Academic courses
Formal names of academic courses should be capitalized and put into quotation marks.
> e.g. "Introduction to Creative Writing"

Academic grades
Capitalize and use Roman typeface. Do not place quotation marks around grades.
> e.g. A, B, C, D, F, pass, incomplete, grade of B, grades of B or Bs

Academic majors
Lowercase general references; capitalize if proper noun.
> e.g. She is a biology major; She is a Spanish major.

Accent marks
Foreign words that have been incorporated into the English language often retain their original accents. When in doubt, consult a dictionary.
> e.g. fiancé, resumé

Acronyms
Spell out for first citation and follow with the acronym in parentheses. The acronym may be used in subsequent references.
> e.g. The Council on Educational Policy (CEP) will deliver a speech. The CEP is an essential organization.

Advisor
Not adviser.

Affect, effect
Affect is a verb meaning to influence.
> e.g. The game will affect the standings.

Effect is a verb meaning to cause and a noun meaning result.
> e.g. The effect was overwhelming.

Ages
Always use Arabic numerals. Hyphenate if used as an adjective before a noun or a noun substitute.
e.g. A 5-year-old boy. The boy is 5 years old.

All right
Two words, never "alright."

Allude, refer
To allude to something is to speak without specifically mentioning it.
To refer to something is to directly mention it.

Allusion, illusion
An allusion is an indirect reference.
> e.g. The allusion was to his opponent's war record.

An illusion is an unreal or false impression.

    e.g. The scenic director created the illusion of choppy seas.

Alma Mater

Always lowercase alma mater (unless in a title).

Alumna, alumnae, alumni, alumnus

Use alumna for the feminine singular.

Use alumnae for the feminine plural.

Use alumni for the masculine plural or for general plural.

Use alumnus for the masculine singular.

Ampersand (&)

Use symbol only when part of an official name. Avoid using in either text or headline.

    e.g. Tiffany & Co.

Anti-

Hyphenate all except the following:

    antibiotic, antibody, anticlimax, antidote, antifreeze, antigen, antihistamine, antiknock, antimatter, antimony, antiparticle (and similar terms in physics), antipasto, antiperspirant, antiphon, antiphony, antiseptic, antiserum, antithesis, antitoxin, antitrust, antitussive

Anyone, any one

One word if an indefinite reference. Same for "anybody."

    e.g. Anyone can do that. Anybody could win the raffle.

Two words when the emphasis is on singling out one element of a group.

    e.g. Any one of them may speak up.

Approve

See *Adopt* for proper usage.

Armed Forces

See *Army* for proper usage. See also *U.S. Military*.

Army

U.S. Army on first reference, Army on all others. Do not capitalize "army" for references to other countries.

Assure – Ensure – Insure

    Assure is to give confidence or inform positively.

        e.g. She assured him he made a wise choice.

    Ensure is to guarantee or make certain.

        e.g. He took steps to ensure the document's accuracy.

    Insure is characteristic of insurance.

        e.g. The policy will insure your home.

Biannually
"Semiannually" preferred term to mean twice a year.
    e.g. Tributaries is a semiannual publication.

Biennial
Every two years.

Biweekly, bimonthly
Every other week/month; semiweekly/semimonthly means twice a week/month

Board of Trustees
Capitalize only when referring to a specific group.
    e.g. Richland Community College Board of Trustees

Buildings
Use the official name of campus facilities with capitals in formal communication. On second reference, if the name is partial, you may shorten the name with the appropriate designation. **Right:** Students congregate in the Mueller Student Center. The Center is adjacent to the cafeteria. **Right:** The Financial Aid Office provides clear and appropriate information. The Office is located in C129. **Wrong:** Students congregate in the Mueller Student Center. The center is adjacent to the cafeteria. **Wrong:** The Financial Aid Office provides clear and appropriate information. The office is located in C129.

Call letters
Use all caps and hyphens to separate the type of radio or TV station from the basic call letters.
    e.g. WAND-TV

Campuswide
One word.

Capital, capitol
        Capital is the city where a seat of government is located; do not capitalize.
            e.g. The capital of Illinois is Springfield.
        Capital can also refer to money or a fundraising campaign.
            e.g. capital markets, capital campaign
        Capitol is a building; capitalize in all cases.
            e.g. The meeting was held on Capitol Hill in the west wing of the Capitol.

Capitalization
Capitalize any reference to the College, names of professorships, titles, buildings, particular offices, rooms with names, certain special-interest programs, College-specific events and programming, and formal names of committees and clubs.
    e.g. English Department
Capitalize proper nouns, but do not capitalize common nouns, unless referencing a group officially affiliated with Richland.
    e.g. Decatur City Council, city council

e.g. Richland Community College Board of Trustees; the Board

Capitalize formal office names, but do not capitalize informal office names.

e.g. Richland Community College Marketing Department; the marketing office

Capitalize generic terms used in the plural before more than one proper name.

e.g. Mounts Rainier and Hood

Capitol
See *Capital* for proper usage.

Captions
Identify people as (front row, from left), etc.

Century
Use Arabic numerals.

e.g. 18th century

Hyphenate century when used as an adjective.

e.g. 20th-century poetry

Chair
Not chairman or chairperson.

Christmas Break
Use "Winter Break" instead.

Classes and Courses
Use lowercase when you refer to courses and classes, unless you use the specific name of a class or the class uses a proper noun or numeral.

e.g. I learned a lot in my journalism class. It helped prepare me for a course in new media.

e.g. I prefer English courses, but this semester I am enrolled in a criminal justice course and

International Trade and Investment with Professor Thomas White.

Class year
Use the following for undergraduate years: first-year, sophomore, junior, senior.

When identifying current students or alumni by their class years, the year is expressed in two digits and preceded by an apostrophe.

e.g. Jon Doe '60

Use full year when referring to a year whose last two digits have repeated in College history, unless context makes this distinction obvious.

e.g. 1906, 2006

Can use full four-digit year if referring to a class as a proper name.

e.g. She is a member of the class of 2007.

Comma
When writing for Marketing:

Use commas to separate elements in a series: "The flag is red, white, and blue."

Put a comma before the concluding conjunction in a series if an integral element of the series requires a conjunction: "I had orange juice, toast, and ham and eggs for breakfast."

Use a comma before the concluding conjunction in a complex series of phrases: "The main points to consider are whether the athletes are skillful enough to compete, whether they have the stamina to endure the training, and whether they have the proper mental attitude."

When writing for outside publications (news releases, etc.), follow AP style:

Use commas to separate elements in a series, but do not put a comma before the conjunction in a simple series: "The flag is red, white and blue."

Put a comma before the concluding conjunction in a series if an integral element of the series requires a conjunction: "I had orange juice, toast, and ham and eggs for breakfast."

Use a comma before the concluding conjunction in a complex series of phrases: "The main points to consider are whether the athletes are skillful enough to compete, whether they have the stamina to endure the training, and whether they have the proper mental attitude."

Commencement
Capitalize when referring to specific event.

Committees, Clubs
Capitalize names of all committees, subcommittees, and clubs

Compose, comprise, constitute
> **Compose** is to create or put together.
> **Comprise** means to contain, include all or embrace.
> **Constitute** use if neither compose or comprise seems to fit.

Comprise
See *Compose* for proper usage.

Constitute
See *Compose* for proper usage.

Convocation
Capitalize when referring to specific event.

Court cases
Italicize legal cases, and use the legal v. instead of vs.
> e.g. *Roe v. Wade*

Dash (–)
Use dashes to denote an abrupt change in thought in a sentence or an emphatic pause.

> e.g. They will fly to Paris in October – if she finds a new job.

When a phrase that otherwise would be set off by commas contains a series of words that must be separated by commas, use dashes to set off the full phrase.

