



University of Pittsburgh

PittOnline

Style Guide

Purpose Statement

The purpose of the Pitt *Online* Style Guide is a way of keeping documents and stylistic choices consistent and user friendly and to minimize confusion. The guide provides the basic tools one needs to reference, to answer questions, and to prepare materials with a recognized name and style. The intention is to find one common “language” so as to not only exhibit formality and professionalism, but also in order to further the strength of the identity and weight of the name that Pitt *Online* and the University of Pittsburgh carries. The guide is an aid for standardizing various stylistic choices in order to maintain an ease and consistency for the user. Lastly, this guide is a way of which Pitt *Online* can continue to carry the strong name it always has, including the branding of the University of Pittsburgh as an academic powerhouse.

The Pitt *Online* Style Guide provides an overview of the online brand and identity. This guide was developed to help Pitt *Online* faculty and staff who are involved with the development of online courses to keep Pitt *Online* and the University of Pittsburgh identities in mind. Please follow these guidelines whenever you’re planning any materials or courses for Pitt *Online*.

Contact Associate Director of Online Programs.

Any questions regarding the Pitt *Online* Web site or Style Guide may be directed to:

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CIDDE
820 Alumni Hall
412.383.7152

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Overview

This guide was developed to help Pitt *Online* faculty and staff who are involved with the development of online courses to keep Pitt *Online* and the University of Pittsburgh identities in mind.

Pitt *Online* works with the Department of University Marketing Communications (UMC) to design and develop high-quality Web sites and courses that promote the school's identity and ensure proper use of the University's seal and logotype.

University Marketing Communications will assist Pitt *Online* with publications such as:

- Brochures
- Departmental newsletters
- Direct mail
- Information sheets
- Programs and catalogs

Publication services include design, writing, editing, fact checking/proofreading, and printing. UMC also can assist with other marketing needs including market research, advertising, and videos.

Name Usage

Pitt *Online* is the initiative's full name and should be used on first reference in all communications.

For example:

- Pitt *Online* offers courses from various disciplines.
- Students enrolled in a Pitt *Online* program are held to the same academic standards as their campus equivalents.
- Pitt *Online* supports numerous faculty with course design.

Pitt *Online* also should appear in all mailing address information.

For example: University of Pittsburgh, Pitt *Online*, 820 Alumni Hall, 4227 Fifth Avenue, Pittsburgh, PA 15260.

Word Mark

The Pitt *Online* word mark was developed to promote a consistent visual identity to the online program initiative's many communities and audiences. Changing the mark or its colors is not permitted.

Pitt *Online* publications and Web sites should incorporate the online program initiative's word mark where appropriate, as well as the University of Pittsburgh seal and logotype. One-color publications can use the black-and-white version of the word mark.

Pitt *Online*

Pitt *Online* Full Color Word Mark

Pitt *Online*

Pitt *Online* One Color Word Mark

The Pitt *Online* word mark may be shown only as a full color design or a one color design where appropriate. In the full color design University of Pittsburgh is shown in PMS 281 and in the one color design it is shown in Pantone® Process Black.



PMS 281



PMS 4515

The Pitt *Online* word mark uses Pantone® colors of PMS 281 for blue and PMS 4515 for gold. These are the only two official colors that can be used for the Pitt *Online* word mark. Any other colors used for print are unacceptable and should not be used.

Word Mark



The core of the Pitt *Online* graphic-identity system is a distinctive treatment of the organization name. Through repeated application of this word mark, Pitt *Online* builds loyalty and awareness among its various audiences. Failure to use this word mark, or using distortions of it, will diminish the identity system's effectiveness.

Clear Space

The visual character of the Pitt *Online* identity depends on clean, spacious, and elegant layouts. Always use the recommended clear space, as shown above, to maintain optimum legibility and avoid interference from nearby text, complex illustrations, or other elements that might compromise the word mark's impact.

Generous clear space and consistent placement are essential for maintaining the integrity of the identity.

The clear space is measured by the height of the lowercase letters (x-height) in the word mark, as indicated in the diagram above. The minimum clear space must always be at least the width and height of one "x" on all sides of the word mark. No typography or design element may be placed within this area.

Minimum Size

The minimum height of the word mark is .25 inches for print usage or 25 pixels for electronic media.

Word Mark

Incorrect Usage

The Pitt *Online* word mark should be rendered with consistency. It should never be tweaked, stretched, or otherwise manipulated. It should never be shown at an angle or filled with pattern, texture, or photographic imagery.



Do Not set the word mark in alternate typefaces.



Do Not add additional text to the word mark.



Do Not rescale, stretch, or otherwise manipulate the word mark.



Do Not alter the letter forms or add special effects in any way.



Do Not obscure the word mark by placing other strong graphic elements near, next to, or behind the word mark.



Do Not use a color version of the word mark on top of a color background. The word mark should always reverse to one color (white).



Do Not reproduce the word mark in colors other than the approved colors.



Do Not use the word mark on an angle other than a 90 degree angle.



Do Not add a box or shape to the word mark.

Typography

The Pitt *Online* word mark uses Janson typeface for the “Pitt” portion and Wiesbaden Swing Bold for the “Online” portion. Helvetica Neue Regular is used when the text University of Pittsburgh is added to the word mark.

When producing communication materials such as flyers, announcements, etc., that also include the Pitt *Online* word mark, it is recommended that Helvetica Neue Regular font be used for text. Other acceptable fonts would be: Arial or Calibri. Adobe Garamond Pro is used for the staff name on Pitt *Online* business cards.

