Sakai Style Guide – v. 1.2

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What’s New in Style Guide 1.2

There are three new modes in this Style Guide version.

- Style Guide: Date/Time Entry
- Style Guide: Side-by-Side lists
- Style Guide: List Navigator

There are HTML renderings for four modes. The URL to view each rendering appears next to the label for the mode’s wireframe. While we are transitioning to the HTML renderings there may be cases where there are minor differences between the wireframes and the HTML renderings. In these cases, please consider the HTML renderings as the default.

- Forms
- Item Summary
- List
- Wizard

Accessibility notes appear in many of the modes. The code for the four HTML renderings underwent an accessibility review. In the final Style Guide release, the HTML renderings will be the default for accessibility notes.
Preface

What this document is
This document is intended as a guide to inform Sakai User Interface (UI) design. More practically, those developing the jsf renderings and/or HTML renderings of this application should use this guide to direct their efforts. Its foci are the principles of accessible and usable interface design, and the elements that are used in it – starting with the more common complex/composite sorts of screens, and from them deriving a discrete common set of elements as well as rules governing the syntax used to combine them. There is also a general guideline for language.

Format of this document
Each type of screen/interaction contains the following sections: 1) a definition and purpose, 2) a listing of required and optional elements that compose it, and 3) an illustration.

Relevant Accessibility considerations are contained in Accessibility Notes throughout the document. Adaptive Technology (AT) includes, but is not limited to, screen readers, text magnifiers, voice-activated controls, specialized keyboards and Braille displays.
Style Guide: Written Materials

Purpose
Module development, how to organize modules for print or online formats, how to link information in assembled document

The guide provides guidelines for writing modular content that can be used in any context

– user documentation, informational web pages, emails to users, and marketing communications, such as articles, brochures, and info sheets.

– publication conventions for formatting text, such as how to emphasize different types of text (e.g., subheadings or link names) and how to express certain types of information (e.g., dates and times).

For the most part, the guide does not cover literary considerations of prose style, such as best usage or common grammatical errors, although we may include preferred forms or usage notes.

UI term definitions

**Wrapper:** The wrapper, or the "L," is common to the entire class website. It includes elements like the logo, the primary navigation, tabs, breadcrumbs, etc. See Appendix B for more detail.

**Page:** The page can contain multiple tools.

**Tool:** E.g. gradebook, assessment manager, announcements.

**Mode:** A mode is one action or view of the tool. E.g. View Announcements, Add Announcement, etc.

**Elements:** The mode is made up of UI elements such as text, columns of data, dropdown menus, buttons, etc. Elements may contain sub elements, e.g. a button bar contains buttons.
Writing guidelines

The Basics

Tense  Web applications exist in the present. Do not describe what will happen when a user presses a button. We are not describing the interface, but rather the useful things a user can do when using the system.

Always use present tense, unless future or past tense is clearly required to convey the correct meaning.

Voice  Always use active voice to speed understanding, unless it truly does not matter who does what to whom or if using active voice makes the sentence sound awkward.

Write sparingly  We have many words in English — use as few as possible to make your point.
Headings and subheadings

Use them to create an outline of information on the page.

Accessibility Note:

• Use heading tags (<h2>, <h3>, etc.) for headings and subheadings to facilitate scanning by persons using adaptive technology.

Let the verbs do the heavy lifting

Don’t make use of something, use it.

Formatting text: in the UI and in documents

This table lists a number of entities — things or elements that we use in the UI and in documents that describe how to use it — and the form we use for each one when writing text and, in some cases, the formatting we use on a Web page.

We use the following conventions:

<table>
<thead>
<tr>
<th>Sentence case</th>
<th>Title case</th>
<th>Lowercase</th>
<th>Uppercase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beware the Jabberock, my son!</td>
<td>Wired Style: Principles of English Usage in the Digital Age</td>
<td>my new best friend</td>
<td>HEY, LOOK AT ME!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entity</th>
<th>Form or Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acronyms and abbreviations</td>
<td>Uppercase for acronym, with a lowercase -(e)s for the plural (e.g., URLs). When appropriate use formal titles the first time they appear on a page followed by acronyms or abbreviations in parenthesis.</td>
</tr>
<tr>
<td>Accessibility Note:</td>
<td>• Use &lt;acronym&gt; and &lt;abbr&gt; tags to define acronyms and abbreviations.</td>
</tr>
<tr>
<td>Breadcrumbs</td>
<td>Match the page heading (i.e., sentence case)</td>
</tr>
<tr>
<td>Browser window label</td>
<td>Match Tool title (a.k.a. &lt;title&gt; tag)</td>
</tr>
<tr>
<td>Button name (UI)</td>
<td>Title case</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Align bottom left, with all buttons on the same line</td>
</tr>
<tr>
<td></td>
<td>Highlight the primary action button</td>
</tr>
<tr>
<td></td>
<td>The HTML output of the browser determines the physical appearance of the button.</td>
</tr>
<tr>
<td></td>
<td>Include a &quot;Cancel&quot; button if appropriate</td>
</tr>
<tr>
<td></td>
<td>Use verbs for the button labels, and make them relevant to the tool (e.g. &quot;Add announcement&quot; or &quot;Submit assignment&quot;)</td>
</tr>
<tr>
<td></td>
<td>The primary action button comes first, the cancel button last, if there are other buttons they go in between.</td>
</tr>
<tr>
<td>Accessibility Notes:</td>
<td>Use the &quot;alt&quot; attribute to describe buttons that are images.</td>
</tr>
<tr>
<td></td>
<td>Use the &quot;title&quot; attribute to include additional information if it will improve comprehension.</td>
</tr>
</tbody>
</table>

| Button name (document)| Title case to make it stand out in the text (e.g., Click the Website Settings link.) even if link names are lowercase in the UI |

<table>
<thead>
<tr>
<th>Check boxes</th>
<th>Title case for label, no colon following, boxes always to the left of text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility Note:</td>
<td>Use the &lt;label&gt; tag with the &quot;for&quot; and &quot;id&quot; attributes to associate labels with input boxes.</td>
</tr>
</tbody>
</table>