Attribution: Use a dash before an author's or composer's name at the end of a quotation.

Data
A plural noun when referring to individual items, data is also a collective noun when used as a unit.
> e.g. The data have been carefully collected.
> e.g. The data is correct.

Dates
Use commas to set off the year when using full dates.
> e.g. He was born on Sept. 7, 1989, in Des Plaines, Ill.

Do not use commas when using only month and year.
> e.g. September 1985

Do not use 1st, 2nd and so on.
> e.g. April 11

Use year if referring to a date not in the current calendar year.
> e.g. They were married in June 2005. Their first child was born in February.

Periods of years:
> She worked from 1949 to 1961. He worked in the 1950s.

Use time/day/date sequence for events.
> e.g. The event is at 7 p.m. on Friday, Jan. 24.

Spell out days of the week.
See also *Days of the week*.
See also *Months*.

Days of the week
Never abbreviate days of the week in prose. Always capitalize.

Decades
Use an s without an apostrophe to indicate spans of decades or centuries.
> e.g. the 1890s, the 1800s, the '80s

Degrees (academic)
Capitalize degrees when spelled out.
> e.g. Bachelor of Arts

Use an apostrophe when referring to a bachelor's, a master's, etc.
> e.g. bachelor's degree

Do not use the possessive pronoun.

e.g. She earned a doctorate. (Not she earned her doctorate).

Preferably, do not abbreviate, but if form necessitates abbreviation, do not use periods.

    e.g. BA, MA, BS

Degrees with distinction

Set in Roman face, not italics and do not capitalize.

    e.g. cum laude, magna cum laude, summa cum laude

Divisions

Capitalize names of departments if the full/official name is used, lowercase if something other than the full, formal name.

    e.g. "the Health Professions Division," "the health division"

Directions

Lowercase *north, south, northeast, northern,* etc. when they indicate compass direction. Capitalize these words when they designate regions.

Doctor (Dr.)

Use *Dr.* in first reference as a formal title before the name of an individual who holds a doctor of dental surgery, doctor of medicine, doctor of optometry, doctor of osteopathic medicine, or doctor of podiatric medicine degree.

Dr. may also be used on first reference before the names of individuals who hold other types of doctoral degrees. However, because the public frequently identifies *Dr.* with physicians, ensure the individual's specialty is stated in first or second reference.

For faculty holding doctoral degrees use specific name.

    e.g. Ph.D.

Dollar amounts

Use a dollar sign followed by a numeral. Do not use .00 with dollar values.

$500 (not $500.00)

$50,000

$5.5 million

Each other, one another

Two people look at each other, more than two look at one another.

Either is acceptable when the number is indefinite.

    e.g. We help each other. We help one another.

Effect

See *Affect* for proper usage.

e.g., i.e.

e.g. means *for example*, and is always followed by a comma.

i.e. means *that is* or *in other words* and is always followed by a comma*.*

Either
Use to mean one or the other, not both.
    e.g. Use either door.

Ellipses
Use an ellipsis to indicate the deletion of one or more words in condensing quotes, texts and documents.
When writing for academia, place spaces on either side of ellipses. If writing for a press release or other non-academic publication, do not use spaces on either side of ellipses.
    e.g. (academic use) "Four score and seven years ago our fathers brought forth … a new nation … dedicated to the proposition that all men are created equal."

    e.g. (non-academic use) "Four score and seven years ago our fathers brought forth…a new nation…dedicated to the proposition that all men are created equal."

E-mail
Do not capitalize, except at the beginning of a sentence or title.

Emerita, emeritae, emeriti, emeritus
Do not italicize.
Use emerita for the feminine singular.
Use emeritae for the feminine plural.
Use emeriti for the masculine/general plural.
Use emeritus for the masculine singular.
Place after formal title in keeping with general practice of academic institutions.
    e.g. Professor Emerita Mona Gardner. Mona Gardner, professor emerita.

Ensure
See *Assure* for proper usage.

Entitled
Use it to mean "a right to do or have something." Do not use it to mean "titled."

Etc. (et cetera)
Avoid using, except in lists, tables and parenthetical series; use "and so on" or "and so forth" instead.

Events
Capitalize specific events and events of the college year.
    e.g. Commencement

Faculty
Considered plural.
    e.g. The faculty attend the event each year.

Farther, further

Farther refers to physical distance.

     e.g. She ran farther than he did.

Further refers to an extension of time or degree.

     e.g. He'll look further into the matter.

Fiscal, monetary
Fiscal applies to budgetary matters, while monetary applies to money supply.

Fractions
Use hyphens to spell out amounts less than one.

     e.g. Two-thirds

Full
Hyphenate when used to form compound modifiers. See also *Hyphen.*

     e.g. full-dress, full-fledged, full-length, full-page, full-scale

Full time, part time
Hyphenate as a compound modifier.

     e.g. He's a full-time professor.

     e.g. He works full time.

Fundraising
One word in all cases.

Further
See *Farther* for proper usage.

Good, well
Good is an adjective that means something is as it should be or is better than average.

Well, when used as an adjective, means suitable, proper, healthy. When used as an adverb, *well* means in a satisfactory manner or skillfully.

     e.g. I thought the report looked good.

     e.g. She said she didn't feel well.

Gray
Not "grey."

Half-
Follow Webster's Dictionary and hyphenate if not listed there. Some frequently used words without a hyphen:

 halfback   halftone

halfhearted   halftrack

halftime

Some frequently used combinations that are two words without a hyphen:

half brother
half dollar
half note
half size
Some frequently used combinations that include a hyphen:

half-baked	half-life
half-blood	half-moon
half-cocked	half-sole
half-hour	half-truth

Headlines
Capitalize the first and last word, all nouns, pronouns, adjectives, verbs, adverbs and subordinating conjunctions (if, because, as). Lowercase articles (a, an, the), coordinating conjunctions (and, but, or for, nor), prepositions and the "to" in infinitives.
Capitalize prepositions or conjunctions of four or more letters in headlines.

Historical Periods
Capitalize the names of widely known historical periods. Spell out first through ninth centuries and use numbers for 10th and above, with century in lowercase.

Hyper
Do not use a hyphen for combinations with this word.
> e.g. hypertension

Hyphen
Use to separate numerals in odds, ratios, scores, vote tabulations, fractions that are spelled out (three-fourths).
See also *Fractions*.
Use to avoid ambiguity.
> e.g. She re-covered the hole. He recovered from the fall.
Use to avoid duplicated vowels or triple consonants.
> e.g. Anti-inflammatory
Use to create two-thought compounds.
> e.g. Socio-economic
Use if forming compound modifiers.
> e.g. full-length
Use to link all words (except "very" and -ly adverbs) that together modify a noun.
> e.g. Full-time job, very good grade, easily remembered concept
Use if combination follows a form of the verb "to be."
> e.g. The play is first-rate.
If the hyphenated word comes at the end of the title, both its first and final elements are always capitalized.
The second element linked to a prefix is not capitalized unless it is a proper noun or adjective.
> e.g. Post-Renaissance artists are featured.

Do not hyphenate prefix "pre" unless followed by a word beginning with "e."
> e.g. Preset, pre-eminent
> Exceptions: pre-dental, pre-law, pre-med

i.e.
See *e.g.* for proper usage.

Illusion
See *Allusion* for proper usage.

In-, -in
Do not use hyphen if used as a prefix.
Exceptions: in-depth, in-group, in-house, in-law
Precede word with a hyphen if used as a suffix.
> e.g. break-in, cave-in, walk-in, write-in

Inc./Incorporated
Abbreviate and capitalize as *Inc.* when used as part of a corporate name. Do not set off with commas:
Time Warner Inc. announced …

Insure
See *Assure* for proper usage.