These fonts complement the mark. If your computer does not have one or more of these fonts, contact University Marketing Communications for guidance.

Janson

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Wiesbaden Swing

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Wiesbaden Swing Bold

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Helvetica Neue Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Adobe Garamond Pro

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Arial

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Calibri

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Highly recommended typefaces for on-screen reading and legibility.

These typefaces were developed specifically for use in electronic media, and are now quite common on both Windows and Mac platforms.

Verdana

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Georgia

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Lucida Grande

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Lucida Sans

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Graphics



Facebook Image

Social media is important to Pitt *Online* as a way to connect with current students and potential students. The “stacked” Pitt *Online* word mark is only to be used for Facebook and Twitter.

The design of this modified word mark is due to the nature of the restrictions of these two social media.

The preferred use of the word mark is always the standard, official, one-line word mark.

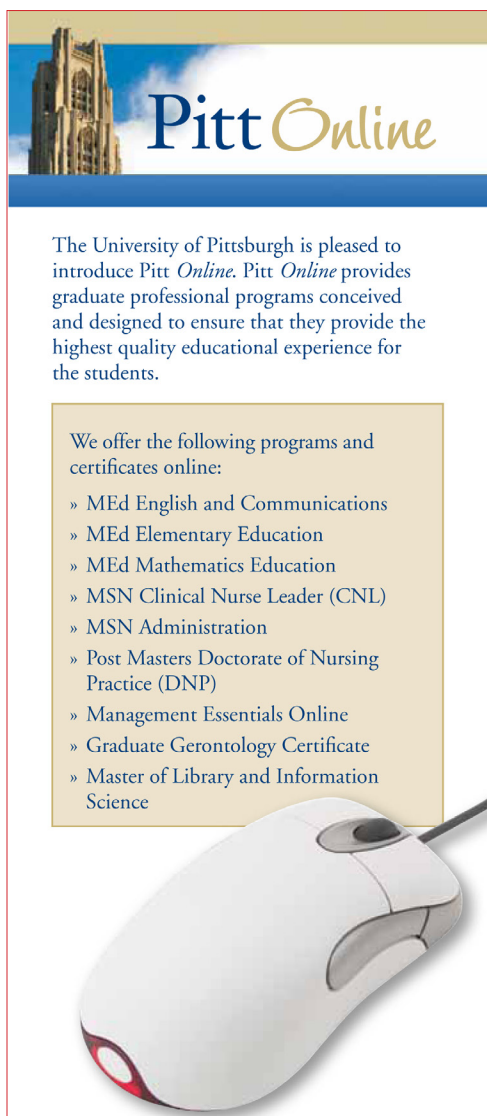


Twitter Image

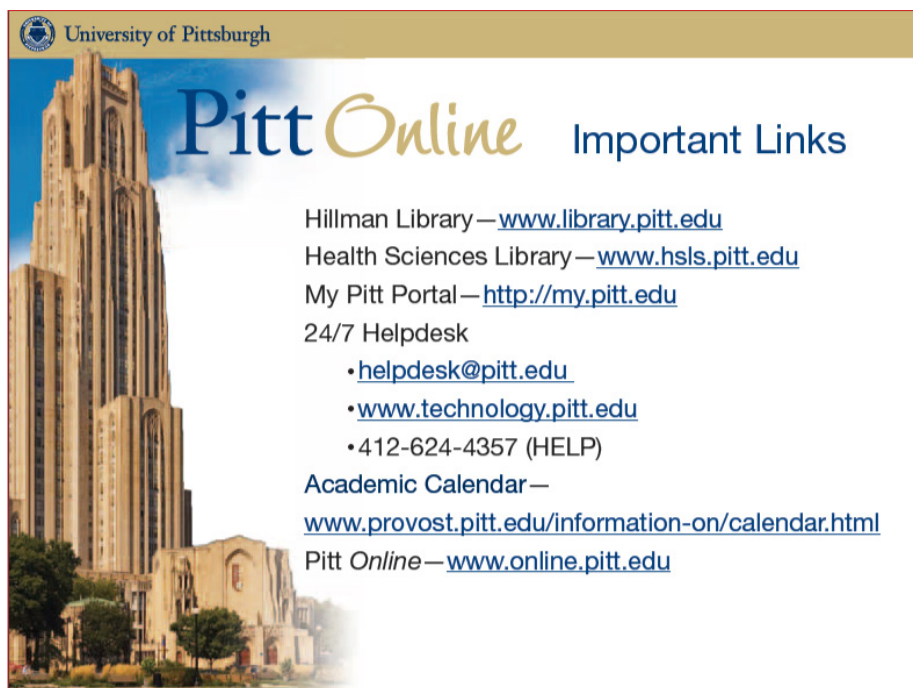


Banner Image for Blackboard Courses

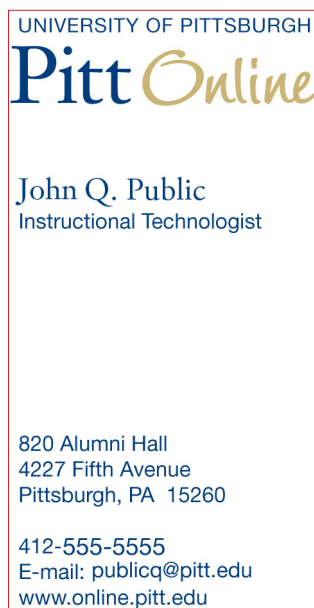
Graphics



Brochure Example



Mouse Pad Example



Business Card Example

Pitt Seal and Logotype

The Pitt seal and logotype are under the oversight of University Marketing Communications and UMC staff is available to answer any questions regarding proper usage. University policy provides for UMC to approve all artwork that includes any University trademarks—including the seal and logotype—and also for UMC to handle the printing of all projects using any of these marks.

