

THE

Hunter College Style Guide

FOR WEB AND PRINT

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Introduction

The **Hunter College Style Guide** was developed in order to simplify decision-making when writing on behalf of the College. Hunter writers, editors, faculty members, alumni and administrators, those who write for the web as well as those who develop print material, are asked to abide by these style guidelines. This guide aims to:

- ensure correctness and consistency in punctuation, spelling and grammar
- establish standards for clear and consistent writing
- send a professional message to readers
- ensure a unified brand and web presence

Not only will these guidelines perpetuate a consistent and positive College identity, but they will also help ensure that your readers comprehend the message you are trying to convey.

While this guide was designed to address some of the most common issues encountered when writing on behalf of the College, we suggest you refer to the **AP Stylebook** and/or **Webster's Collegiate Dictionary** for further guidance on more specific issues.

Please note that these guidelines are specific to Hunter College and may vary from other recommended writing styles. Moreover, these guidelines are intended for use with marketing, news and promotional materials only; they should not be referred to when writing academic or scholarly essays.

If you cannot find what you are looking for, or if you have any additional questions, comments or suggestions for this guide, please contact the Hunter College Communications Office at news@hunter.cuny.edu.

Editorial Style Guide - Print and the Web

Acronyms and Abbreviations

Avoid using abbreviations unless they are universally recognized (e.g., AIDS, GPA, NASA, IBM, SSN, RSVP, ASAP, CEO, SAT). When deciding whether or not to use periods in an organization's abbreviation, consult the organization's website or printed materials for their preference. If no preference can be determined, omit periods between letters.

If an abbreviation is not universally recognized, spell out the organization's name on first use, followed by the abbreviation in parentheses if you intend to use the abbreviation later in the document.

Academic Degrees

Abbreviations for degrees should be written without periods and spaces between letters.

For proper capitalization of degrees, see the **Capitalization** section below.

Degrees offered at Hunter: BA, BFA, BA/MA, BMus, BS, DPT, MA, MFA, MPH, MPT, MS, MSED, MSW, PhD

Academic Years and Semesters

Graduated classes should be referred to as the "Class of 2002," where "Class" is capitalized and the year is not abbreviated. '02 is incorrect and can be confusing.

Semesters should be referred to as "fall 2009" or "spring 2010"; the season should not be capitalized and the year should not be abbreviated. Do not abbreviate the seasons to "fa" or "sp" except in tables or charts where space is limited.

Administrative and Academic Titles

The titles Mr., Ms., Mrs. and Miss should only be used in direct quotes, letters and donor lists. Do not use these titles in running text or faculty/staff listings.

Do not abbreviate Reverend to "Rev." Reverent persons should always be referred to as "*the* Reverend John Doe."

For proper use of Coach, Dean, Professor, President, Provost, Chair, Trustee, Board Member and other such titles, see the **Capitalization** section below.

Dates and Times

Always write out the names of the days of the week, except when they are used in a table, chart or calendar. When abbreviating, use the following abbreviations: Mon., Tue., Wed., Thu., Fri., Sat. and Sun.

Spell out the name of the month when it is used with a date, alone or with a year. Only abbreviate months when used in a table, chart or calendar. When abbreviating, use: Jan., Feb., Aug., Sep., Oct., Nov. and Dec. March, April, May, June and July are never abbreviated.

Avoid using numerals such as 08/06/09 to indicate dates, as this may be confusing to international students or students whose first language is not English.

For use of am/pm, see the **Numbers** section below.

Geography

Spell out a state's name when it is used *without* the name of a town, county, or other official area. When the name of a state is used *with* the name of a town, use the standard abbreviation for the state's name (see the Associated Press Stylebook), not the two-character postal code. Do not abbreviate state names if the name is less than six characters long (e.g., Texas or Ohio).

“United States” is spelled out when used as a noun, but abbreviated to U.S. when used as an adjective. (Note that U.S. is one of the only abbreviations to use periods after each letter.) The names of other countries should be spelled out on first reference and may be abbreviated thereafter if a standard abbreviation for the country exists (such as “UK” for “United Kingdom”).

Latin Abbreviations

i.e. is short for *id est* and means “that is” or “in other words.”

e.g. is short for *exempli gratia* and means “for example.”

etc. is short for *et cetera* and should be used at the end of a list of items when two or more items have been omitted.

et al. is short for *et alii* and should be used at the end of a list of names when two or more people have been omitted.

Other Abbreviations

An ampersand (&) should not be used to replace “and” unless it is part of an official title, place or organization name.

Avoid abbreviating common words such as information (info), page (pg), prerequisite (prereq), number (no) and professor (prof) in running text. Only abbreviate words if they are used in a format with minimal space, such as in a chart or table.

Alumni

The words “alumnus” or “alumna” can refer to anyone who attended Hunter College for at least one semester. A “graduate” is someone who earned a degree from Hunter.

<i>Alumni:</i>	male, plural or mixed male and female, plural
<i>Alumnus:</i>	male, singular
<i>Alumna:</i>	female, singular
<i>Alumnae:</i>	female, plural

Avoid use of the abbreviation “alum” when possible. Never say “an alumni.”

When referring to an alumnus or alumna within a body of text, use the format “John Doe (BA ’02)” where BA is the degree earned and ’02 is the graduation year. The person’s major, minor and school should not be included in the parentheses, but can be included following the closing parenthesis if desired.

