



WEB SITE POLICY, STANDARDS AND GUIDELINES — VERSION 1.0/2007

Branding. Accessibility. Functionality

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UWRF WEB SITE POLICY

The following policy has been created to define what the university considers responsible and ethical behavior concerning the World Wide Web (Web). This policy applies to all university students, faculty, staff and information technology (IT) clients. The right to use university IT services can be revoked if misused or abused, even if unintentionally.

Web activities and products must be consistent with the university's mission and core values. Since it is impossible to anticipate every possible violation, it is incumbent upon the user to weigh his or her actions against the purpose and examples provided in this policy statement.

The Standards and Guidelines which follow the outlined policy apply to all persons creating Web pages whether they are creating "institutional pages" (pages for university colleges, departments and organizations) or "personal pages" (pages for an individual).

POLICY

Persons creating Web pages are:

- responsible for the content of the pages they publish.
- required to adhere to the standards available in the Web Developer's Corner [www.uwrf.edu/webhelp/]
- expected to maintain standards of quality that will earn the university respect in all of its communities of interest.
- required to comply with all IT policies and procedures as well as state and federal laws.

IT resources have been allocated only for Web activities that support research, education, administrative processes and university-sponsored community service. All Web activities must be consistent with this purpose. Violations include but are not limited to:

- activities of commercial solicitation not approved by official university organizations.
- creating, displaying or transmitting threatening, racist, sexist, obscene or harassing language and/or materials.
- games not related to university programs and/or mission.
- copyright and licensing violations.
- violation of personal privacy.
- vandalism and mischief that incapacitates, compromises or destroys university resources and/or violates state and/or federal laws.

IT resources are funded to support activities that adhere to high academic standards and respect for personal and state resources. You are the first line of enforcement. Think before you act and understand the consequences of your actions. If you have any questions, please send an e-mail message to the Webmaster. Violators of this policy are subject to disciplinary action in accordance with relevant university rules and policies.

The university seeks to place its efforts toward the enhancement of IT resources and not the policing of the use of those resources. Engaging in any activity that violates IT policy can result in the immediate loss of access privileges. If such activities violate local, state, or federal laws, or the academic honor code of the university, the violator will be referred to the appropriate law enforcement office or campus-level committee for resolution. Such cases may result in suspension from the university as well as prosecution by outside authorities. It is the responsibility of each individual who uses university IT resources to be familiar with and abide by all current operational policies. The use of any university IT resource implies acceptance of all current operational policies. Continued use of IT resources implies acceptance of future operational policies as they are enacted.



INTRODUCTION: WEB SITE STANDARDS AND GUIDELINES FOR INSTITUTIONAL AND PERSONAL PAGES

The World Wide Web is an initial contact to the University of Wisconsin-River Falls, and first impressions serve as a basis for opinions and attitudes formed about UW-River Falls. Clear, consistent and effective communication is very important to reflect the university's character.

Like the importance of consistency in the printed image, the World Wide Web also has the capability to influence attitudes. Thus, to ensure an effective university image, as well as provide easily accessible information, it is important to maintain some minimum standards. These standards are detailed here.

Web sites on the UW-River Falls Web must adhere to the standards discussed in all following pages. The UW-River Falls Web will contain two types of pages, referred to in this document as "institutional" and "personal" pages. Institutional pages are defined as those for colleges, schools, departments, programs of the university, and officially recognized organizations of the university, and represent official information about the university. Personal pages are defined as those for individual faculty, staff and students of UW-River Falls. The standards differ for each.

REQUIRED STANDARDS FOR PERSONAL WEB PAGES

The *University of Wisconsin-River Falls (UWRF) Web Site Standards and Guidelines* herein establishes the minimum standards to be followed on all personal Web sites. Personal pages are defined as those for an individual faculty, staff or student of UW-River Falls which reside in the UWRF Web [www.uwrf.edu]. Personal pages do not constitute official information. UW-River Falls is not responsible for the content of personal pages.

To provide for as much creativity and freedom of expression as possible in personal pages, there are few required standards. Those that have been defined are explained here:

You may not develop a personal page which attempts to convey the look of an official university page. Various graphic images have been developed for use in institutional pages. You may not use, nor alter and use, any of the graphics shown in the UWRF Publications Guide, unless expressly stated in the guide. www.uwrf.edu/publications

REQUIRED STANDARDS AND GUIDELINES FOR INSTITUTIONAL WEB PAGES

The *University of Wisconsin-River Falls (UWRF) Web Site Standards and Guidelines* herein establishes the minimum standards to be followed on all institutional Web sites. In addition, this document contains recommendations and, where appropriate, explanations and references for further information. Each of the following standards and recommendations addresses one or more of three major areas: branding, accessibility, and functionality.

Branding is important to UWRF's goal of providing a consistent look and feel to the university's Web presence. Branding encompasses matters of site architecture, navigation, layout, graphics, colors and fonts, minimum page elements, and consistent terminology, usage, and spelling.

Accessibility issues address the need to make all university Web pages accessible to two groups:

1. people using various technologies (for example, browsers, search engines, operating systems, wireless systems),
2. people with disabilities (including visual, mobility, and cognitive/language impairments), and

Accessibility issues affect layout and design, navigation, graphics and sound, use of software other than HTML, use of multimedia elements, file size, and usage conventions. UW System strongly recommends UWRF Web sites comply with section 508 of the U.S. Rehabilitation Act [www.webaim.org/standards/508/checklist].

Functionality issues include content organization and presentation, adoption of common software, Web publishing tools, plug-ins, addressing schema, and file-naming conventions.

Starting immediately, the following standards and recommendations must be observed on all UWRF office and department Web sites.

At all times, the latest version of the *UWRF Web Site Standards and Guidelines* can be found online at [www.uwrf.edu/webhelp/].

SITE RESPONSIBILITY AND ENFORCEMENT OF STANDARDS

— All pages must be reviewed by the responsible university department/office at least once annually to ensure conformity to the current campus standards as set by the Web Management Committee.

— Page content is the responsibility of the university department/office and must be reviewed at least annually for accuracy.

— After notifying the institutional department/office head/director, the Web coordinator reserves the right to disconnect institutional Web pages that do not follow campus guidelines or that reflect negatively upon the campus.

SECTION I: WEB SITE ENVIRONMENT AND TOOLS

A. Server environment

STANDARD:

The UWRF servers are Intel-based Gateway servers running either Linux Red Hat 7.2 or Fedora Core1 operating system. Planned upgrades include an upgrade to SPARC (Sun) hardware running on the Solaris 10 operating system.

B. Desktop development environments

STANDARD:

The standard desktop development environments are Windows 2000, XP, and NT; Macintosh V.9.0 and higher. Current version of Linux.