| Control keys         | Ctrl-A |

<table>
<thead>
<tr>
<th>Drop-down menu</th>
<th>Title case for label, colon following, menu to right of text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility Notes:</td>
<td>Use &lt;noscript&gt; tags to provide HTML alternative to JavaScript-based dropdown menus.</td>
</tr>
<tr>
<td></td>
<td>Use the &quot;onkeypress&quot; attribute to provide keyboard-based alternative to &quot;onclick&quot;; do not</td>
</tr>
<tr>
<td><strong>use the &quot;onmouseover&quot; attribute as a selection method.</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>File names</strong></td>
<td>Lowercase, italicized</td>
</tr>
<tr>
<td><strong>File extensions (on their own)</strong></td>
<td>All uppercase, no period (e.g., ZIP file)</td>
</tr>
<tr>
<td><strong>Link name (UI)</strong></td>
<td>Lowercase, except for proper nouns and acronyms and nav bar links, which are title case</td>
</tr>
<tr>
<td>Accessibility Notes:</td>
<td></td>
</tr>
<tr>
<td>• Each link phrase should make sense when read out of context.</td>
<td></td>
</tr>
<tr>
<td>• Use the &quot;title&quot; attribute to include additional information if it will improve comprehension.</td>
<td></td>
</tr>
<tr>
<td>• Each link phrase should appear only once on a page.</td>
<td></td>
</tr>
<tr>
<td>• Separate adjacent links with a vertical bar.</td>
<td></td>
</tr>
<tr>
<td><strong>Link name (document)</strong></td>
<td>If link is in a sentence, use sentence case and match the heading on target page as closely as possible. (e.g., The Libraries provide electronic course reserves for a number of Sakai class websites.)</td>
</tr>
<tr>
<td>If link name is an adjective, use title case to make it stand out in the text. (e.g., When planning website content, visit the Electronic Course Reserves page.)</td>
<td></td>
</tr>
<tr>
<td>Accessibility Note:</td>
<td></td>
</tr>
<tr>
<td>• See Link name (UI) above.</td>
<td></td>
</tr>
<tr>
<td><strong>Mode title (UI)</strong></td>
<td>Use Title case; start with action word</td>
</tr>
<tr>
<td>Accessibility Note:</td>
<td></td>
</tr>
<tr>
<td>• Use the appropriate <code>&lt;h#&gt;</code> tag* to indicate hierarchy and facilitate navigation for AT users.</td>
<td></td>
</tr>
<tr>
<td><strong>Nested headings</strong></td>
<td>Headings for nested lists start with H1 and continue with H2, H3 etc.*</td>
</tr>
<tr>
<td><strong>Radio buttons</strong></td>
<td>Title case for label, no colon following, buttons always to the left of text</td>
</tr>
<tr>
<td><strong>Accessibility Note:</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Use the <code>&lt;label&gt;</code> tag with the &quot;for&quot; and &quot;id&quot; attributes to associate labels with input boxes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Minimal acceptable screen resolution is 800x600</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Section headings (grey bar)</th>
<th>Title case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility Note:</td>
<td></td>
</tr>
<tr>
<td>Use the &quot;title&quot; attribute to include additional information if it will improve comprehension.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence fragments in lists</th>
<th>Sentence case, no ending punctuation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sentences in list</th>
<th>Sentence case, sentence punctuation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subheadings</th>
<th>Sentence case, bold, paragraph format, <code>&lt;br&gt;</code> at end to connect it to body text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility Note:</td>
<td></td>
</tr>
<tr>
<td>Use the appropriate <code>&lt;h#&gt;</code> tags* to indicate hierarchy and facilitate navigation for AT users.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text box label (UI)</th>
<th>Title case for label, no colon following Bold.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility Note:</td>
<td></td>
</tr>
<tr>
<td>Use the <code>&lt;label&gt;</code> tag with the &quot;for&quot; and &quot;id&quot; attributes to associate labels with input boxes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tool title (UI)</th>
<th>Title case; the label of the tool's portlet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility Note:</td>
<td></td>
</tr>
<tr>
<td>Use the appropriate <code>&lt;h#&gt;</code> tag* to indicate hierarchy and facilitate navigation for AT users.</td>
<td></td>
</tr>
</tbody>
</table>

**Words and phrases**
<table>
<thead>
<tr>
<th>Use these words</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>add &lt;something&gt; (UI)</td>
<td>As in Add Document (not New Document)</td>
</tr>
<tr>
<td>delete &lt;something&gt; (UI)</td>
<td>As in Delete Topic (not Remove Topic)</td>
</tr>
<tr>
<td>edit &lt;something&gt; (UI)</td>
<td>As in Edit Topic (not Change Topic)</td>
</tr>
<tr>
<td>email</td>
<td>Not e-mail</td>
</tr>
<tr>
<td>homepage</td>
<td>Not home page</td>
</tr>
<tr>
<td>password</td>
<td>One word</td>
</tr>
<tr>
<td>participants list</td>
<td>Participants list instead of class list</td>
</tr>
<tr>
<td>username</td>
<td>One word</td>
</tr>
<tr>
<td>web</td>
<td>Traditionally, the word <em>Web</em> has been capitalized when referring to the World Wide Web (e.g., Many sites on the Web have information about used cars.) As people increasingly use it as a lowercase word, this usage may become dominant.</td>
</tr>
<tr>
<td></td>
<td>In any event, the word <em>web</em> need not be capitalized when it applies to technologies that are typically but not exclusively used with the World Wide Web. A <em>web authoring tool</em>, for example, might be one used for the creation of documents using the HTML markup language.</td>
</tr>
<tr>
<td>web-</td>
<td>If using as a combining form to make a word that has a new meaning, e.g. <em>webzine</em>, <em>webmaster</em>, <em>webcast</em>, …</td>
</tr>
<tr>
<td>website</td>
<td>One word, lowercase</td>
</tr>
<tr>
<td></td>
<td>The transition from <em>World Wide Web site</em> to <em>Web site</em> to <em>website</em> has progressed as rapidly as the technology itself.</td>
</tr>
<tr>
<td></td>
<td>The word <em>website</em> has evolved into a single uncapitalized word as it becomes more familiar.</td>
</tr>
</tbody>
</table>
Trademark
A trademark is a proper adjective that indicates a particular brand of goods or services. The adjective should precede a noun or phrase that describes the generic goods or services identified by the trademark.

Using a trademark as an adjective keeps us from using the trademark in its generic sense. Thermos, aspirin, and escalator are a few prominent examples of trademarks that became generic terms.

Examples:
- Sakai course management and administration system
- Sakai website
- Sakai class website
But not Sakai account, Sakai username, Sakai logo

Using a trademark in a possessive or plural form or as a noun or a verb weakens the strength of a mark.

If a trademark appears several places in a document, append the ™ symbol to the first instance only. Follow the rules of proper trademark usage throughout the rest of document.

Always use the ™ symbol with the Sakai logo.

Dates and timestamps
The UI uses the following format to display time stamps and due dates:

2003-Mar-07 07:42:00 pm

Emphasizing text online
On the Web, it is best to use boldface to emphasize text because italics appear shaky and underlining indicates a link.

Current uses of boldface in online help are:
- As heading and subheading on webpage
- For emphasis in long procedures, such as Adding a Document, use it sparingly -- usually just to have key words jump out at you so you don’t get glassy eyed looking at dense text.

Accessibility Note:
- The <strong> tag can be used to emphasize text to AT users; text will appear in boldface in most browsers and be announced by screen readers.
- Use Cascading Style Sheets and not html, however, to control text color, font size and style. Use relative (em, percentage) and not absolute (px) terms to control font size and layout so that browsers can present website content according to user preferences.
Style Guide: List

List layout
The hierarchical list without action displays the contents of a tool. The number of elements may vary depending on the context.

List elements
Elements are numbered.

Wireframe for Lists

1 – Mode Title (required)
Or categories. These are optional logical subheadings of a group. For example, “announcements”, “participants”,

Accessibility Note:
• Use the appropriate <h#> tag for mode title to show hierarchy and facilitate navigation.

2 – View (optional)
Allow users to choose the amount of information to display about the items in the list by choosing options in a dropdown. ‘List’ displays only the first column. ‘Detail’ displays the 4 most important pieces of information based on the type of content. See the “All Columns” alternate view for displaying lists with all possible columns. Otherwise, other
succinct and appropriate “View” selections, based on particular tool user scenarios, can be added.

Accessibility Notes:

- Include &lt;noscript&gt; alternative to JavaScript-based dropdown menu for users who have turned off scripting.

- Use "onkeypress" attribute for selecting items.

3 – Column Headers (required)
Meaningful label for information below in column, which displays at the top of each column. Columns are sortable by clicking the column header. Indicate the following

- A column is sortable

- Which column is being sorted currently (heading is bold and triangle present)

- How the column is sorted

Accessibility Notes:

- Use "headers" and "id" or "" attributes to associate column and or row headings with data so AT users can understand tables. Use &lt;thead&gt; and &lt;tbody&gt; tags to mark-up complex tables.

- Use "title" attribute to describe sorting options and current state of column (unsorted, ascending, descending).

4 – Disclosure Triangle (conditionally required)
Indicate to the user if an item has other items below it in the hierarchy by displaying a Disclosure Triangle next to it. The Disclosure Triangle also allows the user to control the display of the hierarchy by expanding or collapsing the grouping. A Disclosure Triangle pointing toward the item indicates the group is collapsed while a downward pointing disclosure triangle indicates the group is completely displayed. The Disclosure Triangle toggles between collapse and expand on click.

Accessibility Notes:

- Use "alt" attribute to describe purpose and current state of Disclosure Triangle icon.

- Use "longdesc" attribute if an expanded description will improve comprehension.