For additional information about using the seal correctly, contact UMC staff.

Writing Style

The University of Pittsburgh uses a clear, consistent, writing style for all Web and print materials produced by, and for, the University. The Web sites and publications produced for Pitt *Online* follow Pitt's writing style.

The University of Pittsburgh Writing Style Manual is a comprehensive road map to the style guidelines adopted by the University of Pittsburgh. It is recommended that those working on Pitt *Online* sites and/or publications attend the "Writing with Style" professional development program presented by UMC through the University's Office of Human Resources.

You also can refer to the manual online at www.umc.pitt.edu/umc/styleguide and/or e-mail questions related to University writing style to wstyle@umc.pitt.edu.

Photography

Professional photography is highly recommended for Web sites and publications. Please utilize CIDDE photographers.

If photographs will be used in communication materials, a photo consent form should ordinarily be signed by anyone identifiable in a photo. Photo consent forms are available on the Office of General Counsel Web site at www.ogc.pitt.edu/forms.html.

Video

Professional video is highly recommended for Web sites. Please utilize CIDDE video studio whenever possible.

If videos will be used, a video consent form should ordinarily be signed by anyone identifiable in the video.

Web Page Templates

School of Education



CourseWeb / Blackboard
University of Pittsburgh

SUPPORT 2131 My Places

My CourseWeb Courses Organizations Content Collection Advisor

2131_IL_2239_SEC1250_THRY PRA TCH NEW MEDIA LITRCYS (Course is unavailable to students) > Classroom > Module 1: Introduction to New Literacies and Digital Media

2131_IL_2239_SEC1250_THRY PRA TCH NEW MEDIA LITRCYS

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Help

 **Module 1: Introduction to New Literacies and Digital Media**



Pitt Online

SCHOOL OF Education

IL 2239 > Module 1: Introduction to New Literacies and Digital Media

Introduction

The purpose of this week's class is for you to gain an understanding of New Literacies and New Media. We will discuss what these terms mean and how our digital era is complicating our notions of a literate person. [You will also be accessing both the class weblog \(http://newliteracies2011.wordpress.com\)](http://newliteracies2011.wordpress.com) and setting up your own blog. A "how to" video and instructions will be posted to the class weblog to help you with that work.

IL 2239 > Module 1: Introduction to New Literacies and Digital Media

Guiding Questions

1. What are "new literacies?"
2. Why the shift from a singular "literacy" to a discussion and interpretation of multiple "literacies?"

IL 2239 > Module 1: Introduction to New Literacies and Digital Media

Readings

1. Carr, Nicholas. (July/ August 2008), [Is Google Making Us Stupid?](http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/) *The Atlantic*. (http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/)
2. Leu, Jr., D.J., Kinzer, C.K., Coiro, J., & Cammack, D.W. (2004). [Toward a Theory of](#)

Web Page Templates

School of Nursing

**CourseWeb / Blackboard**
University of Pittsburgh

SUPPORT 2131 My Places

My CourseWeb Courses Organizations Content Collection Advisor

2131_NUR_3299_SEC1060_THE SCI OF HLTH CARE DELIVERY Learning Modules > Module 1: Orientation

 2131_NUR_3299_SEC1060_THE SCI OF HLTH CARE DELIVERY

What's New? Announcements Read Me First Navigating CourseWeb Faculty Info Syllabus Schedule Learning Modules Discussion Board Project Toolbox My Grades Email Help

COURSE MANAGEMENT

Control Panel Content Collection Course Tools Evaluation Grade Center Users and Groups Customization Packages and Utilities Help

 **Module 1: Orientation**

**Pitt Online**

SCHOOL OF Nursing

NUR 3299 > Module 1: Orientation

Introduction

This first module will set the stage for exploring the science of health care delivery, and the current status of health care delivery. The course structure as well as course requirements will also be reviewed.

NUR 3299 > Module 1: Orientation

Learning Objectives

At the end of this module, the participant should be able to:

1. Explain the purpose, goals and underpinnings of health care delivery science.
2. Identify areas of strength and weakness within the current state of health care delivery and how these can be evaluated scientifically.

NUR 3299 > Module 1: Orientation

Readings

1. Halvorson, G. Health Care Will Not Reform Itself. CRC Press Taylor & Francis. 2009. Intro, Chapters 1 & 2.

Web Page Templates

UCSUR

**CourseWeb/Blackboard**
University of Pittsburgh

SUPPORT 2131My Places

My CourseWebCoursesOrganizationsContent CollectionAdvisor

2131_GERON_2003_SEC1050_INTERGENERATIONAL STUDIES (Course is unavailable to students) > Learning Modules > Module 1: Foundations of Intergenerational Programs

2131_GERON_2003_>>STUDIES

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Module 1: Foundations of Intergenerational Programs

**Pitt Online**

UCSUR

GERON 2003 > Module 1: Foundations of Intergenerational Programs

Introduction

This unit is divided into four sections. Section 1 presents a rationale for having intergenerational programs. Section 2 provides information about four basic types of intergenerational programs. The information describes the venues and functional characteristics of programs characterized by the role of older adults, children, or youths as service providers or service receivers. Section 3 describes the benefits of intergenerational programs to all the participants and Section 4 introduces a scenario that will be utilized in each unit of this course.