Correct:	John Doe (BA ’02)
Correct:	John Doe (BA ’02), who majored in sociology,...
Correct:	John Doe (BA ’02, MA ’04) - <i>if both degrees were obtained from Hunter</i>
Incorrect:	John Doe (BA, ’02)
Incorrect:	John Doe (BA ’02, Computer Science)

Capitalization

Administrative and Academic Titles

When used without a name, titles should be lowercase.

When preceding a name, titles should be uppercase; however, please note that “Professor of Anthropology” or “Professor of Any Subject” is not a title; only “Professor” is the title, unless the professor holds a named professorship, e.g., the Albert Einstein Professor of Physics. Still, such titles are awkward when placed before a name and should usually be placed after the name.

When following a name, titles should be lowercase.

Correct:	The president of Hunter College...
Correct:	Professor John Doe, of the anthropology department, ...
Incorrect:	Professor of Anthropology, John Doe, ...
Correct:	Jennifer Raab, president of Hunter College, ...

Associations and Government

When referring to an organization with the word “Association” in its title, spell out the name of the organization on first reference, and then use “the Association” or the organization’s acronym on second reference.

Congress, the House of Representatives (the House), and the Senate are always capitalized.

Course Names

Official names of courses should be capitalized (e.g., Anatomy and Physiology), but never italicized or put in quotation marks.

Informal descriptions of courses or academic fields should be lowercase (e.g., “a course in anatomy and physiology” or “She teaches music.”).

When referring to a course by number, use this format:

Departmental_Acronym Course_Number.Section (e.g., CSCI 135.01, MATH 150.51).

Directions

When referring to compass directions, north, south, east and west are usually lowercase.

The words referring to a specific region or place name can be capitalized (e.g., Upper West Side).

For the correct way to refer to Hunter’s buildings and room numbers, see the **Hunter Brand** section below.

Headlines and Periodicals

Use initial capitals for all major words in a title except articles (a, the) and prepositions (for, in, up, by, etc.), unless an article or preposition appears at the beginning or end of the title. If the title is from another source and uses a different style, that style may be used instead.

Titles of all *major* works, including books, epic poems, plays, court cases, periodicals, newspapers, long musical compositions, albums, operas, in-house publications, paintings and other works of art should be italicized.

Tip: Words that are underlined in print should be italicized on the web. Underlining on the web is typically reserved for hyperlinks and should not be used for static text.

Titles of all *minor* works, including shorter poems, quotations, lectures, symposia, conferences, colloquia, presentations and songs should be set in quotation marks.

Other Capitalization Rules

Avoid writing in all capitals on the web, especially in headings and page titles.

All references to academic degrees should be lowercase (e.g., bachelor of arts, bachelor's degree, master's degree, doctorate, doctoral) unless an abbreviation is used (BA, MA, etc.).

Capitalize the names of historical, artistic, literary and geological periods (e.g., the Middle Ages, Classical, Baroque, Proterozoic). For guidelines on referring to specific centuries, see the **Numbers** section below.

Never capitalize freshman, sophomore, junior or senior, unless used in a title.

Capitalize the title of a web page or form if the full title is used. Otherwise, the partial title should be written in lowercase.

- Correct: More information can be found on the Student Activities page.
- Correct: More information can be found on the activities page.
- Correct: Fill out and return the Degree Audit Application Form to OASIS.

Capitalize the official name of a department, but lowercase a general reference to the department. Do not capitalize the words department, committee, program or office when preceded by the word "the."

- Correct: the Department of Economics
- Correct: Her advisor worked in the economics department.
- Correct: The Doctorate of Physical Therapy Program...
- Incorrect: If you are interested in the Program, ...

Commencement and Convocation are always capitalized when referring to a specific event/ceremony at Hunter, but not when referring to generic events, e.g., "Hunter will hold its 2009 Commencement on June 27; most colleges hold commencement ceremonies in the spring."

Only capitalize the word "the" in a name or title when the name or title officially includes the word "the"; otherwise, "the" is lowercase.

- Correct: the School of Arts and Sciences
- Correct: The New York Times

"New York City" and "New York State" are correct, but general references to "the city" or "the state" should be lowercase. Proper names of states and countries are always capitalized.

Confusing and Difficult Words

A lot: Two words, not one.

A's and B's: When referring to grades, use apostrophes.

Advisor and adviser are both correct, but since most college and university publications spell the word with an “o,” Hunter publications should do the same for consistency.

Audiovisual: One word, no hyphen or spaces.

bachelor's degree, master's degree: Should always be lowercase, unless used in a title. Note the apostrophe before the s.

Campus-wide: Hyphenated, not two separate words.

For words beginning with *co-* (e.g., co-chair, co-editor, co-sponsor), consult **Webster's Collegiate Dictionary**.

cum laude, magna cum laude, summa cum laude: Do not capitalize, unless used in a title.

Dean's List: Both words are capitalized.

Emerita: Female, singular.

Emeritus: Male, singular.

Emeriti: Plural.

Faculty: Faculty is a plural noun and takes a plural verb. To avoid confusion, you may use “faculty members” instead.

Full-time, part-time: Hyphenated, not two separate words.

Grade-point average (or GPA): The first two words are hyphenated. “Average” is separate.

Health care: Two words when used as a noun.

Healthcare: One word when used as an adjective.

Nonprofit: One word, no hyphen.

Off-campus, on-campus: Hyphenated when used as an adjective.

Off campus, on campus: Two separate words when used as an adverb.

OK or okay: Not O.K. or o.k.

On vs. at: When referring to a campus location, be sure to use the correct preposition.

- Correct: The event will take place *on* the Brookdale campus.
Correct: The event will take place *at* Brookdale.
Correct: Her office is located *on* the 68th Street campus.

