

# Eastern Iowa Community Colleges

## Style Guide & Best Practices



**EASTERN IOWA**  

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COMMUNITY COLLEGES  
CLINTON ♦ MUSCATINE ♦ SCOTT

**THE *Community's College***

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# 01. Our Verbal Identity

## WHY THE EASTERN IOWA COMMUNITY COLLEGES BRAND MATTERS

One of the central goals of our branding initiative is to establish a clear image of Eastern Iowa Community Colleges. Key to this effort is a consistent verbal and visual identity. This guide is a resource for anyone creating content for the EICC brand. Please remember that all content developed for external audiences must be done so in coordination and with approval/review by the Office of Marketing and Communications.

### Verbal Identity

Eastern Iowa Community Colleges' verbal identity is a composition of our mission, vision and key messages, as well as our brand's voice and tone.

### The Eastern Iowa Community Colleges Name

The institution's full name is Eastern Iowa Community Colleges. In most cases, the full name should be used on first reference. Once the identity of the institution has been clearly established, or if it is self-explanatory, refer to the institution as EICC or the college.

### Mission Statement

Deliver high-quality education and training that prepares a skilled workforce, provides equitable access to higher education, and builds and strengthens our communities.

### Vision

Changing lives and building communities.

## STATEMENT OF CORE VALUES

At Eastern Iowa Community Colleges, our values guide our mission, vision, and professional standards. We believe demonstrating a commitment to values requires continuous reflection, and we will hold ourselves accountable to practice these values at our institution.

- ▶ **Discovery:** We believe learning is an ongoing process of discovery and achieving academic excellence depends upon the exchange of ideas, the ability to ask questions, constructive feedback, and academic freedom.
- ▶ **Social Justice:** We seek to foster social justice in the communities we serve and to make our campuses accessible and inclusive, with equitable resources and opportunities for all.
- ▶ **Belonging:** We work to create spaces where each individual feels safe and welcome, and where everyone can thrive and flourish.
- ▶ **Collaboration:** We are committed to building dynamic relationships that lead to meaningful communication and informed decision-making that considers and values the diverse perspectives of students, faculty, staff, and our community.
- ▶ **Caretaking:** We recognize all resources have limits, and we commit to sustainable stewardship of our colleges and communities, our bodies and minds, and our environment.

# Our Verbal Identity

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## ABOUT EASTERN IOWA COMMUNITY COLLEGES


Founded in 1965, Eastern Iowa Community Colleges includes Clinton, Muscatine, and Scott Community Colleges. Stretched along the banks of the Mississippi River, the district covers all of Clinton, Jackson, Muscatine, and Scott counties, as well as parts of Cedar and Louisa counties.

We are proud to be one of the largest postsecondary institutions in Iowa. More than 12,000 full- and part-time students enroll in EICC courses each year, including 4,000+ through online programs. We offer high-quality education and opportunities for our students, which in turn contributes to the vitality of Iowa's economic community.


We aim to educate a skilled workforce, prepare students to successfully transfer to four-year schools, enrich the community through lifelong learning, and be a sound financial steward of public dollars. It's embedded in everything we do at THE Community's College.

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## MAIN CAMPUS LOCATIONS

 **Eastern Iowa Community Colleges  
Administrative Office and Scott  
Community College Urban Campus**  
101 W. Third St.  
Davenport, IA 52801

 **Scott Community College**  
500 Belmont Rd.  
Bettendorf, IA 52722

 **Clinton Community College**  
1000 Lincoln Blvd.  
Clinton, IA 52732

 **Muscatine Community College**  
152 Colorado St.  
Muscatine, IA 52761

For a complete list of EICC campuses and facilities, see page 34.

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## ACADEMIC PROGRAMS

### Two-Year

- ▶ Associate in Arts (AA)
- ▶ Associate in Science (AS)
- ▶ Associate in Applied Science (AAS)

### Transfer

- ▶ Transfer Majors

### Short-Term

- ▶ Diplomas
- ▶ Certificates
- ▶ Career Non-Credit Certificate Programs

### Course Delivery Methods

- ▶ In-person, on-campus
- ▶ Live online
- ▶ Online anytime
- ▶ Hybrid



**All materials that will be presented to external audiences (including prospective students, families, alumni, donors) must be reviewed and pre-approved by the Office of Marketing and Communications.**

# 02. Brand Distinction

## **Vibrant Campus Community**

EICC offers a vibrant campus community that's just as unique as you. Spanning more than 120 miles from north to south, our campuses boast a dynamic combination of urban and rural landscapes. We enjoy an incredible diversity of ages, ethnic backgrounds, experiences and cultures among our students and the communities we serve.

In fact, EICC is ranked as one of the most diverse community colleges in the state. We're proud of how this enriches our learning environments and the opportunities we offer our students.

## **Number One Choice**

We are the first choice of area high school graduates, whether pursuing a four-year bachelor's degree or a career education.

## **Competitive Tuition**

EICC's tuition is always one of the most competitive in the state, hundreds less than state universities and thousands less than private colleges. The college provides many scholarship opportunities, including loans, grants, and work study options.

## **Small Class Sizes**

With an average 19:1 student-faculty ratio, our classes are small and taught by instructors with real-world experience. At EICC, you're more than just a number. Our instructors know you by name and care about your success—in and outside of the classroom.