C. Multimedia server environment

STANDARD:

Quicktime (.MOV) and Windows Media Video files (.WMV) for streaming are uploaded and housed on a server provided by UW System in Madison. Creation of and uploading WMV and MOV files occurs through the campus Web Development Office. Windows Media player is available for download at no charge to users of most platforms. Real Player (.RM) and other media files are not supported at the time of this publication. MPEG and AVI formats are not approved formats for web viewing due to their large file size.

Explanation:

Stream v.s. download, what is the difference? It is difficult to tell if a file is originating from streaming server or if the entire file is being downloaded while the media software is attempting to play it back. Simulcasts of UWRF 88.7 FM are streamed from a server provided by UW System.

Streaming Multimedia

- Streaming Files can be standard MP3's, Windows Media Files (WMV), and Quick Time Movies (QT). QT files require a "hint track." Explore QT movie resources for more information.
- Streaming files are stored on a streaming media server. UW System provides this resource to UWRF
- Streaming files are delivered in small packets of digital information that do not remain on the recipients hard drive.
- Streaming media plays back at the time of request.
- When a streaming file is requested, a portion of the stream is buffered before it automatically plays. This provides for seamless playback as the stream may vary in speed while it is delivered.
- Recipients may advance or replay various parts of streaming media presentation, at will, with little delay.
- Streaming is useful for large audio and video files and is the primary way to deliver live online radio broadcasts.
- Streaming prevents the creation of another copy of the content unlike downloading a Multimedia file. A small single kilobyte file is all that is cached in the recipient's browser
- Recipients with dial-up connections can often choose slow streams if the provider has compressed the multimedia files according. However, content quality suffers.

Downloading Multimedia

- Multimedia files such as MP3's, WMV's (Windows) and QT's (Quick Time) can be served from a standard server that delivers common Web documents.
- Multimedia files served from a standard server download, in their entirety, as a copy that resides on the recipients hard drive.
- Some recipients will be prompted to request where they would like the file to reside on their computer. However, most files are delivered to the browser's "temporary internet files" folder.
- Many recipients computers will automatically activate the appropriate software and attempt to playback the multimedia file before it has downloaded in its entirety.

D. Web publishing tools

STANDARDS:

Office and Departments should adopt Dreamweaver or Contribute from Adobe, as the common software for developing university Web sites.

UWRF Web developers will be required to utilize a campus approved template for constructing their Web pages. Petitions for exceptions can be made to the Web Development Office and must meet specific criteria to be approved.

Adobe Acrobat is the UWRF standard tool for PDF processing.

Explanation:

Web sites which utilize a UWRF template are more easily monitored, maintained, upgraded, and serviced by the campus Web Development Office for consistency across campus, and to guarantee a seamless experience for users.

Recommendations:

Fireworks and Photoshop are the recommend software for manipulating Web images however other software such as Windows Photo Editor are acceptable.

E. Graphic/ image files

STANDARD:

The two standard image file types to be used on Web pages are gifs and jpegs:

gif: This is a good format for images with solid flat colors or sharp and distinctive edges, such as text and line art. The gif format allows more control over each individual pixel. The gif format can be made into a transparent version of the graphic.

jpeg: This format is usually a better file format to be used for photographs. The jpeg format gives better control over quality of the photo in relationship to compression of the photo. Transparency does not function with jpeg format.

Whether you are using the gif format or the jpeg format, do not turn gif files into jpegs or vice versa.

example/gif



example/jpeg



SECTION II. CONTENT ORGANIZATION/SITE ARCHITECTURE

STANDARD:

Content on each institutional site should be organized with reference to the audience – that is, to the user's needs and interests - which may but very often will not correspond to the internal organization and division of responsibilities within the department/office.

Recommended Process:

STEP ONE: Define your audience very clearly. Do your users include students, faculty, staff, community, professional groups, businesses, organizations? Within UWRF, are there other, departments, offices, or other groups who will use your site? Do you have internal (intranet) users, external (Internet) users, or both? How will they use your site?

STEP TWO: Gather all your content and develop a clear outline of logical groupings (from the point of view of the types of users) before starting a design. Write a description of the site, indicating its purpose, goals, major topics, method of dividing the content, and how that method serves your users and your goals.

STEP THREE: Once the content is reviewed and revamped and the overall purpose of the site is defined, a site architecture (see example, next page) can be developed and used as the basis for a site design.

Develop a hierarchical organization of your content, moving from broader categories on the top page to more detailed categories and content on secondary and subsequent pages. As a rule of thumb, users should be able to reach any specific content on your site within four clicks; however, the logic and ease of following the path is more important than the number of clicks it takes to get to the information.

global header links

UWRF Home
A to Z
Search

global footer info

Accessibility Statement
Copyright Statement
Privacy Statement

Career Services

Hire a Falcon System

Career Workshops

- Workshop 1
- Workshop 2

Career News

- Article 1
- Article 2

Career Events

- Event 1
- Event 2

Vision & Mission

- Vision
- Mission

Career Tool of the Month

Primary navigation to secondary pages

more links to secondary pages

Students

deeper level content

- Choose a Major
- Explore Careers
- Gain Experience
- Hire Documents
- Research Employers
- Research Salaries
- Jobs & Internships
- Interviewing

Employers

deeper level content

- Post Jobs
- Interview
- Attend Event
- Placement Stats
- Biznews
- Majors
- Departments

Faculty

deeper level content

- Career Topics
- Student Links
- Post Grad Survey
- Other Services

Our Office

deeper level content

- Our Staff
- Appointments
- Career Library
- Career Technology
- Handouts
- Campus Interviews



SECTION III. CONTENT TEXT - WRITING/STYLE/PRESENTATION

A. Common elements and conventions

STANDARDS:

1. Each institutional Web page should contain
 - a plainly worded, descriptive page name (title) at the top,
 - clear navigational information (see Section IV: UWRF Branding Requirements), and
 - meta tag keywords and descriptions (see Section V, N: Use of meta tags).

Explanation:

Since a user may reach any given page from a search engine without first visiting the site's home page, and since a user may print out any given page, Web pages must be more able to "stand alone" than those in print media.

2. UWRF institutional Web sites should follow the accepted conventions of Web writing. For example,
 - the page name should match the name of the link used to reach the page,
 - nothing on the page should be underlined that is not a link,
 - links should be easy to identify
3. UWRF Web sites should follow the standardized terminology, spelling, and usage formats provided in the attached glossary (Appendix A).

B. Structure

STANDARDS:

1. Avoid wordiness.

Recommendation:

After writing a section, try to take out half of the words. Leave only the words necessary for clarity and quick comprehension. Also avoid long, convoluted sentences. (This does not mean "dumbing down" the content, however.) Long "Welcome" messages and instructions are seldom read by users and should be avoided or at least "linked to" rather than being placed on the home page.