GERON 2003 > Module 1: Foundations of Intergenerational Programs

Course Continuity

There are fundamental concepts that pervade the development of Intergenerational Programs and are evident within and across the six units in this course. Please note the themes and considerations that reoccur or link the units. Note the tone or language that provides continuity within the course. To demonstrate that students recognize themes and ideas that link the units, we request that each student send an email to individual faculty that responds to the following questions:

1. What is the relationship between this new unit and the previous unit?
2. What did you learn in the previous unit that contributes to your understanding of the current unit?

Please send this email to the faculty for the unit in the second week of each unit.

Web Page Templates

School of Information Science

**CourseWeb/Blackboard**
University of Pittsburgh

CIDDE SUPPORT

My Places

Home

Help

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My CourseWeb

Courses

Organizations

Content Collection

Scholar

Advisor

LIS 2700 Management – MASTER

Learning Modules > Module 1

Edit Mode is: ☐ OFF

**Module 1**

**Pitt Online**

SCHOOL OF
Information Sciences

LIS 2700 > Module 1: Introduction

Introduction

Module 1 begins with an overview of the course. I will highlight the key assignments and the format for each learning module. This is interactive course with weekly readings, discussions, lectures, and assignments. In addition, we will consider leadership qualities for the librarian manager.

LIS 2700 > Module 1: Introduction

Objectives

Upon completion of Module 1, you will be able to:

- Recognize the challenging and diverse roles of managers within the broad spectrum of libraries and information systems.
- Analyze leadership qualities in library and information system managers.

LIS 2700 > Module 1: Introduction

Readings

Required Readings:

Evans, G., & Ward, P. (2007). *Management basics for information professionals*. Chapter 1: Introduction, 1-14.
Chapter 2: Management Concepts, 15-38. New York: Neal-Schuman.

Gordon, R. (2004). *The accidental library manager*. Chapter 1: Becoming a Library Manager, 1-27. Medford, NJ: Information Today.

Nye, Jr., J. (2008). *The powers to lead*. Chapter 1: Leadership, 1-25. New York: Oxford University Press.

COURSE MANAGEMENT

*** Control Panel**

Content Collection >>

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Evaluation >>

Grade Center >>

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Web Page Templates

Business for Management Essentials

CourseWeb/Blackboard
University of Pittsburgh

2124 Support My Places Home ? Help Logout

My CourseWeb Courses Organizations Content Collection Scholar Advisor

2124_UPITT_Management Essentials Online Learning Modules > Getting Acquainted and Setting Learning Goals Edit Mode is: OFF

2124_UPITT_Manage » Essentials Online

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Getting Acquainted and Setting Learning Goals

UNIVERSITY OF PITTSBURGH
PITT BUSINESS

Executive MBA Programs
Center for Executive Education

PittOnline

Management Essentials Online > Getting Acquainted and Setting Learning Goals

Introduction to Getting Acquainted and Setting Learning Goals



Share More info

0:00 YouTube

[For a written version of this introduction, please click here.](#)

Management Essentials Online brings together a set of talented individuals with diverse experiences and backgrounds. This type of variety and range of experience can be a valuable resource to draw upon during the formal learning process. It also can provide a network of contacts to use in solving problems outside of this learning community. Regrettably, in most large groups, the information about individual talents and resources is slow to be communicated and is transmitted unevenly among the members of the group. So, this module will give us an opportunity to get acquainted with one another in an effort to start building our learning community. By identifying common goals and developing strategies to achieve them, we'll discover ways to break down barriers and exchange information in meaningful ways.

Learning Modules

Colors For Modules

The color of headings and body text should be black for Blackboard. Attachments (links), on the other hand, can be another style as long as it is consistent throughout the document. The Word 2010 default style is the preferred style for attached documents.

Type Face for Modules

All text in Blackboard should use Helvetica, Arial, or another sans serif font. Font size is 12pt.

Read Me First, Navigating CourseWeb, Syllabus, and Schedule are all standalone sections and will use Wiesbaden Swing for the typeface.



Note: The syllabus document and page will no longer include faculty information; it will, however, continue to include all the other pertinent information as well as provide a link to a printable syllabus. Unless otherwise requested by the instructor, the schedule page will only provide a link to the schedule document.

Learning Modules

Module Headings

The module number and title are in upper and lower case on one line.

Module 1: The Growth of Social Gerontology

Module Material

Breadcrumbs: Include course number and module name in each breadcrumb.

NURSP 3294 > Module 1: Introduction

Section Headings

Use the Template Style <h2>

Readings/Video/Presentations

Section Subheadings

Use the Template Style <h4>. If there is another level of heading use <h5>.

Textbook

Text

Use the Template Style <p> which is 12 pt. Arial

Readings to be completed for this module:

Readings

When citing textbooks or additional reading material use APA style. A Pitt *Online* resource, EasyBib.com, will automatically format references in APA style as well as many other formats.

Links

Links, i.e., reading materials, lectures, PDFs, etc., should open in a new window, <target="_blank">

Assignments

Only information directing students to the Assignment link should be included in each module unless otherwise requested by the instructor. Assignment details should be stated in the Assignment section.

Discussion Board

The Discussion Board should be handled in the same fashion as the Assignment section.

Cascading Style Sheets

Pitt *Online* uses CSS or cascading style sheets for all Web page templates used in the Blackboard learning management system.