## **Career Ready Training**

Our students learn by doing. EICC offers more than 30 career technology certificates, diplomas, and degrees, allowing students to enter directly into the workforce. With classes taught by industry experts in our state-of-the-art facilities, you'll gain the knowledge and skills needed for an in-demand career.

## **Seamless Transfer Options**

EICC holds formal transfer and joint admissions agreements with many area four-year private college and state universities. By choosing EICC first in your bachelor's degree journey, you receive top-notch faculty instruction, lower tuition rates, smaller class sizes, and in some cases, guaranteed transfer to your preferred institution.

## **Customized Training and Continuing Education**

EICC's Office of Continuing Education is committed to helping individuals and local organizations stay competitive in today's rapidly changing business climate. No matter the topic—health and safety, computer technology, leadership, industry trades, etc.—our classes and customized training solutions develop leaders, enhance employee skills, and address industry needs. Our experienced instructors and consultants work in partnership with business leaders to ensure every aspect of the training process is tailored to their exact requirements: from the development of custom-tailored curriculum to pre-course logistics and post-course evaluation.

# Brand Distinction

## **Robust Student Support**

As THE Community's College, building a friendly, supportive, and well-connected community for students is our top priority. We have academic support services to help you thrive in your courses, and personal support systems that help you manage your mental health and well-being. Whatever support you need, EICC has your back.

Services include:

- ▶ admissions
- ▶ academic advising
- ▶ Student Success Center tutoring
- ▶ disability services
- ▶ counseling
- ▶ career services
- ▶ veteran and military student affairs
- ▶ financial aid
- ▶ libraries
- ▶ food pantries

## **Fully Accredited**

EICC is accredited by the Higher Learning Commission (HLC). HLC accreditation means our programs meet or exceed the standards for academic excellence set for every public and private college in a 19-state region. The district is approved by the Iowa Department of Education and the Board of Regents. Individual programs are accredited by associations within their respective fields.

# 03. Voice and Tone

The voice of Eastern Iowa Community Colleges is friendly, familiar, optimistic, helpful, and straightforward. Our words are simple, concise, and conversational. Less is more—we say what we mean in the simplest way. Our priority is to help our audience get the information they're looking for and find the support they're seeking.

In writing, our voice is created through our word choice, sentence structure, and point of view. When writing in the EICC voice, here are a few key things to remember:

## WRITING IN THE EICC VOICE

### Be Inclusive

After first reference, use first person plural pronouns such as we, our, and us.

- ▶ Instead of “EICC offers degrees and certificates,” say “We offer degrees and certificates.”

### Be Personable

Create closeness to your audience by speaking directly to them. Use pronouns such as you and your.

- ▶ Instead of “Students can register today,” say “You can register today.”

### Be Helpful

You may be an expert, but avoid coming across as bossy.

- ▶ Instead of “You must login to EICConnect to register for classes,” say “Trying to register for classes? Login to EICConnect.”

### Be Positive

Try to use positive words or phrases in your writing like “do,” “can,” and “able to,” rather than the negative “do not,” “can not,” and “unable to.”

- ▶ Instead of “You can't sign up for classes without participating in orientation,” say “Take orientation to get started on your course registration.”

### Be Friendly

Create friendliness through the use of warm, conversational words. Though informal words are great, carelessness such as spelling and grammar errors are not.

- ▶ Use this guide to help answer any questions.

### Be Clear

Use clear language. Avoid jargon and idioms, which may be confusing to your readers. Write in the active voice, avoiding the passive voice when possible.

- ▶ Instead of “Club applications will be collected by the Student Ambassadors,” say “The Student Ambassadors will collect club applications.”

### Be Empathetic

Your goal as a content writer is to help users complete their tasks and understand information. When writing, be aware of this and make sure what you are saying is helping them reach that goal.

Consider why users are reading your content and how they are likely to be feeling.

- ▶ Are they current students, frustrated because they can't figure out which classes to take?
- ▶ Are they new students, excited because they just finished applying to EICC?
- ▶ Perhaps they're visiting community members, confused about where to park.

When writing, adjust your tone to be conscientious of the wide range of emotions your readers are probably experiencing.



# Voice and Tone

## Measuring Voice: Shared Objects

Voice Parameter	Observable Feature	Tonal Result
Warmth	Adjectives, adverbs, and intensifiers	Emotion
Pace	Verb tense and voice	Energy
Formality	Contractions and word choices	Relationship

## Institutional Voice for Web Content

Warmth		✓	Modifiers
Pace		✓	Verbs
Formality		✓	Contractions

- ▶ Warm: “Friendly support services”
- ▶ Brisk: “We support students through a range of services.”
- ▶ Conversational: “Take a quick tour of our services.”

Data © 2022 Stamats

# Voice and Tone

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## READABILITY BEST PRACTICES

**8**

### Flesch-Kincaid Grade

Web standard—good for most recruitment efforts.

**70**

### Flesch Reading Ease

Give or take about 10 pts.

**X-2**

### Grade Level Formula

Subtract two from your audience's expected reading level.