2. All text on institutional sites should be clear, accurate, well-organized, and timely. "Hook" the user by putting the most important information at the top, with more explanatory, detailed information further down (the "inverted pyramid" style of writing).
3. Break up blocks of text intended for online reading into logical chunks and structure them for scanning. Headings, sub-headings, and bullets can help accomplish this. (See exceptions in Item 5 of this section.) Make sparing use, however, of bold face, all caps, and italics.

4. Observe rules of parallelism. When writing a list or series, each item should structurally match the others. For example, structure all items in complete sentences, or all in fragments beginning with an action verb, or all as nouns (names of things).

Poor wording (mixed constructions)

- ◆ Course listings
- ◆ You can register online.
- ◆ Getting directions

Fix #1

- ◆ Find course listings
- ◆ Register online
- ◆ Get directions

Fix #2

- ◆ Course listings
- ◆ Online registration
- ◆ Directions

Fix #3

- ◆ Finding course listings
- ◆ Registering online
- ◆ Getting directions

5. Conventional linear prose is completely appropriate on the Web in certain circumstances, for example, policy statements, reports, feature articles, course descriptions. In those instances, however, recognize that the pages are intended for printing and reading off-line; make sure that the pages are printer-friendly.

6. Avoid calling attention to the conventions of the Web or to the mechanics of Web navigation. If possible, avoid using phrases such as “click here,” “follow this link,” or “select this option.” Write the sentence as you normally would, and place the link anchor on the most relevant word or short phrase in the sentence.

Poor

[Click here](#) for more information on finding emergency assistance.

Better

Find information on [emergency assistance](#).

Or Various agencies provide [emergency assistance](#).

7. Do not place links near the top of your text – or sprinkle lots of links throughout your text. Such links are distracting and invite users to go elsewhere before they have finished reading your information. Put only the most important links within the main body of your text. Group all illustrative, parenthetical, or footnote links at the bottom of the document or in a sidebar, where they are easy to find but not distracting.

C. Diction

STANDARDS:

1. Use words that are
 - direct
 - familiar to the public
 - informal without being “slangy,” “cute,” or “clever”
 - concise
2. Use strong, active verbs whenever possible. Imperatives are more effective than gerunds.

Poor

UW-River Falls policy requires the submission of account reactivation form.

Course descriptions can be found by utilizing the [online inquiry](#) application.

Check out this cool info, just in!

Better

You will need an Account Reactivation Form.
Or: An account reactivation form is required.

Use the [online inquiry](#) for course descriptions.
Or, even better: Find [course descriptions](#).

Up-to-date advisories

3. Avoid “department-speak” and bureaucratic phrases and words.
4. Write out the full name for each acronym the first time it is mentioned on every page.
(Remember that a page deep in the site can be accessed directly through a search engine.) On the home page, write out the term fully at the first mention, with the acronym in parentheses. On secondary and deeper pages, do the same or use the acronym with the full name in parentheses.

For example:

First mention, ITS home page: “Information Technology Services (ITS)”
First mention, deeper ITS pages: “ITS (Information Technology Services)”

or “Information Technology Services (ITS)”

D. Correctness

STANDARDS:

1. Ensure that all writing on an institutional Web site conforms to standard rules of English grammar, punctuation, capitalization, spelling, and usage. See Appendix A for standardized terminology, usage, and spelling.
2. Proofread and edit Web pages carefully to correct typographical and other errors. Even if you have checked the document carefully before putting it into HTML, be sure to proofread it again after it is in HTML.
3. Consult the UWRF style guide first [www.uwrf.edu/publications/pubs-guide-pdfs.html]. If in doubt about correct usage, consult one of the major manuals of style, such as the Associated Press Stylebook or The Chicago Manual of Style. See below resources for further sources of information about good Web writing.

Explanation:

Correct grammar, spelling, punctuation, and usage increase the clarity of the information presented. In addition, correct writing sends an implicit message of competence, attention to detail, and professionalism – all of which increase the user’s confidence in and respect for the information and the site.

E. References

The following Web sites and books provide more information about effective Web writing:

Associated Press Stylebook and Briefing on Media Law.

The Chicago Manual of Style: the Essential Guide for Writers, Editors, and Publishers (14th Edition).

UWRF Style Guide

[www.uwrf.edu/publications/pubs-guide-pdfs.html]

Yale University “Web Style Guide”

[http://info.med.yale.edu/caim/manual/sites/site_design.html].

Jakob Nielsen. “Writing for the Web” [www.useit.com/papers/webwriting].

Jakob Nielsen. “How Users Read on the Web”

[<http://useit.com/alertbox/9710a.html>].

Official Sun Microsystems’ Guidelines Booklet, “Writing for the Web”

[www.sun.com/980713/webwriting/].

University of Washington “Design of Web Sites”

[staff.washington.edu/rells/design/].

Jutta Degener’s. “Dangerous Words”

[<http://kbs.cs.tu-berlin.de/~jutta/ht/writing/words.html>].

Kilian, Crawford. *Writing for the Web.*

Krug, Steve. *Don’t Make Me Think.*

Strunk, William, and E.B. White. *The Elements of Style.* Also available online at [www.bartleby.com/141/].

Zinsser, William. *On Writing Well.*

SECTION IV. UWRF BRANDING REQUIREMENTS

A. Common page elements

STANDARDS:

All campus web sites will contain the following elements displayed in a consistent location and with consistent colors, fonts, and font sizes determined by the campus Web Development Office using CSS. The below example is intended to illustrate the concept of these design elements to assist the campus Web Development Office who will determine the final look and feel of these elements.

1. Top Header – Common UWRF Wordmark & Navigation
 - Left: “University of Wisconsin-River Falls” Wordmark linked to home page
 - Right: Common navigation links including such links as: Search field, A to Z, About Us, Departments, Web Mail, Calendar, ESIS/myFalcon, Campus Maps, Directory(s), Faculty Directory, Find People
2. Sub-Header – UWRF Logo & Department
 - Left: UWRF logo linked to home page
 - Right: Department Name
3. Left Column or Footer – Department Contact Information
 - Department Name
 - Campus Location
 - Mailing Address
 - Phone(s)
 - Fax
 - Dept Email
4. Footer – UWRF Footer with common links
 - Accessibility Statement
 - Privacy Statement
 - Copyright © [years] University of Wisconsin-River Falls
 - UWRF Address

UW-System Accessibility Statement [www.wisconsin.edu/accessibility.htm]

UW-System Privacy Statement [<http://www.wisconsin.edu/privacy.htm>]

Department/office logos are not allowed in the page header, but may be added to page content.

Each institutional Web page header should contain a title. The title should match the link used to reach the page. For example, the link [Staff Profiles](#) should reach a page with a page heading and title of Staff Profiles.