Italics
Italicize foreign words if they do not appear in the regular part of the dictionary.
Italicize Latin words used in English except for alma mater, et cetera.
Italicize book and movie titles, plays, operas, recordings, musical compositions, newspapers, paintings, drawings, statues, other works of art and art exhibitions, periodicals (journals and magazines), radio and TV shows, albums, names of airplanes, boats, ships.
See also *Titles of works*.

It's, its
"It's" is a contraction for "it is."
> e.g. It's raining.
"Its" denotes possession.
> e.g. The book had its binding done in China.

Lay, lie
Lay: to put or to place, requires an object.
> e.g. Please lay the boxes there.
Lie: to recline, rest or stay; to take a position of rest; performed by, rather than on, a person or thing.
> e.g. The mail is lying on your desk.

Less
No hyphen before when used as a suffix.
> e.g. childless, tailless, waterless

Lie
See *Lay* for proper usage.

Like-, -like
Follow with a hyphen when used as a prefix meaning similar to:
    e.g. like-minded, like-natured
Do not use a hyphen in words that have meanings of their own:
    e.g. likelihood, likeness, likewise

Majors, Programs
Do not capitalize majors, specializations or concentrations of study unless they are the full name of the programs, except for proper names: English, Spanish, German, etc.

Right: He received a Bachelor of Arts in Psychology.

Right: She majored in finance and English.

Right: Richland has a program in early childhood education.

Right: The Fire Science Program.

Military
See *U.S. Military*.

Monetary
See *Fiscal* for proper usage.

Months
Spell out when using alone or with a year alone.
    e.g. February 1986

When a phrase lists only a month and a year, do not separate the year with commas.

e.g. February 2007

When a phrase refers to a month, day and year, set off the year with commas.

e.g. He was born February 5, 2007, in Springfield.

Do not use the ordinal suffix with numerals or dates.
    e.g. Feb. 23 not Feb. 23rd

More than
The preferred phrase when referring to numerals

    e.g. Their salaries went up more than $20 a week.

Multi
No hyphen with this prefix.
    e.g. multicolored, multilateral, multimillion, multimillionaire

Music

Do not use quotation marks on titles of orchestral works unless the title includes non-musical terms.

e.g. Beethoven's Serenade for Flute, Violin and Viola; Beethoven's "Eroica" Symphony; "Rhapsody in Blue"

Capitalize letters that represent musical keys. Capitalize letters for major keys and lowercase letters for minor keys in repeated references, avoiding the terms major and minor.

Names

Use full name on first use and last name for subsequent uses.

e.g. Professor Paula Williams (first use), Williams (subsequent uses)

Exception: First name on second use is acceptable in publications writing to audiences where use of first name would make communication more personal.

When writing about people who share the same surname, use first and last names throughout for clarity.

Not-for-profit

Preferred over "nonprofit."

Numbers

Use for times, measurements, decimals, fractions, percentages, sports scores and ages.

Spell out zero through nine, use Arabic numerals for 10 and greater.

e.g. He had four books. She planted 12 bulbs.

Use a comma with numbers of 1,000 and above (except dates).

e.g. 5,000 graduated.

Use when referring to academic credit.

e.g. He earned 2.5 hours of credit.

Use when referring to a page number.

e.g. The quote is on page 3.

It is acceptable to both spell out and use numerals when rounding.

e.g. Nearly one thousand people attended. Nearly 1,000 attended.

Always use numerals when stating ages. Hyphenate age if used as a modifier.

Numbers at the start of a sentence

Spell out a numeral at the beginning of a sentence. If necessary, recast the sentence. There is one exception: a numeral that identifies a calendar year.

Wrong: 993 freshmen entered the college last year.

Right: Last year 993 freshmen entered the college.

Right: 1970 was a very good year.

OK, OK'd, OK'ing, OKs

Do not use *okay* in any form.

One another

See *Each other* for proper usage.

Over
It generally refers to spatial relationships.
  e.g. The plane flew over the city.

Part time
See *Full time* for proper usage.

Percentages
Spell out unless in table or graphics.
  e.g. About 75 percent of students agree.

Phone numbers and extensions
Use hyphens to separate the area code and second and third sets of numbers. If an extension is listed, use the following format:
  e.g. 217-555-1000, ext. 488

Possessives
Plural nouns not ending in S:
  e.g. the alumni's contributions
Plural nouns ending in S:
  e.g. the girls' toys; the horses' food
Nouns plural in form, singular in meaning
  e.g. measles' effects
Nouns the same in singular and plural:
  e. g. the two deer's tracks; one corps' location
Singular nouns not ending in S – add 's:
  e.g. the church's needs; the ship's route

Prefixes
Typically, do not hyphenate when using a prefix with a word starting with a consonant.

Except for cooperate and coordinate, use a hyphen if the prefix ends in a vowel and the word that follows begins with the same vowel.

Use a hyphen is the word that follows is capitalized.

Use a hyphen to join doubled prefixes: sub-subparagraph

Pro-
Use hyphen when using words that denote support for something.
  e.g. pro-labor, pro-peace, pro-business

Quotations

Never alter quotations even to correct minor grammatical errors or word usage. Casual minor tongue slips may be removed by using ellipses but even that should be done with extreme caution. If there is a question about a quotation, either don't use it or ask the speaker to clarify.

With punctuation:

The dash, semicolon, the question mark, and the exclamation point go within the quotation marks when they apply to the quoted matter only. They go outside when they apply to the whole sentence. Colons and semicolons are placed outside a quotation mark.

Commas and periods are placed inside a quotation mark.

Ranges

Use *$12 million to $14 million*, not *$12 to $14 million*.
Use *A pay increase of 12-15 percent.* Or *A pay increase of between 12 and 15 percent.*

Ratios

Use figures and hyphens: *the ratio was 2-to-1, a ratio of 2-to-1, a 2-1 ratio.* The word *to* should be omitted when the numbers precede the word *ratio.*

Always use the word *ratio* or a phrase such as a *2-1 majority* to avoid confusion with actual figures.

Re-

See *Prefixes*.

Refer

See *Allude* for proper usage.

Regional Designations

Lowercase north, south, east, west, northeast, northern, etc., when they indicate compass direction; capitalize these words when they designate regions.

e.g. He drove west. It is going to snow in the Midwest.

It is acceptable to capitalize locally popular names such as *Central Illinois*.

Resume

Do not use accents.
See also *Accent Marks*.

Scholars and Scholarships (named)

In reference to those holding named scholarships, "scholar" is capitalized.
e.g. Trustee Scholar

Seasons

Lowercase unless part of a proper name.
e.g. spring, summer, fall, winter; Winter Break

Semesters
Do not capitalize unless referencing a specific term.
> e.g. Fall 2011
> e.g. fall semester, spring semester

Semiannually
See *Biannually* for proper usage.

Semicolon
Use the semicolon to indicate a greater separation of thought and information than a comma can convey, but less than the separation that a period implies. Both parts before and after the semicolon should be a full sentence.

Semiweekly, semimonthly
See *Biweekly/bimonthly* for proper usage.

Social Media Guidelines
See *Web/Social Media Guidelines.*

Spaces
Use one space after periods, commas and colons when typing text for press releases. It is acceptable in all other types of writing to use two spaces after periods.

Staff
Considered plural.

State and Federal Designations
Lowercase *state* in *state of* construction (*state of Illinois*). Do not capitalize state when used simply as an adjective (*state Rep. Tom Cross*).