CSS styles define how to display HTML elements (including typeface, color, size, etc.).

CSS allows Web authors to address the graphical layout of a page separately from its content and logical structure. This makes for cleaner, easier-to-update HTML code, with the potential to view single HTML files in multiple formats, as appropriate for different contexts and devices.

Headings

```
#Pitt Online #content h2 { font-size:28px; margin-top:35px; margin-bottom:20px; color:#9a8858;}
#Pitt Online #content h3 { font-size:25px; margin-top:20px; margin-bottom:10px; color:#9a8858;}
#Pitt Online #content h4 { font-size:20px; margin-top:20px; margin-bottom:10px; color:#9a8858;}
#Pitt Online #content h5 { font-size:16px; margin-top:20px; margin-bottom:10px; color:#003E7E;}
```

Background Colors

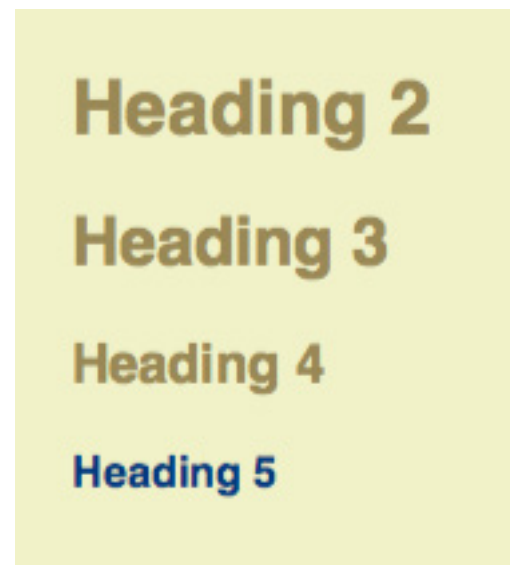
There are only two background colors that can be used for module sections: gold and none. See code snippet below.

```
.background-gold { background:#f1f1c9; }
.background-none { background:none; }
```

Font Family

The font family that is to be used for all Pitt *Online* web pages should be Helvetica, Arial, or another sans serif font. See code below.

```
font-family:Helvetica, Arial, sans-serif;
```



Heading Examples

Accessibility

Universal Design Approach

Pitt *Online* is committed to creating courses that are as accessible as possible to all students. Our goal is for students with disabilities to perceive, understand, navigate, interact, and contribute to their online courses. We apply a broad, proactive universal design approach to course development, which means courses are designed to be usable by all students, to the greatest extent possible, without the need for accommodations. Students enrolled in online courses are not required to disclose their disabilities, unless they are requesting accommodations or necessary modifications to access course materials and complete course requirements.

Accessibility Checklist

Text

1. Use a consistent organizational structure throughout the course such as Introduction, Objectives, Readings, Lecture, Discussion and Assignment.
2. Use a clear font designed for on-screen reading such as Verdana or Georgia.
3. Create a script or transcript when working on audio or video components for your content.
4. Describe charts and graphs so students understand the key learning points of the diagrams. If these are generated by Excel, the Excel document may be used as a source file description. Ensure that colors in generated graphs have enough contrast and use line styles (e.g., dash or dotted lines) to differentiate lines.
5. Write math equations in Microsoft Word Equation Editor. This allows the conversion to MathML format.
6. Use the styling and formatting (titles, subtitles, headings, etc.) provided in Word, Excel, and PowerPoint when creating documents. Screen readers use this coding to interpret documents.
7. When creating tables in Microsoft Office applications, use the table creation tool and ensure tables have headers assigned.
8. Ensure that source files such as Word, Excel, and PowerPoint are accessible before converting them to PDF by running the Accessibility Checker in Microsoft 2010 applications. Also use Adobe's Accessibility Checker after conversion.

HTML

1. Implement HTML markup correctly by using correct structure components such as headers, paragraphs, etc.
2. Provide meaningful names for links such as Declaration of Independence instead of "Click here" links.
3. Do not use tables to lay out content in web pages. Use headings and correctly formatted markup in HTML tables. Avoid using images in tables.
4. Use text instead of images to convey textual information. Avoid Word Art. If styling is needed, then use CSS styles.
5. Use CSS to style HTML pages, fonts, headings, or layouts. Consider color contrast when using CSS.
6. Avoid the use of frames to lay out content and instead use CSS and DIV tags.

Accessibility

7. Implement HTML markup correctly by using correct structural components such as headers, paragraphs, etc.
8. Use JavaScript only when necessary because it continuously refreshes the web pages and causes screen readers to go back to the beginning of the page. Always try to implement web page development by using HTML, and then CSS, and finally JavaScript. Ensure keyboard accessibility.

Image

1. Provide a meaningful description for any images or illustrations used in your content. For example, explain the overall purpose for including a map or chart.
2. Ensure that any color combination has adequate contrast. Do not rely on color to convey information such as Union states presented in blue and Confederate states presented in red. This applies to any type of content (HTML, documents, images, interactives, etc.).
3. Ensure that images include an alternative description or alt text that includes the purpose. Screen readers read this alt text.

Audio

1. Provide a transcript for any audio recordings (.mp3 or podcast) including key non-verbal sounds such as explosions or laughter.
2. When using narrated PowerPoint presentations, the notes should be used for written transcripts.

Video

1. Use an accessible player or technology application that can be controlled with the keyboard and allows for closed captioning.
2. Use closed captioning as well as a transcript when providing multimedia interactives or video footage.