### Testing Web Readability

- ▶ [app.readable.com/text](http://app.readable.com/text)
- ▶ [hemingwayapp.com](http://hemingwayapp.com)

Data © 2022 Stamats

# Voice and Tone

## BEFORE AND AFTER: REVISING FOR TONE

### Here are just a few reasons why we are *THE* Community's College:

1. We are the sixth largest college in the state of Iowa. Our Clinton, Muscatine, and Scott Community Colleges have more than 200 years combined experience providing students with the highest quality education.
2. Formal transfer and joint admissions agreements make it easy for students to transfer credits to area private colleges and the state universities. Those colleges come to us to create these agreements because they know our students will be successful once they transfer.
3. Our more than 30 career technology programs are designed to lead specifically into the world of work. Our faculty maintain close relationships with employers, ensuring students are receiving the training required to get a job immediately upon graduation.
4. Our tuition is always one of the most competitive in the state. We provide many scholarship opportunities, and depending on the program in which you are enrolled, the state of Iowa's new Last Dollar Scholarship program can pay your tuition in more than 20 career fields.
5. We hear it all the time, our faculty truly care about their students. Small class sizes and personal attention mean you're more than just another number. You're part of a community of students, faculty, and staff, all working together to make sure you reach your goals for the future.

Grade: 11.9 | Words: 204 | 5 of 12 sentences very hard to read.

### Top Five Reasons to Choose EICC:

1. Size and know-how: Our three colleges make the sixth largest college in the state, with 200 years combined experience.
2. Smooth transfers: Move on to the four-year college of your choice, thanks to agreements we've already hammered out.
3. Career ready: Gain the skills you need to get a job as soon as you finish. Our faculty work closely with employers to be sure you graduate career ready.
4. Low cost: Our tuition is affordable. Our scholarships are plenty, and you may qualify for Iowa's Last Dollar Scholarship to pay it all.
5. Belonging: Small class sizes, faculty who care, and a diverse student body. You belong at EICC.

✓ More "you"

✓ Brisk

✓ More conversational

✓ Better readability and scannability

Grade: 6.3 | Words: 106 | 0 of 8 sentences very hard to read.

# Voice and Tone

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## DOS AND DONT'S

### Friendly language is:

- ✓ Accessible
- ✓ Genuine
- ✓ Inclusive
- ✓ Empathetic
- ✓ Conversational
- ✓ Uplifting
- ✓ Respectful
- ✓ Encouraging
- ✓ Accountable
- ✓ Loyal

▶ Ex: Congratulations! Welcome to the Eastern Iowa Community Colleges family. We can't wait to see you this fall.

### Friendly language is NOT:

- ✗ Making fun
- ✗ Inappropriate
- ✗ Cheesy
- ✗ Insincere
- ✗ Cliché
- ✗ Patronizing
- ✗ Effusive
- ✗ Dismissive
- ✗ Boring
- ✗ Robotic

▶ Ex: You've been accepted to Eastern Iowa Community Colleges. Visit [eicc.edu](http://eicc.edu) to review your next steps.

### Engaging, professional language is:

- ✓ Collaborative
- ✓ Innovative
- ✓ Smart
- ✓ Confident
- ✓ Proactive
- ✓ Dependable
- ✓ Motivational

▶ Ex: Today's world demands you at your very best. Demand a community college that helps bring it out.

### Engaging, professional language is NOT:

- ✗ Preachy
- ✗ Arrogant
- ✗ Droll
- ✗ Jargon-heavy
- ✗ Esoteric
- ✗ Dismissive
- ✗ Gimmicky

▶ Ex: If you're looking to advance in your career without furthering your education, you're not trying hard enough.

It's important to be conversational and engaging without compromising credibility. Keep that in mind when drafting content for the college.

# Voice and Tone

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## BEST PRACTICES

### Don't bury the lede.

This old journalism expression means that the writer should include the most important information first. Don't make your audience read two paragraphs before they understand what you're trying to tell them. Chances are, they'll lose interest before they even get there.

### It's ok to use contractions.

Don't instead of do not, isn't instead of is not, etc. We're speaking to people about their hopes, dreams, and futures—not analyzing data in a peer-reviewed scientific journal.

### Speak to your audience, not at them.

Engage your reader in a direct, social way. Use first person plural pronouns (we/us/our) and second person pronouns (you/your) where appropriate.

### Avoid academic and technical jargon.

Jargon can bewilder, isolate, and turn away your reader. Ultimately, jargon is unnecessarily complicated language used to impress, rather than to inform, your audience.

### Use active voice vs. passive voice.

Using active voice makes your message clear for readers and keeps sentences from becoming too clunky or wordy.

### Less is more.

Readability improves when you don't overwhelm the reader with unnecessary words or unimportant information. As a general rule, strive to be clear and concise.

### Break up text into readable chunks.

Try to keep paragraphs to no more than three sentences. Bulleted and/or numbered lists are helpful, but keep bulleted lists to five items or fewer (if possible). This helps with readability as well as a designer's use of white space.

### Have a clear call to action.

Particularly in digital communications, be clear on what action or series of actions you want the reader to take.

### Use numbers to help illustrate a point.

Just make sure they're straightforward, accurate, and easy to understand, like percentages or ratios (e.g., 45% job growth expected by 2030, or one in four students will go on to pursue a bachelor's degree).

