



R·I·T

Brand Identity
Guidelines

Contents

From the President	i
The RIT Brand	ii
Graphic Identity—History	iii
Introduction	iv
Contacts	v

Print	1
Introduction	1
Identity Components	2
Signature System Spacing Requirements	3
College Signature System	4
Typography	6
Colors	6

Applications

Athletics	7
Primary Mark	8
Secondary Mark	9
Tertiary Mark	10
Primary Artwork Marks	11
Primary Word Mark	12
Secondary Word Mark	13
Special Marks	14
Banners	15
Miscellaneous	18
Merchandise	18
Parking Stickers	19
Photography	20
Publications	21
Stationery	22

Web	1
----------------------	----------

The Basics

Overview	3
Executive Summary	3
Brand Identity	4
University Goals	5
Contacts for Assistance	6
Before You Start	7
The RIT Identity on the Web	8
Official Logo Graphics	8
Typography and Fonts	9
Colors	10
The RIT Identity Bar and Other Required Components	11
Navigation	13
Sources for Existing Content	14

Advanced Topics

Implementation	15
Identity Requirements	15
Coding and Accessibility Guidelines	16
Website Monitoring	18
The RIT Web Template System	18
Hosting Your Site	18
Security	18
Audio/Video and Photography	19
Captioning	21
Legalities	22
Intellectual Property	22
Privacy	23
Copyright	23
Student-Model Photo Release	23
Laws on Accessibility	23

Last Updated:

March 3, 2011

RIT promotes and values diversity within its work force and provides equal opportunity to all qualified individuals regardless of race, color, creed, age, marital status, gender, religion, sexual orientation, gender identity, gender expression, national origin, veteran status, or disability.

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From the President

The Importance of Standards

To enhance its position as a premier academic institution, RIT needs to present to the public a clear, united, and immediately recognizable “personality” or brand. To communicate this solidarity, it is essential that faculty and staff understand the significance of their role in building the university’s brand.

We build our brand over time through the messages we communicate in every medium: our logo, or lettermark; the experiences of our students and alumni; our reputation in the community and around the world—in everything we offer. The RIT brand then is more than an appearance. But our brand identity, defined in the following guidelines, pertains only to that—how we look.

The graphic standards that have gone into building our brand appearance are identified in the following pages to provide direction, clarify ambiguities, and answer specific questions. They have been developed through the cooperation of University Publications in consultation with its campus partners in this endeavor. The guidelines apply to every office, department, college, and division that produces information bearing RIT’s name.

R·I·T

vibrant

responsive

innovative

experiential

creative

The RIT Brand

It is easy to think of a brand simply as a logo, an updated version of the old-time cattle brand that was seared into cowhide. But today a brand encompasses far more: The RIT brand is how we are perceived by and what we represent to our various audiences.

It has been said that a brand is a promise. It can be tempting to believe that by promising to be something, we will become it. But the RIT promise, like all brand promises, is to uphold all that we are already known for. That is, our customers can count on RIT to be vibrant, responsive, innovative, experiential, and creative. They can see it in our graphic identity and our campus; read about it in news stories and the alumni magazine; and hear it in the classroom, the financial aid office, and the board room.

RIT expects above all that its dedicated faculty and staff express this promise in their interactions with students.

Lasting brands are built from the inside, and communicate clearly and consistently to internal and external constituencies. Much of what is contained herein is intended to serve as a guide for materials developed for communicating RIT to the external public.

The value of this identity guide, which gives visual focus and consistency to the RIT print and Web, is realized when its concept and content are accepted and applied by community members.

R·I·T

Graphic Identity–History

For most of its years, RIT's graphic identity was linked to its athletic teams and the school colors which, dating back to the days of the Rochester Athenaeum and Institute, were blue and gray. After its name was changed to Rochester Institute of Technology, the teams were identified as the Techmen.

In the mid-1950s, though, the team and coaches sought a fiercer and more collegiate sounding name and decided on the Tigers. Consequently, and after an analysis of what colors were already in use by other universities, the school colors were changed to brown, orange, and white.

When the campus moved to Henrietta in 1968, the colors were changed to burnt umber (Pantone 1675) and orange (Pantone 165) to correspond more closely to the brickwork of the new campus. A graphic mark was designed at this time by faculty member Roger Remington also to represent the architecture of the new campus and depict a technical focus.

In 1989, University Publications was asked to create a new graphic standard for all RIT publications, letterhead, business cards, etc. that use the RIT lettermark (left). The configuration of letters and dots in the lettermark can be traced back to the 1950s, when an earlier RIT seal was designed and implemented.

The administration determined that this mark should be the university's official identity symbol, used for all printed and electronic materials relating to recruitment, development, and other external communications.

In the early 2000s, the RIT colors were further refined to orange (PMS 165 for use on coated paper or PMS 021 for uncoated paper) and brown (PMS 476).

www.rit.edu

RIT web address

RIT will admit and hire men and women; veterans; people with disabilities; individuals of any race, color, creed, religion, national or ethnic origin, sexual orientation, age, or marital status in compliance with all appropriate legislation.

RIT nondiscrimination statement

Introduction

The sets of lettermarks and other graphics and the identity guidelines provided here should be applied when creating printed pieces and websites pertaining to RIT. Specifications are included for fonts, colors, measurements, and logos—everything that is needed to achieve a consistent RIT appearance. Some of the images can be obtained online; others can be requested from University Publications or The Hub.

Publications intended for off-campus audiences should include RIT's Web address and nondiscrimination statement. Public Safety statistics are included in some publications intended for incoming students. Other items that may be essential, depending on the audience or purpose, include the copyright symbol and year, and notice of sustainable printing products or processes.

Credit should always be given for others' work.

The RIT brand includes many elements, tangible and intangible, but its visual representation should be correctly and consistently displayed on such common items as letterhead and envelopes, business cards, brochures, catalogs, banners, websites, team uniforms, campus signs, and parking stickers.

These guidelines are bound to evolve with changing technologies and tastes, always upholding the university's outlook and standards. Standards herein are guidelines designed to ensure consistency, while still providing room for creativity and differentiation. There is room for variation and flexibility, and University Publications welcomes inquiries about appropriate usage.

Nevertheless, however unique a program or department may be, only very rarely will its appearance in print be allowed to deviate from the RIT brand (see "Affinity Logos").

University Publications, as well The Hub, RIT Athletics, and the Web Advisory Committee are charged with the responsibility of overseeing the university's identity system. Changes are made only after careful evaluation and consideration of Institute tradition.



Contacts

For help with	Contact
Athletics Design Standards	Lou Spiotti 475-2615
Business Cards	The Hub 475-2300
Copyrights, Trademarks	Robert Colón 475-6932
Postal Regulations	The Hub 475-2300
Publications Design	University Publications 475-4957
RIT Identity Licensing	Tina Karol, Procurement Services 475-6803
RIT Identity System	University Publications 475-5065
Stationery & Envelopes	The Hub 475-2300
Website Account Creation	ITS Help Desk 475-4357
Website Design	ETC 475-2555; University Publications 475-4957

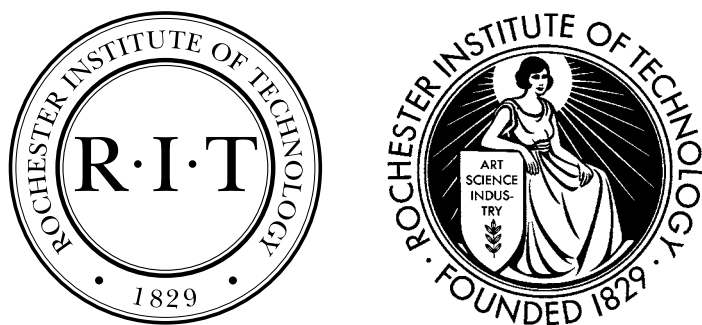
Print

Introduction

Millions of sheets of printed materials are produced annually at RIT as catalogs, stationery, newsletters, booklets, and brochures. Our publications are designed to inform and attract potential and current students, alumni, parents, donors, and others with varying interests in the university. Their presentation reflects the expertise of designers, marketers, and writers in very specialized fields.

This section deals with only a small, but critical, part of the print process—how the RIT brand is represented in print. It will cover the components of the RIT identity system, specifications for and examples of typography and colors, and how and when the lettermark is applied.