Additional tools used to evaluate accessibility might include:

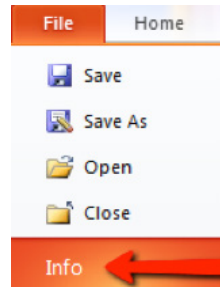
1. WAVE (<http://wave.webaim.org/>) is a free web accessibility evaluation tool provided by WebAIM. The WAVE Firefox toolbar (<http://wave.webaim.org/toolbar/>) provides accessibility reports directly within Firefox and works within a password protected course environment.
2. Color Contrast Checker (<http://webaim.org/resources/contrastchecker/>), also from WebAIM, provides a ratio of contrasting between foreground and background colors.
3. Colorblind Web Page Filter (<http://colorfilter.wickline.org/>) provides a tool to evaluate websites for a variety of types of color blindness.

Accessibility

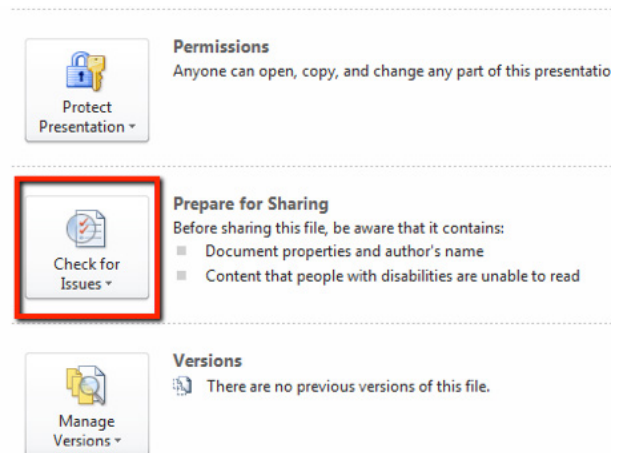
PowerPoint documents, handouts, and PDFs must all be formatted correctly in order for the screen readers to be able to read the documents.

PowerPoint 2010 provides an Accessibility Checker.

Directions: Under “File” select “Info”

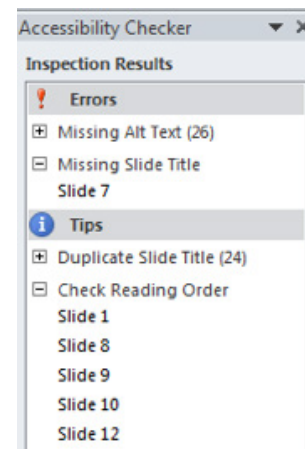


Then click the “Check for Issues” button



Then select Check Accessibility and a report will appear on the right of the document.

It is also possible to create accessible PDF files that can be interpreted by screen readers in Office 2010. The original PowerPoint file must be accessible, i.e., provide alternative text for images, proper headings, appropriate link text, etc. Use the Accessibility Checker to verify that the file is accessible. Then, save the file as a PDF. A screen reader will be able to read the tags and coding included in the file.



Naming Conventions for Files

It is important that file names follow a format that everybody on the Pitt *Online* team can identify and follow, as the same instructional designers and instructional technologists will not always be assigned to the same courses.

IMPORTANT! All files for a given module should be placed together in separate folders exclusive to that module. (See the section of this guide pertaining to file/folder organization.)

Most Common File Names

The following format is the most commonly used naming convention.

ABC_1234_M1_Description.type

Text	What It Means	Example
ABC	School/course code	NUR (Nursing) EDU (Education)
1234	Course number. Every course at the University has a 4-digit identity code that is always paired with a school/course code.	NUR 2234 EDU 2000
M1	The module number to which the file belongs.	M1 (module 1) M7 (module 7) M15 (module 15)
Description	A brief description of what the file is. One word is preferable, if possible.	Overview Objectives Readings Lecture Assignment Discussion Activity
Type	The file type.	.html .doc .docx .ppt .pptx .pdf

IMPORTANT! Elements that make up a file name should be separated with the underscore character. Blank spaces should be avoided. Special characters should NOT be used (!@#\$\$%^&*).

ABC_1234_M1_Description.type

Naming Conventions for Files

Readings

Similar to the previously discussed file naming format is the naming format for readings.

ABC_1234_M1_Read_author.pdf

Text	What it Means	Example
Read	Identifies this file as a reading.	
Author	Last name of the author. Important for identifying files in modules with multiple readings.	Smith

Unknown Author

If the name of the author is unknown or not provided, select an important word or two from the name of the article, book title, etc.

ABC_1234_M1_Read_pedagogy.pdf
ABC_1234_M1_Read_cognitive_development.pdf

Multiple Readings by the Same Author

If there are multiple readings by the same author within a module, use one of the following formats which includes either a year or important words from the title.

ABC_1234_M1_Read_Smith_2004
ABC_1234_M1_Read_Smith_2010
ABC_1234_M1_Read_Smith_democracy
ABC_1234_M1_Read_Smith_common_ground

Modules with Sections

Typically, courses are divided into modules. Sometimes these modules are broken down into sections.

ABC_1234_M1_S1_Description.type

Text	What it Means	Example
S1	Identifies the section number of the current module.	S1 (section 1) S5 (section 5)

Other File Types

If you come across a file that doesn't fit easily into one of the conventions above, consult with another member of the Pitt *Online* team or use your best judgment. Ask yourself: "Would someone who has never worked on this course understand what this file is?"