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## FIVE RULES FOR CUTTING LONG COPY

- 1. Hold onto the gold.**  
Don't cut the best parts...until you must.
- 2. Mark filler for death.**  
Remove words of impressive self-importance; repetitions that add no new thought; and unnecessary qualifying phrases.
- 3. Reanimate dead and passive voice.**  
Old: "The cat has been left outside again." New: "You forgot the cat."
- 4. Make every word fight for its life.**
- 5. Read it aloud to make sure it flows.**

# 04. Style and Usage

Style consistency ensures that all Eastern Iowa Community Colleges' departments and divisions are conveying the same message in printed materials. Consistency in style, as in graphic design, helps build an effective identity for EICC. Like most colleges and universities, EICC uses the "Associated Press Stylebook" as a reference guide. Exemptions from AP style include scholarly papers or works produced by college employees for external organizations, classroom materials, grant applications, and publications produced by approved student organizations.



The information provided in this guide is not comprehensive. Please refer to a reputable dictionary, grammar manual, or the "Associated Press Stylebook" with questions.

Please note: Our equal employment opportunity (EEO) statement is required on ALL materials. See page 18 for usage details, or to locate the most up-to-date statement, visit [eicc.edu/eoo](http://eicc.edu/eoo).

## ABBREVIATIONS

### Acronyms

It's fine to use acronyms if you feel they're commonly recognized or if it helps avoid repetition. But always spell out the full name, title, or phrase the first time you refer to it in text, followed immediately by the acronym in parentheses.

- ▶ Ex: Eastern Iowa Community Colleges (EICC) provides the hands-on training students need to enter the workforce. EICC has more than 32 career and technical programs.
- ▶ Clinton Community College (CCC)
- ▶ Muscatine Community College (MCC)
- ▶ Scott Community College (SCC)

- ▶ Scott Community College Urban Campus (SCC Urban Campus)
- ▶ Blong Technology Center (BTC)
- ▶ West Davenport Center (WDC)
- ▶ Free Application for Federal Student Aid (FAFSA)

### Addresses

Abbreviate "boulevard," "avenue," and "street" with numbered addresses.

- ▶ Ex: Clinton Community College is located at 1000 Lincoln Blvd.

Abbreviate directions (N., S., E., W.) in street addresses.

- ▶ Ex: 101 W. Third St., Davenport, IA

Spell out the names of numbered streets from First through Ninth.

- ▶ Ex: She lives at 221 E. Sixth Ave.

States following cities in regular text require commas before and after.

- ▶ Ex: They visited Muscatine, Iowa, on their last trip.

Exception: Mail panels must use full spelling, NO abbreviation due to USPS standards.

- ▶ Mail Panel Ex: 101 West Third Street, Davenport, IA 52801

### Ampersand ("&")

The ampersand functions as an abbreviation of the word "and." Like most abbreviations, it is not appropriate in running text unless it is part of the formal name of an organization or place (Texas A&M University, the E. & L. Andrew Fitness

# Style and Usage

Center) or part of a title (David Gilbert's novel & Sons, the Richard & Sophia D. Henke Distinguished Chair).

In other instances (headlines, invitations, address labels, etc.), especially where space is limited, ampersands are perfectly acceptable as long as they are used consistently.

Always use ampersands in web navigation menus and headings (Cost & Financial Aid, Classes & Programs), because lengthy text strings can negatively affect how information is displayed.

## Months and Dates

Abbreviate months if you include a date: Oct. 10, 2004.

Do not abbreviate months when used alone or only with a year: October 2004.

Never abbreviate March, April, May, June or July.

For dates, use 1, 2, 3, 4, not 1st, 2nd, 3rd, 4th.

- ▶ Ex: "Scholarship Applications are due July 1," not "Scholarship Applications are due July 1st."

---

## ACADEMIC DEGREES

Abbreviations of academic degrees should appear capitalized, unspaced, and without periods:

- ▶ AA           ▶ BA           ▶ MA           ▶ PhD           ▶ MAc
- ▶ AS           ▶ BS           ▶ MS           ▶ DDS           ▶ PharmD
- ▶ AAS           ▶ BFA           ▶ MFA           ▶ LLM

Associate's degree, bachelor's degree, and master's degree are lowercase and possessive. Formal degree names are uppercase and there is no possessive: Associate in Arts (**NOT** Associate "of Arts"), Bachelor of Arts, or Master of Science.

When used after a name, an academic abbreviation is set off by commas.

- ▶ Ex: Sonya J. Williams, PhD, spoke at the ceremony.

Lowercase associate's, bachelor's, master's, certificate, diploma when used in a sentence.

- ▶ Ex: Karen Bell received an associate's degree in Supply Chain and Logistics from EICC.

Do not add the word "degree" after an abbreviation of the degree.

### Incorrect Form

- ✗ She'll receive her Ph.D. degree this fall.
- ✗ He has a B.A. degree in English.

### Correct Form

- ✓ She'll receive her associate's this fall.
- ✓ Joe Smith, PhD
- ✓ Yes, they hold an associate's in psychology.
- ✓ He has an AA in English.

# Style and Usage

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## CAPITALIZATION

### Academic Departments/Offices

Capitalize the name of the department and the words “department,” “college,” and “school” only when they appear as part of the official name. Lowercase when used alone.

- ▶ Department of Radiology, radiology department, the department
- ▶ Office of Marketing and Communications, marketing office, marketing, the office
- ▶ The Center for Economic Development, the economic development center, the center

### Academic Honors

Do not italicize or capitalize summa cum laude, magna cum laude, and cum laude.