The final step in the creative process involves the many methods for producing print today, and University Publications can manage that part of the process or provide direction on the methods available.



RIT official seals

R·I·T

RIT official lettermark

Identity Components

There are four components to RIT's identity: seals, lettermark, typography, and colors.

Seals

The use of both seals (left) is restricted. The official seal is reserved for formal uses, such as diplomas, transcripts, and other official documents. It may be used in special situations to communicate a sense of the Institute's history.

The contemporary seal is a special treatment of the RIT lettermark and is more widely used than the official seal. It may be seen, for example, on officially licensed clothing and other merchandise and on the RIT flag and podium.

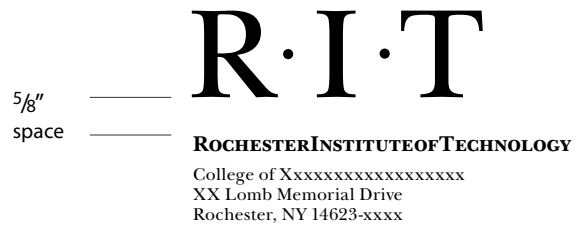
Lettermark

The RIT lettermark is set in ITC New Baskerville Bold. The same typeface is recommended for supporting text used in proximity to the lettermark. Georgia may be substituted for New Baskerville by PC users and on websites. (See comparison, left.) The most common examples of supporting text (next page) are the RIT signature and what is commonly known as the address block.

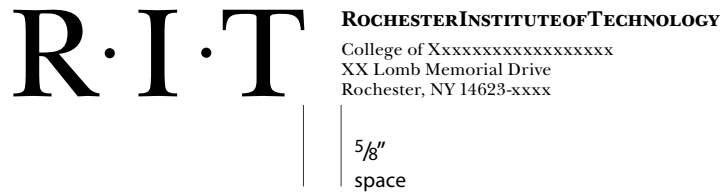
Design requirements: The RIT lettermark is the only authorized logo representing the Institute, and it cannot be altered or combined with other shapes or logo type. The use of secondary logos representing colleges, divisions, or departments within RIT is not allowed, except in the following circumstances: major development campaigns; university anniversaries; or other rare occasions. All secondary logos must be approved by Colleen McGuinness-Clarke, 475-5065, director of University Publications.

Versions of the lettermark that can be downloaded are at www.rit.edu/upub/logos.html.

Vertical orientation



Horizontal orientation



RIT address spacing requirements between logo and text

University Signature System Spacing Requirements

R·I·T

College of
LIBERAL ARTS

R·I·T

College of
SCIENCE

R·I·T

College of
IMAGING ARTS
AND SCIENCES

R·I·T

College of
APPLIED SCIENCE
AND TECHNOLOGY

R·I·T

E. PHILIP SAUNDERS
College of BUSINESS

R·I·T

KATE GLEASON
College of ENGINEERING

R·I·T

B. THOMAS GOLISANO
College of COMPUTING AND
INFORMATION SCIENCES

R·I·T

NATIONAL TECHNICAL
INSTITUTE FOR THE DEAF

College Signature System (Vertical)

RIT's signature comprises the lettermark and university name (left). When more information is required—for example, the return address on a piece of mail or publication—there is an established hierarchy for the presentation of such information.

The primary construction is simply the lettermark, with Rochester Institute of Technology (both in New Baskerville) either directly beneath or to the right of it. Secondary to those is the college or division title, and the tertiary element is the school, office, or department (left).

- 1—RIT
- 1—Rochester Institute of Technology
- 2—Development or College of Liberal Arts
- 3—Fund for RIT or International Studies

Each college has two versions of the lettermark graphic associated with a college name.
Both versions are available for download at www.rit.edu/upub/downloads.

R·I·T | *College of* LIBERAL ARTS

R·I·T | *College of* SCIENCE

R·I·T | *College of* IMAGING ARTS AND SCIENCES

R·I·T | E. PHILIP SAUNDERS
College of BUSINESS

R·I·T | *College of* COMPUTING AND INFORMATION SCIENCES

R·I·T | KATE GLEASON
College of ENGINEERING

R·I·T | *College of* APPLIED SCIENCE AND TECHNOLOGY

R·I·T | NATIONAL TECHNICAL
INSTITUTE FOR THE DEAF

College Signature System (Horizontal)

RIT's signature comprises the lettermark and university name (left). When more information is required—for example, the return address on a piece of mail or publication—there is an established hierarchy for the presentation of such information.

The primary construction is simply the lettermark, with Rochester Institute of Technology (both in New Baskerville) either directly beneath or to the right of it. Secondary to those is the college or division title, and the tertiary element is the school, office, or department (left).

1—RIT

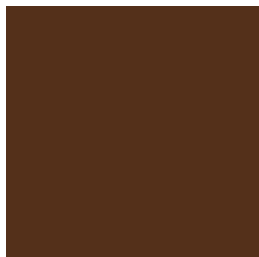
1—Rochester Institute of Technology

2—Development or College of Liberal Arts

3—Fund for RIT or International Studies

Each college has two versions of the lettermark graphic associated with a college name.
Both versions are available for download at: www.rit.edu/upub/downloads.

Pantone 476 coated
Pantone 476 uncoated
CMYK 0C, 60M, 70Y, 85K
Hex # 513127

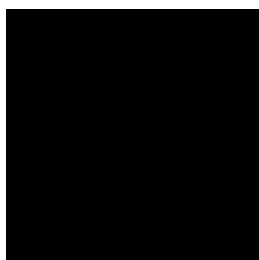


Pantone 165 coated
Pantone 021 uncoated
CMYK 0C, 64M, 100Y, 0K
Hex # F36E21



RIT official colors: brown and orange

Pantone Black coated
Pantone Black uncoated
CMYK 25C, 25M, 25Y, 100K
Hex # 000000



Pantone Warm Gray 3 coated
Pantone Warm Gray 3 uncoated
CMYK 6C, 7M, 9Y, 15K
Hex # C7C3BD



RIT secondary colors: black and pantone warm gray 3, white and gray are also acceptable

Typography

Major recruitment publications are set in Myriad and Minion, but a range of choices is available for other publications, and different fonts are used for Web sites. As mentioned above, the lettermark uses ITC New Baskerville.

Colors

RIT's official colors are brown and orange. Brown and orange are used on major recruitment publications, on the RIT flag, for team uniforms, and wherever appropriate. **Black, white,** and **gray** are acceptable accent colors, and Pantone Warm Gray 3 has been approved for business cards.

Specifications

Brown:

Pantone 476 coated or uncoated paper
CMYK 0C 60M 70Y 85K (coated or uncoated paper)
Hex #513127

Orange:

Pantone 165 coated paper
Pantone 021 uncoated paper
CMYK 0C 64M 100Y 0K coated and uncoated paper
Hex #F36E21

Applications

Athletics

The following list includes all collateral materials and publications to which RIT's graphic standards apply. Questions about other examples should be directed to Colleen McGuinness-Clarke, director, University Publications, 475-5065.

Athletics

Lou Spiotti, 475-2615, oversees the application of and licensing agreements for graphics and the RIT Tiger.



Athletics primary mark

Athletics—Primary Mark

The RIT Athletics primary mark is one of the most recognizable marks in the RIT brand family. It is to be utilized in materials distributed off-campus. The RIT Primary Mark is to be reproduced in three colors (PMS 1505, PMS 167, and black), and should always be displayed at a minimum of 2.75" wide.



Athletics secondary mark

Athletics-Secondary Mark

The RIT Athletics secondary mark is to be used on-campus as a stand-alone mark or in conjunction with the RIT sports marks. When the secondary athletic mark is to be reproduced in two colors (PMS 1505 and black), the background may be white, black, brown, orange, or gray. When the mark is reproduced in black and white, it should appear on either a white or a black background only. Regardless, it must always be displayed at a minimum of 2.75" wide.



Athletics secondary mark

Athletics–Tertiary Mark

The RIT Athletics tertiary mark is not to be used as a stand-alone mark, but in conjunction with the RIT Athletics primary, secondary and/or word marks where legibility is an issue (on helmets, shoulder patches, or shorts, for example). When the tertiary mark is reproduced in three colors (PMS 1505, PMS 167, and black), the background may be white, black, brown, orange, or gray. When the mark is reproduced in black and white, it should appear on either a white or a black background only. Regardless, it must always be displayed at a minimum of 1.75" wide.