Course Revision Policy Recommendations

The purpose of this section of the style guide is to summarize key points regarding Pitt *Online* course revisions and sustainability.

Course Revision Process and Timeline

- The course revision process will be initiated by an e-mail to Pitt *Online* faculty from the associate director for online programs. The e-mail will be sent as an individual message to each Pitt *Online* instructor scheduled to teach a revised course in the following semester. It will identify the course by name and number, specify a timeline for course changes, identify the appropriate instructional designer, and request input if course specifics have changed if the course is not being offered.
- Instructional designers will follow up by contacting faculty and asking them if they intend to make changes to specific courses. Every effort should be made to get an initial response from faculty as to the scope of changes. Changes can be grouped into three broad categories: 1) substantial, 2) minor, and 3) maintenance only.

Category of change:	Course of action:
Substantial	Instructional designer should work with the instructor to develop a custom timeline with due dates that conforms to initial e-mail.
Minor	Instructional designer should act to have the changes made as early as possible, well before official due dates in order to free up later time for substantially changed courses and new courses.
Maintenance	Instructional designer will update course schedule. Instructional technologist will review entire course for broken links and other areas in need of update. This includes, but is not limited to, clearing out announcements, discussion board, wiki, and blog and ensuring the grade center columns are consistent with assignments.

• Instructional designer may use a course revision checklist to communicate with instructors. Checklist items may include:

- Revise syllabus
- Update course schedule
- Revise readings and/or textbooks, including textbook edition updates
- Revise learning modules
- Develop additional content
- Revise course assignments
- Revise online activities (e.g., discussion board, wikis)
- Other changes (please list)

• Each semester will have a submission deadline for instructor course changes. If changes are not submitted by the deadline, the course will run as is after the necessary date and semester adjustments have been made. The associate director of online programs will communicate this policy along with the relevant deadlines via e-mail to faculty.

The relevant deadlines are:

Course Revision Policy Recommendations

For courses running in:	Send initial e-mail by:	Submit changes by:
Fall	June 15	July 31
Spring	September 30	November 15
Summer	February 15	March 31

Course Sustainability Practices

The following practices will be followed to make courses more sustainable:

- Module dates will not be listed in the syllabus or on module page. These will only be listed in the course schedule.
- Faculty information will not be listed in the syllabus. It will be only on the faculty info page.
- Narrated PowerPoint presentations take some time to create. We should strive for a shelf life of about two years. Narrated PowerPoint presentations should not contain hyperlinks, assignment due dates, references to specific items in the textbook, or any copyrighted material that might only be usable for one semester.
- Assignment instructions can appear in either the module in which they are assigned or on the Assignments page, but not both. It is especially important not to begin a set of assignment instructions in a module and then continue it on the Assignments page. For instructions that comprise more than about two paragraphs, it is most appropriate to create a separate PDF of instructions rather than specify them on the module page.
- Discussion questions will be posted in the discussion board only, not in the module. Language in the module should direct students to the discussion board. This gives instructors the flexibility to change the questions if they want to.

Faculty Support Documents

Instructors will have the ability to make some changes to their courses themselves if they wish. To facilitate this, we will provide links to instructional documentation that exists on the Educational Technology Center Web page. The links will be available from a button on the navigation bar of each Pitt *Online* course hidden from students and will be posted on the faculty resources page of the Pitt *Online* Web site. Instructional documentation can be provided on the following:

- Adding students and TAs
- Creating and managing student groups
- Adding and organizing columns in the grade center
- Adding announcements
- Creating, editing, and removing discussion forums
- Collecting discussion threads

Course Design Documents

Syllabus Template

It is recommended that the syllabus template be used when creating a syllabus for a Pitt *Online* course. It has areas outlined for various sections that can be used. Not all sections will be used for all syllabi. This document is to serve as a guideline only. The formatting should be followed however, to allow for quicker implementation into the Pitt *Online* course shell.

Pitt Online Syllabus Template

Course number:		Semester:		Credits:		Course name:	
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Content	Notes
Faculty Info (In the space below, please enter your contact information and your preferred method of having students contact you.)	
Course Description (In the space below, please enter an introductory paragraph or two describing the course.)	
Learning Objectives (In the space below, please enter the learning objectives that describe what the student should be able to do after completing the course.)	
Textbooks (In the space below, please list both the required and optional textbooks for the course. Please provide complete citations including edition number and ISBN. Please note whether a text is required or optional.)	
Teaching and Learning Methods (In the space below, please provide a short description of the teaching and learning methods to be used in this course.)	
Assignments (In the space below, please list and describe assignment categories.)	
Grade Distribution (In the space below, please list individual assignments along with points or percentages accorded to each. Please provide a total figure as well.)	
Course Policies (In the space below, please list and describe policies specific to this course. This could include policies relating to assignment submission due dates, grading turn-around time, and instructor response to student requests.)	
Academic Integrity (In the space below, please enter text that describes this course's academic integrity standards.)	
Disability Services (In the space below, please enter text that provides information for students with disabilities.)	

STUDENTS WITH DISABILITIES:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, (412) 648-7890 / (412) 383-7355 (TTY) or visit <http://www.drs.pitt.edu> as early as possible, but no later than the 4th week of the term. DRS will verify your disability and determine reasonable accommodations for this course.

Course Design Documents

Module Content Template

It is recommended that the module content template be used when creating modules for a Pitt *Online* course. It has areas outlined for various sections that can be used. Not all sections will be used for all modules. This document is to serve as a guideline only. The formatting should be followed, however, to allow for quicker implementation into the Pitt *Online* course shell.