Pre-med, pre-law: Hyphenated.

Rhodes Scholar, Guggenheim Fellow: When referring to a distinguished academic scholar, both words are capitalized.

RSVP: Do not precede with the word “please,” since RSVP is the abbreviation of a French sentence meaning “please respond”; thus, an additional “please” would be redundant.

That vs. which: “That” should be used with essential clauses and is not preceded by a comma. “Which” should be used with nonessential clauses and is preceded by a comma. See the **AP Stylebook** for a further explanation.

Theatre vs. Theater:: Since the official name of the Hunter College department dealing with this art form is the Department of Theatre, all references to the art form should be spelled “theatre” for consistency’s sake. “Theater” should only be used when referring to an institution, publication or other entity that spells the word “theater.”

Copyright Notice

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Inclusive Language

When referring to ethnicity or race, “black” and “white” should always be lowercase and never hyphenated. Capitalize identifying terms that refer to a specific region: Asian-American, Hispanic, African-American, Native American, etc. (If you are unsure whether or not to use a hyphen, consult **Webster’s Collegiate Dictionary** or the **AP Stylebook**.) When possible, refer to the actual country of origin rather than the region (e.g., use “Puerto Rican” rather than “Latino”). Use “international students” rather than “foreign students.”

Use “people with disabilities” rather than “the disabled” or “disabled people.” Terms describing the physically disabled should always be lowercase (e.g., “hearing impaired,” “requires a wheelchair”). Where possible, use the term suggested by an affiliated association. Avoid words with negative connotations such as “victim,” “afflicted,” “stricken,” etc. Do not use the word “normal” to refer to people without disabilities.

Avoid using the pronoun “he” when referring to an unspecified person. Rewrite the sentence so that the plural pronoun “they” may be used, or avoid pronoun use altogether. If unavoidable, use

“he or she” rather than “he/she.” Similarly, avoid suffixes that denote a person’s gender. Use chair rather than chairman or chairwoman. Use business executive rather than businessman. Use humankind rather than mankind. For proper use of alumnus/a, see the **Alumni** section above.

The following Equal Opportunity Statement must be included on all student, staff and faculty recruitment documents: “Hunter College is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence in its student admissions, employment, access to programs, and administration of educational policies. Questions or concerns may be forwarded to the Office of Diversity and Compliance.”

Names

On first reference, refer to a person by his or her full name (John Doe). On subsequent references, you may use only the last name (Doe).

A person who prefers to use a middle name may be listed with his or her first initial followed by the full middle name (e.g., R. John Doe). When listing two initials, include a space between the initials (e.g., R. J. Doe).

Middle initials should be used in names when provided and/or when the individual prefers it that way (e.g., John J. Doe).

If the person prefers a nickname, it may be included in quotation marks between the first and last names (e.g., William “Bill” Doe). In less formal documents, the nickname may be used without the full first name.

Do not set off Jr., Sr., II or III with commas (John Doe Jr., not John Doe, Jr.).

Name spellings are important. If in doubt, call the office, department or person directly to verify the spelling of a name before publishing it.

See the **Alumni** section above for how to cite a person’s graduation year and degree.

Numbers

Spell out cardinal and ordinal numbers zero through nine, except for dates, times, percentages, prices, ages, years, addresses, temperatures, scores, pages, rooms, chapters, GPAs, or when the number is included in a table where space is minimal.

Correct:	One, four, six, nine, first, third, eighth
Incorrect:	1, 4, 6, 9, 1 st , 3 rd , 8 th

Cardinal and ordinal numbers greater than nine should be written as numerals.

Correct: 10, 57, 295, 11th, 55th, 61st
Incorrect: ten, fifty-seven, two hundred ninety-five, eleventh, fifty-fifth, sixty-first

Include commas in figures greater than 1,000.

Generalized numbers (such as a million, a billion, several thousand) should be spelled out.

Very large numbers should be written using a combination of numerals and denomination (e.g., 1.5 million, 2.8 billion).

Percentages should be written using the percent symbol (%), as in 4%, 100%.

Telephone numbers should be written with the area code in parentheses, and the area code should always be included. Since phone extensions are for internal use only, an extension alone should never be listed as a person's or department's official number.

Correct: (212) 772-4000
Incorrect: 212-772-4000; 212.772.4000; 212/772-4000; Ext. 14000

Monetary values should be written as \$100 or \$59.95. Do not include the decimal point and two zeros if the amount is on the dollar.

Write out fractions in text. When the number is greater than one, or when numerals are required, use the decimal equivalent.

Correct: two-thirds, three-fourths, 1.75
Incorrect: one and three-fourths, 1½

When referring to temperature, use the degree symbol (°) if possible. Otherwise, spell out the word "degrees." Both are acceptable. In tables or charts, the degree symbol (°) is preferred because of the minimal space. Differentiate between Fahrenheit and Celsius only when it is not obvious which temperature scale is being used.

Use numerals whenever referring to a measurement. But to avoid confusion, use a combination of numerals and text when referring to multiple measured items.

Correct: John is 6 feet 2 inches tall.
Correct: John is a 6-foot-2-inch student.
(Hyphenate adjectival forms before nouns.)
Correct: John weighs 230 pounds.
Correct: She bought two 1-inch binders.
Incorrect: John is six-feet, two-inches tall and weighs two hundred thirty pounds.
Incorrect: She bought 2 1-inch binders.

For use of numbered lists, see the **Writing for the Web** section below.

Dates

On first reference, specific dates should be preceded by the day of the week in running text.

When referring to a specific date, use cardinal rather than ordinal numbers. On subsequent references to the same date, ordinal numbers are acceptable.