B. Sample page layout

The UWRF Web Development Office is working with departments and offices to ensure that their site designs meet UWRF branding requirements.

See the following example.

1 → UNIVERSITY OF WISCONSIN-RIVER FALLS

2 →  Career Services

3 → **Contact Us**
Career Services
24 East Hathorn Hall
UW-River Falls
410 South 3rd Street
River Falls, WI 54022
Ph: (715) 425-3572
Fax: (715) 425-3573
career.services@uwrf.edu

Official Template

Following is placeholder for your paragraph text. Following is placeholder for your paragraph text. Following is placeholder for your paragraph text. Following is placeholder for your paragraph text. Following is placeholder for your paragraph text. Following is placeholder for your paragraph text. Following is placeholder for your paragraph text. Following is placeholder for your paragraph text. Following is placeholder for your paragraph text.

Hire a Falcon

Students, register with the Hire a Falcon System to access:

- Jobs and Internships
- Job Agent Tool
- Resume Critique Service
- Resume Referrals to Open Jobs
- The UWRF Mentor Network

This is a list

1. Item 1
2. Item 2
3. Item 3

Replace the content on this page with yours.

4 → University of Wisconsin - River Falls
410 South Third Street River Falls, WI 54022-5001 (715)425-3911
Copyright © 1995-2007 University of Wisconsin-River Falls
[Accessibility Statement](#) | [Privacy Statement](#)

C. Page size

Recommendation:

The recommended page width of a fixed-width page is no larger than 760 pixels wide, and for fluid pages, content should not “push” the page larger than 760 pixels wide – which is beyond the browser window of an 800x600 monitor. Primary content should be visible without scrolling down, i.e., in the top 400 pixels of the page. Exceptions may be made if dynamic scripting is used to capture user screen size and optimize the fixed width of a page for each screen viewing it.



For printing purposes, fixed-width pages wider than 650 pixels cause content to cut-off. The below CSS code should be incorporated to resolve such printing issues. This CSS code temporarily shrinks the printed content of the page to 650 pixels while printing.

```
<link href="2style.css" rel="stylesheet" type="text/css" MEDIA="screen">
<STYLE TYPE="text/css" MEDIA="print">
<!-- @import url(2style.css); .tableLayout {width:650px;} -->
</STYLE>
```

Explanation:

Older computer systems come with the screen resolution set at 800 x 600 pixels, and the browser framework takes up some of that space. The remaining viewing area is roughly 700 x 410 pixels. Scripting may be used to circumvent this problem, yet that scripting requires that a user's browser is set to accept cookies.

D. Font style and size (non-graphical elements)

Recommendations:

Font style and size on a page will be determined by a master CSS Style Sheet which is maintained by the campus webmaster. Choices of fonts, colors and sizes will be limited by that style sheet. Studies have shown Verdana to be the most easily legible Sans Serif font for the Web. Georgia is considered the most easily read Serif font. Arial is considered a good font for larger type, like headings, but is considered poor for smaller font sizes. Attempt to minimize the use of multiple fonts on a page; a limit of at most two serif or san serif fonts is recommended.

The following CSS is recommended for the body of UWRF pages:

1. **Three heading styles:** Heading 1 for page heading, Heading 2 for content sub-heading, Heading 3 for a heading within the subheading, going from largest to smallest.
2. **One standard body style:** A body style that is one font size and one font for all page content.
3. **Two link styles:** One for a visited link, and one for an unvisited link.

See below examples:

```
.Heading {font-size: large; font-family:Verdana, Arial, Helvetica, sans-serif; font-weight: bold;}
.SubHeading {font-size: medium; font-family:Verdana, Arial, Helvetica, sans-serif}
.HeadingUnderSubHeading {font-size: x-small; font-family:Verdana, Arial, Helvetica, sans-serif;
font-weight: bold;}
.BodyText {font-size: x-small; font-family:Verdana, Arial, Helvetica, sans-serif}
A.LinkInTextBody:link {font-size: x-small; font-family: Verdana, Arial, Helvetica, sans- serif; color:
#0033cc; text-decoration: underline;}
A.LinkInTextBody:visited {font-size: x-small; font-family: Verdana, Arial, Helvetica, sans-serif;
color: #9933cc; text-decoration: underline;}
```

example / content layout

Heading
Sub Heading
Body Text, Body Text, Body Text.
[Link in the body](#)

Heading under the Sub Heading
Body Text, Body Text, Body Text.
[Visited Link in the body](#)



E. Colors

STANDARDS:

1. Departments/offices should select colors from the Web-safe palette for text and background, sticking to two, three, or four colors in the design. When adding color onto the page as typed code, it is important that the color code is one of the 216 Web-safe colors.

Explanation:

The Web-safe palette is made up of the 216 colors that are used by both Macintosh computers and PCs as well as by the major browsers. Colors not from the Web-safe palette may cause the browser to “dither” or simulate the display, which can result in unsatisfactory visual results.

2. Departments/offices must ensure that use and selection of color do not negatively affect the information conveyed on a page.

– Information conveyed by color must also be available without reference to color.

For example, do not say “Select the green button.” Rather say, “Select the yes button.” (The button is green but is also labeled “yes.”)

– The foreground and background colors must provide sufficient contrast to make the text easily readable.

– There should not be use of red text and green background, or vice versa, as the use of these two colors adjacent to each other is known to cause significant eye strain.

Explanation:

Users who cannot differentiate between colors and users of non-color or non-visual displays will not receive information conveyed by color alone. Similarly, foreground and background colors too close in hue or luminosity may not be distinguishable when viewed by color blind users or on monochrome displays. Please visit Lighthouse International’s brochure, “[Color Contrast and Partial Sight](#),” [www.lighthouse.org/color_contrast.htm] for more information.

F. Breadcrumbs

STANDARDS:

Breadcrumbs are a sequence of elements (links) separated by a character or graphic (for example, an arrow pointing to the right) that show the user the optimal trail from the current page (the final item) back to the home page (the first item). Usually, though not always, this will represent the path the user has followed in getting to the current page. Building breadcrumbs into the design enhances the usability of a Web site.

example / breadcrumbs

[Home](#) > [Section One](#) > [Subcategory One](#) > [Page One](#)

In creating breadcrumbs

– hyperlink each item prior to the last one (which represents the current page);

– use a small font size for the breadcrumb trail;

– place the breadcrumb trail near the top of the page, above the title of the current page, below the global navigation, and to the right of the left hand navigation bar;

– always repeat the page title (the final item in the breadcrumbs trail) below and separate from the breadcrumbs in a different, larger font.