5 – Item type indicator (optional)
Allow users to see the item type by displaying the appropriate icon. Clicking on the item type indicator and the item title will give the user the same result.

Accessibility Notes:

- Use an "alt" attribute to describe purpose and current state of type icon.
• Use "longdesc" attribute if an expanded description will improve comprehension.

6 – List content (required)
The contents of a list include the appropriate information for each cell.

Indicate that an item is clickable/actionable by underlining the text. The title of the item opens the item (folders show contents in focus, hiding all other items in the list and files open the file in a new browser).

Accessibility Notes:
• Use a "title" attribute to indicate what will happen when item is clicked, along with its current state.
• Use "longdesc" attribute if an expanded description will improve comprehension.

7 – List Navigator (conditionally required)
Users can navigate long lists by choosing to display the next or previous group of items. The N available on the button should be the same as the users current choice in #8 ‘list display element’.

Accessibility Notes:
• Use "accesskey" attribute to make tools accessible by keyboard.

8 – List display element (conditionally required)
Users can navigate a long list by choosing how many items to display on a page. Use a dropdown and give them logical incremental choices (show 5, 10, 20, 50, 100, all).

Accessibility Note:
• Include <noscript> alternative to JavaScript-based dropdown menu for users who have turned off scripting.

9 – List context (required)
Show the user where the items they are viewing fall in the overall list.

10 - Sort icon (required)
The sort triangle only displays next to the column heading that the list is sorted on. The triangle should point in the direction of the sort, ascending or descending to show the user their current sort. The default sort is descending order. When the column header or the triangle is clicked, the sorting order changes along with the direction the triangle points.

Accessibility Note:
• Use "alt" attribute to identify icon's purpose and current state if icon is an image.

11 – Info Icon (optional)
Used where there may be additional metadata available.
Accessibility Note:

• See Element 10 above
Alternate View: All columns

Use the “All Columns” view of the list mode for data that require no width restrictions. (The “All” selection of the page navigator allows for a vertical view without restrictions.) Only use this view as the default when the data should otherwise only be viewed in an Excel spreadsheet. Alternatively, this view can appear as an option under the View selector as “All Columns” when such rendering is possible and/or desirable.

Elements

The elements for this alternate view are the same for list mode (actionable and non-actionable) described above.

Wireframe for Alternate View
Style Guide: Actionable List

When to use actionable lists
Actionable lists are used to display a series of items and allow action to be taken upon items within that list. The action may be taken on the item individually as a whole (i.e. delete, copy, move), on a part of the item (revising part of an item) or to multiple items at once. Actionable lists may be flat or hierarchical.

Actionable list layout
The wrapper for the actionable lists should include the full site navigation. This gives people the chance to re-enter the class website using any of the options they ordinarily have.

The actionable list is a mode used to display the contents of a tool. The flat and hierarchical list with action have all of the properties of the lists without action in addition to the action properties outlined.

Actionable list elements
Elements are numbered
1 – Mode title (required)
Or categories. These are optional logical subheadings of a group. For example, “announcements”, “participants”.

Accessibility Note:
- Use the appropriate <h#> tag for mode title to show hierarchy and facilitate navigation.

2 – Instructions (optional)
If the actions allowed in the list are not completely clear on their own, give users some additional global instructions for the list. Be sure to speak the user’s language, telling them how to satisfy their goal. Also keep the sentences short.

3 – View (optional)
Allow users to choose the amount of information to display about the items in the list by choosing options in a dropdown. ‘List’ displays only the first column. ‘Detail’ displays
the 4 most important pieces of information based on the type of content. *What to do about additional information.

Accessibility Notes:

- Include <noscript> alternative to JavaScript-based dropdown menu for users who have turned off scripting.
- Use "onkeypress" attribute for selecting items.

4 – Column Header (required)
Meaningful label for information below in column, which displays at the top of each column. Columns are sortable by clicking the column header. Indicate the following

- A column is sortable
- Which column is being sorted currently (heading is bold and triangle present)
- How the column is sorted

Accessibility Notes:

- Use "headers" and "id" or "" attributes to associate column and or row headings with data so AT users can understand tables. Use <thead> and <tbody> tags to mark-up complex tables.
- Use "title" attribute to describe sorting options and current state of column (unsorted, ascending, descending).

5 – Item type indicator (optional)
Allow users to see the item type by displaying the appropriate icon. Clicking on the item type indicator and the item title will give the user the same result.

Accessibility Notes:

- Use an "alt" attribute to describe purpose and current state of type icon.
- Use "longdesc" attribute if an expanded description will improve comprehension.

6 – List content (required)
The contents of a list include the appropriate information for each cell.

Indicate that an item is clickable/actionable by underlining the text. The title of the item opens the item (folders show contents in focus, hiding all other items in the list and files open the file in a new browser).

Accessibility Notes:

- Use a "title" attribute to indicate what will happen when item is clicked, along with its current state.
7 – Static list content (conditionally required)
The contents of a list include the appropriate information for each cell. Static information is for display purpose only and does not allow users to change the information while in the list view. However, it is likely they can change it through a revise mechanism.

8 – Editable list content (conditionally required)
Use editable list content to allow users to make changes to information about the item within the list. If a value exists for the information field, it should be displayed in the field by default. This should be frequently changed information to account for the tradeoff in readability users lose when viewing something in an editable field. The user must easily be able to make a decision about changing the information without seeing the context they are missing. Or the context should be included in the display.

9 – List navigator element (conditionally required)
Users can navigate long lists by choosing to display the next or previous group of items. The N available on the button should be the same as the users current choice in #8 'list display element'.

Accessibility Notes:

• Use "accesskey" attribute to make tools accessible by keyboard.

10 – List display element (conditionally required)
Users can navigate a long list by choosing how many items to display on a page. Use a dropdown and give them logical incremental choices (show 5, 10, 20, 50, 100, all).

Accessibility Note:

• Include <noscript> alternative to JavaScript-based dropdown menu for users who have turned off scripting.

11 – List context (optional)
Show the user where they items they are viewing fall in the overall list.

12 – List action link (optional)
Actions that can be taken on a particular item are displayed on the line just below the title of the item. The links should visually match other links on the site. Examples of action links are delete, move, revise. As can be imagined the number of action links could become large quickly. Care should be taken to logically group actions that make sense.

13 – Update action button (optional)
The update button allows users to complete the action they began by changing editable content fields. The button should appear disabled until a change is made. Clicking the update button saves any changes the user has made in the list view. Before saving a remove, user must respond to a confirmation message.
14 – Disclosure triangle (conditionally required)
Indicate to the user if an item has other items below it in the hierarchy by displaying a Disclosure Triangle next to it. The Disclosure Triangle also allows the user to control the display of the hierarchy by expanding or collapsing the grouping. A Disclosure Triangle pointing toward the item indicates the group is collapsed while a downward pointing disclosure triangle indicates the group is completely displayed. The Disclosure Triangle toggles between collapse and expand on click.

Accessibility Notes:

- Use "alt" attribute to describe purpose and current state of Disclosure Triangle icon.
- Use "longdesc" attribute if an expanded description will improve comprehension.

15 – Global action links (optional)
Global action buttons allow users to take global actions around the entire list not just a single item on the list. Create new and permissions are examples of global action buttons.

16 – Cancel button (optional)
If the actionable list is not on the entry page of a tool, provide the user with a cancel button that takes them back to the entry page without saving any changes. An example of this is permissions within a tool.

17 – Sort triangle (required)
The sort triangle only displays next to the column heading that the list is sorted on. The triangle should point in the direction of the sort, ascending or descending to show the user their current sort. The default sort is descending order. When the column header or the triangle is clicked, the sorting order changes along with the direction the triangle points.

Accessibility Note:

- Use "alt" attribute to identify icon's purpose and current state if icon is an image.