Correct: Monday, March 5, 2009
Incorrect: March 5th, 2009
Correct (2nd use): On the 5th, ...

Commas should be used before and after the year designation, unless referring to only the month and year.

Correct: March 5, 2009
Correct: March 2009,
Incorrect: March, 2009,

Decades should be expressed in numerals and should include the numerals indicating the century, except when referring to a person's age or a specific age group.

Correct: 1960s, 1990s
Incorrect: 1960's, the '60s
Correct: Like other seniors in their seventies, she was...
Incorrect: She was in her 70s.

Spell out the first through the ninth centuries, all lowercase. Use numerals for later centuries.

Correct: the fifth century, the 21st century

See the **Abbreviations** section above for information on when to abbreviate days and months.

Times

Times should be written with a space between the number and the am/pm designation. Do not include periods when writing am and pm.

Correct: 3:35 pm, 8:52 am, 10:15 am

For times on the hour, drop the :00.

Correct: 2 am
Incorrect: 2:00 am

12 am should be referred to as 12 midnight and 12 pm should be referred to as 12 noon to avoid confusion; however, when referring to times not on the hour, you may use “12:30 pm” or “12:30 in the afternoon” to avoid confusion.

When discussing a span of time, use a hyphen, “from” and “to,” or “between” and “and.” Do not mix time-span styles.

Correct: October 15-17
Correct: from 2001 to 2003
Correct: between 12 noon and 2 pm
Incorrect: between 12 noon to 2 pm
Incorrect: from 2002-2003

Note that the date comes before the time when discussing an event.

Correct: The event will be held on March 5, 2009, from 2:30 pm to 3:45 pm.

Punctuation and Spacing

Sentences should be followed by only one space, not two, as was once the accepted style.

In text that includes a list, do not place commas before the words “and” or “or” unless omitting a comma would lead to confusion.

Correct: Apples, bananas, grapes and oranges
Correct: Biology, Chemistry, and Anatomy and Physiology

Commas should be used to indicate if an item is the only one of its kind. For example, “John’s wife, Jane,” indicates that Jane is John’s only wife, while “John’s wife Jane” would indicate that John has more than one wife. Similarly, “Shakespeare’s play, *Hamlet*,” indicates that *Hamlet* is Shakespeare’s only play, while “Shakespeare’s play *Hamlet*” indicates that Shakespeare has numerous plays.

Use a semicolon to separate items in a list only if each element in the list contains a comma.

Correct: He has a son, John; a daughter, Jane; and a dog, Spot.

Most prefixes (such as co, post, re, pre, semi, anti, sub and non) do not take a hyphen, unless required for clarification. Do not use a hyphen after “vice” (as in vice president). When a hyphen is used to separate two words, include a space before and after the hyphen (e.g., 9:30 am – 10 pm). When in doubt, refer to **Webster’s Collegiate Dictionary** or the **AP Stylebook**.

Use apostrophes when referring to alumni and grades. Do not use an apostrophe when referring to a graduation class or decade. See also the **Alumni** and **Numbers** sections above.

Correct: John Doe (BA '02), A's and B's, Class of 2002, the 1990s
Incorrect: Class of '02, the 90's

For additional information on using commas, hyphens, apostrophes, em dashes, en dashes, ellipses, colons and semicolons, consult the **AP Stylebook**.

Sources and Citations

When citing sources or listing publications in a document, use a consistent format.

Publications under an individual's faculty or staff listing do not need to include the person's name, as this is understood.

When directly quoting another source, do not edit the text according to this style guide.

Technical Terminology

Correct capitalization, spelling, hyphenation and spacing of common technical terms:

blog
CD-ROM
database
DOC
e-mail
homepage
HTML
Internet
intranet
JPG
kilobyte (KB)
listserv
log in (verb), login (noun)
megabyte (MB)
online
PDF
podcast
RAM
URL
the web
web address
web page
webmaster
website
World Wide Web
www

When referring to a button, menu item, link or folder on a website, the name of the item should be capitalized and set in quotation marks (e.g., Type a keyword into the “Search” box above.).

Use all lowercase letters when referring to an e-mail address.

When referring to a URL in running text, do not surround the web address with < and >.

You may omit “http://” in a web address if the URL contains www; otherwise, use the full URL. If a web address ends in index.htm, index.html, index.shtml or index.php, you can omit this portion of the URL (for example, http://www.hunter.cuny.edu/index.html becomes www.hunter.cuny.edu). Using the shortest URL possible makes the text easier to read, easier to remember and more visually appealing.

If referring to a web page within the Hunter WebCMS, never use ww5; instead, use the www equivalent.

Include punctuation after a web address (without a space) when the web address appears at the end of a sentence. URLs in lists or tables do not require end punctuation. Keep web addresses on one line if possible, and break at a forward slash (/) when necessary. Test all URLs after publishing a link on the Internet.

When web or e-mail addresses are forced onto two lines, do not use a hyphen.

Visitors to your website should be warned when they are about to open a PDF or DOC file. Follow each link to a PDF or DOC document with (PDF – 2MB) or (DOC – 1.5MB), depending on file type and size. See the **Writing for the Web** section below for more information.

The Hunter Brand

When referring to Hunter College, use “Hunter College” on first reference, then “the College” or “Hunter” on subsequent references. For internal communications intended only for those already familiar with the College, you may use “Hunter” on first reference. Never refer to Hunter College as HC. When referring to a college in the general sense, “college” is lowercase.