Athletics primary artwork marks

Athletics—Primary Artwork Marks

The RIT Athletics primary word mark may be used on or off-campus, as a stand-alone or in conjunction with RIT Athletics secondary marks or sports marks. When the primary word mark is reproduced in two colors (PMS 1505 and black), the background may be white, black, brown, orange, or gray. When the mark is reproduced in black and white, it should appear on either a white or a black background only. Regardless, it must always be displayed at a minimum of 2" wide.



Athletics primary word mark

Athletics–Primary Word Mark

Athletic Word Marks offer the greatest flexibility of all of the Athletic Marks for they literally spell out the RIT brand. They may be used on or off-campus, as a stand-alone or in conjunction with Secondary Marks or Sports Marks. The RIT Primary Word Mark is to be reproduced in two-colors (PMS 1505 and Black) and should always be displayed at a minimum of 2" wide.



Athletics secondary word mark

Athletics—Secondary Word Mark

The RIT Athletics secondary word mark may be used on or off-campus, as a stand-alone or in conjunction with RIT Athletics secondary marks or sports marks. When the secondary word mark is reproduced in two colors (PMS 1505 and black), the background may be white, black, brown, orange, or gray. When the mark is reproduced in black and white, it should appear on either a white or a black background only. Regardless, it must always be displayed at a minimum of 2.25" wide.

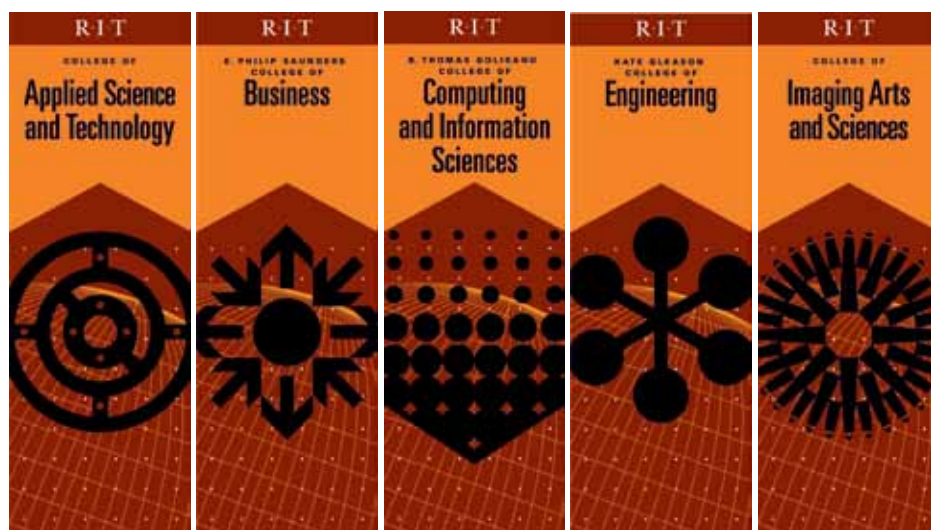


Athletics—Special Marks

Athletics special marks

Banners

The use of each college's unique banner is restricted to Commencement ceremonies and similar official university-wide events. The Provost's Office oversees the banners' use.



RIT college banners

Banners

College of Applied Science and Technology–

Concentric circles around a nucleus exemplifies the interrelationship among different programs within the College of Applied Science and Technology. Each pathway flowing around the center is linked, showing bridges that allow for many different career paths. The mechanical nature and precision of the pathways suggest science, technology, engineering, and service.

E. Philip Saunders College of Business–

Arrows pointing in many directions signifies the diverse activities of the E. Philip Saunders College of Business. The arrows, a common symbol in business, reflect the financial, marketing, and entrepreneurial directions of business. The multiple directions in which they point intimate two-way transaction and constant exchange in the global marketplace.

B. Thomas Golisano College of Computing and Information Sciences–

With a grid of repeating circles, this symbol signifies the basic computer vocabulary of zeros and ones that conveys knowledge, information, and technology. The B. Thomas Golisano College of Computing and Information Sciences is represented by a symbol that suggests computer pixel construction and the organization, movement, and transmission of information.

Kate Gleason College of Engineering–

This strong mechanical symbol represents the many facets of the Kate Gleason College of Engineering. Its configuration suggests a structured, cohesive system with connectivity, interaction, and movement. The circular terminals at the ends of the intersecting stems suggest a balance of humanistic-social subjects, physical sciences, and professional studies.

College of Imaging Arts and Sciences–

With light as the key component for all things visual, this symbol represents the College of Imaging Arts and Sciences with radiating rays of light. It is a combination of concentric circles and angled forms that allude to two- and three-dimensional design, a camera lens, a printing cylinder, and the human eye.



RIT college banners

College of Liberal Arts—The College of Liberal Arts is signified by a fleuron with a crown-like shape that suggests high honor or nobility. With programs based in the humanities and the social sciences, this college is represented by a symbol connecting the past with the present in an organic, reflective manner.

National Technical Institute for the Deaf—Emanating rays of light personify deaf and hard-of-hearing students, each an individual, yet preparing together for technological careers, ready to go in all directions in a global society, represented by the circular shape. The allusion to an eye conveys the importance of visual communication, and the center represents the beacon that is the National Technical Institute for the Deaf.

College of Science—The classic symbol of the atom as the fundamental building block of matter represents the College of Science. The symbol signifies an inner core with outer rings that orbit the central nucleus, conveying the perfect harmony through which physics, biology, chemistry, medicine, mathematics, and statistics coexist.

American College of Management and Technology in Croatia—As four appendages revolve around a central managing hub, this symbol represents the reciprocating partnership of business and technology in the American College of Management and Technology.

RIT Dubai—With a sun representing the dynamic energy of the institution and wavy lines signifying the fertile environment for developing globally savvy students, this symbol signifies RIT Dubai's commitment to the highest standards of career-focused higher education.

American University in Kosovo—An organic symbol with individual entities representing parts of a well-organized system represent the entrepreneurial leadership at the core of the American University in Kosovo. The six tapered points reach out to the business community. The circular configuration shows motion, activity, and unity.

**Merchandise**

Chiefly sold through Barnes & Noble @ RIT; licensing agreements overseen by Peter Briggs in consultation with Robert Colón, RIT legal counsel.

RIT merchandise available through Barnes & Noble @ RIT



Parking Stickers

R·I·T

Rochester Institute of Technology

University Publications Office
22 Lomb Memorial Drive
Rochester, NY 14623-5604
585-475-4973, Fax: 475-7783

RELEASE

I, _____, for consideration received, do hereby grant to Rochester Institute of Technology ("RIT"), and its respective individual employees, directors, officers, agents, representatives, successors and assigns, the absolute and irrevocable right and unrestricted permission, for any purpose whatsoever and without further notice to me or any other or further consent or authorization from me to use, reproduce, broadcast, telecast, announce, publish, present and display my name, likeness, features, voice, manual language expressions, identity, resemblance, quotations or photographs, whether alone or in combination, and whether contained or depicted in any photographs, pictures, video, television, digital motion and other electronic media images or other recorded materials of me or in which I may be included with others, either still or moving, live or delayed, or otherwise including any written quotes of information that I readily shared with interviewers; and to copyright same and use individually or in any and all media now and in the future for illustration, promotion, art, editorial, advertising and trade or any other purpose and to use my name in conjunction with the above.

I agree that I am entitled to no compensation for any such use of my name, likeness, features, voice, identity, resemblance, quotations or photographs other than what may have already been given to me.

I assign to RIT all rights, title and interest that I may have in the above referenced materials and waive all claim and title thereto and therefor. And I do hereby release RIT, its individual employees, directors, officers, agents, representatives, successors and assigns, including the person who took or produced the above referenced materials, now and forever, from any actions, suits, claims, covenants, damages, executions, demands and liabilities which I or my heirs, representatives, successors and assigns ever had, now have or may have arising out of the aforesaid authorization and consent, without limitation, including any claims for libel or alleged misrepresentation of me by virtue of alterations or faulty mechanical reproduction.