Reference and Information:

Instone, Keith, “Location, Path and Attribute Breadcrumbs,”

[<http://keith.instone.org/breadcrumbs>]

Foraker Design, “Usability Glossary: breadcrumbs,” [www.usabilityfirst.com]

CoolHomepages Design Academy, “Usability: How to Make a Good Design Brilliant,”

[www.coolhomepages.com/cda/usability]

G. Content Terminology and Usage

STANDARDS:

1. All text on the UWRF Web site is expected to conform to standard rules of English grammar, punctuation, capitalization, spelling, and usage.
2. Departments/offices should consult the attached glossary (Appendix A) for terminology, spelling, and usage.
3. UWRF departments/offices are responsible for proofreading and editing their Web site pages and correcting typographical and other errors. (See also Section III: Content Text – Writing/Style/Presentation.)

SECTION V: WEB PUBLISHING CONVENTIONS

A. Navigation

STANDARDS:

1. A UWRF Web page must use clear, consistent, “branded” navigation mechanisms. (See Section IV: UWRF Branding Requirements).
2. Each image link or button should be accompanied by a label which clearly indicates its purpose. Image links and buttons should not blink or move. (See Section V, L: Use of motion.)
3. To ensure that no gaps exist in the search of your site, set up invisible links to anything that is referenced ONLY from image maps, JavaScript, or Flash links.

For example:

```
<a href="http://www.uwrf.edu/programs.html"></a> or
```

```
<a href="./programs.html"></a>.
```

There is nothing clickable on this type of link, so it is invisible to the user but readable to a search spider. This type of link can be embedded on any HTML page.

Explanation:

Search spiders and robots index a site by following links from a starting page (on the public access server this will be the UWRF home page) to all of the linked subordinate pages. However, spiders and robots cannot read image map, JavaScript, or Flash links. As a result, without invisible links, a lot of subordinate pages may not be indexed by the search engine, and the users may not find what they need.

4. ‘Jump menu go’ HTML selection boxes are the preferred method for categorizing links so as to avoid too many choices being displayed at one time. In creating an HTML drop down menu, make sure that the selection box is only activated by pressing a go button or other image. Use server side scripting to activate the “go” button (such as Perl).

example: of a Jump menu go



Explanation:

HTML selection boxes can be used by all browsers. JavaScript and Flash links are not readable by most search spiders and robots or by the speech synthesizers used by the visually impaired. They also don't work with some older browsers (pre-4.0 browsers).

‘Jump menu go’ – rather than ‘jump menu’ – selection boxes are preferred for accessibility and usability reasons. With ‘jump menu’ boxes, someone using a screen reader must go to each page in the list one at a time before reaching the desired page. A ‘jump menu go’ dropdown enables the user of the assistive technology to go directly to the desired link. Also, from a general usability standpoint, long menus in a ‘jump down’ box require the user to depress and move the mouse over a large list, thus increasing the chance of getting the wrong page. Requiring the pressing of a Go button placed alongside the jump menu lets users make sure that their choice is correct before the redirect is activated. As stated earlier, you should use a server side scripting such as Perl to activate the ‘Jump menu go’ instead of JavaScript.

B. Accessibility

STANDARD:

All UWRF Web sites must meet or exceed Priority I requirements of the Web Content Accessibility Guidelines and paragraphs 1194.22 of Section 508 for accessibility by the disabled and must meet or exceed the requirements outlined in the UW-System accessibility statement.

See the UW-System Accessibility Statement: [www.wisconsin.edu/accessibility.htm]

Information and Reference:

[WebAim Intro to Web Accessibility](http://www.webaim.org/intro/) [www.webaim.org/intro/]

[W3C Web Content Accessibility Guidelines 1.0](http://www.w3.org/TR/WCAG10/) [www.w3.org/TR/WCAG10/]

[W3C Web Accessibility Initiative Resources](http://www.w3.org/WAI/Resources/#gl) [www.w3.org/WAI/Resources/#gl]

C. Opening new browser windows

STANDARD:

On UWRF institutional Web sites, any new browser window that opens (e.g., when linking to an external Web site) should be smaller than the original window. Links to other UWRF institutional web sites will not open in a new window.

Explanation:

On new windows the “back” button is disabled; if the window is full-sized, the user can easily become confused and uncertain how to return to the original site. If further clicking opens still more full-sized windows, the confusion is compounded. Sizing the new window smaller than the original enables the user to retain sight of the UWRF global navigation bar on the original page and thus realize that a new window has opened that is not part of the original site.

Example of opening new browser window:

```
<head>
<script language="JavaScript" type="text/JavaScript">
<!--
function MM_openBrWindow(theURL,winName,features) { //v2.0
window.open(theURL,winName,features);
}
//-->
</script>
</head>

<p><a href="http://www.uwrf.edu" target="_blank"
onclick="MM_openBrWindow('http://www.uwrf.edu','newWin','width=400,height=400');
return false;">Sample link </a></p>
```

D. Limiting file size

STANDARDS:

1. UWRF institutional sites should contain graphics designed so that the file size of the whole page will be small, not larger than 120k.
2. Long HTML documents should be broken up into shorter documents. For example, a listing of 300 items could be broken up into blocks of 50 or fewer per page with “previous 50” and “next 50” buttons available for navigating among pages.

Explanation:

An HTML total page size includes the HTML page itself plus all graphic elements, multimedia elements, and text. The total file size makes up the overall page size which in turn determines loading time. HTML pages perform as well as inform. To do this effectively, the total page and all its elements should be kept within reasonable bounds. Additionally, many users object to the large amount of scrolling required by long HTML pages.

D1. File Management and Naming

STANDARDS:

1. All web site images and documents will reside in “images” and “documents” folders. Images will not exceed 300Kb, and documents will not exceed 5 Mb.

Explanation:

For organization, it is easier to manage a web site if images and documents are located in designated folders separate from a site’s web pages. Additionally, organizing images and documents in folders grants the UWRF Web Development Office easier access to these documents for university-wide management purposes. Images should be reduced in size to the actual size that will be displayed on the page, which will be no larger than 300Kb each. Documents larger than 5Mb consume campus bandwidth and should be avoided.

2. All old web pages and documents that are no longer linked from a UWRF institutional web site must be removed. Those files may be backed-up on disk.

Explanation:

The campus search engine and non-UWRF search engines index old pages, and if those pages continue to exist on the web server, then it is likely that users will inadvertently view those pages with old information. Additionally, old pages and documents consume resources.

E. Optimizing images

STANDARDS:

1. In order to reduce the file size and optimize clarity of an image, reduce the size of an image to the actual size that it will be displayed on the page. Do not resize an image after it has been inserted onto the page. Reduce color depth and increase jpeg file compression as much as is possible without degrading the display quality of the image to an unacceptable level.