When referring to the School of Arts and Sciences, School of Education, Schools of the Health Professions, School of Nursing or School of Social Work, the full name of the school should be written out on first reference. On subsequent references, you may use “the School(s),” with “School(s)” capitalized. When referring to a school in the general sense, school is lowercase.

When referring to the City University of New York, use “the City University of New York” on first reference, then “CUNY” or “the University.” For internal communications intended only for those already familiar with the University, you may use “CUNY” on first reference. When referring to a university in the general sense, “university” is lowercase.

Refer to classrooms and offices by the room number followed by the building. Use of the word “room” before the number is optional, as is the word “building.”

Correct: Room 1301 East, 1301 East, 1301 East Building,
Incorrect: 1301E, E1301, Hunter East 1301

As a general rule within Hunter, the word “department” should only be used to refer to academic departments, not administrative units. Similarly, the word “office” should only be used to refer to administrative offices, not academic units. There are a few exceptions to this rule; see **the list of Hunter Offices, Schools, etc.** below.

Hunter Offices, Schools, Departments, Divisions, Programs and Organizations

Most, though not all, Hunter units are within one of Hunter’s four major offices:

Office of the Provost (which includes all degree-granting units)
Division of Student Affairs
Office of the Chief Operating Officer
Office of Institutional Advancement

Following are the proper names and spellings for all units within each of these offices.

Office of the Provost

Schools

The largest units within the Office of the Provost are the five degree-granting **Schools**. Also within this office are the **Libraries** and a number of **Academic Service and Support Programs**. The five degree-granting schools are:

School of Arts and Sciences
School of Education
Schools of the Health Professions
Hunter-Bellevue School of Nursing
Lois V. and Samuel J. Silberman School of Social Work

Each degree-granting School comprises a number of academic departments and programs. Except for the programs within the School of Social Work, all of which are on the graduate level, each of these departments and programs grant bachelor's degrees; many also grant master's degrees and combined bachelor's/master's degrees. Some also offer certificate programs and a few offer curricula leading to doctoral degrees, sometimes in conjunction with the CUNY Graduate Center. These departments and programs are:

School of Arts and Sciences

Department of Africana and Puerto Rican/Latino Studies
Department of Anthropology
Department of Art
Asian American Studies Program
Department of Biological Sciences
Department of Chemistry
Department of Classical and Oriental Studies
 Classics Division
 Hebrew Division
 Russian Division
Department of Computer Science
Dance Program
Department of Economics
 Accounting
Department of English
 MFA Program in Creative Writing
Department of Film and Media Studies
 MFA Program in Integrated Media Arts
Department of German
Department of History
Jewish Social Studies Program
Latin American and Caribbean Studies Program
Department of Mathematics and Statistics
Department of Music
Department of Philosophy
Department of Political Science
Department of Psychology
Program in Religion

Department of Romance Languages
 French Division
 Italian Division
 Spanish Division
Department of Sociology
Department of Theatre
Thomas Hunter Honors Program
Department of Urban Affairs and Planning
Women and Gender Studies Program

School of Education

Department of Curriculum and Teaching
 Adolescent Education
 Bilingual Education
 Childhood Education
 Early Childhood Education
 Literacy Education
 Teaching English to Speakers of Other Languages (TESOL)
Department of Educational Foundations and Counseling Programs
 Rehabilitation Counseling Program
 School Counseling Program
Department of Special Education
 Childhood Special Education
 Early Childhood Special Education
 Deaf and Hard-of-Hearing
 Blind and Visually Impaired
 Advanced Certificate in Gifted Education
 Advanced Certificate in Severe Disabilities
 Advanced Certificate in Blind and Visually Impaired
Administration and Supervision/Advanced Certificate Programs

Schools of the Health Professions

Program in Communication Sciences
 Speech-Language Pathology
 Audiology
Program in Medical Laboratory Sciences
Program in Physical Therapy
Program in Urban Public Health
 Community Health
 Environmental and Occupational Health Sciences
 Nutrition and Public Health
 Health Policy Management
 Epidemiology and Biostatistics

Hunter-Bellevue School of Nursing

Generic Pathway

RN Pathway
Adult Nurse Practitioner Program
Adult Health/Medical-Surgical Nursing Program
Clinical Nurse Leader Program
Community/Public Health Nursing Program
Community/Public Health Nursing/Urban Public Health Program
Gerontological/Adult Nurse Practitioner Program
Nursing Administration/Public Administration Program
Psychiatric Mental Health Nursing/Nurse Practitioner Program
Psychiatric Nurse Practitioner Advanced Certificate Program
Nursing Education Advanced Certificate Program

School of Social Work

Master of Social Work (MSW) Program Tracks
Two-year Full-time Program Track
One-year Residency (Work-study) Program Track
Advanced Standing Program Track
Extended (Part-time) Program Track
Dual Degree Program with Bank Street College of Education
MSW Curricula
Practice Methods (Casework; Group Work; Community Organization and Planning; Administration)
Social Welfare Policy and Services
Human Behavior and the Social Environment
Social Work Research
Field Education
Postgraduate Certificate Programs
Adoption Therapy
Advanced Clinical Social Work
Social Work Administration
Doctor of Philosophy Program
The PhD Program in Social Welfare of the CUNY Graduate Center is offered at the Hunter School of Social Work.

Academic Service and Support Programs

Academic Service and Support Programs are offices, services, programs, centers and units that, like the Schools, are under the aegis of the Office of the Provost, but unlike the Schools, do not grant degrees. Some of these programs offer non-credit courses or certificate programs, some conduct research, some directly assist students in degree-granting programs while others focus more on faculty projects. Whatever their specific focus, their essential characteristic is that they are directly concerned with *academic* issues.