Capitalize *federal* when describing the architectural style and for corporate or governmental agencies that incorporate the word in their formal names (*the Federal Trade Commission).* **Right:** The Federal Perkins Loan is offered to first-year and second-year students who reside on campus. **Right:** Students can apply for federal financial aid. **Right:** Richland is located in the state of Illinois. **Wrong:** The federal Perkins Loan is offered to first-year and second-year students who reside on campus. **Wrong:** Students can apply for Federal financial aid. **Wrong:** Richland is located in the State of Illinois.

State names
Spell out the names of the 50 U.S. states when they stand alone in textual material. Any state name may be condensed, however, to fit typographical requirements for tabular material.
Use postal abbreviations only when giving a complete address including zip code.
Use state style when abbreviating, not postal code.
Exceptions: Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Texas and Utah

State (capital)—State-styles/Postal codes:

- Alabama (Montgomery)—Ala./AL
- Alaska (Juneau)—Alaska/AK
- Arizona (Phoenix)—Ariz./AZ
- Arkansas (Little Rock)—Ark./AR
- California (Sacramento)—Calif./CA
- Colorado (Denver)—Colo./CO
- Connecticut (Hartford)—Conn./CT
- Delaware (Dover)—Del./DE
- District of Columbia (Washington)— /D.C.
- Florida (Tallahassee)—Fla./FL
- Georgia (Atlanta)—Ga./GA
- Hawaii (Honolulu)—Hawaii/HI
- Idaho (Boise)—Idaho/ID
- Illinois (Springfield)—Ill./IL
- Indiana (Indianapolis)—Ind./IN
- Iowa (Des Moines)—Iowa/IA
- Kansas (Topeka)—Kan./KS
- Kentucky (Frankfort)—Ky./KY
- Louisiana (Baton Rouge)—La./LA
- Maine (Augusta)—Maine/ME
- Maryland (Annapolis)—Md./MD
- Massachusetts (Boston)—Mass./MA
- Michigan (Lansing)—Mich./MI
- Minnesota (St. Paul)—Minn./MN
- Mississippi (Jackson)—Miss./MS
- Missouri (Jefferson City)—Mo./MO
- Montana (Helena)—Mont./MT
- Nebraska (Lincoln)—Neb./NE
- Nevada (Carson City)—Nev./NV
- New Hampshire (Concord)—N.H./NH
- New Jersey (Trenton)—N.J./NJ
- New Mexico (Santa Fe)—N.M./NM
- New York (Albany)—N.Y./NY
- North Carolina (Raleigh)—N.C./NC
- North Dakota (Bismarck)—N.D./ND
- Ohio (Columbus)—Ohio/OH
- Oklahoma (Oklahoma City)—Okla./OK
- Oregon (Salem)—Ore./OR
- Pennsylvania (Harrisburg)—Pa./PA
- Rhode Island (Providence)—R.I./RI
- South Carolina (Columbia)—S.C./SC
- South Dakota (Pierre)—S.D./SD
- Tennessee (Nashville)—Tenn./TN
- Texas (Austin)—Texas/TX
- Utah (Salt Lake City)—Utah/UT
- Vermont (Montpelier)—Vt./VT
- Virginia (Richmond)—Va./VA
- Washington (Olympia)—Wash./WA
- W. Virginia (Charleston)—W.Va./WV
- Wisconsin (Madison)—Wis./WI
- Wyoming (Cheyenne)—Wyo./WY

Suffixes

Generally, hyphenate any noun or adjective forms. Use two words for the verb form.

   e.g. I demand a do-over.

   e.g. The company will take over. The company will stage a takeover.

See also *Hyphen*.

That, which

That introduces an essential clause.

   e.g. The books that are rare are stored in a special room.

Which is used before a nonessential clause.

   e.g. The books, which are rare, have beautiful illustrations.

Theatre

Use "theatre" in all cases, unless referring to a movie theater or as part of a proper name.

Their, there, they're

Their denotes ownership.

   e.g. Their paper was excellent.

There denotes place.
>   e.g. They were talking over there by the coffee shop.

They're is contraction meaning "they are."
>   e.g. They're fun to be around.

Time

Use "noon" and "midnight" instead of 12 a.m. and 12 p.m.
Do not use :00 when distinguishing time.
>   e.g. The event will take place at 11 a.m.

Use a.m. and p.m. (lowercase)
Inclusive times:
>   8:30 a.m.-noon, 8-10 a.m., from 8 to 10 p.m.

Titled

Titled means provided with a title, designated or called by a title.
>   e.g. He titled his first book *Please Don't Come Back From the Moon*.

See also *Entitled*.

Titles of people

Capitalize formal titles and when they appear before a person's name.
>   e.g. President Saunders, Professor, English and Spanish, Sean Gallagher

Capitalize formal titles after a name in press releases.
>   e.g. Saunders, President; Sean Gallagher, Professor, English and Spanish

Courtesy titles are generally not used (Mr., Mrs., Ms., Miss), but may be allowed in Marketing publications.

Titles of works

Use italics or underlining for the following:
>   books, movies, plays, operas, recordings, musical compositions, newspapers, paintings, drawings, statues, other works of art and art exhibitions, periodicals (journals and magazines), radio and TV shows, albums, names of airplanes, boats, ships

Use quotation marks for the following:
>   academic courses, poems, book chapter titles, dance titles, articles, dissertations, individual lectures, paper titles, songs, speeches, stories, TV and radio episodes

See also *Quotation marks*.

Toward

Not "towards."

Trademarks

Capitalize trademark names, but avoid copyright symbols.
>   e.g. Coca-Cola, Xerox

United States
Write out if used as a noun, but U.S. can be used for adjective.
The same rule applies in similar cases.
> e.g. United Nations (noun) U.N. (adj.)

U.S. Military
> Military Country/Abbreviation

Armed Forces Africa/AE

Armed Forces Europe/AE

Armed Forces Americas (except Canada)/AA

Armed Forces Middle East/AE

Armed Forces Canada/AE

Armed Forces Pacific/AP

Vice president, vice chair, etc.
Do not hyphenate.
Capitalize only before a name.
> e.g. Vice President Joe Biden

Web/Social Media Guidelines
> ### App
> Short for application. App is acceptable on a second reference.
> ### Avatar
> A version of yourself that you put forward in an online or video game setting.
> ### Blog
> A website where short entries are usually (but not always) presented in reverse chronological order, with the newest entry first.
> ### Click-throughs
> A way of measuring how many people clink a link online to see its destination site.

Well
See *Good* for proper usage.

Which
See *That* for proper usage.

Who, whom
Use who and whom for references to human beings; that and which for inanimate objects and animals without names.
Who is a subject and performs an action, whom is an object and receives an action.
> e.g. Who is reading their poetry today?
> e.g. Joe, to whom the award was given, is a 2003 graduate.

Years

Use Arabic numerals.

Social Media Style Guide

Channels Operated by Richland

Facebook   http://www.facebook.com/richlandcommunitycollege

Twitter   http://twitter.com/RCCDecaturIL

YouTube   http://www.youtube.com/RCCDecaturIL

Posting Procedure

Campus-wide and public events such as graduation, the Eichenaur dinner, Erlanson Gallery events, and Campus Life events will be announced on Facebook. The Facebook team maintains a calendar of scheduled announcements and will also post about impromptu gatherings or events that are note-worthy and of student interest.

Posting Tone

Maintain a professional tone when posting content. Post only meaningful and respectful comments. Do not write anything about a member of the College community or other schools that could be construed as slanderous or offensive. You are ultimately responsible for what you write. Remember that what you post on the Internet can be shared with just about anyone and will be archived for years. Carefully consider content before you post!

Don't write as if you were sending your grandmother a letter, but try to remember all those grammatical rules your grandmother taught you. So, this doesn't work, "what up peepz? Alumni partay 2nite at Doherty's." But, this is ok: "Hey, everyone! We're having an alumni party at Doherty's tonight 8 – hope to see everyone there."