18 – “Jump to” alphabet sort (optional)
The alphabet sort allows users to “jump to” a place in the list based on the first letter of the item. If a list is sorted on title and the user is viewing the top of the list, likely to begin with A’s, when they click on the ‘d’ in the alphabet sort, an anchor takes them to them to the beginning of the d’s in the list. This element is especially nice if there are long lists and it is difficult for the user to know which page a particular item may be on.

The list context is coordinated with the alphabet sort so as the user jumps to ‘d’ in the above scenario the list context would show “Viewing <1st d’s number in overall list> through <the last item on page> of <total number in list>. The list navigator adjusts to the new location in the list.
19 – Remove checkbox (optional)
Use remove checkboxes to allow users to delete multiple items from a list at once. A confirmation message is required before deleting the items.
Style Guide: Item Summary

When to use item summary pages
Item summary modes should be available for each item in a list of items for all tools. The item summary displays the detail information in and about the item.

Aggregated item summary modes may be used to display a large set of information coming from disparate sources and/or produced with different forms. A “course summary” page might agglomerate data such as title, instructor, schedule, syllabus, final exam times, etc. Each of these data points may have been produced in different tools using different forms. An administrator’s page might show information about different servers.

Item summary elements
The order and arrangement of elements under subheadings should match the order and arrangement of the form that edits this page.

Elements are numbered.

Wireframe for Item Detail
1 – Mode title (required)
Use a subheading for logical groups of metadata. There will usually be at least a subheading at the top of each page and there may be more than one.

Accessibility Note

Use appropriate &lt;h#&gt; tags for subheadings to show hierarchy and facilitate navigation.

2 – Item Title (required)
The user has previously entered the items title from a form mode. The field label is determined by the type of item:
- Communication Items – ‘Subject’
• Resources – ‘Title’

3 – Other metadata fields (optional)
The field label is determined by the type of item. The metadata used depends on the tool. Examples: Creation date, Author, Status.

Accessibility Note

• Use appropriate <h#> tags for Item title and other metadata fields to show hierarchy and facilitate navigation.

4 – Attachments (optional)
Used for linking to the item or items described by the metadata. Each attachment listed should include: icon for file type, file name, (size)

Accessibility Note

• Use <alt> tag to identify icon.

5 – Logical group heading with disclosure triangle (optional)
Heading with disclosure triangle may be used to hide less important/infrequently used information about the item. The triangle defaults to a closed state and when opened the information below follows the other metadata field (3) format.

Accessibility Note

• Use <title> tag to fully describe action (example: "Delete 'subheading' File")

6 – Action Buttons (optional)
Buttons may be used to edit or delete the item. This depends on the tool and user context.

Accessibility Note

• Use <title> tag to fully describe action (example: "Delete 'subheading' File")

7 – List Navigator (required)
Offer previous-return-next buttons to navigate to the next or previous item and back to the list. This navigation is located at the top and bottom of the page. The button style should graphically be distinct from the action style buttons.

Some item detail pages don’t have a list navigator because they aren’t part of a list (e.g. class home page, preference summary, last page in a wizard).

Accessibility Note

• Use <accesskey> tags to make buttons keyboard accessible. Letters should be chosen to correlate to the element whenever possible for mnemonic context.
• Underline button letters used in `<accesskey>` tags to assist sighted keyboard users (example: `Previous`).

8 – List context (required)
Show the user where they items they are viewing fall in the overall list.

9 – List Navigator (conditionally required)
Users can navigate long lists by choosing to display the next or previous group of items. The N available on the button should be the same as the users current choice in #8 'list display element'.

10 – List display element (conditionally required)
Users can navigate a long list by choosing how many items to display on a page. Use a dropdown and give them logical incremental choices (show 5, 10, 20, 50, 100, all).

Accessibility Note
• Provide `<noscript>` HTML alternative to make dropdown links accessible to users who have turned off scripting.

11 – Logical Group Title (Required)
A short name for a group of related input objects on the page. This title applies to all input objects in the group.

A set of input objects that are related. There may be one or more input objects within a group.

All Input objects must be displayed within a group-there can be no stand alone input objects.

Accessibility Note
• Use `<legend>` tag to identify title.
When to use forms

A form is used to collect input from a user within a tool (This means that it is not the first thing you see when you enter a tool.) Form page layout

The wrapper for the form page should include the full site navigation. This gives people the chance to re-enter the class website using any of the options they ordinarily have. If a user uses navigation to exit the form, this action has the same effect as clicking the “Cancel” button — no input is saved.

Form Tool elements

The elements are numbered.

Wireframe for Forms
1 – Mode Title (Required)
Short title. If the form is reached from an action button, then the name should be the same as on the button.

Accessibility Note:

- Use appropriate <h#> tag for form title to show hierarchy and facilitate navigation.

2 – General Instructions (Optional)
One or two lines of general instructions for completing the form.

3 – Logical Group of Input Objects (At least 1 is Required)
A set of input objects that are related. There may be one or more input objects within a group.

The set of objects is visually grouped on the page. The group has a title. Input objects may be at the same logical level or hierarchical (one level only).
All Input objects must be displayed within a group—there can be no stand alone input objects.

Accessibility Note:

- Use <Fieldset> tag to group input objects.

4 – Logical Group Title (Required)
A short name for the group of input objects. This title applies to all input objects in the group.

Accessibility Note:

- Use <legend> tag to identify title.

5 – Required Input Indicator
A highly visible graphic indicator that identifies input objects that must be completed or a validation error will occur when the submit button is clicked.

Accessibility Note:

- Use "alt" attribute in <img> tag to identify icon and use the term "required" in "title" attribute.

6 - Text or Menu/List Input Label (One input of either element type 6 or 7 is required)
This type of input object is made up of a description label and its associated input object. For short input areas the description label is on the left and its input area on the right. If the input object is for larger texts then the description is above and the input box appears below.

Accessibility Note:

- Use the <label> tag with the "for" and "id" attributes to associate labels with input boxes.

7 – Radio Button or Check Box Input (One input of either element type 5 or 6 is required)
This type of input object has the check box or radio button on the left and the description of function on the right. The description may be multi-line.

Accessibility Note:

- See Element 6 above.

8– Secondary Input (Optional)
If input from the user is only needed if a primary option is checked or selected, then the secondary input is displayed beneath the primary input and indented. Secondary Inputs active the primary selection upon modification.

Accessibility Notes:
• Use display:none or visibility:hidden in CSS to render the secondary input (i.e., "grayed out") section transparent to screen readers.

• Display secondary input only when primary option has been selected. Alert user to need for inputting additional information.

9– Submit Button (Required)
When this button is clicked, all input on the page is saved and the user is returned to the page from which they entered this mode page. If the webpage to which the user returns is complex (e.g., a long list), then the user is returned exactly to the location from which they originally came (i.e., the list item).

If there is a validation error, then the user is returned to this mode page with the validation error marked as listed in elements a and b below. The submit button label explicitly describes the action, rather than having the word "submit" as its label. This button is always highlighted.

Accessibility Notes:

• Focus is to be returned to top of previous page (within wrapper) when submit button is clicked.

• Use alert box (?) and alert function to inform user that information has been submitted successfully.

• Use "title" attribute to fully describe action (example: "Submit 'Name' File").
  • Use "accesskey" attribute to make submit button accessible by keyboard.

• Use "S" as Submit Button accesskey for mnemonic context and underline it using the CSS first-letter element.

10– Cancel Button (Required)
When this button is clicked, the current input on the page is NOT saved and the user is returned to the page from which they entered this mode page. If the webpage to which the user returns is complex (e.g., a long list), then the user is returned exactly to the location from which they originally came (i.e., the list item).

Accessibility Note:

• See notes for Element 9 above.

a – Validation Problem Message (Required if there is validation problem on save)
A message is displayed in a highlighted background box alerting the user that the input that was made is invalid. If at all possible, use structured input with menus/lists/radio buttons to avoid validation errors. The message should be as specific as possible with information about the validation problem.