Brookdale Center for Healthy Aging and Longevity (Brookdale Center on Aging)
Career Opportunities in Research and Education (COR)
Center for Advanced Research of Spatial Information (the CARSI Lab)

Center for Communication Disorders
Center for Community and Urban Health
Center for Community Planning and Development
Center for Gifted Studies and Education
Center for HIV Educational Studies and Education (CHEST)
Center for Occupational and Environmental Health
Center for Puerto Rican Studies (Centro de Estudios Puertoriquenos—CENTRO)
Center for Study of Gene Structure and Function (the Gene Center)
CUNY Institute for Sustainable Cities
CUNY Teacher Academy
Gender Equity Project
Health Professions Education Center
Leona and Marcy Chanin Language Center (Chanin Center)
Mary P. Dolciani Mathematics Learning Center (Dolciani Center)
Minority Access to Research Careers Program (MARC)
Minority Biomedical Research Support/Research Initiative for Scientific Advancement (MBRS/RISE)
Mellon/Mays Undergraduate Fellowship Program
Physical Sciences Learning Center
Public Service Scholars Program
SEEK (a non-degree granting unit of the School of Education)
Social Sciences Computing Laboratory
Socrates Center
Teaching and Learning Center
Writing Across the Curriculum Program

Libraries

Jacqueline Grennan Wexler Library (Main Library, 68th Street Campus)
Zabar Library (Digitized art material; 68th Street Campus)
Health Professions Library (Brookdale Campus)
School of Social Work Library (School of Social Work Campus)

Division of Student Affairs

Admissions Office
 Graduate Admissions
 Undergraduate Admissions
Office of Financial Aid
Office of the Registrar
Office of Student Services
 AccessABILITY
 Advising Services
 Athletics and Recreation
 Brookdale Residence Hall

Career Development Services
Children's Learning Center
Counseling and Wellness Services
International Students Office
Student Activities
Veteran Student Services
Welcome and Recruitment Center

Office of the Chief Operating Officer

Budget
Business Office
Central Reservations
Continuing Education/International English Language Institute
Environmental Health/Safety
Facilities
Human Resources
Public Safety

Office of Institutional Advancement

Alumni Relations
Communications and Marketing
Hunter College Foundation
Special Events

Important Hunter Locations

Campuses

68th Street Campus - 695 Park Avenue
Brookdale Campus - 425 East 25 Street
School of Social Work - 129 East 79 Street
Hunter College Campus Schools - 71 East 94th Street
MFA Building - 450 West 41st Street

Theatres and Galleries

Bertha and Karl Leubsdorf Art Gallery - West Building, 68th Street Campus
Kaye Playhouse - North Building, 68th Street Campus
Assembly Hall - North Building, 68th Street Campus
Frederick Loewe Theatre - Thomas Hunter Hall, 68th Street Campus
Ida K. Lang Recital Hall - North Building, 68th Street Campus
Hunter College/ Times Square Gallery - MFA Building

Hunter-Specific Terminology

Technical Terms

AMC (Account Management Centers)
Blackboard (one word, only first B capitalized, abbreviated Bb)
CUNY+ (CUNY library database)
CUNY Portal (accessible via www.cuny.edu)
CUNY Portal ID (not the same as the Hunter NetID)
DIG (Degree Information for Graduation)
ePermit
eSIMS
Help Desk (or Faculty/Staff Help Desk)
Hunter-L (Hunter's general listserv)
Hunternet (campus-wide wireless network)
ICIT (Instructional Computing and Information Technology)
NetID (Network ID)
OneCard (one word, O and C capitalized)
PACs (Public Access Computers)
PCS Labs (Public Computing Services Labs)
SNet (Student Network)
Student Help Desk (always referred to as "Student Help Desk")
TRC (Technology Resource Center)
WebCMS (Hunter's Content Management System)

Non-technical Terms

CPE (CUNY Proficiency Exam)
FDR (Faculty Dining Room)
GER (General Education Requirements)
GSA (Graduate Student Association)
USG (Undergraduate Student Government)
Hunter Hawk (official mascot)

Hunter Web Pages

All web pages that are included as part of the official Hunter website or which claim to represent Hunter College on the web should meet the following requirements:

The official Hunter navigation bar must be present at the top of all web pages. This includes the official Hunter logo and links to other web pages within the Hunter network, including the Hunter homepage.

If for any reason the Hunter navigation bar is not used, the official Hunter logo must appear in the top-left corner



of the web page and must link to the Hunter College homepage (<http://www.hunter.cuny.edu>).

The “Hunter is CUNY” logo should appear on every page and must link to CUNY’s homepage (<http://www.cuny.edu>). Some versions of this logo are downloadable, but if you require this logo in a different size or color, please contact the Communications Office (news@hunter.cuny.edu) or the Web Development team (webmaster@hunter.cuny.edu).



The College’s address must appear on each page, along with the phone number and e-mail address for the department or office responsible for the particular web page.

When possible, you should use the official Hunter colors.

	Hex #	R/G/B	H/S/V
Light Purple:	663399	102/51/153	270/67/60
Dark Purple:	330066	51/0/102	270/100/40
Orange:	FFCC33	255/204/51	45/80/100
Gold:	CB9902	203/153/2	45/99/80
Yellow:	E1C849	225/200/73	50/68/88

For the official Pantone colors used in print materials, please contact the Office of Communications at news@hunter.cuny.edu.