Please print:

Full Name/Title: _____ Date of Birth: _____

College/Program: _____ Expected Graduation Year: _____

Address: _____

Signature: _____ Date: _____

Parent/Guardian Consent (required if under 18 years of age)

Parent/Guardian Signature: _____ Date: _____

Photography

Standards for photography have necessarily adapted to today's casual, on-the-fly methods of image capture. Nevertheless, RIT's internationally known photography school continues to set high standards as the field evolves. It is essential that the photography seen online and in university publications respect these standards and the school's reputation.

Download the RIT model release form at http://www.rit.edu/academicaffairs/etc/RIT_Model_Release.pdf



A sampling of RIT publications

Publications

Recruitment- and development-related and official internal pieces are produced by University Publications (Colleen McGuinness-Clarke, director, 475-5065).

Publications intended for off-campus audiences should include RIT's Web address and the antidiscrimination statement. Public Safety statistics are included in some student-directed publications.

Note: Publications created for student events and for casual and on-campus use need not conform to the guidelines cited here except as they apply to the RIT lettermark.

R·I·T

ROCHESTERINSTITUTEOFTECHNOLOGY

University Publications
22 Lomb Memorial Drive
Rochester, NY 14623-5604

envelope sample

R·I·T

ROCHESTERINSTITUTEOFTECHNOLOGY

University Publications
22 Lomb Memorial Drive
Rochester, NY 14623-5604

business card sample



Letterhead sample

Stationery

Orders for all of the following are processed by The Hub: letterhead, standard-size envelopes, return envelopes, postcards, business reply cards, invitation cards, envelopes, reply cards, and/or envelopes, faculty, staff, and graduate student business cards.

Design requirements

RIT business cards, letterhead, and envelopes can be printed in three-color with Pantone 476, Pantone Warm Gray 3, and black. RIT stationery, envelopes, and business cards should be printed on white paper stock only.

Business Cards

RIT business cards are supplied to all faculty/staff at RIT.

There have been a few instances where RIT has provided business cards to doctoral students currently enrolled here who meet specific criteria: paid employment in research projects or the like at RIT.

RIT does not provide or print business cards for RIT alumni, unless they are currently employed at RIT.



Web
www.rit.edu

About this Document

Last Updated:

January 6, 2011

Developed by:

University Publications
Information and Technology Services
ETC Production Services at The Wallace Center
RIT Web Advisory Committee
Chief Communications Officer

Approved by:

President
Senior Vice President for Enrollment Management
and Career Services

RIT promotes and values diversity within its work force and provides equal opportunity to all qualified individuals regardless of race, color, creed, age, marital status, gender, religion, sexual orientation, gender identity, gender expression, national origin, veteran status, or disability.

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Contents

The Basics

Overview.	3
Executive Summary	3
Brand Identity.	4
University Goals.	5
Contacts for Assistance	6
Before You Start	7
The RIT Identity on the Web.	8
Official Logo Graphics	8
Typography and Fonts.	9
Colors.	10
The RIT Identity Bar and Other Required Components.	11
Navigation.	13
Sources for Existing Content	14

Advanced Topics

Implementation.	15
Identity Requirements	15
Coding and Accessibility Guidelines.	16
Website Monitoring	18
The RIT Web Template System	18
Hosting Your Site.	18
Security.	18
Audio/Video and Photography	19
Captioning	21
Legalities	22
Intellectual Property.	22
Privacy	23
Copyright	23
Student-Model Photo Release.	23
Laws on Accessibility	23

The Basics

Overview

Executive Summary

Web standards are vital for any organization and are particularly important for RIT, one of the largest private universities in the nation. RIT's reach spans across a wide array of constituents both nationally and internationally. Understanding RIT's diverse audience is essential to creating a cohesive and consistent graphic identity. The Web is a major component in any communications strategy, offering an opportunity for RIT to reinforce and extend its visibility and identity worldwide.

All organizational entities of the university—including individual divisions, colleges, centers, institutes, and administrative departments—should follow these Web standards and identity guidelines. While created to promote consistency across the “official” RIT Web presence, they also allow creative latitude and individuality for RIT entities while maintaining a visual common ground to RIT as a whole.

“The Basics” section of this document will assist RIT faculty and staff in maintaining the university's identity on the Web, and will guide stakeholders, developers, and content providers in the website creation and maintenance process. Detailed information for Web developers is located in “Advanced Topics.” These standards and identity guidelines are intended for internal use and for external Web development contractors who have been engaged by RIT.

All official RIT websites will follow the standards and identity guidelines set forth in this document. Official university websites include RIT division, college, academic department, and administrative department websites. These standards do not apply to personal websites for faculty, staff, students, or student clubs and organizations.

R·I·T Rochester Institute of Technology

Directories Search RIT

ABOUT ACADEMICS ADMISSION ALUMNI CAMPUS LIFE CO-OP NEWS RESEARCH

RIT & RGHS Alliance

Welcome

- Prospective Students »
- Alumni »
- Community »
- Employers »
- Faculty/Staff »
- Parents »
- Current Students »
- Visitors »

Quick Links

- Select destination -

myRIT Login

jsacmp

Secure Login Guest View

follow us!

Turn OFF flash-player animation

News

- RIT Led Girls FIRST LEGO League Team Ready for Action »
- City Newspaper Names RIT's 'Visionaries in Motion' best lecture series in Rochester »
- RIT Named a Finalist in Google Street View Contest »
- Women's basketball opens season with record-setting win over Hilbert »
- RIT's Venture Creations Showcases its Business Services to Rochester Community »
- RIT Community Bands Together to Collect Items for Armed Forces Serving Overseas »
- New IEEE Distinguished Lecturer from RIT Conducts on Site Sabbatical at IBM »
- RIT's Bevier Gallery Hosts Faculty Exhibition »

Visit University News for more news coverage.

Events

- November 19 Part-time Study Info Session »
- November 20-21 Men's hockey vs. Sacred Heart »
- December 1 The Disney Keys to Excellence Program »
- December 2 Gannett Lecture Series Adam Frank - The Constant Fire »

For a more complete list of events, go to the events calendar »

Photo Spotlight

Cooperative Communications and Networking

Andrés Kwasinski, assistant professor in the Kate Gleason College of Engineering, co-authored Cooperative Communications and Networking, a textbook about the newest... [more]

View more photos...

H1N1 Flu Information RIT & RGHS Alliance RIT Green Brick City

THE Disney KEYS TO EXCELLENCE Google maps RIT needs your support. Vote often!

Brand Identity

RIT has enjoyed a dramatic rise in stature in recent decades. According to brand research conducted on behalf of RIT, the university has done a good job of communicating its message to the external market and its many constituencies. In particular, prospective and enrolling students report that their perception of RIT is of a highly career-focused, specialized, and technological university. The research also points out that there is much to be lost if these perceptions should slip in the external market. Therefore, RIT Web content should continue to reinforce these well-known RIT attributes.

The brand research recommends that broadening and redefining these attributes—through creativity and innovation, redefinition of community, and becoming more globally positioned—will be critical in the future. Additionally, more broadly and effectively describing the aspects of its social and community life advances RIT's aspirational brand.

Brand focus should include innovation, creativity, and collaboration as a defining feature of the RIT experience. Web stakeholders, developers, and content providers should keep the following RIT vision statement in mind as they develop their site:

RIT will lead higher education in preparing students for innovative, creative, and successful careers in a global society.

The following statement, too, supports RIT's vision:

Among the nation's technologically focused universities, RIT is distinguished as a community that generates sparks of inspiration, genius, and ambition; of creativity, perspective, connection, and synergy; and of spontaneity, community, and fun as it prepares students for 21st century career success. The result is a unique blend of rigor and imagination, of specialization and perspective, of intellect and practice that ensures RIT graduates of success not only in a first job, but over a lifetime career.

Specific recommendations from the brand research relating to RIT's Web presence follow:

- All Web, print, and other materials from or about RIT should reflect consistent design, production, and content standards.
- Individual college websites and publications should all be immediately recognizable as divisions of RIT and reflect the larger RIT brand. Guidelines intentionally provide latitude for college websites to be differentiated.
- The university's design, imaging, and printing expertise should be evident in all university-related publications, Web material, and the like.

