange should ONLY be used with large text and as a highlight. Because orange is neither very dark or very light, it is difficult to contrast it with another color.

v. To ensure that color contrasts are visible to the most viewers, use a color blind simulator. Having enough contrasts in darkness is important for low vision and color blind users.

d. Adjacent areas of brightly colored hues also cause difficulties for normal-vision because of "color vibration."

e. Avoid long blocks of light text on dark backgrounds; they are generally more difficult to read.

f. Strongly textured backgrounds should be avoided since they make text harder to read. Subtly textured backgrounds or colored/textured toolbars can add interest without compromising legibility.

g. Subtle variations of colors may be lost in different monitor settings. For instance, flat panel screens are brighter than older monitors; Mac colors may be lighter than Windows colors. Finally, some low vision users set their monitors to high color contrast, reducing the mid-value range. If possible, test your colors on different monitors or different gamma settings.

5. Font Size

a. Minimum font size for body text is 12 point.

b. Footnotes must be no smaller than 9 point.

c. Text in a PowerPoint must be 24 point or larger.

6. PDF files

a. PDF files are difficult to make accessible. For this reason, avoid or minimize using PDF files as a sole source of online information.

b. Recommendations for PDF use

   i. Consider more-accessible alternatives to a PDF file such as a Word document or PowerPoint presentation.

   ii. If a PDF is necessary, make sure information is also provided in another format.
iii. Note when a link goes to a PDF file (e.g. "User's Manual (PDF)"). Doing so gives notice to all users that a link will be opening a PDF file, not going to another Web page.

iv. If you are scanning in material that is mostly text, scan the material in with an OCR (optical character recognition) scanner. This type of scanner converts a scanned image of text to an actual text file. If files are scanned with a regular scanner, the PDF file will consist of a series of inaccessible images.

v. Avoid converting text with multiple columns into a PDF file. A screen reader may unexpectedly read text across columns. It will also result in additional scrolling as each column is read, making it harder to process for people with motion impairments and some cognitive disabilities.

vi. Be aware that some security measures on PDF files may disable screen reader access. Be prepared to provide alternative access to visually impaired users.

7. **Steps Springshare has taken**
   a. Alternate pages for screen readers. While our regular public pages are screen-reader friendly, we also have a parallel set of public pages created specifically for screen readers. This gives patrons using screen readers more options when viewing LibGuides content.

   b. Our standard pages have hidden links that can only be "seen" by those using adaptive technology, and not standard browsers. In addition to the link for the alternate version of the page, there are also "skip to navigation" and "skip to content" links that people can use to bypass the entire top section of the page.

   c. We have gone through our code and made the HTML output accessible-technologies friendly, e.g. using ALT tags, etc.

**Resources:**

- [Web Content Accessibility Guidelines (WCAG) 2.0](#)
- [Accessibility and Usability at Penn State](#)
- [WebAIM Contrast Checker](#)
- [WAVE Web Accessibility Evaluation Tool](#)
- [Complete List of Web Accessibility Evaluation Tools from W3C](#)
- [Color Oracle Color Blindness Simulator](#)
- [Overstream](#) - for adding subtitles to online videos you don’t own