Any web page created in the Hunter WebCMS will automatically meet the above requirements. When creating a page with different web design software such as Dreamweaver, Contribute or Microsoft FrontPage, please consult with the Communications Office (news@hunter.cuny.edu) or the Web Development team (webmaster@hunter.cuny.edu) before publishing your content on the web.

The official Hunter seal is below:



Graphical Standards

All photos used on the web should have a resolution of at least 72 dpi and should be at least 640 x 480 pixels in size. Photos that do not meet these requirements are discouraged, as they may be too blurry to use and will appear unprofessional.

Other graphics used on the web, such as icons, buttons and logos, should have a resolution of at least 72 dpi, but may be of any size.

Crop and scale images appropriately. Since screen real estate is limited, reduce images to the key elements.

Use graphics purposefully. Graphics should pertain directly to the text on the page and should help readers retain information. Images should enhance the text, not distract from it.

Images are often more effective than plain text when explaining processes. Use screenshots and diagrams to emphasize steps in a process.

When creating images to represent the College, you should use the official Hunter College colors as listed in the **Hunter Brand** section above.

All faculty and staff listings on the web should include a headshot of each individual when available.

If you need photos taken for a Hunter website or publication, please contact the Communications Office at news@hunter.cuny.edu. They will arrange for a photographer to visit your office at a designated time to take the necessary photos.

Photo Captions

Include a caption if the photo contains a person, place or situation that the reader may want to identify, or if a caption is needed to show how the photo pertains to the text.

Use (left) or (from left) when listing photo subjects.

Do not use middle initials in names, even if middle initials are included in the associated text.

Do not use punctuation if the caption is not a full sentence; sentence fragments are acceptable in captions.

Do not number your images (Figure 1, Figure 2, etc.) unless each image will be referred to later in a long body of text.

Do not state the obvious (e.g., "This group is standing in the hallway").

Writing for the Web

Web vs. Print

In most scenarios, visitors to your website are there to find a specific piece of information, so it is imperative that you help them find it. Make your navigation easy to browse and your pages short and sweet. Your images should be relevant, and all downloads (such as PDFs and Word DOCs) should include a descriptive summary before or after the link. In a busy work environment, most web users don't want to wait for files to download if they are not even sure those are the files they need or want.

When using the web, most people do not read every word; they scan.

Reading on the web strains the eyes more than reading print material. Therefore, give your users less to read. Your content should be concise, relevant and to the point. Avoid using filler text or elaborating too much on any one subject.

A general rule of thumb: Text on the web should be about half the length of similar text in print.

Know Your Audience

Before adding any content to your site, consider your writing style. What tone will you use throughout your site? Who is in your audience? What are they looking for? How will they expect to find it? What are the key points you wish to highlight throughout your site?

Informal vs. Formal

When writing for the web, it is important to consider your audience and to choose your words appropriately.

For example, when writing for prospective students, you should usually be somewhat formal and not assume that these readers recognize common Hunter acronyms. Even such terms as "the City University of New York" should be spelled out on first reference, and only later abbreviated to "CUNY."

Alternatively, when writing for current students, less formality is required and common Hunter terms such as CUNY, CPE and GER can be used without explanation.

You should aim to write for your most frequent visitors, but don't neglect any new visitors who might be reading your content. Web pages designated for current students may still be viewed by prospective students interested in a particular program.

Consider International Students

Hunter prides itself on being a diverse community, and as such, we must consider our international audience when writing content on behalf of the College. Spell out dates and times, rather than abbreviating (08/06/09 can be confusing). Avoid using jargon, hype, slang or clichés. Use humor cautiously, as it can be misinterpreted.

Simplify!

Do not purposely use big words or long sentences just because you're writing for an academic audience. Even the most intelligent readers prefer to read simpler text and comprehend more when concise language is used. In most cases, web usability experts recommend writing for an 8th-grade reading level.

Highlight Key Information

Use page titles and subtitles to your advantage. Since web users tend to scan rather than read every word, they typically look for highlighted words, headings, numbers and lists within a page. Also keep in mind that page titles are used to index your page in search engines and bookmarks, so they should be descriptive and contain key words.

If you must use confusing or industry-specific language in your text, define words in context so that those unfamiliar with the verbiage don't have to stop reading to look it up.

Formatting Your Content

When browsing a web page, readers tend to skim down the left-hand side of the page while looking for relevant information. Therefore, you should keep all headings and large bodies of text left aligned whenever possible. Centered or right-aligned text causes the eye to jump around the page and reduces comprehension.

Links should be informative. When linking to a new page or a downloadable file, try to use words that explain what it is you're linking to. Avoid using generic terms like "click here."

Correct:	You must complete a <u>Degree Audit Form</u> for graduation.
Incorrect:	You must complete a Degree Audit Form for graduation. <u>Click here to download it!</u>

When possible, include links to related content at the bottom of your pages to help users find the information they're looking for. This creates a linear path for the users and helps them navigate your site.

When possible, use charts, graphs and pictures alongside your text. Visual information allows your readers to scan faster and comprehend more.

People respond well to bulleted lists. Lists should be in alphabetical or some other logical order. Place periods at the end of list items only if one or more items form a complete sentence. Use numbered lists only if numerical order matters or if the numbers will be referred to later in the text. Avoid using numbered lists in running text.

Avoid using PDFs and DOCs when possible. Most web users are hesitant about downloading files from the Internet, and are often too impatient to wait for long downloads. Therefore, you should never hide critical information within a PDF or DOC document. For short documents, try recreating the document as a web page, and only link to the original PDF or DOC document for those who wish to save a copy. For longer documents, include a summary or description on the web before asking users to download the file. Users are willing to wait for a download if they are confident that they are downloading the right thing.