Explanation:

Images that are not optimized tax slow internet connections because they take an unnecessarily long time to download. Most monitors display a resolution of only 72 pixels per inch, although some high-end systems display 96 pixels per inch. It is usually possible to reduce the color depth (number of colors stored in the file) for gif files and to increase the compression of jpeg files. Optimizing can greatly reduce the file size without affecting the quality of the displayed image.



2. Create graphic files with the dimensions that will be used when displayed; do not reduce image display size after placing it on the page by using the height and width attributes of the image, as this will degrade image quality and be less efficient for viewing.

F. Use of HTML

STANDARDS:

1. Whenever possible, UWRF departments/offices should publish all text in HTML.

Explanation:

Publishing all information in HTML eliminates the need for additional software. Many users may be unauthorized or too uncomfortable to download and install new software, or they may encounter installation problems or software conflicts. In addition, the alternative formats – audio or video files without text equivalents and PDF files – are inaccessible to users who are hearing-impaired or blind. For accessibility, video or audio files should have an explanation for how they may be obtained in text format.

2. UWRF Web pages must use HTML mark up tags properly. Departments/offices should use the officially sanctioned HTML tags as established by the W3C [www.w3.org] to promote consistency and accessibility across all Web sites.

Specifically:

- Avoid the misuse of tags to convey formatting.
- Avoid using images to represent text; use text and style sheets instead.
- When needed, use tables for layout as long as the screen readers used by the visually impaired can accurately translate the information. Note that screen readers read table information across the screen, from left to right.

Common errors to be avoided:

- Paragraph break errors (Using a paragraph tag before a heading or list can cause unnecessary white space in your document.)
- Missing quotes in links (Links that don't work can be the result of a missing quote mark in the link specification. The quote marks are small and easy to overlook in a long reference.)
- Missing end tags (Some HTML tags are opening and closing pairs. Leaving out one or the other will result in strange looking documents. Using an HTML editor can be a great help in avoiding this mistake.)

It is a good practice to use two or more browsers to review and test your pages. Control varies from one browser to another. Using at least two will give you an idea of what your readers may be seeing. (See Section V, Q: “Usability by various browsers/versions/ technologies,” below.)

Explanation:

Using HTML tags (e.g., headings, lists, blockquotes, tables, etc.) to achieve desired formatting effects on a Web page relies on how a particular browser interprets the tags. Misusing tags or using them incorrectly can confuse the organization of a page, hinder navigation, and/or prevent accessibility.

G. Publishing elements other than HTML

1. Linking to non-Web files

STANDARD:

When linking to non-Web pages, display the software extension and file size in brackets to the right of the link. If a graphic is used as an alternative, such as a .pdf logo, alternate text should be used with the graphic using brackets with the same content.

Examples:

[course listings](#) [pdf 110k]

[budget report](#) [xls 78k]

[minutes of public hearing](#) [doc 42k]

[blueprints 203-212](#) [dgn 538k]

ALTERNATIVE:

Using an appropriate graphic next to a document which denotes its file type is acceptable, but the software extension and file size should be added as alternate text to the graphic. Examples would be an adobe image next to a .pdf file, or an MS Word image next to an MS Word document.

Explanation:

The extension lets the user know what software to employ in opening the file. From the file size, users can estimate the length of time that will be required for download. This is helpful information for all users but it is especially important for users of dial-up modems that run at slow speeds.

2. JavaScript and Flash

STANDARDS:

a. If JavaScript or Flash is employed anywhere on the page as a link, there should be a text link substitute for these links on the page. See Section V, Navigation.

Explanation:

JavaScript and Flash links are not readable by most search spiders and robots or by the speech synthesizers used by the visually impaired. They also don't work with some older browsers. If JavaScript is turned off, selection boxes, on the other hand, will not work. A server side script (such as Perl) must be used instead.

3. Cascading Style Sheets (CSS)

Recommendations:

a. A institutional Web page should control presentation with CSS style sheets which have been approved by the campus Web Development Office.

Explanation:

Style sheets enhance accessibility by more precisely controlling layout and appearance, making Web pages easier to follow for users with various disabilities as well as for the general public.

b. Linking to external style sheets rather than using embedded ones is recommended for consistency.

Explanation:

Cascading Style Sheets (CSS) is a simple mechanism for adding style (e.g., fonts, colors, spacing) to Web documents. By attaching style sheets to structured documents on the Web (e.g., in HTML), authors and readers can influence the presentation of documents without sacrificing device-independence or adding new HTML tags. Only by referencing an external file (linking) will you get the maintenance benefits of being able to update the look of your entire site with a single change. You should still be able to read the HTML page if the cascading style sheets are turned off. **Reference** [W3C Cascading Style Sheets](http://www.w3.org/Style/CSS/) [www.w3.org/Style/CSS/]

4. Common Gateway Interface (CGI) scripts

STANDARDS:

CGI scripts can be implemented on the UWRF Web servers. However, developers are required to have their forms approved by the Web Development Office before implementation.

Explanation:

PERL scripts must be reviewed for security issues and functionality before being posted to the server.

5. Form Mail

STANDARDS:

Institutional Web sites may feature pages that allow users to submit data to a campus email recipient. UWRF uses formmail.pl or PHP to deliver form mail based messages.

Recommendations:

Before creating each new form mail interface, campus Web developers, must consult the Web Development Office. The Web Development Office provides assistance with properly setting up form mail Web pages.

6. PDF Files

STANDARDS:

PDF Should be used when

- When the original formatting of document must remain intact. (i.e. forms, complicated columnar layouts)
- When a printable form is desired that requires a signature
- When your audience is small or unique but the documentation is abundant (i.e. detailed government documents)

PDF should NOT be used:

- If the original of the document formatting is a single column document, thus it can easily be turned into an HTML page
- If the document is NOT intended to be printed

Large PDF's containing many pages should be segmented into separate PDF documents to reduce download time. Long PDF downloads appear as a static white screen for the recipients. This can be mistaken for a broken link or faulty document.

PDF files should be “tagged” to make PDF files accessible to standard screen readers that support tagged PDF (like JAWS and Window Eyes).

Explanation:

A PDF is a digital hardcopy of a document. The originating document may be an MS Word Document or other format type.

Creating an HTML directory with descriptive links to the segments of the PDF document will make it simple for visitors to find only the content they want. This eliminates the need for a user to download a lengthy PDF document to review only two paragraphs of information, for example in a newsletter.

H. Use of layers

STANDARD:

UWRF departments/offices should not use layers for publication purposes.

Explanation:

Layers do not print well and display unpredictably.

I. Use of frames

STANDARD:

Departments/offices should avoid using frames on their Web pages. If it is deemed necessary to use frames, departments/offices should have their frame pages approved by the Web Development Office before publishing them to the Web.