- ▶ Ex: She graduated summa cum laude from Muscatine Community College.

### Academic Titles

Capitalize an official academic or administrative title only when it precedes the person’s name. The exception is a named professorship or chair which is capitalized when it appears before or after the name of the individual.

Titles after a name are offset by a comma. On second reference, use only the subject’s last name.

- ▶ Muscatine Community College President Naomi DeWinter **OR**  
Naomi DeWinter, Muscatine Community College president
- ▶ Associate Professor of Information Technology Victoria Marr **OR**  
Victoria Marr, Information Technology Professor

In print, do not address individuals who hold a doctorate (or others without medical degrees) as “Dr.” Per AP Style, that title is reserved for people with medical degrees.

Also, do not capitalize freshman, sophomore, junior, senior, or graduate student.

### College

The word ‘college’ is not capitalized when not part of a proper name.

### Classes and Courses

Use lowercase when you refer to courses and classes (a course lasts all semester; a class is an individual meeting of a course), unless you use the specific name of a course or the course uses a proper noun or numeral.

- ▶ Ex: I had a math class and a science class. I am taking Calculus II and Introduction to Spanish.



# Style and Usage

## Board of Trustees

The Board of Trustees should always be capitalized when referring to EICC's Board. "Board" by itself is always capitalized, while "trustees" or "trustee" by itself is not capitalized.

- ▶ Ex: The Board of Trustees will meet in November.
- ▶ Ex: The Board will meet in November with most trustees attending.

## Departments and Offices

Capitalize the names of specific departments, divisions and offices. Use lower case for the words "department," "division," or "office" when used in a general sense.

- ▶ Right: She's going to talk with the admission staff.
- ▶ Right: She's walking over to the Admission's Office.

## Majors and Programs

Capitalize majors, specializations or concentrations of study, e.g., Surgical Technology, Welding, CNC Machining.

But lowercase the word "program" if it follows the name of a major/program in a sentence.

- ▶ Ex: The Sonography program has a 100% placement rate.

## EICC Building Names

- ▶ Bickelhaupt Arboretum
- ▶ Blong Technology Center
- ▶ The Button Factory
- ▶ Clinton Community College Main Campus
- ▶ Clinton Community College Maquoketa Center
- ▶ Clinton Community College Technology Center
- ▶ Columbus Junction Center
- ▶ DeWitt Career Advancement Center
- ▶ EICC Administrative Office & Scott Community College Urban Campus
- ▶ McAvoy University Center
- ▶ Muscatine Agricultural Learning Center
- ▶ Muscatine Community College Main Campus
- ▶ Nahant Marsh Education Center
- ▶ Scott Community College Main Campus
- ▶ West Davenport Center
- ▶ West Liberty Center
- ▶ Wilton Center

# Style and Usage

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## CAPITALIZATION (CONT.)

### Seasons/Semesters

The names of seasons and all derivative words (e.g., springtime) are only capitalized when part of a formal name.

- ▶ Ex. Winter Olympics, Fall Development Day

Capitalize “fall,” “spring,” “winter,” and “summer” only when referring to specific semesters/start dates.

- ▶ Ex: Fall 2022 Semester, Summer 2022, Register for Spring 2022

### THE Community’s College

Capitalize “THE” in THE Community’s College.

### Internet Terms

- ▶ “web” is lowercase when it stands alone.
- ▶ “website” is one word, not capitalized.
- ▶ “web page” is two words, not capitalized.
- ▶ “webcast” is one word, not capitalized.
- ▶ “internet” is not capitalized.
- ▶ “HTML” is written in all caps (HyperText Markup Language).
- ▶ “online” is one word, not capitalized.
- ▶ “email” is not capitalized, no hyphen.
- ▶ “livestream” is one word, not capitalized.

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## EEO STATEMENT

Eastern Iowa Community Colleges is dedicated to creating a welcoming and inclusive environment for our students, faculty, and staff. Required by federal regulation, the college’s non-discrimination statement is designed to make clear to prospective applicants or participants the college’s commitment to equal opportunity in employment and equal access to its programs and activities.

ALL marketing materials, institutional, and departmental publications that describe or invite participation at the college MUST contain this full statement:

It is the policy of Eastern Iowa Community College District not to discriminate in its programs, activities, or employment on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential family, parental or marital status, as required by the Iowa Code §§216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681-1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact EICC’s Equal Employment Opportunity Officer/Equity Coordinator, Eastern Iowa Community College District, 101 West Third Street, Davenport, Iowa 52801, 563-336-5222, equity@eicc.edu or the Director of the Office for Civil Rights U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, TDD (800) 877-8339 Email: OCR.Chicago@ed.gov.

A shorter statement can be used in limited, special circumstances, but must be approved by the Office of Marketing and Communications.

# Style and Usage

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## FACULTY RANKS

The college has four levels of rank for full-time faculty:

- ▶ Instructor: used for the first three years.
- ▶ Assistant Professor: used after three years of employment with satisfactory evaluations.
- ▶ Associate Professor: used if certain distinctions are earned and employed for at least six years.
- ▶ Professor: used if certain distinctions are earned and employed for at least 12 years.

Faculty members may also earn Distinguished Faculty status. Usually faculty who list it will state their Distinguished Faculty status along with the year it was earned.