Accessibility Notes:

• Use alert box and alert function to inform user of invalid input.
Provide link to location of missing or erroneous information.

b– Validation Problem Indicator (Required if there is validation problem on save)
A highly visible icon that matches color in the Validation Problem Message is displayed before the input line. If more than one validation error has occurred, then multiple indicators are displayed.

Accessibility Note:
  • Use <alt> tag to identify icon.

Alternate use: aggregated form

When to use an aggregated form
Use this alternate form when you need to provide the user with large set of interrelated forms affecting the same context, but each form is a standalone and therefore not amenable to a wizard treatment. An example of this would be the Assessment Tool test settings.

Aggregated form elements
1 – Mode Title (required)
The title of the mode; could be “Test settings” in the example above.
2 – Sub-form Title (required)
Each sub-form title has 2 parts: a control to hide/display the sub-form, the title of the sub-form. The first sub-form title bar has a “Show/Hide All Forms” link that expands/collapses all the forms below it.

3 – Sub-form (required)
Each sub-form conforms to the rules and uses the element list of the forms mode.

4 – Action Buttons (required)
These controls will vary – required ones are Save and Cancel. The result of Save would be to affect all the changes in all the subforms. Cancel to return the user to the page from which they came.
Style Guide: Wizard

When to use a wizard
A wizard is a sequence of three or more pages that guide the user through completing a complex form. Each page of the wizard contains one logical grouping of input objects or an item summary. Wizards are used

- when the number of inputs for a particular item is large, such that putting them all on one page would be too lengthy or confusing
- for less frequent tasks, to help users follow the correct sequence.

Tasks that are done frequently (e.g., add document, post to a discussion board) should use a one page form.

Wizard layout
The wrapper for the wizard should include the full site navigation. The Sakai Style Guide does not encourage or support pop-up windows, which may cause confusion to AT users.

Wizard elements
There are three types of pages in a wizard. They each contain some, but not all, of the elements below. See the attached wireframes for a guide of the elements to be contained on each page. The pages are: first page; subsequent pages; final page. The pages with form entry fields adhere to the styles specified by the Form Modes section of this style guide.

Wireframe for first page of a wizard
Wireframe for subsequent pages of a wizard

Wireframe for final page of a wizard
1 - Tool Title (in the wrapper)
The tool title bar contains the Tool Title, e.g., ‘Schedule’.

Accessibility Note:

- Use the appropriate <h#> tags* for tool title to show hierarchy and facilitate navigation.

2 - Mode Title
The Mode Title tells the user what type of action within the tool they are performing. For example, in Schedule, a user might be importing, creating a new event, editing an existing event, etc. The Mode Title for importing in the Schedule tool might be ‘Importing a calendar’.

Accessibility Note:

- Use appropriate <h#> tag for mode title to show hierarchy and facilitate navigation.

3 - Step Info
In a wizard that always has the same number of steps, the subheading begins with “Step (current number) of (total number)”. In a wizard that has varying numbers of steps based on the users’ selections, the subheading shows the total number of steps n (if the number steps vary, the initial number is based on the expected usage scenario), but n may change as the user progresses through the wizard.

4 - General Instructions (optional)
As defined in the style guide section, “Form Modes” – one or two lines of general instructions for completing the form.

Accessibility Note:

- Use the "longdesc" attribute in the form element tag to provide additional information about particularly complex wizards or features.

5 - Logical Group of Input Objects
As defined in the style guide section “Form Modes”. There is one logical group per page in a wizard. Input objects adhere to the styles specified for each type of object elsewhere in this style guide.

6 - Item Summary
Treated here as an element of a wizard, the item summary is defined in the style guide section “Item Summary”. The Item Summary is used on the final page of the wizard to present the user with all choices they have made for confirmation.

7 - Continue Button
The Continue button moves the user to the next page of the wizard and saves the state of the data that was entered. The state is saved so that the user can modify the data they have entered without retyping, before committing a final save. The Continue button is highlighted and used on the first and subsequent pages of the wizard except the final page.
Accessibility Notes:

- Use "title" attribute to fully describe action (example: "Continue 'Type' Wizard").

- Use "accesskey" attribute to make frequently appearing buttons accessible by keyboard.

8 – Back Button
The Back button moves the user to the previous page of the wizard and saves the state of the data that was entered. It is only used on the second and subsequent screens of the wizard.

Accessibility Note:

- See notes for Element 7 above.

9 – Cancel Button
The Cancel button effectively ends the wizard process and saves no changes. The user is returned to the page from which they launched the wizard. If the wizard was in a pop-up window, clicking the Cancel button will close the popped-up window.

Accessibility Note:

- See notes for Element 7 above.

10 – “Save” Button
The “Save” button is on the final page of the wizard. Clicking the “Save” button carries out the process the wizard supports. The label of the button should be customized to clearly indicate to the user the action that will take place once they click the button. If that is not understandable, the “Save” label should be used.

Accessibility Note:

- See notes for Element 7 above.
Style Guide: Message Page/Inline Text

When to use message pages
There are three types of message pages included here:

1. **Warning.** Warnings are used when a user action has consequences. Example: “Are you sure you want to remove this user permanently from the site?”

2. **System-wide alert.** Messages pushed to the user by the system administrator. Example: “Sakai will be down from midnight to 1 a.m. for routine maintenance.”

3. **Error.** Avoid using error pages - use form validation or don't give users options that would result in an error. Unless unavoidable error pages should be reserved for problems with the application. Example: “Internal server error, could not add document.”

Message page layout
The wrapper for the message page should include the full site navigation. This gives people the chance to re-enter the class website using any of the options they ordinarily have.

The message page should have only one tool – the tool that contains the error messages (see element descriptions below).

Accessibility Notes:

- Titles must contain heading tags.
- Do not use "pop-up" windows to announce messages.
- Instead, insert messages as the first line of HTML code in the body of the document using the <div> tag. This will ensure that focus will be on the announcement when the page refreshes.
- Wrapper page title should reference message (example: "Worksite setup--Validate user deletion from site").

Message elements
The elements are numbered.

Wireframe for Warning Message Page:
Wireframe for System-wide Alert Message Page:

Wireframe for Error Message Page:
Wireframe for Bug Report Page:

```
Report a Bug

A report will be sent to the system administrators including the description of this error and other technical details. You can provide additional information, such as what you were doing when this error occurred, in the box below. Thanks for your help.

What Happened?

```

[Report Bug]  [Cancel]
1 – Message Title (required)
Avoid use of obscure technical language.

Accessibility Note:

• Use the appropriate <h#> tags* for message title to show hierarchy and facilitate navigation.

2 – Clearly highlighted description (required)
An icon and a border around the description draw attention to the message. A subtle background color should also be applied to the description (yellow [#FFB] for warnings, orange [#FDB] for system-wide alerts, red [#FBB] for errors). The color may not be useful to all users, but it will not detract from their experience the warning icon will accomplish this for users who can’t see the background (via an ‘alt’ attribute for users using screen readers).

Accessibility Note:

• The message icon should indicate the type of error to users (“warning,” ”alert,” or ”error”) through the ”alt” attribute.

3 – Possible Solutions (optional)
This is important. Make suggestions about what the user should do next, even if the solution is just to try again or to come back later. The language needs to be polite and plain.

4 – Continue Button (required)
Offer a ‘Continue’ button to get them back to the tool mode they were referred from. Examples:

• **Warning:** If they were deleting class document and saw the warning a continue button would delete the document and return to their list of documents. A cancel button will make it possible for them to cancel and return to the list with out deleting the document.

• **Alert:** When a system wide alert page appears the continue button will dismiss the message page and allow them to continue with their session.

• **Error:** If they were trying to add an announcement when this error happened the continue button will return them to the announcement tool.