University Goals

Strategically choosing content for an official website can positively influence progress toward RIT's goals. Accordingly, the website stakeholder and developer should weigh carefully the selection of design, navigation, writing, photography, and video. A few of those goals include:

- Broaden geographical reach, contributing to growth in national and global student, employer, and partner interests
- Embrace and reflect diversity of students, faculty, and staff
- Grow undergraduate and graduate admission applications
- Showcase examples of innovation, creativity, research, and scholarship
- Enhance alumni pride, engagement, and connection to the university
- Grow fundraising
- Grow sponsored research

RIT Web Development Related Contacts

ETC Production Services at The Wallace Center

ETC is responsible for much of the website and multimedia creation across campus. From photography to video and captioning, it is the largest and most active Web design and development department at RIT.

ETC Web/IT Services
<http://www.rit.edu/etc/ITweb>

Raman Bhalla
 Assistant Director, Web/IT Services
 e-mail: rsbetc@rit.edu
 phone: 585-475-2555

Randall Church
 New Media/Web Designer
 e-mail: recetc@rit.edu
 phone: 585-475-4748

Information & Technology Services (ITS)

ITS is charged with maintaining RIT's Web servers and creating Web accounts. If your department/office doesn't already have a Web presence, you must first contact ITS to create your Web account. Decisions about site URL are determined by conventions created by ITS. It is also possible to receive redirects where appropriate. See the "Hosting Your Site" section of this document for more information.

Computer account request form
<http://www.rit.edu/accounts>

ITS Helpdesk
 475-4357 (voice) or 475-2810 (tty)

University Publications (UPub)

UPub is the keeper of the RIT graphic identity. Besides the RIT Identity Manual, the RIT Grammar and Style Guide, and numerous other RIT publications, it also creates and maintains many university websites.

University Publications website
<http://www.rit.edu/upub>

Colleen McGuinness-Clarke
 Director
 e-mail: caccmp@rit.edu
 phone: 585-475-5065

Jared Lyon
 Web Developer
 e-mail: jhlcmp@rit.edu
 phone: 585-475-5031

RIT Web Advisory Committee (RWAC)

RWAC is a group created to help guide RIT's overall Web presence. Members of the committee represent a cross section of RIT's various divisions. The committee is co-chaired by the division of Enrollment Management and Career Services (EMCS) and Information Technology Services (ITS).

Dan Shelley
 Assistant Vice President and Director of Undergraduate Admissions, EMCS
 e-mail: drsadm@rit.edu
 phone: 585-475-7298

Dave Hostetter
 Associate Chief Information Officer, ITS
 e-mail: dwhits@rit.edu
 phone: 585-475-5685

Contacts for Assistance

Several areas currently work collaboratively to support RIT's Web presence. Primary areas are University Publications, ETC Production Services, and Information and Technology Services (ITS). The Web Advisory Committee is a campus-wide Web committee charged with guiding RIT's overall Web presence.

For resolution of any questions, conflicts, or concerns about RIT's Web presence, you may contact one of the co-chairs of the Web Advisory Committee:

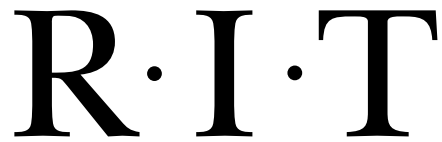
- Dan Shelley, Assistant Vice President and Director of Undergraduate Admissions, 585-475-6736 or drsadm@rit.edu
- Dave Hostetter, Associate Chief Information Officer, ITS, 585-475-5685 or david.hostetter@rit.edu

Before You Start

Before creating or updating any website, it is important to define the following elements: website goal, audience, major tasks, content, and structure/hierarchy.

Determining these areas is vital to the success of any website. Spending more time with advance planning will make the implementation of your site much easier and more efficient. As a general guideline, 80 percent of the work related to a website is done upfront, and 20 percent of the work goes into actual implementation of the site. When updating a site, keep in mind that it's usually best to make small improvements to your site rather than drastic changes all at once.

Before creating or updating an RIT website, it is also important that you plan your site to conform to RIT identity standards and legal requirements. Sources of technical assistance are provided in **Contacts for Assistance**.



Official RIT logo. The logo can be found at <http://www.rit.edu/upub/logos.html> in multiple formats.

The RIT Identity on the Web

Official Logo Graphics

The only RIT logo graphic required for campus-wide use is the RIT logo. When used on the Web, it is required to be at least 90 pixels wide and a single, solid color. The logo can be found at <http://www.rit.edu/upub/logos.html> in multiple formats, including EPS, JPG, and GIF. Other approved logos, including those related to RIT Athletics, require approval from the specific controlling department.

Note: The RIT identity bar, discussed in **The RIT Identity Bar and Other Required Components**, has been created to address the RIT logo requirement. It should be used on all administrative and academic sites.

ABCDEFGHIJKLMNOPQRSTUVWXYZ
 abcdefghijklmnopqrstuvwxyz
 1234567890!@#\$%^&*()

Sans serif font family: Helvetica

ABCDEFGHIJKLMNOPQRSTUVWXYZ
 abcdefghijklmnopqrstuvwxyz
 1234567890!@#\$%^&*()

Sans serif font family: Arial

ABCDEFGHIJKLMNOPQRSTUVWXYZ
 abcdefghijklmnopqrstuvwxyz
 1234567890!@#\$%^&*()

Serif font family: Georgia

ABCDEFGHIJKLMNOPQRSTUVWXYZ
 abcdefghijklmnopqrstuvwxyz
 1234567890!@#\$%^&*()

Serif font family: Times New Roman

ABCDEFGHIJKLMNOPQRSTUVWXYZ
 abcdefghijklmnopqrstuvwxyz
 1234567890!@#\$%^&*()


Serif font family: Times

Typography and Fonts


Unlike in print, font selection on the Web is limited, in most cases, to the fonts available on each viewer's computer. Because of this, it's best to create Web pages using the most common fonts. Also, because the specified font may be unavailable, developers must provide a font degradation path. Here are some recommended examples, in stylesheet format:

font family: Helvetica, Arial, sans serif

font family: Georgia, Times New Roman, Times, serif

RIT Orange Hex #F36E21	
RIT Brown Hex #513127	

The official RIT colors

Dark Cream Hex #DFDECB	
Light Cream Hex #F8F7ED	
Dark Red Hex #660000	
Light Red Hex #87080E	

Secondary palette of RIT colors for the Web

Colors

The official RIT colors, orange and brown, are the primary colors for use on all RIT marketing. Consistent use of our colors is key to maintaining a unified brand image and identity. When used on the Web, a hexadecimal value is used to represent these colors.

RIT Orange
Hex #F36E21

RIT Brown
Hex #513127

Secondary Web Colors

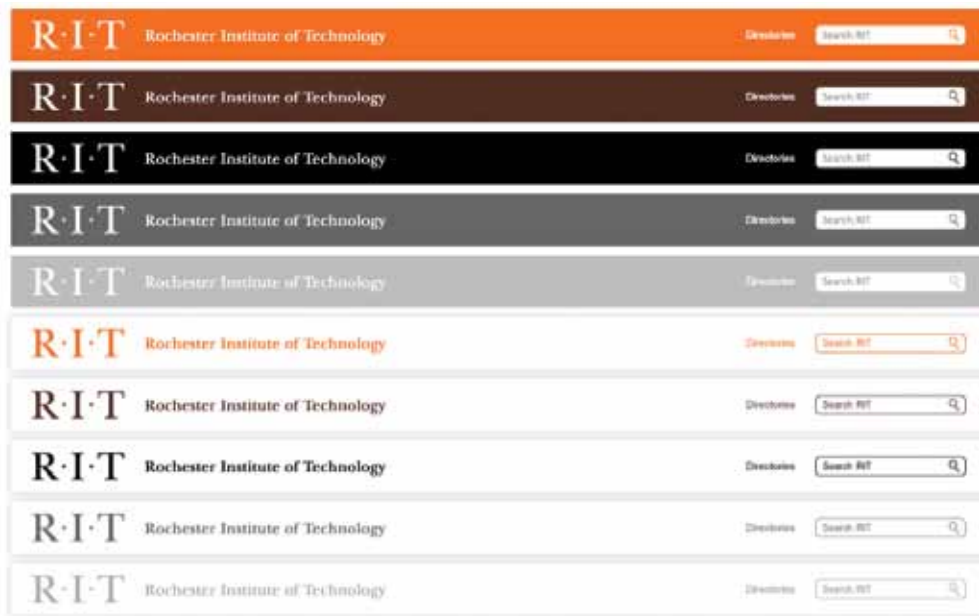
A secondary palette is intended for Web use only and provides complementary options that you may choose to use with the official colors. Although developers are free to use other colors on RIT websites, the colors listed here have been chosen because they complement RIT's official colors.