---

## NUMERALS

### Months

When a month is used with a specific date, abbreviate Jan., Feb., Aug., Sept., Oct., Nov., and Dec. Spell out in running text when using alone or with the year alone. When a phrase contains a month and year alone, do not use commas. When a month, day, and year are included, separate the year with commas.

- ▶ School begins Aug. 25.
- ▶ She was born July 7, 1962, in Iowa.
- ▶ The seminar began Thursday, Nov. 14.
- ▶ The grant ends in February 2014.

Do not use the endings “-st,” “-nd,” “-rd,” or “-th,” or any superscript on dates.

Do not use the word “of” between a month and year: “June 2012” not “June of 2012.”

## Date and Time Ranges

When giving date or time ranges in running text, spell out the words “from,” “to,” and “between.”

- ▶ Ex. He attended college from 1986 to 1990.

In other uses, use the en dash.

- ▶ Ex. The 2023–24 academic year.

The word “to” (never the en dash) should be used if the word “from” precedes the first in a pair.

- ▶ Ex. “She attended college from 1998 to 2002,” not “She attended college from 1998–2002.”

Similarly, the word “and” (never the en dash) should be used if the word “between” precedes the first in a pair.

- ▶ Ex. “They met between 10 a.m. and 5 p.m.,” not “They met between 10 a.m.–5 p.m.”

## Decades

For decades, use either all four figures (the 1970s) with no apostrophe before the “s,” or, if the meaning is clear in the context, the last two figures with an apostrophe to indicate the missing figures (the ’90s). When used in a compound form, use all four figures for clarity (the mid-1980s).

## Centuries and Eras

For centuries, spell out first through ninth, use figures for 10th and above: “photography’s first century; 20th-century art history.” Do not use superscript on the word endings “-nd,” “-rd,” “-st,” and “-th.”

# Style and Usage

## Money

Use figures only, but spell out and lowercase the word “cents” for amounts less than one dollar in running text (use decimals in tabular materials). In running text, do not include “.00” in dollar amounts.

- ▶ Ex. The \$5 transcript fee is included in the total.

For very large sums of money, use figures with a dollar sign; spell out “million,” “billion,” etc.

- ▶ Ex. \$1.8 million; between \$1 and \$2 billion.

## Numbers

Spell out numbers one through nine and numerical designations first through ninth; use numbers for anything higher (exception: always use numerals when writing ages).

Use commas in numbers of four digits or more, except when referring to temperatures or page numbers.

- ▶ The school received 1,244 applications.
- ▶ 2110 degrees Fahrenheit.
- ▶ Page 1556.

If a number must start a sentence, spell it out, but it is best to recast the sentence.

- ▶ Ex. “Six hundred students attended orientation this fall.” could become “This fall, 600 students attended orientation.”

## Percent

Spell out when used alone and use the symbol (%), in text and tables, when preceded by a numerical figure. No space separates the figure from the symbol.

- ▶ Ex: The six-month placement rate for graduates in sonography is 100%.

## Telephone Numbers

If a publication is for use on campus only, write “ext. 8044,” not “x8044.” If the publication will be sent off campus, print the entire phone number with area code.

Do not use parentheses for area codes, uses only dashes.

- ▶ Ex: 555-555-5555

For toll-free numbers, include the 1 prior to the phone number.

- ▶ Ex: 1-888-336-3907

## Time

Write the hour with “a.m.” or “p.m.,” not “AM,” “PM,” “am,” or “pm.” Time is 4 a.m., not 4:00 a.m. For 12 p.m., use the number 12, not “noon.” When writing a range of times, use a space between numbers and a hyphen.

- ▶ Ex: 4–6 p.m., not 4-6 p.m.

---

## PLURALS AND POSSESSIVES

Colleges is plural in our name (Eastern Iowa Community Colleges) so use Eastern Iowa Community Colleges’ to show possession.

Colleges is singular when referring to the full name, as in “Eastern Iowa Community Colleges is committed to student success,” not “Eastern Iowa Community Colleges are committed to student success.”

# Style and Usage

---

## PUNCTUATION

### Oxford Commas

A, B, and C

Use oxford commas for clarification. Not A, B and C

### Punctuation Spaces

Use only a single space after periods, question marks, colons and other sentence-ending punctuation marks.

### Parentheses

Do not place a period or other punctuation inside parentheses unless the enclosed words form an independent sentence.

### Punctuation with Quotations

Commas and periods always go inside quotation marks.

▶ Ex: “You rock.” Not “You rock”.

Exclamation points and question marks go inside the quotation marks when they are a part of the quoted phrase or sentence.

In running quotations, each new paragraph should begin with open quotation marks.

### Punctuation with Cities, Countries, and Dates

Commas should be used after a date or place.

▶ Ex: On January 1, 2004, a new year began. The Summerville, S.C., native enrolled.

## Website URLs

Avoid using www.

▶ Ex: eicc.edu

Always use redirects, otherwise known as short urls, for marketing and student materials.

▶ Ex: eicc.edu/nursing

NOT:

▶ <https://www.eicc.edu/future-students/our-programs/nursing/index.aspx>

For a full list of available short urls, visit [eicc.edu/marketing](http://eicc.edu/marketing).

---

## OTHER

### Things to Avoid

Avoid the word ‘that’ in descriptive sentences.