5 – Report a bug (required for errors)
In the case of error messages, give the user a way to report the error. This report should generate an automatic email response. It should go into the bug tracking cue along with information about the time, the referring page, the user’s client, the stack trace, etc.
Style Guide: Compound Mode

When to use the compound mode
Combine more than one type of mode when directly related information can is more easily displayed and manipulated on a single page rather than on separate pages. For example, use a list mode combined with an item summary mode to show details about the selected item in the list. Do not use the compound mode with modes that are not directly related. Do not combine more than two types of modes in a compound mode.

Compound mode layout
The general flow of a compound mode is the more general mode at the top and the more specific mode at the bottom. The relationship between the modes is vital and should be made prominent. For example, display at least one matching text element between the two sub-modes.

Compound mode elements
The elements are numbered.

Accessibility Note:
- Follow accessibility requirements for each mode as described previously in this document.
- Subheadings must have the same heading tags (<H#>) to show hierarchy and facilitate navigation.
1 – Matching text element (Required)
Use two short and matching text elements to connect the relationship between the two modes.

2 – Row Highlighting (Optional)
When the top mode has items in a list where the selected item corresponds with the bottom mode, the item’s row shall be highlighted.

3 – Action buttons (Optional)
Action buttons should be placed near the mode they affect.

Accessibility Note:

- Use "accesskey" attribute to make frequently appearing buttons accessible by keyboard.

4 – Divider (Required)
Place a horizontal rule between the sub-mode to distinguish between them.
UI Components

Style Guide: Date/Time Entry

When to use Date entry, including the calendar and time components
A Date Entry UI component is used on a page wherever a date (month/day/year) and/or
time is required. Examples are entering a schedule event date or an assignment due
date.

The calendar popup refers to the element in the Date Entry UI component that presents
a month view used as one method of date entry anywhere a month/day/year entry is
required. It is one piece of the date entry UI component. The user may enter a date
using whatever date entry method is easiest for the particular task. The time component
of the Date Entry UI component is an optional element of the Date Entry UI component
that allows an alternate entry mechanism for time.

Use a floating div to implement the popup rather than a new browser window.

The Date/Time Entry UI component can be configured to use just the date entry, just the
time entry, or both.

Data entry widget elements
The elements are numbered. Depending on the configuration (date only, date and time,
time only) some of the elements may or may not appear.

Date elements: 1, 2, 3, 4, 5, 9, 10, 11

Time elements: 12, 14, 15, 16, 17, 18

Elements 7, 8, 13 are always used.
1- Date label
The date entry element label can be ‘Date’, or a more descriptive label when appropriate. For example, ‘Due Date’, or ‘Start Date’.

2- Month entry
A pulldown with the 12 months for selection. Depending on the browser, the user can type in this field, progressively disclosing the first match to the letters typed. For example, typing J causes Jan to appear. Adding a u (Ju) shows Jun. Adding an l (Jul) shows Jul.

3- Day entry
A pulldown with numbers for entering the day of the month. The numbers are from 1-30, 1-31, 1-28, 1-29 depending on the month. Depending on the browser, the user can type in this field, progressively disclosing the first match. For example, typing 2 shows 2. Adding a 3 shows 23 rather than 3.
4 - Year entry
A pulldown with years for selecting the year.

5 - Calendar icon
An icon which when clicked causes the calendar ‘popup’ to display. The calendar popup is used to select a date, which fills in the Month, Day, Year fields.

Accessibility Note:
- Icon must state (via "alt" attribute, if an image) that clicking on it will cause visual calendar to pop-up in separate window.

6 - Calendar popup
A popup (floating div) that shows a calendar and optional time entry element. Selecting a date on the calendar fills in the month, day, year fields with the selected date info. It the time element is not present, the calendar popup disappears and the selected date is shown in the pulldown date fields.

If the time element is present, then selecting the date does not disappear the calendar popup, and the OK and Cancel buttons are present.

The calendar icon can be clicked again to reenter or change the previously selected date.

If a pulldown field is used when the calendar popup is visible, the calendar popup is removed.

7 - Date entry UI component title
The calendar popup has a title indicating what the date is for (e.g., Select start date).

8 - Close icon
The calendar popup has a window close icon that can be used to close the popup. Clicking the close icon has the same affect as clicking the Cancel button – the popup is closed and no updates are done to the pulldown date fields.

9 - Calendar Month control
The calendar popup includes navigation controls to cycle forward and back to the next and previous months, or via a pulldown in the calendar popup that allows jumping to any month in the year.

10 - Calendar Year control
The calendar popup includes navigation controls to cycle forward and back to the next and previous year.

11 - Day selector
A calendar is used to select a day of the month

If the time element is present, the OK and Cancel buttons are present, and selecting a day of the month highlights that day. The time can be selected, and/or another day clicked. The calendar popup remains on screen until the close icon, Ok, or Cancel button is clicked.
If the time element is not present, neither are the Ok and Cancel buttons. Clicking on a day selects that day for entry, the calendar popup window is closed, and the selected date is shown in the date pulldowns.

12 - Time selector – optional
The time selector is an option element of the calendar popup. If present, the Ok and Cancel buttons are also present, and the popup is not closed when a date is selected.

13 - Action buttons
The OK button closes the calendar popup, and populates the date (and optionally time) pulldown fields with the date and time indicated on the popup.

The Cancel button closes the popup without updating the date and time pulldown fields.

The time element of the Date Entry UI component is optional. If used, the seconds entry field is optional.

14 - Time label
The time entry element label can be ‘Time, or a more descriptive label when appropriate. For example, ‘Start time’.

15 - Hour entry
A pulldown containing numbers for selecting the hour. The numbers are 1-12 or 1-24 depending on the time format in use at the local installation.

16 - Minute entry
A pulldown containing numbers 0-60 for selecting the minute.

17 - Second entry
A pulldown containing numbers 0-60 for selecting the second. The seconds pulldown is optional when the time entry element is used.

18 - AM/PM selector
The AM/PM selector is used to indicate AM or PM when time format is 12 hour, and is not present when time format is military (0 -24 hours)
Style Guide: Side-by-Side lists

When to use side-by-side lists
Side by side lists are used to show a set of items that may be selected. Available items can be moved back and forth from the one list to another list one-by-one or as an entire group. Users may select multiple items in a list by holding down the Ctrl (Windows) or Cmd (Mac) button and clicking on the desired items. An item may only appear in one list at a time.

Side-by-side list layout
A side-by-side list should consist of two scrollable text areas; “left” and “right” Individual Move buttons; and “left” and “right” Group Move buttons.

Side-by-Side list elements
Elements are numbered.

Accessibility Notes

- Be sure to follow rules for creating accessible forms by using the "label for" and "id" attributes.
- Be sure to include "onkeypress" as a method for selecting list items.

Wireframe for Side-by-Side List

1 – Text Box Labels
Each text box that contains a list should be labeled.

2 – Dynamic Lists
Content of text areas in side-by-side lists are dynamically generated based on the tool.
3 – Action Button Labels
Both sets of action buttons, those for moving individual items and moving all items, should be labeled as “Move Selected” and “Move All.”

4 – Move Selected buttons
Once a user has selected an individual item in the list, selecting the Move Selected button will transfer that item from the one list to the other list. Once the item has been moved, it is no longer listed in the original list. Likewise, the user may choose to move an individual item from the second list back to the first list, thus removing it from the second list.

5 – Move All buttons
The Move All buttons function similarly to the Move Selected buttons, however the Move All buttons move the entire list of items from one list to the other.

6 – Scroll bars
Text boxes should be scrollable in the event there are several items listed beyond what can be displayed in the viewable area.
Style Guide: List Navigator

When to use the List Navigator
A List Navigator UI component is used on a page wherever there is a list that is longer than the page can display. The list content component will display the total number of times in the list and where the current page is in relation to the total number of list items.

Data entry widget elements
The elements are numbered.

List Content Wireframe

List Navigator First Page Wireframe
1 – List content  (required)
The contents of a list include the appropriate information for each cell.

Indicate that an item is clickable/actionable by underlining the text. The title of the item opens the item (folders show contents in focus, hiding all other items in the list and files open the file in a new browser).