Dark Cream
Hex #DFDECB

Light Cream
Hex #F8F7ED

Dark Red
Hex #660000

Light Red
Hex #87080E



Acceptable colors for the RIT identity bar



The RIT Identity Bar and Other Required Components

The RIT Identity Bar

The RIT identity bar should be placed at the top of every official RIT website hosted on the main rit.edu Web server (personal Web pages excluded). University Publications must approve any other graphics or text that developers would like added to the bar. The default is to have the RIT search box. If the site has its own search tool, developers should, to avoid confusion, use a link to the main RIT search page instead of using the RIT search box.

The identity bar is 51 pixels high; it should always appear as such. It must include:

- a solid-color RIT logo at a minimum of 90 pixels wide that links to the RIT homepage.
- “Rochester Institute of Technology” spelled out beside the logo.
- links to the RIT directories and RIT search or search box.

The color options provided for the identity bar to the left are the only acceptable colors.



Two examples of a standard footer created to complement the RIT identity bar



The RIT favicon

Footer Components

A footer should be placed at the bottom of all official websites (personal Web pages excluded). This footer should include a copyright statement, links to the RIT homepage, terms of use (which includes links to the disclaimer and privacy policy), and copyright infringement information. Any additional footer text and links may be added per site as needed, and background color is flexible.

“Favicon”

A favicon (short for favorites icon)—also known as a website icon, shortcut icon, url icon, or bookmark icon—is a 16x16-pixel icon associated with a particular website or Web page.

To ensure RIT has a consistent look and feel, every website should use the standard RIT favicon.

College of Science

College Home
 About the College
 Academic Programs
 Cooperative Education
 Facilities
 Advising/Student Services
 Student Life
 Research/Study Abroad
 Alumni Services
 News & Events
 Departments & Contacts
 Admission & Financial Aid

College of Engineering

College Home
 About the College
 Undergraduate Programs
 Graduate Programs
 Cooperative Education
 Facilities
 Advising/Student Services
 Success Stories
 Student Life
 Research/Partnerships
 Alumni Services
 News & Events
 Departments & Contacts
 Admissions & Financial Aid

**College of Applied
Science and Technology**

College Home
 About the College
 Undergraduate Programs
 Graduate Programs
 Online Programs
 Global Focus
 Partnering with Industry
 Giving
 Alumni
 Scholarship
 Faculty Resources
 Facilities
 News & Events
 Other RIT Resources

Samples of navigation from several of the colleges at RIT

Navigation

While navigation from division to division, college to college, or department to department will differ, the elements in common are often much greater than the differences. Each website often serves more than one constituency, making the development of a standardized set of navigation links difficult to achieve. With this in mind, the RIT Web Standards and Identity Guidelines considers the following to be important:

Guidelines and Considerations

1. Generally, main navigation should be kept to a minimum number of items that fit in the top 720 pixels of the page.
2. Navigation should reinforce university goals and priorities.
3. Navigation link nomenclature should be similar to other RIT sites and to other universities, which adds a level of familiarity and speeds visitor information search.

To the left are samples of navigation from the colleges of Science, Engineering, and Applied Science and Technology. Note the consistency from site to site. Clarity and simplicity work to ensure it is easily understood. Due to the ever-changing nature of the Web, the navigations to the left may now appear differently on the sites.

The Office of University Publications
<http://www.rit.edu/upub/archive.html>

The Office of University Publications produces most of the official print publications for RIT, including the prospectus, college viewbooks, bulletins and RIT Alumni Magazine. Text, as well as most images, may be reused from these publications.

University News Services
<http://www.rit.edu/news/>

University News Services constantly creates news content related to various units on campus. News feeds are available by individual college, division, category, and specific content type to automatically display on your site.

ETC Production Services
<http://www.rit.edu/etc>

ETC Production Services produces many official videos and websites across campus. It also is a repository of RIT photography available for use.

Sources for existing content

Sources for Existing Content

RIT Web developers are encouraged to make use of already existing RIT branded text, photography, and video content: it is simple, reduces development costs, and aligns with RIT's branding messages. The writing, media, and design of these existing assets has been reviewed and approved by many people who are knowledgeable about RIT's brand message and look. The three departments listed below are major sources of existing RIT branded assets.

The Office of University Publications collaborates with all RIT colleges and many divisions and departments across campus on the design and development of RIT's official publications. It, along with ETC Production Services, contracts with many colleges, divisions, and departments in the design and development of official RIT websites. University News Services (UNS) provides ongoing news content and photography for RIT's official websites.

Advanced Topics

Implementation

Identity Requirements

The university's minimum Web standards require:

- The RIT identity bar (discussed in the previous section), which includes:
 - o A solid-color RIT logo at a minimum of 90 pixels wide that links to the RIT homepage
 - o "Rochester Institute of Technology" spelled out beside the logo
 - o Links to the RIT directories and RIT search or search box
- Standard footer components
 - o Copyright statement
 - o Links to RIT homepage, terms of use (includes disclaimer and privacy policy), copyright infringement information
- The university favicon

Information on how to implement these requirements can be found at <http://www.rit.edu/framework/>.

Coding and Accessibility Guidelines

Given the Web's increasingly important role in society, it has become essential for website owners to ensure the information they post on the Web is accessible to as broad an audience as possible. RIT is committed to making all of its websites accessible to people with disabilities, including visual, aural, motor, and cognitive challenges. In addition, it is important that RIT websites be accessible to the rapidly growing number of people who access the Web via mobile devices such as cellular phones.

Declare a DOCTYPE

Every Web page developers create should have a DOCTYPE specified. This helps reduce display irregularities across different browsers and operating systems. It is recommended that developers' DOCTYPE be HTML 4.0 and above or XHTML 1.0 and above.

Separate Content from Design

Global design information for developers' sites should be put in a separate CSS style file. If developers require, that information should be placed in the `<head>` of the specific page. This improves code efficiency, site maintenance, accessibility, device compatibility, and search engine visibility.

Further reading: Why Web standards? <http://dev.opera.com/articles/view/1-introduction-to-the-web-standards-cur/#webstandards>

Provide Text Equivalents for all Important Graphic Elements

All images and image map regions should have their "alt" attribute set for accessibility reasons. Decorative images that do not convey important information should be built into the CSS, rather than the HTML. If this is not possible, include an empty alt attribute (`alt=""`) rather than leaving it out entirely.

Caption all Video and Flash Presentations on Public-facing Websites

Important information can be conveyed in the audio of video and Flash presentations. All videos posted on an RIT website must be captioned or provide equivalent information. Captioning services are available on and off the RIT campus for most forms of media. Please reference the audio/video section of this document.

Further reading: Captioning information, available from PEPNet-Northeast <http://www.netac.rit.edu/publication/tipsheet/captioning.html>

Transcribe/Describe all Audio Elements on Public-facing Websites

Similar to video, all audio must be accompanied by a text transcript or a descriptive equivalent conveying the same information.

Use Descriptive Links

Linked text should always describe the content it links to. Never create a link that says only "click here." Some accessibility programs for the blind will read all linked text on the page, and hearing "click here" will not tell the user what the link means. Furthermore, some users of developers' sites may not even be clicking. For example, instead of "Click here for more information about our faculty," a better wording might be, "Developers can find more information about our faculty on the College of Business website."

Use Label, Fieldset, and Legend to Improve Form Accessibility

The label tag should be used to associate all inputs with their respective descriptions, and the fieldset and legend tags should be used to separate sections of long forms.

Use Tables Appropriately

Tables should be used only for their intended purpose: to display tabular data (such as information from a spreadsheet). Using tables for design or layout purposes is

bad practice, and has a detrimental effect on accessibility. Also, one should use the `<th>` tag to define headers and use the `<summary>` tag to provide a summary of the table.

Avoid Using Frames

Frames can cause a number of problems for users with disabilities, especially those using screen readers for the blind. If you must use frames, be sure to include a descriptive title attribute for each frame, as well as a longdesc attribute that provides a more detailed description of each frame's contents.