Content should be kept short and sweet, with an ideal post of 1-2 sentences and a link. Readers and followers want to know what is happening with you or your group; be sure to keep them updated, but also be aware that you can post too much. The College's best practice is quality is better than quantity. All content should be written in active voice. Remember to consider your audiences, students and parents of the academic community. Style and tone of posts should be direct and student-oriented.

When posting pictures or videos, keep the same professional tone in mind as when you write.

- The tone used when posting on Facebook should be formal, yet friendly. Be approachable and responsive.
- Use inclusive language (us, we, you)
- Talk like a person, not a machine or a press release
- Be honest and sincere

- Be expressive when appropriate. ("Cool!", "Great news!")
- Find opportunities to naturally build engagement hooks into your posts

Crisis Management

While use of social media is intended to be less rigid than other types of communication, and should engage the audience in a professional, yet informal way, there are strict guidelines as to what constitutes appropriate and inappropriate content.

The following guidelines are in place in the case of an "activist" campaign.

Engage with the source.
Identify the sources convincing people to go to your social profiles and engage with them directly. This will be more effective than engaging with every individual who comments on your page. This engagement shows your willingness to address activists' concerns.

Don't stick your head in the sand.
The College must remain transparent with our community on the channels the protestors use to attack us. If activists showed up outside one of our buildings, we would take their concerns seriously. In reality, our social media presence is much more visible than any of our buildings or wings. We must take protestors' comments seriously and make commitments to investigate their concerns or provide more information.

Be timely.
An hour is a long time in the social media world. We must respond to our community as quickly as possible. Silence suggests we are trying to spin the situation. Use holding statements if an instant answer is not possible. Confirm we are investigating further and let the community know when it can expect an update.

Listen and respond.
Any considerable number of either negative or simply inquisitive comments should be taken seriously, particularly if the comments are regarding one specific issue. Comments on Facebook and other social presences can sometimes act as a barometer on our communities' feelings toward our school.

Inappropriate content
- Posts should not contain defamatory, obscene, proprietary, or libelous content.
- Posts should not contain foul or questionable language of any kind.
- Posts should be "neutral" in nature and not engage in political issues.
- Exercise caution with regards to copyrighted materials, legal conclusions, and derogatory remarks or characterizations.

Questionable Post Removal Procedures
When a questionable post is discovered, page administrators should immediately contact the Director of Marketing. The Director of Marketing will then determine whether or not the post is

acceptable. If found unacceptable, the post will be hidden using the "Hide from Page" editing tool.

Posts in conflict with the College's Core Values are considered unacceptable. Refer to the Writing about Richland > Core Values section of this document for a listing of the College's core values.

Those whose posts are deemed questionable will be warned with a private message. Individuals who continue to communicate with questionable posts after being warned will be blocked.

Richland's Facebook Rules for Users

1. You are welcome to talk as much as you want on Richland's Facebook page!
2. If you wouldn't say it to your granny, don't post it on our page.
3. Our page is not a forum for a cage match. Your posts must not contain insults, personal attacks, profanity, illegal suggestions or nudity, or it is subject to be removed.
4. Treat others as you want to be treated.
5. If your words are meant to hurt someone, whether it's inappropriate, offensive, violent, graphic, hateful, discriminatory, sexually explicit or threatening, then your post will be subject for removal.
6. If this is your first time visiting our Facebook page, we encourage you to "like" us, write on our wall, say hello, and share a photo or whatever you like!
7. We're glad you're here! This page is for YOU! We encourage your interaction on our page.

Posting Standards

Time
- All times listed will be CST.
- If posting about an event that begins at the top of the hour, use one digit.
- Use the Ante Meridian (am) and Post Meridian (pm) abbreviations without periods and with no space following the number.
    > **Right:** The orientation will begin at 4pm.
    > **Wrong:** The orientation will begin at 4:00 p.m.
- Do not capitalize am or pm
- Use "noon" to indicate the time of 12pm.
- Use a dash (without spaces), to indicate a time span, unless the event begins at noon. If the event begins at noon, use the word "to" for the time span.
    > **Right:** The orientation will last from 4pm–6pm.
    > **Right:** The reception will run from noon to 1pm.
    > **Wrong:** The orientation will be from 4pm to 6pm.
    > **Wrong:** The reception will run from 12pm–1pm.

Dates
- Spell out dates, months, and days of the week.
- When a phrase refers to a month, day and year, set off the year with a comma.
- Do not separate the year with a comma when referring to only a month and year.
    > **Right:** February 14, 1987
    > **Right:** February 1987
    > **Wrong:** February, 1987
- Spell out days of the week.
    > **Right:** The event will be held Monday, February 14, 2011, from 8pm– 9pm.

Phone Numbers
- When providing a phone number, list the area code in parens. Do not insert spaces after the parens, before or after the dash.
- When providing an extension, use a comma to separate the main number from the extension, and use a lower-case "e." The word "extension" will be abbreviated as follows:
    > **Right:** Phone number with area code and extension: (217)875-7211, ext. 212

Capitalization and Other Issues
- Make references to "Erlanson Gallery," not "David Erlanson Art Gallery."
- **app** – short for application. *App* is acceptable on second reference.
- **email** unless at the beginning of a sentence.
- **e-reader**
- **friend, follow, like** – these terms are acceptable as both nouns and verbs.
- **website – one word**
- **webcam**
- **webcast**

- **webmaster**
- **Always Capitalize:**
  - **Google, Googling, Googled**
  - **LinkedIn**
  - **Myspace**
  - **Tumblr**
  - **Twitter**
  - **Facebook**
  - **Foursquare**
  - **Bluetooth**
  - **the Web**
  - **the Web page**
  - **Web feed**

Image/Graphic Information

Dimensions

- The minimum graphic size is 5" x 7" at 72 dpi, but an image size up to 26.667"x15" at 72dpi can be accommodated.

Acceptable photos

- Photos should provide coverage of Richland events.
- Photos should feature student interaction/activities.

Writing about Richland

Mission Statement

The mission of Richland Community College is to provide innovative educational environments, opportunities, and experiences that enable individuals, communities, and the region to grow, thrive, and prosper.

The College's Mission is partially prescribed by the State of Illinois, and it responds to the purposes of a comprehensive community college. Briefly stated, the College achieves its mission and purposes by offering the following programs:

- The first two years of a baccalaureate education
- Technical courses, certificates, and degrees designed to provide job training, retraining, and upgrading of skills
- Basic educational skills designed to prepare students to engage in college-level study
- Continuing and community education courses and programs designed to provide and encourage opportunities for lifelong learning
- Student development programs and services designed to help students identify educational and career goals, set realistic career paths, and develop skills necessary to achieve intellectual and personal growth
- Academic programs and services that provide supplemental support to both teaching and learning
- Community education activities and programs that complement, enhance, and contribute to the growth and enrichment of students and the community, both inside and outside of the classroom
- Community service activities and programs that promote linkages with business, industry, and governmental agencies designed to meet the changing needs of the market place and promote economic growth in Central Illinois

Vision Statement

To be the Premier Source for Education, Workforce Training, Partnerships and Economic Development.

Core Values

Richland Community College engages in a process of self and community reflection that would lead us to recognize and heighten awareness of the core values we and our institution have already practiced and articulated, to seek agreement about those values, and to develop an institutional culture that holds itself accountable to those values. What we practice at Richland:

Commitment
We are dedicated to meeting the needs of the communities we serve.

I/We will

- o Support the mission and vision of the College.
- o Focus on student and stakeholder needs.
- o Respond to the changing needs of our communities in a timely manner.
- o Create new programs and services to meet identified needs.
- o Continuously evaluate and improve programs, services, systems, and policies.
- o Utilize a shared decision-making process.