Tip: Repurpose your content for the web. When converting a PDF or DOC file to a web page, do not copy the text verbatim. Instead, condense and simplify using the rules outlined above in the **Web vs. Print** section. Break up the text into multiple pages if necessary and add links where appropriate.

Do not overuse anchor links. Anchor links allow users to jump around within a single page by linking from one section of content to another, but can be confusing if used too often. Users expect to be taken to a new page when they click on a link, and anchor links violate this model of how hyperlinks work. Only use anchors on very long pages, and group all anchor links at the top of the page in a “table of contents” format.

Graphics and images are particularly useful on Help and FAQ pages. Use screenshots and diagrams to help your site visitors find the answers they’re looking for. See the **Graphical Standards** section above for more information on this topic.

Organizing Your Pages

If a particular topic results in a lengthy page and the topic can be subdivided into smaller sections, consider breaking up the page into smaller chunks. Users do not mind clicking through multiple links as long as they know they are on the right path to the information they’re seeking.

Do not assume that all users will start on your homepage. Users may access your site from any page within your hierarchy. Therefore, make it easy for web users to navigate from any page within your site back to your homepage, and make sure they can access a main navigation structure from any page.

Resist the urge to organize according to the internal structure of your department or organization. Instead, organize your content according to what your audience is looking for and/or trying to accomplish. If you’re not sure what tasks they’re trying to accomplish, ask! Survey students, faculty and staff who frequent your site to determine what information should be prominent and which can be less so. Your site visitors shouldn’t have to be familiar with your internal structure in order to navigate your site.

Layer your content. The Hunter WebCMS provides an easy way to create a hierarchy of folders and pages that will keep your content organized, so use this to your advantage. The WebCMS also creates a helpful breadcrumb trail using this hierarchy, so be sure to name your pages and folders appropriately.

Keep Content Fresh and Relevant

As discussed earlier, visitors to your website are typically there only to find a specific piece of information. Therefore, it is important that you keep your content up-to-date and relevant, especially on your homepage.

Any dated information such as events, news items and announcements should be removed from your site or “archived” within two months of their posting (or within two months of the event). If a visitor to your homepage sees that it hasn’t been updated in over two months, they will likely assume that all information on the site is subject to scrutiny. If a date is not relevant to the content, don’t include one.

Put your important information first. Featured news items, upcoming events and highly relevant content should be kept on the homepage, or should be directly linked to from the homepage. On each individual page, the most important information should be up at the top and expanded below, if necessary. Remember, your ultimate goal is to help your visitors find what they’re looking for.

Best Practices

Maintain a consistent writing style throughout your site. If multiple authors are contributing site content, designate one person who will review each page and make any necessary changes to ensure consistency. If writing in the second or third person, write in the second or third person throughout your site. Choose a tone (conversational, polite, straightforward, active, passive) and stick with it. In lists, charts and tables, choose a format that will be used for each entry.

Correct List: John Doe, Class of 2002, Computer Science
Jane Smith, Class of 2004, Economics
Bob Jones, Class of 2005, Sociology

Incorrect List: John Doe (BA ’02), Computer Science
Jane Smith, Class of 2004, Economics
Bob Jones, Sociology ’05

Avoid ambiguity. Users will come to your site looking for answers; don’t let them leave with additional questions.

Cite your sources if using facts and figures on your page. Not only is it mandatory, but your readers will appreciate honesty and links to additional information.

Include relevant keywords throughout your site so that visitors can search for information easily.

It is perfectly acceptable, and even encouraged, to link to one piece of content from multiple locations on your site. Just because a particular page “lives” in a certain folder doesn’t mean that its parent folder has to be the only point of entry.

Tip: The Hunter WebCMS provides some really easy ways of accomplishing this! Contact the Technology Resource Center (training@hunter.cuny.edu) or the Web Development Team (hc.webcms@hunter.cuny.edu) for help with this feature.

Make sure your URLs are usable. The URL of a page is the address that visitors type into the address bar to access your content (such as <http://www.hunter.cuny.edu/departmentName>). When creating a new page in the Hunter WebCMS, the URL is created automatically using the page title. For example, a page titled “How to Get a Visa” would result in a URL ending with /how-to-get-a-visa. Since this URL is a little long and is more vulnerable to typing errors, we suggest you change the URL to just /visa and leave the page title as is. The WebCMS provides an easy way to change the URL of a page without affecting the page title.

Correct: <http://www.hunter.cuny.edu/studentservices/is/visa>
Incorrect: <http://www.hunter.cuny.edu/studentservices/is/how-to-get-a-visa>

Contact Information

To avoid dating a document, all contact information should be general, not specific to a particular person, if possible. For example, instead of listing a phone number for “Mary Smith, chair of the Department of Mathematics,” list the phone number for the “Chair of the Department of Mathematics.”

When including contact information on a web page, the information should be listed in the following order, with each element on a separate line: Name; Hunter College; Department/Office; Building and Room Number; Street Address; City, State and Zip; Phone number; Fax number; E-mail address; Website.

You may omit any of the above items when they are not relevant to the task or context of the page.

When included within a body of text, contact information should be separated from surrounding text and aligned to the left. Contact information that stands on its own, such as at the bottom of a web page, may be centered or left aligned, according to the editor’s preference.

When listing contact information, use the official name of the department or office (see the **Hunter Brand** section above for proper names and spellings). When space allows, spell out the words North, South, East, West, Street, Avenue, Road, Drive, Boulevard, etc., in the street address. A plus-4 zip code is optional, but should be included if available.