Ensure that all Information is Easy to Read, Even for Those with Mild or Moderate Vision Problems

Low-contrast color schemes should be avoided (example: light blue text on a slightly darker blue background). Avoid using very small font sizes. Never use bitmapped/graphic text when real text (which the user can resize) could be used.

Do Not Use Color Alone to Convey Important Information

People who are colorblind, for example, will be unable to use a form where required fields are indicated only by red text. Instead, indicate the required field with an asterisk (*), which could also be the color red to further aid non-colorblind people.

Consider Mobile Devices

It is almost impossible to build an effective website that works perfectly on every mobile platform. The screen size, connection speed, browser software, and compatibility with technologies such as Flash and Javascript vary greatly from device to device. However, if all of the previously mentioned accessibility methods are followed, your website is likely to be reasonably accessible on most mobile devices.

Further reading: Implementing style sheets targeted at mobile browsers <http://www.alistapart.com/articles/return-of-the-mobile-stylesheet>

Also note, Adobe Device Central emulates a large number of mobile devices. It is included with newer versions of the Adobe Creative Suite.

Validate Your Pages

Every page you create should be validated to ensure it contains standards-compliant code. Along with DOCTYPE, this helps reduce display irregularities across different browsers and operating systems. The most popular and easiest to use HTML validation service is hosted by the W3C, the international organization that creates Web standards. In addition to HTML, you should also validate your CSS.

Further reading: W3C Markup Validator <http://validator.w3.org/> (for HTML), W3C CSS Validator <http://jigsaw.w3.org/css-validator/> (for CSS)

Perform Browser Testing

Not all Web browsers display sites the same way, so your site could look great on one browser or operating system and incorrect on another. Using proper coding and validation helps reduce irregularities; however, it is strongly recommended that you test your site on some of the most popular browsers and operating systems.

Further reading: Services for browser testing <http://stylizedweb.com/2008/03/25/browser-testing/> (some free!)

Note: An RIT Web template system exists that will help you with both your HTML and CSS. By using the template system, you don't have to worry as much about your code or style, which allows you to focus more on the content of your site.

Further notes on accessibility

The list of "RIT Accessibility Requirements" below should be considered a minimum checklist for any page. Campus Web developers are encouraged to read and consider the following resources:

Web Content Accessibility Guidelines
<http://www.w3.org/TR/WCAG20/>
Covers all of the best practices for Web accessibility in detail. Published by the W3C, the main international organization that develops standards for the Web.

How People with Disabilities Use the Web
<http://www.w3.org/WAI/EO/Drafts/PWD-Use-Web/> Provides examples of ways that people with various disabilities use the Web and the difficulties they commonly encounter online.

What is Web Accessibility?
<http://www.alistapart.com/articles/wiwa>
An excellent plain-English overview of accessibility concerns and techniques.

Mobile Web Best Practices
<http://www.w3.org/TR/mobile-bp/>
The W3C's comprehensive guide to building websites that are accessible on mobile devices.



A sampling of sites using the RIT Web template system

Website Monitoring

Although no formal monitoring policy is in place, RIT websites are subject to periodic informal monitoring. If necessary, action will be taken to assist out-of-compliance site owners and developers in bringing their site into compliance. It's worth noting that even if you have not been contacted, it's possible that your site is not in compliance.

The RIT Web Template System

The RIT Web template system allows users to rapidly create a website on RIT's main Web environment (www.rit.edu) while also maintaining consistency and continuity across all official RIT sites. The system conforms to RIT's standards and guidelines for identity, code, and design.

The website images at left show the efficiency of creating a site in the template system, as well as the diversity allowed. Each of the sites uses the same HTML code structure but with different CSS applied. This provides each site its own identity while keeping the overarching RIT identity.

The RIT Web template system may not be used on personal Web pages or university sites hosted by external commercial entities.

A more in-depth walkthrough of the RIT Web template system can be found on the template system's website <http://www.rit.edu/template/>.

Hosting Your Site

Pros and cons of hosting your site on RIT's main Web server

Pros:

- site can be found via RIT search from any other website on rit.edu
- security updates and scans are performed for you
- only sites hosted at RIT can have the RIT identity bar
- no maintenance, hosting, or domain name fees

Cons:

- custom configurations (ASP, ColdFusion) may be limited
- custom domain names must redirect to your rit.edu url
- turnkey solutions, such as having your site powered by another site, may not be possible

Security

Third-party Applications

It's the responsibility of the site owner to ensure installed third-party applications and related modules are updated and patched. Applications that are not updated are often vulnerable to security problems.

Form Validation

All input received via form needs to be validated to ensure the integrity of the data. Do not rely on client-side validation such as JavaScript. JavaScript can be turned off by the client, which will override your validation rules. Server-side validation should be used to ensure data is input as expected. Some parameters that should be considered include:

- Length of input
- Data types of input
- SQL injections
- Cross-site scripting

For details on what information can and cannot be requested in forms, and other privacy-related issues, refer to **Privacy**.

Databases

When using databases for your website, static queries should be used, if possible. Otherwise, use prepared statements for dynamic queries. Stored procedures and views should also be considered.

Connection strings should never include embedded usernames and passwords. Use Config Vars available through the Webman application to manage your credentials. For more information about Config Vars, please visit the Webman Guide.

Databases should never contain sensitive data such as Social Security numbers. Please contact ITS if your application needs to store sensitive information.

SSL

Any application or website that requires a user to log in needs to use SSL. The official RIT Web hosting environment supports an SSL certificate enabling users to send credentials over https. When .htaccess files are used for authentication, the SSLRequireSSL directive should be set.

Authentication

(Login-restricted Websites)

Websites or applications should use .htaccess for authentication whenever possible. Avoid developing your own authentication. Consult the Webman Guide <https://webman.rit.edu/guide/> for more information on the use of .htaccess files for authentication and authorization.

PHP

When developing PHP applications, consider the following:

- Errors should never be displayed in production
- When developing applications in the staging environment, consider password-protecting your site
- Leave register_globals set to "off"
- Dynamic HTML content should be encoded using htmlentities()
- Phpinfo() should never be visible on any public-facing site
- Leave the directive allow_url_fopen set to "off"
- Test your PHP applications after upgrades are performed
- File system permissions should be set appropriately. On the official Web hosting environment, 770 is sufficient.

Directories/Folders

Directories should not be browsable. A browsable directory is one where a default Web page doesn't exist. As a result, all the files in that directory are listed. To stop a directory from being browsable, simply add an empty index.html file.

Audio/Video and Photography
Audio, Video, and Streaming Media Standards

Ultimately, the audio, video, and streaming media standards must be dictated by the playback requirements of the given media.

- There are two ways to deliver media over the Internet: streaming and progressive download.
 - o Streaming—provides the media in many small portions from a streaming server to the viewer. One benefit is the ability to scrub through media. It also provides security if the viewer should not be able to save a copy of the media. Requires a special “streaming server.”
 - o Progressive Download—transfers the media to the viewer and stores it temporarily in cache. One benefit is the viewers' ability to download the media to their computers. No special server required; any server capable of displaying Web pages can offer progressive download.
- Consider your audience and their capabilities:
 - o Internet speeds will affect what quality can be acceptably transmitted to viewers.
 - o Software on viewer's computer will determine acceptable media formats.

Formats

There are many formats available for Web media; this consideration is based on viewer's software and encoding qualities:

- Flash (FLV) Format—generally recommended for Web media that features video. Has good compression

quality, especially when combined with the H.264 codec. Platform independent since video is typically played in the Web browser. Quickly becoming widely accepted in Web media due to wide accessibility and a nearly complete feature set.

- Windows Media Format—acceptable quality, best for viewers on Windows computers. Uses latest Windows Media codecs.
- QuickTime Format—wide range of quality, very good with the H.264 codec. Best for viewers on Mac OS computers.
- Real Media Format—good quality with latest codec. Nominal native support; third-party media player download required.
- Other formats include mp4, SilverLight, and others. These are *not* generally recommended.

Quality and Bitrates

Quality of media is directly related to the bitrates the media is encoded at.

- Bitrate is typically measured in kilobits per second (kbps) and while one is specified as a whole, the video and audio are actually encoded at separate bitrates.
- Encoding can also typically be done using two schemes: constant bitrate (CBR) or variable bitrate (VBR). CBR tries to keep the track at exactly the specified bitrate while VBR allows the encoder to use less than the specified bitrate if the media doesn't require as much.
- You can also typically specify how many passes over the media the encoder will do. More passes means better processing, but increases the time it takes to encode the media.
- It is recommended that 2-pass VBR is used when possible.