Explanation:

Frames should be avoided for a number of reasons:

- Frames can be spoofed (unauthorized parties can post information in a UWRF page frame).
- People with cognitive disabilities and visual disabilities often have difficulty interpreting pages built with frames.
- Frames are difficult to print.
- The major search engines do not index sites using frames.

Standards that must be met when seeking approval for use of frame pages:

- Title each frame to facilitate frame identification and navigation.
- Describe the purpose of the frame and how each frame relates to another if the frame titles alone don't make that clear.
- Do not create a situation in which users are required to install a frame-enabled browser in order to view the information in a frame.
- Use the <NOFRAMES> tag to include links that provide navigation options when frames are turned off.

J. Naming of files

STANDARDS:

1. Naming your home page

A institutional home page (i.e., top level page) must be named “welcome.htm”, “welcome.html”, “welcome.php”, etc... The first two are preferred.

Explanation:

The Web server is configured to serve pages named “welcome.htm” and “welcome.html” as defaults. Thus the reference <http://www.uwrf.edu/biology/> will serve the “<http://www.uwrf.edu/biology/welcome.html>” page. The file type “.shtml” is used to let the server know to parse this file for server side includes.

2. Referencing an institutional home page from a page within its own site should be relative when possible and should end in the directory name rather than the file name. Thus, in the example given above, the link to the treasury home page would be “/treasury/”.

Explanation:

Since the server knows to send the “welcome.html” page, adding that to the link is not necessary. Ending the link reference with the directory name rather than the file name makes it easier to change the file name of the home page to “.shtml” or “.jsp” at a later date, if needed.

3. Referencing the UWRF home page

The correct reference to the UWRF home page is as follows:

Absolute = <http://www.uwrf.edu/>

Relative = / (This is all that is needed. “/” is the root directory for the university’s server document hierarchy. Note that your pages must reside on the same server as the university’s home page to use this format.)

4. Referencing UWRF Home

The UWRF home page (www.uwrf.edu) should be referenced from the common navigation bar.

K. Addressing of files

Recommendation:

For files located on the same server, a department/office should use relative addressing within its site. A relative link is one that is usually in the current directory or in one above or below. The whole path name is not used i.e. (<http://www.uwrf.edu/biology>).

Explanation:

Links which use a relative path load more quickly because they send a user directly to the page that is linked, rather than using absolute links i.e. (<http://www.uwrf.edu/biology>) which send them off-campus to the Web before returning to a page on the UWRF server.

Some examples of relative links:

1. [newpage.html](#)
2. </toplevel/secondlevel/relative.html>
3. [../alsorelative.html](..alsorelative.html)
4. `Here is a link`.

Note: If you are using Dreamweaver, the relative linking is set automatically. It is important that the word “File:///” does not exist at the beginning of a link.

L. Use of alt tags

STANDARDS:

For every image on a UWRF institutional Web page, an alternative text attribute in the image tag (“alt”) must be used. The alt tag must sufficiently describe the image so that a person unable to see the image can understand the content and meaning for its use. A long description is acceptable if the image is hard to describe in a few words.

The term “image” includes pictures, graphical representations of text (including symbols), image map regions, animations, scripts, applets, programmed objects, ASCII art, frames, images used as list bullets, spacers, graphical buttons, sounds, stand-alone audio files, audio tracks of video, and video. For images such as spacers that are used for design purposes alone, use an empty alt tag (“”).

The alt tag text on a link should not start with “link to” because the screen-reading programs automatically supply the words “link to.” (For example, if your alt tag reads “link to Form 300004,” the screen reader will read “link to link to Form 30004.”)

Explanation:

Text equivalents for images can be accessible to people with various disabilities and using various technologies. Text can be readily output to speech synthesizers and Braille displays and can be presented visually in different sizes on computer displays and on paper.

Screen-reading assistive technologies (which synthesize speech) are used by individuals who are blind and by many people with the reading difficulties that often accompany cognitive and learning disabilities. Braille is essential for individuals who are both deaf and blind, as well as many individuals whose only sensory disability is blindness.

Please note that creating a separate text-only page is the least desirable way to address this issue. Graphics and sound can be useful and attractive enhancements to a Web page, and non-text equivalents (for example, pictures, graphics, videos, and re-recorded audio) of text are beneficial for users who are non-readers or who have difficulty reading. The goal is to create one page that transforms gracefully, remaining accessible despite physical, sensory, cognitive, situational, or technological constraints. A text equivalent alt tag will make an image accessible.

M. Use of motion

STANDARD:

UWRF departments/offices should avoid using motion on their Web pages whenever possible. Any motion used on a UWRF Web page must be integral to the content of the site, user-controlled, and limited to three cycles before stopping automatically.

Explanation:

UWRF departments/offices are strongly discouraged from using motion (i.e., animated graphics, blinking text, scrolling banners, and auto-dating objects and pages) on their Web sites for a number of reasons:

- People with photosensitive epilepsy can have seizures triggered by flickering or flashing in the 4 to 59 flashes per second (Hertz) range with a peak sensitivity at 20 flashes per second as well as by quick changes from dark to light (like strobe lights).
- Some people with cognitive or visual disabilities are unable to read moving text quickly enough or at all.
- Movement can also cause such a distraction that the rest of the page becomes unreadable for people with cognitive disabilities.
- Screen readers (used by the blind and visually impaired) are unable to read moving text.
- Some people with physical disabilities cannot move quickly or accurately enough to interact with moving objects.

N. Use of meta tags

STANDARD:

UWRF sites should use meta tags to specify a “description” and “keywords” by which search engines will index the page.

Explanation:

A meta tag is an HTML tag used in the <head> area of a document to specify further information about the document. Pages without well-chosen meta tags will not be pulled up or indexed by search engines properly. A few well chosen Keywords are helpful, but using too many renders this meta tag useless. Typing a concise Description will ensure that your description of the page is viewed by search engine users – when a search engine does not find a meta description, it will use the first few lines of the page as a description.

Information and Reference:

[How to Use Meta Tags](http://www.searchenginewatch.com/webmasters/meta.html) [www.searchenginewatch.com/webmasters/meta.html]

[Meta Tag Keywords and Metatag Description](http://www.searchengineworld.com/design/metatags.htm)

[www.searchengineworld.com/design/metatags.htm]

O. Use of mailto tags

STANDARD:

The mailto tag can be used to activate a client-side email application. However, the email address should be spelled out in the text of the link. Email address that are spelled out may contain a construct that foils spamming software that trolls web sites collecting email addresses.

Explanation:

Not all web visitors have an email client that allows them to utilize the mailto: feature. Some visitors will prefer to copy and paste an email address into a web based email client such as hotmail and Yahoo!. Spelling out the email address allows them to do so.