2 – List display element  (required)
Users can navigate a long list by choosing how many items to display on a page. Use a dropdown and give them logical incremental choices (show 5, 10, 20, 50, 100, all). Default is 25.

Dropdown increment does not revert back to the default number (25).
3 – List Navigator “Next” page
Users can navigate long lists by choosing to display the next group of items. The N available on the button should be the same as the users current choice in #8 ‘list display element’. The “next” button will not be displayed on the last page of the list.

4 – List Navigator “Previous” page
Users can navigate long lists by choosing to display the previous group of items. The N available on the button should be the same as the users current choice in #8 ‘list display element’. The “previous” button will not be displayed on the first page of the list.
Planned Additions

Style Guide: WYSIWYG Editor
  Audio Record
  File upload
  Color Picker

Style Guide: Search

Style Guide: Intra-tool Navigation
## Appendix A - Glossary

<table>
<thead>
<tr>
<th>source term</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin/ Administrator</td>
<td>A category of system roles that allow for author-like access to sites and the administrator tools.</td>
</tr>
<tr>
<td>Administrative Tools</td>
<td>A set of tools within the CMS that provide system-wide administrator access to all sites as well as a GUI to typical system administrator functions like reports and session monitoring.</td>
</tr>
<tr>
<td>Administrator tools</td>
<td>Set of tools available to administrators based on level of administrator access</td>
</tr>
<tr>
<td>Announcements Tool</td>
<td>A tool within the CMS that allows site authors to post announcements to site members.</td>
</tr>
<tr>
<td>IMS</td>
<td></td>
</tr>
<tr>
<td>Assessment Tool</td>
<td>Any systematic method of obtaining evidence from tests, examinations, questionnaires, surveys and collateral sources used to draw inferences about characteristics of people, objects, or programs for a specific purpose. One of the IMS QTI core data objects.</td>
</tr>
<tr>
<td>IMS Assessment</td>
<td>A tool within the CMS that manages the authoring, delivery and grading of assessments.</td>
</tr>
<tr>
<td>IMS Authenticated user</td>
<td>A user who accesses the web application by logging in.</td>
</tr>
<tr>
<td>IMS Author</td>
<td>A category of system roles whose members can specify the parameters of a site.</td>
</tr>
<tr>
<td>IMS Bug</td>
<td>A discrete and reproducible application functionality impairment to or divergence from the project specification. (Antonym: Enhancement)</td>
</tr>
<tr>
<td>IMS Category (discussion)</td>
<td>A top-level grouping of discussion topics. Categories are created by the site author in advance of topics.</td>
</tr>
<tr>
<td>IMS Centralized Repository</td>
<td>Location for file uploads that is accessible by all CMS tools.</td>
</tr>
<tr>
<td>IMS Chat Room Tool</td>
<td>A tool within the CMS that allows for real-time online conversations</td>
</tr>
<tr>
<td>IMS Choice</td>
<td>One of the possible responses that a test taker might select. Choices contain the correct answer/s and distracters.</td>
</tr>
<tr>
<td>IMS Class Section</td>
<td>Sections are defined at the institutional level. A typical example of a section is a discussion associated with a lecture.</td>
</tr>
<tr>
<td>IMS Confirmation message</td>
<td>A message to the user that consequences of previous actions have occurred.</td>
</tr>
<tr>
<td>IMS Course Management System (CMS)</td>
<td>A web application designed to enhance the teaching and learning experience through the use of online tools.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Disclosure triangle</td>
<td>A control that allows the display or &quot;disclosure&quot; of information, which elaborates on the primary information.</td>
</tr>
<tr>
<td>Discussion Tool</td>
<td>A tool within the CMS that allows users to converse in a threaded asynchronous manner.</td>
</tr>
<tr>
<td>Drop Box Tool</td>
<td>A user-sensitive feature within the CMS that allows for file uploads to a particular site.</td>
</tr>
<tr>
<td>Element</td>
<td>The mode is made up of UI elements such as text, columns of data, dropdown menus, buttons, etc. Elements may contain sub elements, e.g. a button bar contains buttons.</td>
</tr>
<tr>
<td>E-mail Archive Tool</td>
<td>A tool within the CMS that archives all email sent to all site members and allows for keyword searching.</td>
</tr>
<tr>
<td>Enhancement</td>
<td>An addition to the original application project specification to accommodate new or altered functionality. (Antonym: Bug)</td>
</tr>
<tr>
<td>Error message</td>
<td>A message to the user that a system problem has occurred.</td>
</tr>
<tr>
<td>Essay response</td>
<td>A response style where the test taker enters an essay in response to the stimulus.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Information provided to a participant to aid the learning process.</td>
</tr>
<tr>
<td>Fill-in-the-blank(s)</td>
<td>A response style where the test taker completes a phrase by entering a word, words or a number.</td>
</tr>
<tr>
<td>Forum (discussion)</td>
<td>The environment in which discussion categories and topics are organized.</td>
</tr>
<tr>
<td>Gateway</td>
<td>The public face to the CMS that is presented to users before logging in.</td>
</tr>
<tr>
<td>Global</td>
<td>Applying to something across the entire CMS.</td>
</tr>
<tr>
<td>Global message</td>
<td>A message to all users created by the administrator.</td>
</tr>
<tr>
<td>Gradebook Tool</td>
<td>A tool within the CMS that captures and summarizes scores from assessments as well as off-line grades for a course.</td>
</tr>
<tr>
<td>Group</td>
<td>Subset of users from the site participant list.</td>
</tr>
<tr>
<td>Guest</td>
<td>A category of system roles that have read-only access to sites.</td>
</tr>
<tr>
<td>Help</td>
<td>A global feature within the CMS that allows users to access documentation for using the application.</td>
</tr>
<tr>
<td>High-stakes test</td>
<td>A test whose result has important, direct consequences for examinees, program, or institutions tested.</td>
</tr>
<tr>
<td>Item</td>
<td>The questions, choices, correct answer, scoring scenarios and outcomes used within a test. One of the IMS QTI core data objects.</td>
</tr>
<tr>
<td>Knowledge Base</td>
<td>A database with answers to questions about information technology.</td>
</tr>
<tr>
<td>Label</td>
<td>The adjacent text describing an element.</td>
</tr>
<tr>
<td>List navigator</td>
<td>A combination of previous/next buttons and a drop-down list indicating how many row items are to be displayed per page.</td>
</tr>
<tr>
<td>IMS</td>
<td>Logical group</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Login</td>
<td>An assumed institutional-based authentication system that allows for user identification to be passed to the CMS upon entry.</td>
</tr>
<tr>
<td>IMS</td>
<td>Low-stakes test</td>
</tr>
<tr>
<td>Mode</td>
<td>A mode is a sub-view of a tool containing UI elements. E.g. View Announcements, Add Announcement, etc.</td>
</tr>
<tr>
<td>IMS</td>
<td>Multiple choice</td>
</tr>
<tr>
<td>IMS</td>
<td>Multiple response</td>
</tr>
<tr>
<td>My Workspace</td>
<td>A personal site within the CMS that allows someone to use CMS tools for individual pursuits that provides summary information and access to user preferences.</td>
</tr>
<tr>
<td>Page</td>
<td>The content area of the wrapper that contains one or more tools.</td>
</tr>
<tr>
<td>Participant</td>
<td>A category of system roles whose members can use and contribute to the site within author-set parameters.</td>
</tr>
<tr>
<td>Participant List</td>
<td>The entire list of site members.</td>
</tr>
<tr>
<td>Permission Matrix</td>
<td>The set of individual permissions for a particular role. Each tool has an associated set of permissions which can be turned on or off for a given role. A role in a new site inherits the permission matrix as defined by the institution for that role. The permission matrix can be changed by someone with author privileges or higher on a tool-by-tool basis within a site.</td>
</tr>
<tr>
<td>Portal</td>
<td>A type of web application that allows for different sets of tools and information displays to be configured in various combinations and layouts for different users and groups.</td>
</tr>
<tr>
<td>Private Chat</td>
<td>The ability to communicate privately with another user in the active chat room.</td>
</tr>
<tr>
<td>Project Site</td>
<td>Sites with a peer-to-peer collaborative model, not necessarily associated with a course.</td>
</tr>
<tr>
<td>Public</td>
<td>All unauthenticated users.</td>
</tr>
<tr>
<td>IMS</td>
<td>Publish Test</td>
</tr>
<tr>
<td>IMS</td>
<td>Question &amp; Test (QTI)</td>
</tr>
<tr>
<td>Resources</td>
<td>A tool within the CMS that allows for a centralized and organizable repository of file uploads for a site.</td>
</tr>
<tr>
<td>IMS</td>
<td>Response type</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Revise</td>
<td>This is an action that can be taken on an object in a tool to modify its properties. (Use instead of terms “Edit” or “Modify”).</td>
</tr>
<tr>
<td>Role</td>
<td>A particular group of permissions that can be assigned to a user. A new site inherits the set of roles specified by the institution. New roles can be added by Admins.</td>
</tr>
<tr>
<td>Roster</td>
<td>The official list of registered students who are automatically added to class site due to the connection to the Registrar.</td>
</tr>
<tr>
<td>Schedule Tool</td>
<td>A tool within the CMS that allows for the scheduling of events associated with a particular site in calendar and list format.</td>
</tr>
<tr>
<td>IMS Score</td>
<td>Any specific number resulting from the assessment of an individual; a generic term applied for convenience to such diverse measures as test scores, estimates of latent variables, production counts, absence records, course grades, ratings, and so forth.</td>
</tr>
<tr>
<td>IMS Scoring rubric</td>
<td>The principles, rules, and standards used in scoring an examinee performance, product, or constructed response to a test item. Scoring rubrics vary in the degree of judgment entailed, in the number of distinct score levels defined, in the latitude given scorers for assigning intermediate or fractional score values, and in other ways.</td>
</tr>
<tr>
<td>IMS Section</td>
<td>A collection of items (generated either statically or dynamically) normally focused at a particular objective. This is one of the IMS QTI core data objects.</td>
</tr>
<tr>
<td>Site</td>
<td>Within the CMS, a distinct instance of tool-based web pages associated with a class or project.</td>
</tr>
<tr>
<td>Site Home</td>
<td>The first page a user sees upon entering a specific course or project site.</td>
</tr>
<tr>
<td>Site Info Tool</td>
<td>A tool that provides site information and the ability to revise capabilities for a site.</td>
</tr>
<tr>
<td>Site Tab</td>
<td>A method of organization and navigation for a user to link to sites for which s/he is a member.</td>
</tr>
<tr>
<td>Skin</td>
<td>A customized variation of the wrapper.</td>
</tr>
<tr>
<td>Suggestion</td>
<td>A proposed feature enhancement to the application.</td>
</tr>
<tr>
<td>System</td>
<td>The entire course management system/web application.</td>
</tr>
<tr>
<td>System Configuration File</td>
<td>A file that determines allows a system developer to set global CMS settings.</td>
</tr>
<tr>
<td>Term</td>
<td>The period of time for a unit of study – e.g. a semester, quarter, summer session.</td>
</tr>
<tr>
<td>Tool</td>
<td>Made up of modes and elements, a related set of features within the application to accomplish a specific function.</td>
</tr>
<tr>
<td>Tools</td>
<td>A function or set of functions that accomplish some task e.g. calendar, schedule. Includes everything on the left navigation menu.</td>
</tr>
<tr>
<td>Topic (discussion)</td>
<td>The initial posting of a discussion thread.</td>
</tr>
<tr>
<td>IMS</td>
<td>True/False</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Unauthenticated user</td>
</tr>
<tr>
<td></td>
<td>Validation message</td>
</tr>
<tr>
<td></td>
<td>Warning</td>
</tr>
<tr>
<td></td>
<td>Warning message</td>
</tr>
<tr>
<td></td>
<td>Web Content Tool</td>
</tr>
<tr>
<td></td>
<td>Wrapper</td>
</tr>
<tr>
<td></td>
<td>WYSIWYG</td>
</tr>
</tbody>
</table>