Respect
We recognize the expertise of all members of the College community and encourage individual contribution.

I/We will

- o Include stakeholders in the decisions that affect them.
- o Treat people with dignity and encourage feelings of self-worth.
- o Promote trust through professional courtesy and fair treatment.
- o Recognize and support employee and student contributions.

Excellence
We strive to develop and pursue higher standards.

I/We will

- o Exhibit quality in staffing, facilities, programs, and services.
- o Promote continuous improvement.
- o Anticipate needs and respond accordingly.
- o Encourage creativity, innovation, and risk-taking.
- o Utilize systems that promote student and employee success.
- o Exceed student and stakeholder expectations.
- o Encourage decision-making at the level of implementation.
- o Encourage interdepartmental collaboration.
- o View setbacks as learning experiences.

Accountability
We assume and demonstrate responsibility for our actions.

I/We will

- o Take responsibility for personal and professional growth and development.
- o Continuously evaluate and improve our systems and policies.
- o Establish and communicate clearly defined and articulated goals and objectives.

- Ensure our work adds value to the College and District.
- Demonstrate fiscal and social responsibility.

Diversity
We believe that our similarities and differences are opportunities for establishing a common bond and strengthening the College.

I/We will

- Employ a College workforce that reflects the community we serve.
- Ensure fair and equal access for all.
- Recognize, appreciate, and celebrate the strength of diversity.
- Provide educational experiences that promote a greater appreciation for diversity.
- Implement learning activities that integrate diversity topics in the classroom.
- Seek and consider multiple points of view.

Institutional Profile

The institutional profile can be used when a description of the College is needed, such as in news releases, brochures or other printed materials. It is intended to provide a brief overview of Richland Community College to those who may have only a cursory knowledge of the College.

Located in Decatur, Illinois, Richland Community College is within a 20-mile driving radius for students in the surrounding communities.

Richland Community College serves all or parts of an eight-county district which includes the following counties:
Christian
DeWitt
Logan
Macon
Moultrie
Piatt
Sangamon
Shelby

The College
Founded in 1971, Richland Community College is a comprehensive Community College with a student-centered focus and a tradition for academic excellence. Richland is a single-campus College with a seven-member elected Board of Trustees. The Chief Executive Officer is the President of the College. The College has a staff of approximately 230 full-time and 210 part-time employees, including nearly 100 full-time teaching faculty.

Richland Community College offers transfer/baccalaureate and career and technical education programs. Richland Community College is accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools and received its re-accreditation under the Academic Quality Improvement Program (AQIP) in Spring 2008.

> The Higher Learning Commission
> 230 South LaSalle Street, Suite 7-500
> Chicago, IL 60604-1413
> 1-312-263-0456
> www.ncahigherlearningcommission.org

The College serves approximately 7,600 students annually through its main campus, two extension centers, and other off-campus sites throughout the District. The Continuing and Professional Education Division provides professional development courses, community education courses, and workforce training to over 4,000 people annually.

Demographics and Student Profile

Institutional Timeline

Use of the Richland Community College name

The consistent use of the Richland Community College name plays a critical part in the College's identity system. By using the official name of the College, we build greater recognition, not only in our district, but also in our state and nation.

Our identity hinges on the words "Richland Community College." Do not use the acronym "RCC" when communicating to mixed or outside audiences. When writing for internal audiences familiar with the College, it is acceptable to refer to Richland Community College as RCC.

The recommended designations for the College are:

> ***Richland Community College* is the preferred first reference.**

> ***Richland* is the best second reference.** This is especially the case when the full name has been established via letterhead, the College name or logo appears on a publication cover, in previous sections of a document or publication, etc.

> ***The College* is an acceptable second reference.** It can be used internally or externally after the school name has been established.

> ***RCC* is not an acceptable reference for any material written or produced for any mixed or external audience**. *RCC* is only acceptable for internal communication.

Graphics Style Guide

Brand Positioning Statement:

Richland Community College is an educational resource offering an academic foundation for college transfer, career programs, job training, personal and professional growth in a friendly environment with supportive faculty and staff dedicated to the success of our students and community.

What is Branding?

Branding is a promise, a pledge of quality. It is the essence of an experience, including why it is great, and how it is better than all competitors' offerings. It is an image. It is the intangible, but real, value of combinations of words, letters, symbols, and colors that are associated with an experience. It is the process in which the character of an institution is communicated. It includes any experience that a potential student, employee, the community or business partner might have with the institution, from logo, signage, architecture, landscaping, to interaction with a website.

The impression that is created in the mind of the viewer or visitor establishes a perception that should differentiate and set Richland Community College apart from other academic institutions.

A branding workshop, facilitated by Propeller Communications, was held on Richland's campus in April 2008. A number of exercises were conducted with key Richland Community College (Richland) stakeholders to help determine what perceptions Richland can own in the minds of potential students, existing students, faculty, staff, corporate partners and the community.

The goal of the branding workshop was to establish visual and verbal positioning for Richland. As we identified the elements of perception that make-up the brand, we determined compelling and credible values that are meaningful to students, alumni, faculty, and staff.

Printed Publication Standards

Publications representing programs and events of Richland Community College are produced by the Marketing Department to ensure they adhere to the established branding standards.

NOTE: Anything generated for Richland students as an audience (tests, syllabi, or class handouts) are excluded.

Jobs for the following activities are submitted to the Marketing Department using the Marketing Request Form, found at myRichland:

- Electronic Media

- Mail Options

- Media Advertisement

- Photos

- Print Media

- Specialty Items

- Video

Use the Marketing Request Form to note full event coverage or highlight coverage.

Duplication Center

Hours of Operation
Monday – Friday: 7:30 – 5 p.m.

Duplication Center Services
A variety of services are offered to make your life easier and to help your project look its best!
Services include:
- Copies - instant service (excludes color copies)
- Shrink wrapping of tests and confidential material
- Three-hole punch; spiral binding
- Shredding
- Folding
- Cutting
- Padding
- Pick-up and delivery of work
- Color paper

- Transparencies
- Color copies (please allow at least three hours). Color copies are not an instant service, and require a dean's (or department head's) signature/approval PRIOR to running the copies (this includes e-mailed color jobs).

Submitting Jobs

There are several fast and convenient ways to submit jobs to the duplication center.

E-mailing Job Requests

You may e-mail work from your Richland e-mail account to duplicationcenter@richland.edu 24 hours a day, seven days a week.
(Please allow at least one hour during operating hours for completion.)

Please use a work order form from the duplication center as a reference guide.

Make sure you include detailed instructions including: account number to be charged, the number of copies you need, if you will pick up or if you want us to deliver, as well as the instructions listed on the work order.

Dropping off a Job

Work may be dropped off in the duplication center mail slot in the west door during or after work hours.

Instant Service

The Duplication Center offers instant service. Job orders are processed in the order received. If requesting service(s) in person, please place your order using the computer on the Duplication Center counter to access the Duplication Center Tracking tool.

Pickup and Delivery

Duplication orders are picked up and delivered twice a day, at 10:30 a.m. and 2 p.m. The duplication center is not able to deliver to classrooms.

Advertising

Newspaper, Radio, Television, and Internet outlets

The Marketing Department has purchased advertising in several different mediums. If you have an event or curriculum you would like to advertise, please contact us and we will meet with you and dedicate funds to meet your request (as funds are available).

Print Advertising

All print advertising is created through the Marketing and Graphics Departments. Please allow up to five days working days from the time we get the request to the date you need it.

Working with the Media

Press Releases

All press releases are distributed through either the Office of Public Information or the Marketing Office. Sending out a press release does not guarantee it will be used as a story. Once the press release has been sent, the media outlet(s) decide(s) how and when to use the release.