Pitt Online Module Content Template

Course number:		Course name:	
Module number:		Module name:	



Content	Notes
Introduction (In the space below, please enter an introductory paragraph or two describing the importance of this module's content. This section is required.)	
Learning Objectives (In the space below, please enter learning objectives for this module that describe what the student should be able to do after completing the module.)	
Key Terms (In the space below, please enter key terms for this module.)	
Readings (In the space below, please enter the readings for this module. Provide a url if the reading is on a Web site. Please link to a pdf if the reading is a pdf file. If you would like to include instructions to guide the students' reading or Web site exploration, please enter them.)	
Videos (In the space below, please list the videos you would like students to view for this module. Please provide a url or video file. If you would like to include instructions to guide the students' viewing, please enter them.)	
Podcasts (In the space below, please list the podcasts you would like students to listen to. Please provide a url or audio file. If you would like to include instructions to guide the students' listening, please enter them.)	
Lectures (In the space below, please list the PowerPoint presentations, PDF files, or other lecture files for this module. Please provide the files.)	
Quiz (In the space below, please enter the self-review quiz for this module. Please indicate correct answers for each item.)	
Discussion (In the space below, please enter the discussion prompt(s) for this module. If you would like to create more than one discussion forum for this module, please number the prompts.)	
Wiki (In the space below, please enter instructions for this module's wiki assignment.)	

Blog (In the space below, please enter instructions for this module's blog assignment.)	
Assignment (In the space below, please enter instructions for this module's assignment(s). Please provide whatever additional files are necessary and indicate where they are to be linked in the text.)	
Exam (In the space below, please enter the text for the graded exam to be taken at the end of this module.)	
Checklist (In the space below, please enter the list of items from this module on which students will be assessed.)	

Course Design Documents

Schedule Template

It is recommended that the schedule template be used when creating a schedule for a Pitt *Online* course. It has areas for the modules dates, topics, and readings. This document is to serve as a guideline only. The formatting should be followed, however, to allow for quicker implementation into the Pitt *Online* course shell.

Term & Year

Course Number and Name

Module	Dates	Topic	Reading
1	August 27 – September 2		
2	September 3 – September 9		
3	September 10 – September 16		
4	September 17 – September 23		
5	September 24 – September 30		
6	October 1 – October 7		
7	October 8 – October 14		
8	October 15 – October 21		
9	October 22 – October 28		
10	October 29 – November 4		
11	November 5 – November 11		
12	November 12 – November 18		
13	November 26 – December 2		
14	December 3 – December 9		
15	December 10 – December 15		

Word Document Format

Word documents should be formatted according to the following guidelines for consistency across all Pitt Online courses.

All margins should be 1 inch, or top and bottom margins must be 1 inch and the left and right margins must be 1.25 inches. These can be adjusted if the text will fit comfortably within one document page.

The header should contain the course number and name beginning on the left side and the page number should be on the right. Both Page 1 and 1 are acceptable. Calibri font 10 pt. size should be used for the header.

The title of the document should be Calibri font 26 pt. size and dark blue color of RGB (21, 46, 136). A horizontal rule in a lighter shade of blue is to be used underneath the title.

Body text for the document should be Garamond or Calibri 12 pt. size.

Fonts and margins can be adjusted if the work will fit on one page comfortably. Otherwise multiple pages will be used following these guidelines.

Writing style should follow the University of Pittsburgh Writing Style Manual: <http://www.umc.pitt.edu/styleguide/>.

Case Study Directions

The purpose of this assignment is to assess whether you can distinguish a case that requires the use of differentiated instructional practices, and recommend and rationalize the use of specific differentiated instructional practices for a case requiring teachers to use them. This assignment will be done over the course of two weeks, and it will be worth a total of 30 points. See the rubric at the end of the syllabus for general guidelines and grading information, as well as due dates.

Week I

Reflect upon a “challenging” case – either a student you have taught or a situation in which a teacher might have difficulty instructing the class. In one to two pages, describe the case using as much detail as possible. Refrain from using the names of particular students or colleagues. If necessary, then use pseudonyms.

Week II

Once all cases are submitted, they will be posted and threaded – according to author - in the discussion forum for Module 7. Find the author whose name is posted beneath yours, and read his/her case. Analyze the case carefully and recommend specific differentiated instructional practices that a teacher might use to address the issue(s) presented. Along with a description of each strategy or technique you recommend, write a rationale to explain why you believe that particular strategy or technique would be most appropriate to use in this case. Post this information in the appropriate thread in the discussion forum.

PowerPoint Document Format

PowerPoint documents should be formatted according to the following guidelines for consistency across all Pitt *Online* courses.

The first or title slide of each presentation should use the background with the large Pitt *Online* and Cathedral of Learning and the no color background.

All subsequent slides should use the secondary background with the smaller Pitt *Online*, Cathedral of Learning top bar and the gold background.

Titles should be Arial or another sans serif font, 44 pt. size. Color for titles should be RGB (21, 46, 136).

Subsequent slides should use Arial or another sans serif font. Point sizes may differ on these slides to allow the content to fit comfortably within each slide. Margins may vary but content should not extend beyond the edges of the slides. Font colors should be limited and every effort should be made to use either black or the RGB blue of (21, 46, 136).

Writing style should follow the University of Pittsburgh Writing Style Manual: <http://www.umd.pitt.edu/styleguide/>.



First or Title slide background.



Subsequent slide background.