IMS terms: http://www.imsglobal.org/question/qtiv1p2/imsqti_overv1p2.html#1399206
Appendix B: Style Guide: Page Wrapper

Page Wrapper Elements

Tabs
- The tab list should be user editable (allow selecting which tabs display and their order).
- The tab list will start with a tab for my workspace, will end with a link to view all classes.
- Link to view all class websites goes to page that shows current term’s class websites, project websites, then all previous terms’ class websites.
- If the user has selected 5+ sites be visible in the tab area, the first 5 appear as tabs, the others in a drop down menu. The drop down menu appears only if there are 5+ sites selected for the tab bar.

Accessibility Notes
- Provide <noscript> html alternative to make dropdown links accessible to users who have turned off scripting.
- Include a transparent place mark at the beginning of the tabs section with a label defined by an <h1> tag to facilitate navigation and improve comprehension.

Users Present List
- Can be activated at the institutional level (if active, it can be deactivated by individuals)
- By default, users present list is turned off and will be turned off in the demo.
- It is a student privacy problem for many core members.

Page Refresh (a.k.a. courier)
- Make this a setting that can be activated at either the institutional or individual level.
- By default, page refreshing is turned off and will be turned off in the demo because it is a burden to accessibility. Adaptive Technology users need control over screen refresh to read page content, since refresh returns focus (and reading) to top of page.

Navigation Bar
- Keep the nav bar as in Sakai 1.0 (a column of rectangular CSS buttons with rollovers on the left side of the page)
- Ability to rename tools and to create multiple instances of tools is not part of the style guide recommendation.

Accessibility Note
• Use `<accesskey>` tags to make tools keyboard accessible. Letters should be chosen to correlate to the tool name whenever possible for mnemonic context.

Global Navigation
- Welcome w/username
- Login/logout link
- Help link which returns contextual help based on the contents of the page (i.e. if the only tool on the page is the announcement tool it gives you announcement help)

Accessibility Notes
• Provide a link to "Accessibility Information" at the top of the help page to permit users to create/adjust their AT settings and take advantage of Sakai's accessibility features. Provide Accessibility Information in Help on subsequent pages to reduce page clutter.
• Use `<div>` code to separate page sections and place content before navigation, with accesskey skip links provided for left hand and tool level navigation. This will give AT users more direct access to content. Where not possible, use an accesskey-based skip link as a shortcut.
• Use `<title>` tag in Help to inform AT user that clicking on Help will open a new window.

Footer
- Copyright info (is this necessary? Needs some policy decision. Perhaps Rob can check with the board)
- Powered by Sakai, with fine print listing the version, build and server it is running on in fine print to help with testing. Rob should ask the board: Is the Sakai logo optional or required? Are the words “Powered By Sakai” required? Are there trademark rules that need to be applied?
- Institution specific links (e.g. To the organization hosting Sakai, the university homepage, the portal gateway)
- Suggestion link (optional) – a link to a form where users can make suggestions for new features, etc.

Breadcrumbs
- no breadcrumbs in the wrapper, but there may be breadcrumbs in some tools.

Search
- no search in the wrapper for now
- we would like the architecture team to keep in mind that searching a worksite is a desirable feature, so they should plan for it now.

Accessibility Note
• Provide several alternatives to facilitate searching: Full-text, tool-specific, and category-specific (class, project site, etc.) searches.

Human readable/human speakable URLs
- the URLs generated for pages and for uploaded items should be relatively simple and human readable. They can be easily read to someone over the phone. To make URLs readable and speakable, do not use any capital letters, or any underscores. They can be bookmarked or copied and emailed to other people, who can access the same view at that URL.

Back button works
- The browsers back button needs to work. Application errors should not be generated by the back button. The back button is an important and frequently used navigation tool.