When deciding what information to send, include the five "w's" of who, what, when, where, and why. These are the most important elements of a press release and will likely cover everything needed. Please provide either the Office of Public Information or the Marketing Department with the information as soon as possible so we can distribute the information to media outlets in a timely manner. Some community calendars require up to three weeks notice.

The Press Release request form is found on myRichland>Employee Info>Forms>Press Release Request Form.

Richland in the News

If you are approached by the media, please contact the Public Information Officer at extension 480.

Business Communication Tools

Letterhead

Letter Format

The Marketing Department recommends adopting the following standards, which are illustrated on page 38.

Font

Adobe Caslon Pro or Times New Roman

Size

11 or 12

Letter Style

Block style is the current business letter writing style standard and has been approved by efficiency experts because it saves keystrokes. To readers, this flush left style looks more contemporary than the indented paragraph style. Finally, adopting this style will help convey a consistent image for all Richland correspondence.

It is traditional to have two returns between the date and the address block, double space between the address block and the salutation, double space after the salutation, and leave two to four lines for the signature. However, it's fine to only double space after the date, especially if doing so will save the letter from running on to a second page.

Margins

Top: 1.5 inches

Right and Left: 1 inch

Bottom: 1.2 inches

June 12, 2008

Joe Doe
1234 Main Street
Hometown, CO 80000

Dear Mr. Doe:

Gendaesequae dolorenda venis earuptatur sum quos maximus. Facerio in conet lit parum volor sequis as et, nis arum facium esenem que endaeri orepre non pernatquos restinum corunt aut dolor soluptia dolor res anditi alitistiis iusa quas asit magnatiae sam, sime ni omnitae nonsequi ullaut aliquia sintusam que comnima ex entiatempori quam nobis doles nobis sundandi aut et harioribus essi que nus quasit, sandemquia ne ma dolupti optatempos mo il illaccum aut aruptatiore saperi cuptatem.

Natisintium res persper uptaquibusam nos as essitibust, omnihil lupiendis ent dit verum faccabore, con cus et, a si aut expeliquo volupta dolore nisquia volorro ma cor rendi cus magnimodis non reperum fugiaec ereriae persped qui audaecum non enis as excea consequibus sintem. To verumquis endellest, qui od molla deliquis alis nonse nus dolore non explitatem rem eate minus ad minctur a corioribus eatem cora quasinctem am, quis molumque voles nimperum ipsam et ex eium imilitatem voloreium resti aperchilla consequo doloribus et quis sumqui volores equiatem volorita voluptae odipid enda ipis acilles tiorero everorp orehent labo. Con eum quistrunt pro consecus.-

Sincerely,

Name
Title

Business Cards

Business cards represent the College and are an important part of establishing our College brand. All Richland Community College business cards and name tags are produced through the Marketing Department.

The business card request form is located at The Press Release request form is found on myRichland>Employee Info>Forms>Business Card Order Form.

Business cards follow an established format. Richland's business cards include the following elements:

ELEMENT	COMMENTS
The official College address	This includes the mailing address and the primary campus location.
The name of the person	The name may include a middle initial. The name also may include a recognized college degree and/or certifications. Shortened names or nicknames may be used with the approval of the department head.
Title of person	The title of the person must match the official title documented in Human Resources unless approved by the department head and Human Resources.
Department name	The title of the department must match the official title documented in Human Resources unless approved by the department head and Human Resources.
phone number	The primary phone number and the primary fax number of the person will be listed. Cell phones may be listed with the approval of the department head.
E-mail address	Only the College assigned e-mail address will be listed.
Logos, certification trademarks, etc.	Although certifications may be included at the discretion of the director or associate dean, graphic elements such as logos of other companies may not appear on Richland business cards.

Example of business card with a one-line title:

Richland Community College

Deborah L. McGee
Director, Student Development

One College Park | Decatur, Illinois 62521
217.875.7211, ext. 222 | 217.875.7783, fax | Office: N130
dmcgee@richland.edu | richland.edu

sample text only

Example of business card with a two-line title:

Richland Community College

Barb Mosier
Administrative Assistant
Continuing and Professional Education

One College Park | Decatur, Illinois 62521
217.875.7211, ext. 240 | 217.875.6964, fax | Office: SC08
bmosier@richland.edu | richland.edu

sample text only

Name Tags

Richland's official name tag is a gold name tag with black imprint and is 3" x 1.5". All other versions of name tags (gold metal, gray plastic, etc.) should be replaced.

The name tag request form is located at The Press Release request form is found on myRichland>Employee Info>Forms>Name Badge Order Form.

The Marketing Department orders all name tags, at a cost to the requesting employee's department. Lost name tags will be replaced, but the cost will be billed to the department. Departments or areas that change their names will be responsible for the cost of new name tags.

Name tag content must be approved by the administrative officer (director, dean, associate dean, or vice president). First name only, nicknames, titles, designations, certifications, etc., may be used as room allows and with the approval of the administrative officer. Name tags may be requested by departments for student workers, but the department will be responsible for the cost. Titles and names of departments may need to be shortened to fit on name tags. Because of the size of the tag, the number of characters is limited.

Name tags should remain free of additional stickers, buttons, pins, etc. to ensure that others may read the badge.

Logo Standards

The term "logo" refers to the joining of two primary elements in the graphic identity system – the stylized soybean leaf (the "sprout") and the logotype.

Richland's "contemporary" logo (below) is used in all marketing pieces and campaigns.

Richland's "Classic" logo (below) is used only in signage on campus and on selected items related to the Commencement Ceremony:

Proper Logo Proportions

The Contemporary logo has a unique proportion or format and must not be altered in any way. When the logo is reduced or enlarged, it should always be treated as one unit, meaning all elements should be sized proportionately. Enlarge to any size that is practical and necessary, but do not reduce to a height of less than 3/8" from the top of the middle petal to the bottom of the text, not to include the tail of the "g" or the "y."

When reproducing a logo for any purpose, it is essential that you use only the authorized reproduction art or authorized electronic files. Do not use third-generation art of any kind for reproduction purposes. Do not attempt to recreate the logo on your computer, nor scan a logo from existing print materials. Do not "copy" the logo from the Internet and "paste" it into anything that will be printed.

Proper Logo Placement

The Contemporary Richland logo will typically be placed in the bottom right quarter of marketing materials, but may be centered in the bottom third of the page.

Logo Color

Acceptable logo color is outlined below. No other color options/color combinations can be used.

- One Color – Black or White
  The only acceptable one-color logo usage is black or white with an option to print the sprout at a 30% screen (30% black). The logo may not be recreated in any other single color with the possible exception of a special print technique, which may include foil stamping or metallic ink (special permission required from the Marketing Department).

- The Primary Colors

Richland Blue
  PMS 541 c
  C100 | M58 | Y0 | K42
  R0 | G63 | B119
  HEX: 003F77

Richland Green
  PMS 362 c
  C59 | M0 | Y100 | K7
  R0 | G63 | B119
  HEX: 669C40

Special Print Techniques

The entire logo may be engraved, blind embossed or metal foil stamped. The symbol and "Richland Community College" may be engraved, blind embossed or metal foil stamped – with the tag line printed in black.

Us of a Safe Zone

To achieve maximum impact, the logo should always be allowed sufficient clear space to isolate it from other elements. The protected space is defined by the visual height of the "R" in the logo and will therefore be relative to the size of the logo used.

X is defined as -

Richland
COMMUNITY COLLEGE

X is defined as -

Richland Community College

Supplemental Logos

Supplemental logos provide a method for official entities, organizations, or divisions within the college to create a customized logo by utilizing the official logo with the addition of a specific name. Any request for a supplemental logo must first be approved by the appropriate Vice President.