No hyphenated or partial words at the end of lines; no “widows.”

Avoid slashes: EMT and Paramedic, not EMT/Paramedic.

Avoid all caps.

### Advisor

Use advisor, not adviser.

### Alumna, Alumnae, Alumni, Alumnus

Alumna is used for one female graduate; alumnae for more than one female graduate; alumnus for one male graduate; and alumni for multiple graduates of male, mixed, or unspecified sex.

# 05. Web Guidelines

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## WRITING FOR ACCESSIBILITY

### Simple Sentences

Simple works better.

### Logical Structure

Use subheads to create a perceivable, logical structure in the content (outline).

### Links Carry Meaning

Inline links should say something about the content they lead to.

### Frontload Key Info

Don't make people hunt for their cheese.

### Headlines Carry Water

Headlines and subheads need to give away key concepts.

## What To Avoid

- ▶ Do not preface links with “Click here”
- ▶ Do not post long URLs (“<https://www.whatever.edu/campus/dining/alerts>”)

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---

## WORD COUNT

### Landing: Wayfinding Pages

- ▶ 50–150 words for a home page
- ▶ 200–300 words for a section landing page
- ▶ 300–500 words for other “starter” pages

### Interior: Detailed Content Pages

- ▶ Up to 1600 words for interior pages
- ▶ Shoot for 40–50 words per paragraph maximum

---

## METADESCRIPTION RULES

About 160 characters including spaces

- ▶ A short sentence describing the content of the page.
- ▶ Use likely search terms (keywords).
- ▶ Repeat language from your page.
- ▶ Don't duplicate metadescriptions from page to page.
- ▶ Short, snappy sentences work best.
- ▶ Close with a call to action when possible.

# Web Guidelines

## KEYWORDS AND SEO

Keyword = Likely search term (word or phrase)

- ▶ Good: When used in key content, they still help search engines match your content to searches using that term.
- ▶ Better: Answer the questions users ask—you have a chance of winning the Google snippet for that SERP.

Use them in your content—especially key content (predictive typing can give you keywords)

- ▶ Page title
- ▶ Metadescription
- ▶ H1
- ▶ H2
- ▶ H3
- ▶ In your first paragraph
- ▶ In calls to action
- ▶ In ALT text
- ▶ Link copy

## Guiding Text Matters for SEO

Search engines give guiding text more weight as your users do. Guiding text tells your users where they are, what matters, and what to do next:

- ▶ In copy links
- ▶ Headlines
- ▶ Subheads
- ▶ Intro copy
- ▶ Calls to action
- ▶ Use keywords and specific language.
- ▶ Make sure each page has 30 to 50 words right near the top.

## Headers + Subheaders = Also Microcontent

<b>H1</b>	<b>Office of Departmental Content</b>
<b>H2</b>	<b>We Help Departments</b> Lorem ipsum dolor sit amet...
<b>H3</b>	<b>Organize Content</b> Lorem ipsum dolor sit amet...
<b>H3</b>	<b>Focus on the Journey</b> Lorem ipsum dolor sit amet...
<b>H3</b>	<b>Encourage Action</b> Lorem ipsum dolor sit amet...

<b>H2</b>	<b>Ask Us! We're Here for You.</b>
<b>H2</b>	<b>How Do I Win the Snippet?</b> Lorem ipsum dolor sit amet...
<b>H3</b>	<b>What is a CTA?</b> Lorem ipsum dolor sit amet...

- ✓ Get to the point
- ✓ Frontload key info
- ✓ Be personable
- ✓ Clear beats clever
- ✓ Use numbers and symbols

# 06. Logo Guidelines

## EASTERN IOWA COMMUNITY COLLEGES LOGO

Our standard combination logo consists of the “EI” logomark stacked either atop or to the left of our name and campus locations. It is presentable in either vertical or horizontal orientations. Our “THE Community’s College” logotype is centered below the primary logo. These two combination logos represent our most-used logo presentations.

The isolated “EI” logomark may be used in limited settings where space demands it (web favicons, engraved pins, or other small-scale applications) and must be approved by the Office of Marketing and Communications.

## CLEAR SPACE AND LOGO SIZING

A margin of clear space equal to the height of the “EI” logomark is drawn around the combination logo to create the invisible boundary of the area of isolation. All text, other logos, or any design elements besides photos or background art should not enter this clear space in order to maintain a distinct appearance of the combination logo.





# Logo Guidelines

## LOGO VARIATIONS

Multiple variations on our primary logo arrangement are allowed in circumstances where space or materials require them. Use of these logo variations should be cleared with the marketing team to ensure our logo guidelines are maintained in these special circumstances.



1. Both horizontal logos; side by side placement. **USE: COMMON**



2. EICC horizontal logo + TCC vertical logo; side by side placement. **USE: LIMITED**



**EASTERN IOWA**  
COMMUNITY COLLEGES  
CLINTON ♦ MUSCATINE ♦ SCOTT

3. EICC vertical logo + TCC vertical logo; stacked placement. **USE: LIMITED**



**EASTERN IOWA**  
COMMUNITY COLLEGES

**THE Community's College**

4. EICC vertical logo without campus names + TCC horizontal logo. **USE: VERY LIMITED, CONSULT OFFICE OF MARKETING AND COMMUNICATIONS.**



# Logo Guidelines

## INCORRECT LOGO USAGE

Correct and consistent use of the primary logo is an essential part of building brand equity. While a great deal of flexibility has been built into the visual identity system, the correct use of each element has been carefully defined.