Example john.smith@uwrf.edu

If you wish to foil spammers that troll our Web site looking to exploit email addresses you could publish the email address as john.smith-at-uwrf.edu

The code would look like this `<mailto:john.smith@yahoo.com> john.smith-at-yahoo.com`
Those visitors who copy and paste the email client into a web will have to correct the address by replacing the “-at-“ with “@” before sending.

P. Use of “under construction” links

STANDARD:

Institutional Web sites should not use links to “under construction” pages. If a page is under construction, this fact should be plainly displayed on the referring page so that users don’t attempt to go to the page at all, or the reference should just be removed completely from the referring page to avoid any confusion.

Explanation:

Users with slow connections will waste time waiting for a page to load and then find that there is nothing there.

Q. Usability by search engines

STANDARDS:

1. To insure that no gaps exist in the search of your site, set up invisible links to anything that is referenced from image maps, JavaScript, or Flash links.

For example: `` or ``.

Since nothing on this type of link is clickable, it is invisible to the user but readable to a search spider. This type of link can be embedded on any HTML page. Notice there is no clickable text between the tags.

Explanation:

Search spiders and robots index a site by following links from a starting page (on the public access server this will be the UWRF home page) to all of the linked subordinate pages. However, spiders and robots cannot read image map, JavaScript, or Flash links. Without invisible links, a lot of subordinate pages may not be indexed by the search engine, and the users may not find what they need.

Reference and Information:

[W3C Cascading Style Sheets](http://www.w3.org/Style/CSS/) [www.w3.org/Style/CSS/]



2. UWRF sites should use meta tags to specify a “description” and “keywords” by which search engines will index the page.

Reference and Information:

[How to Use Meta Tags](http://www.searchenginewatch.com/webmasters/meta.html) [www.searchenginewatch.com/webmasters/meta.html]

[Meta Tag Keywords and Metatag Description](http://www.searchengineworld.com/design/metatags.htm)

[www.searchengineworld.com/design/metatags.htm]

3. One reason that UWRF departments/offices should avoid using frames on their Web pages is that the major search engines often do not properly index sites using frames.

R. Usability by various browsers/versions/technologies

STANDARD:

All institutional Web sites should be tested for compatibility and ease of use on Microsoft Internet Explorer, and Mozilla FireFox at the minimum.

Recommendation:

In addition, institutional Web sites should be tested on different versions of Mozilla FireFox and Microsoft Internet Explorer. Browser and version detection codes should be included in any Web page that uses elements that may not work with older browsers (for example, JavaScript). Give consideration to testing on PC and Mac operating systems. Also consider testing sites/pages using connections of varying speeds (for example, phone modem, cable, T1) to see that pages don't take too long to load.

APPENDIX A: TERMINOLOGY, USAGE, AND SPELLING

STANDARD: As much as possible, terms should be used and spelled the same way across the UWRF Web presence. The following list of standard usages may be adjusted and expanded as time goes on.

Correct uses of “University of Wisconsin-River Falls”

- UWRF: no hyphen
- University of Wisconsin-River Falls: No spaces before and after hyphen
- UNIVERSITY OF WISCONSIN-RIVER FALLS
- UW-River Falls: No spaces before and after hyphen
- UW-RIVER FALLS

date format: avoid expressing dates as three numerals divided by forward slashes (e.g., 6/11/01); internationally, this format can mean November 6, 2001, not June 11, 2001. Use the name of the month wherever possible; for example: July 4, 1998, or Jul-4-98.

download: one word, no hyphen

e-mail: spelled with a hyphen

e-government: spelled with a hyphen, lower case “e” and lower case “g.” At the beginning of a sentence, spelled “E-government.”

e-services, e-commerce, e-voting, e-signature, and like constructions: same conventions as in “e-government”

home page: two words

HTML: for hyper-text markup language; use capitals when using the term in a phrase or sentence; use lower case letters at the end of a URL, or if for some reason it is placed at the end of a hyperlink (e.g., “Find [course listings](#) [html]”).

interactive: one word, no hyphen

Internet: always capitalized (it is a proper name)

intranet: not capitalized

multimedia: one word, no hyphen

online: one word, no hyphen

PDF: for “portable document file”; use capitals when using the term in a phrase or sentence; use lower case letters when placed at the end of a hyperlink. If used at the end of a hyperlink, include the file size (e.g., “Find [Course listings](#) [pdf 10k]”).

phone number format: divide with hyphens or periods (international convention); do not use parentheses. That is, either of the following is correct: 888-555-1010 or 888.555.1010.



portal/channel: use “portal” to refer only to the UWRF home page (www.uwrf.edu). The opening page for other institutional sites should be called the home page of that site. Major paths of information on the UWRF portal (e.g., citizen, business, government) are called “channels.” Neither “portal” nor “channel” should be capitalized except at the beginning of a sentence.

site map: two words

state: the word state is spelled with a lower case “s” - for example, “Trenton is the capital of the state,” “state legislators.”

Web: preferred form is with a capital “W” when referring to the World Wide Web.

Web-enabled: hyphenated with upper case “W.”

Web enable: two words

Web page: preferred form is two words with upper case “W.”

Web site: preferred form is two words with upper case “W.”

APPENDIX B: ABOUT THIS DOCUMENT

Subject to the 2006-2007 UWRF ITS Redesign, the UWRF Web Standards Task Team was formed to develop the UWRF Web Site Standards and Guidelines document. The team adapting information from the State of New Jersey Office of Information Technology Web Site Standards and Guidelines document, and after consultation with multiple sources, including print and Web publications, compiled this final document. Along with the references mentioned within the document, the following were sources of information used in the formation of the guidelines:

The Rutgers “New Jersey Online Project Web Site Analysis,” 2001.
Krug, Steve. *Don't Make Me Think*. New Riders Publishing: Indianapolis, Indiana, 2000.
Consultation with Kathleen De Sousa, Usability Analyst, Sengen, Inc.
W3C “Web Content Accessibility Guidelines 1.0,” 1999.
Useit.com: Jakob Nielsen's Website (www.useit.com).
Yale University “Web Style Guide” (http://info.med.yale.edu/caim/manual/sites/site_design.html).
University of Washington “Design of Web Sites” (<http://staff.washington.edu/rells/design/>).
Official Sun Microsystems' Guidelines Booklet “Writing for the Web”
(www.sun.com/980713/webwriting).
Jutta Degener. “Dangerous Words” (<http://kbs.cs.tu-berlin.de/~jutta/ht/writing/words.html>).
Kilian, Crawford. *Writing for the Web*. Self-Counsel Press: Bellingham, Washington, 1999.
“World Wide Web Home Page Guidelines and Best Practices,” prepared by the World Wide Web Federal Consortium, revised, November 1996.
Microsoft “Resource Guide for People with Cognitive/Language Impairments”
(www.microsoft.com/enable/guides/language.aspx).
Various other states' guidelines on Web publishing and accessibility.