Example:

1. Use only the official Gil Sans typeface – specifically Gil Sans REGULAR. Use the same color as is used in the words "Richland Community College." Use upper and lower case.
2. The supplemental logo must be no more than 2/3 of the college name.
3. Align all typography to the right, starting at the "e" in "college," not the soy bean leaf.

Some of the official logos will adapt more easily than others, depending on the length and number of words in the supplemental name.

Even in a two-color application, the supplemental logo remains the same color as "Richland Community College." All of the usage and print guidelines that apply to the basic logos also apply to supplemental logos. These logos may be printed in either two-color (as shown) or in black and white.

Department Logos

Department logos are used by academic departments at Richland in an effort to market their program. When creating a department logo, either both logos (both Richland and the Departmental logos) must be incorporated into the logo, or the logotype "Richland Community College" must be incorporated.
Any request for a department logo must first be approved by the appropriate Vice President.

Example:

1. Use only the official Gil Sans typeface – specifically Gil Sans REGULAR. Use the same color as is used in the words "Richland Community College." Use upper and lower case.
2. The supplemental logo must be no more than 2/3 of the college name.
3. Align all typography to the right, starting at the "e" in "college," not the soy bean leaf.

Some of the official logos will adapt more easily than others, depending on the length and number of words in the supplemental name.

Even in a two-color application, the supplemental logo remains the same color as "Richland Community College." All of the usage and print guidelines that apply to the basic logos also apply to supplemental logos. These logos may be printed in either two-color (as shown) or in black and white.

Co-Branding Logo Guidelines
Richland Community College enters into partnerships which may require a unique logo that represents co-branding partners. Only the full standard Richland Community College logo may be used with the partner logo. The creation of this type of customized supplemental logo requires prior permission from the Marketing Department.

The Incorrect Usage of Logos

Although a logo may be printed on a variety of backgrounds, no words or images should overlap or merge with it. It should never be integrated into an illustration, cartoon, or other symbol or logo.

In order to establish and maintain consistent and effective use of the Richland Community College brand identity, it is essential to follow these standards. The samples illustrated on these pages demonstrate common errors.

Such misuses undermine the college's effort to present a strong and unified image and will alter the perception and meaning of the logo. If you are unsure as to whether or not a specific piece of communication is in violation of these standards, contact the Marketing Department.

Incorrect

Different typeface: Gill Sans is the only typeface which may be used in the logo format. Others are not allowed.

Example:

Incorrect

Improper proportion: In the logo format, the size of the symbol in the relationship to the typography should not be altered. Reduce and enlarge logos proportionately.

Example:

Incorrect

Improper symbol placement: In the logo format, the placement of the symbol relative to the typography should not be altered.

Example:

Incorrect

Distortion: The seal and logo should not be subject to distortion or manipulation (i.e. slanting, stretching, twisting, or curving).

Example:

Incorrect

Busy background: The logo should never be "camouflaged" by an image or design.

Example:

Color Palette Standards

Color Palette

A palette of primary and complementary colors has been established for the College. Colors in the secondary palette and tertiary accent palette are complimentary to the primary colors and are to be used for visual acuity. Consistent use of these colors contributes to the cohesive and unique look of Richland Community College across different media.

PRIMARY

PMS 541 c	Richland Blue
Richland Blue demonstrates support, dedication and academia	PMS 541 c / C100 | M58 | Y9 | K42 / R0 | G63 | B114 / HEX: 003F72
PMS 362 c	Richland Green
Richland Green demonstrates dedication, passion and stability	PMS 362 c / C78 | M2 | Y98 | K9 / R63 | G156 | B53 / HEX: 3F9C35
PMS 1805 c	Richland Red
Richland Red demonstrates success and friendliness	PMS 1805 c / C5 | M96 | Y76 | K21 / R170 | G39 | B47 / HEX: AA272F

SECONDARY

PMS 542 c	Light Blue
Light Blue demonstrates friendliness and support	PMS 542 c / C100 | M58 | Y9 | K42 / R0 | G63 | B114 / HEX: 003F72
PMS 362 c	Rust
Rust demonstrates support and stability	PMS 492 c / C78 | M2 | Y98 | K9 / R63 | G156 | B53 / HEX: 3F9C35
PMS 1805 c	Salmon
Salmon demonstrates friendliness, support and ambition	PMS 170 c / C5 | M96 | Y76 | K21 / R170 | G39 | B47 / HEX: AA272F

TERTIARY ACCENTS

Light Gray	Light Gray
demonstrates academia and professionalism	PMS 406 c / C5 | M9 | Y10 | K13 / R205 | G198 | B192 / HEX: CDC6C0

Bright Yellow	Bright Yellow
demonstrates education and hopefulness	PMS 121 c / C0 | M8 | Y69 | K0 / R250 | G218 | B99 / HEX: FADA63

Typography Standards

Three typeface families are acceptable for use in "formal" Richland Community College materials, such as handbooks, mailers, and schedules. The graphic artist has liberty in font usage for less formal publications/pieces.

Font: Gill Sans

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

Font: Adobe Caslon Regular

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

Font: Helvetica Family

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

Photography Standards

Photographic Direction

Photographs must not conflict with the College's Core Values. Such photographs are unacceptable. Examples of inappropriate photography include photos with alcoholic beverages, tobacco products, rude or suggestive gestures.

Photos intended for marketing/promotional materials require the subject's written consent. If the subject is a minor, the parent/guardian must give written consent.

Professionally-taken photographs give materials an academic and professional air. The following attributes must be applied to photographs used in marketing materials:

- Use soft lighting
- Use soft play of light and shadow
- Some crispness, not out of focus
- Cropped close but still show upper half of body to focus on individual
- Select focus to draw eye to individual
- Natural, genuine setting

Marketing content should express the level of human interaction and personal success found at Richland Community College. It is preferred that photography feature actual Richland students, alumni, faculty and staff. Photographic subjects should not appear staged or posed, but caught in a genuine moment showing a positive emotion. Subjects should be looking into the camera to establish the personal connection. Draw the viewer into your material through the use of key full color (not halftone) photography. Select focus photography can be utilized to bring the individual to the front. Use cropping and asymmetrical placement to communicate the unexpected, genuine moment and friendly side to Richland Community College. All photography should utilize soft lighting with a play of light and shadow present.

Photography is a powerful tool that expresses our values. Photos are about visual storytelling. In today's media-rich environment, people often look first to images, then to words. With this in mind, it is important that every image communicates a story and does so with maximum impact.

1. Shoot in RAW format. Edit to jpeg or tiff. 300 dpi
2. cmyk for print
3. Edit photos 72 dpi rgb for web
4. Edit blemishes but not birthmarks
5. Keep original RAW files for possible future editing.

Portrait Photography

Portrait photography the subject is posed and engaging the camera. Subject should appear relaxed and welcoming. Use two-strobe technique, using one main strobe and one fill-light.

Documentary/Event Photography
Documentary/event photography requires use of available lighting. Subject matter can range from capturing presentations, posed award recipients, and event coverage, and can change upon client request.

Video Standards

Videographic Direction

Videos must not conflict with the College's Core Values. Such videos are unacceptable. Examples of inappropriate videos include photos with alcoholic beverages, tobacco products, rude or suggestive gestures.

Videos intended for marketing/promotional materials require the subject's written consent. If the subject is a minor, the parent/guardian must give written consent.

Marketing content should express the level of human interaction and personal success found at Richland Community College. It is preferred that videos feature actual Richland students, alumni, faculty and staff.

Specialty Items

The Marketing Department keeps in stock a number of specialty items (official Richland folders, pens, t-shirts, ornaments, cookbooks, etc.) to be used when exhibiting, to give to special guests, for meetings, and so on.