Resolution (frame size)

This is another factor that determines quality of media containing video. Generally, the lower the bitrate for

the video, the less resolution will be acceptable.

- Media is normally specified in two different aspect ratios for the frame size. The 4:3 aspect ratio is for standard media. 16:9 aspect ratio is for widescreen media.
- Web assets are not specifically included in the 4:3 and 16:9 standards, but following those guidelines is recommended.

Frame Rate

Media containing video will also have a frame rate that determines how many frames are stored and displayed per second. Too low a frame rate will make video look jittery. If your video contains a lot of fast motion, it is recommended you increase your frame rate.

Interlaced/Progressive

Media played on a television will be interlaced, while media played on a computer will be progressive.

- When bringing television media to the computer, remember to de-interlace the media. Not de-interlacing will result in many visible lines over the media during playback on the computer.

Media Bitrates	4:3 Aspect Ratio	16:9 Aspect Ratio	Max Video Bitrate	Max Audio Bitrate	Frame Rate
56kbps	260x200	Not Recommended	40kbps	16kbps	15fps
256kbps	320x240	213x120	192kbps	64kbps	15fps
384kbps	400x300	390x220	320kbps	64kbps	15fps
512kbps	520x390	568x320	448kbps	64kbps	24fps
768kbps	640x480	730x420	640kbps	128kbps	24fps
1280kbps	800x600	920x520	1152kbps	128kbps	24fps

Table of suggested media settings designed for 2-pass VBR of Web media that contains both video and audio

Audio

Media containing audio will have some additional considerations:

- Ensure audio and video are synchronized.
- Ensure the audio is normalized and is at a volume level acceptable for listening on normal speakers.
- Bitrate affects audio, too. See the **Quality and Bitrates** explanation above for recommendations. If your media contains only audio, you can use the entire bandwidth available, but it is not recommended to go above 192kbps. Most modern codecs treat 192kbps as near high fidelity/CD quality audio.
- Audio codec is often determined automatically when video is also part of the media. For times when media includes only audio, you will have to specify the codec to use. The recommended codecs are MPEG 4 Audio Layer (.m4a), MPEG 3 (.mp3), Advanced Audio Coding (.aac), and Audio Interchange File (.aif).
- RIT's standard for video that goes online is Flash Video encoded at 384kbps (video at 320kbps and audio at 64kbps) with 400x300 resolution size and 15 frames per second. This provides acceptable quality-to-performance and should be accessible by the majority of users connecting to the Internet.
- RIT's standard for video that remains internal to RIT or other fast intranets is Flash Video encoded at 768kbps (video at 640kbps and audio at 128kbps) with 640x480 resolution size and 24 frames per second. This provides excellent quality but requires high bandwidth and processing power on the viewer's computer.

Photography

- Typical file formats include JPEG (60% quality or better), PNG, and GIF.
- Dots per inch (DPI) should be 72 or above.
- Source image files or high-resolution files should be provided when sending to others for work.
- A quality guideline would be to ensure that no "pixelation" occurs in an image when it is viewed on screen.

iTunes and YouTube

iTunes and YouTube have specific encoding requirements to maximize the quality of playback. Both will take virtually any kind of video submitted, but their "on-the-fly" encoders can yield very poor results, depending on the original video. In general, video for these outlets should be created to their specifications to minimize and/or eliminate on-the-fly conversion and/or re-compression.

- iTunes has very specific requirements for best compatibility. When using Quicktime, Final Cut Pro, or Compressor, user-modifiable options are prohibited when exporting to iPod, iPhone, or AppleTV formats. This ensures that files made for Apple devices and iTunes are optimized.
- YouTube lists general size and encoding requirements at its website: <http://help.youtube.com/support/youtube/bin/answer.py?answer=132460&topic=16612>

There are other factors such as frame rate, bit rate, and specific codecs that can influence the quality of the uploaded video. YouTube does support captioning in the Subrip Format (.srt).

Captioning**Captioning Guidelines and Standards**

Captioning for Web-based assets can be placed in several areas. Captioning placement can be in the picture area or below the picture area with various applications. Captioning placed in the picture area is often very difficult to read and has the potential of covering up useful or critical information.

There are numerous delivery methods for Web-based video content. Each method requires a different process to caption the media. Your video could be a progressive download file or a streaming media file. If you use one of the Captioning Resources Services listed below, your video will meet or exceed the standards and guidelines dictated by the FCC and by such organizations as the National Center for Accessible Media, PEPNet-Northeast, the National Captioning Institute, and WGBH Boston.

Please reference the following websites for information on captioning guidelines, accessible digital media, and standards:

Federal Communications Commission (FCC)

<http://www.fcc.gov/cgb/dro/caption.html>

The WGBH National Center for Accessible Media (NCAM)

This is a highly recommended site if you want to caption your own media. (Information on Accessible Digital Media—Check Guideline H for video on the Web.)
<http://ncam.wgbh.org/publications/adm/>

PEPNet-Northeast

<http://www.netac.rit.edu/publication/tipsheet/captioning.html>

National Captioning Institute

<http://www.ncicap.org/>

WGBH Boston

<http://main.wgbh.org/wgbh/pages/mag/services/captioning/faq/>

Captioning Resources On Campus**The Wallace Center****Captioning for RIT Purchased Media**

Romea Montanaro

475-2015

<http://www.rit.edu/etc/captioning>

Captioning for Credit Courses

Ian Webber 475-5084

http://wallacecenter.rit.edu/content/course_media.php

NTID Technical Services

Paula Hellaby

475-4369

NTIDcaptions@ntid.rit.edu

ETC Production Services at The Wallace Center

(Captioning for Non-Course-Related Media)

Claudia Stata 475-5121

<http://www.rit.edu/etc/captioning>

Captioning Resources Off Campus**Media Access Group at WGBH-Boston**

<http://main.wgbh.org/wgbh/pages/mag/>

National Captioning Institute

<http://www.ncicap.org/internetcap.asp>

Automated Sync Technologies

Provides transcription and text-audio synchronization services.

<http://www.automaticsync.com/welcome.html>

Legalities

Outlined here are brief summaries of common issues related to ownership and permissions for content use on the Web. If you cannot make a reasonable determination of ownership and the rights to use a content asset after reasonable inquiries with the content creators and collaborators, you may contact the RIT Office of Legal Affairs at 475-2426 for more information.

Intellectual Property

RIT's Intellectual Property Policy (C3.0) was adopted to protect the rights of intellectual property creators and should be reviewed by all content creators prior to developing a website.

<http://www.rit.edu/academicaffairs/Manual/sectionC/C3.html>

Privacy

RIT's Privacy Policy was adopted to clarify the legitimate expectations of privacy by those individuals who are present at RIT facilities or at official RIT events, or who use RIT electronic resources. Please read RIT's privacy policy before you develop content for your website.
<http://www.rit.edu/privacy/>

Copyright

Prior to the use of any copyrightable or copyrighted works, you should always first check to make sure that the work is in fact subject to copyright protection. RIT is developing a copyright policy that is consistent with its intellectual property policy. Next, the RIT personnel or student should inquire whether permission authorizing the use of the work has already been obtained by RIT from the copyright owner. If not, permission for use in the website may be sought. Permission may be authorized pursuant to the Fair Use Doctrine, or under the Teach Act for certain Distance Learning applications. A good starting point for answers to copyright and fair use questions can be found at <http://library.rit.edu/student-guide-copyright.html>. If you are not sure about interpretation of the copyright law to your proposed website application, please contact the RIT Office of Legal Affairs.

Student-Model Photo Release

A model release form must be signed by anyone whose photo is to be published in any media, granting permission to publish that photo. This encompasses all media, including digital, electronic, print, television, film, and the like. News articles do not require a model release.
http://www.rit.edu/academicaffairs/etc/RIT_Model_Release.pdf

Laws on Accessibility

Title I of the Americans with Disabilities Act of 1990 prohibits RIT from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment.

Section 508 requires federal agencies to make their electronic and information technology accessible to people with disabilities.

See more information on best practices and implementation of accessible websites in **Coding and Accessibility Guidelines**.