The examples shown here represent some—but not all—of the ways the EICC logos might be used incorrectly. If you have questions about the correct or incorrect use of the college's logos, contact the Office of Marketing and Communications.

Incorrect logo rules apply to all EICC college logos.

### DO NOT:

- ▶ Add a drop shadow or any other effects to the logo.
- ▶ Use unapproved colors for the logo.
- ▶ Use unapproved color configurations of the logo.
- ▶ Add additional information to the primary logo.
- ▶ Change the typeface of any part of the logo.
- ▶ Place the logo on a color that does not provide sufficient contrast.
- ▶ Place the logo on visually distracting backgrounds.
- ▶ Pull logos from the website for use in print.



# Logo Guidelines

## LOGO COLORS

The EICC logo may appear in the following alternate colorways. The primary red/black logo should feature first and foremost where background colors permit. If the background color approaches a darkness of approximately 20–30% black, the white variation may be used to ensure sufficient visibility.



**EASTERN IOWA**  
COMMUNITY COLLEGES  
CLINTON ♦ MUSCATINE ♦ SCOTT

**THE *Community's College***



**EASTERN IOWA**  
COMMUNITY COLLEGES  
CLINTON ♦ MUSCATINE ♦ SCOTT

**THE *Community's College***



**EASTERN IOWA**  
COMMUNITY COLLEGES  
CLINTON ♦ MUSCATINE ♦ SCOTT

**THE *Community's College***



**EASTERN IOWA**  
COMMUNITY COLLEGES  
CLINTON ♦ MUSCATINE ♦ SCOTT

**THE *Community's College***

# 07. Color

## PRINT COLORS










### EICC Primary Colors

EICC red is our primary color and serves to identify our brand with equal importance as our logo. It should feature prominently, but should not overwhelm the visual composition when possible. When an accent color is needed to complement EICC red, our companion EICC gold can be used to provide a high-contrast option in immediate proximity.

Pantone spot color is the preferred usage for corporate identity materials (i.e. business cards, letterhead, envelopes, etc.), office signage and merchandise (i.e. shirts, promotional materials, etc.). CMYK is for use in printed materials (i.e. brochures, reports, sell sheets, etc.) and RGB is for use on-screen, digital applications and in video.

### EICC Secondary Colors

Our secondary colors should be used sparingly as accents where additional color options are needed. They work best in tandem with one another, rather than immediately atop or alongside EICC red and/or gold.






Primary Colors	PMS	C	M	Y	K	R	G	B	Hex
 EICC Red	2350C	10	100	100	30	163	20	24	A21317
 EICC Gold	1235C	0	30	100	0	253	185	19	FDB913
 Charcoal	–	0	0	0	90	65	64	66	414042
Secondary Colors	PMS	C	M	Y	K	R	G	B	Hex
 Apricot	715C	0	48	92	0	248	152	47	F8982F
 Olive	612C	25	20	88	0	200	186	71	C8BA47
 Moss	6178C	55	18	70	0	128	170	114	80AA72
 Hibiscus	7420C	29	100	62	19	155	28	68	9B1C44
 Jade	2213C	82	43	44	13	50	112	122	32707A
 Midnight	2378C	86	72	38	24	53	71	102	354766

# Color

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## WEB COLORS

The following color scheme is intended for exclusive use on the college's website. The neutral tones help identify different sections of each page while allowing photos and other graphic elements to appear more prominently.

	Web Colors	R	G	B	Hex
	EICC Red	163	20	24	A21317
	Light Gray	243	243	243	F3F3F3
	Mid Gray	51	51	51	333333
	Dark Gray 1	34	34	34	222222
	Dark Gray 2	20	20	20	141414

# 08. Typography

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## TYPOGRAPHIC STYLE

### Large Titles

Large titles should be used on posters or brochure covers where the extrabold typeface can be read clearly and where space allows.

### Small Titles

Small titles should be used on flyers, internal documents, or anywhere an eye-grabbing headline is needed but space is not abundant.

### Subtitles

A subtitle is a short sentence on flyers or documents that brings additional context to the title. This is most often used following small titles rather than large titles due to limited document space.

### Header 1

The header 1 treatment helps separate document sections. Excessive use of all caps can reduce legibility, so these should be used sparingly where document layouts require distinct visual grouping.

### Header 2

The header 2 treatment provides additional sub-groups within a header 1 section. The text within a header 2 treatment is in title case to improve legibility at smaller sizes.

### Body Text

Proxima Nova regular provides a clear sans-serif paragraph font that is legible at small sizes and in areas featuring lots of descriptive text.

---

## TYPOGRAPHIC DETAILS

- ▶ For large headlines using the “Extrabold” style, use the OpenType option “Alternate Roman Lowercase a” for improved legibility. This replaces the standard two-story “a” with a one-story “a.”
- ▶ If possible, use typographer’s quotes (“”) rather than straight quotes (“”).
- ▶ Use metric kerning whenever possible. Only manually adjust kerning to improve legibility where needed, e.g. large titles where character spacing appears tight.

Consistent use of our brand font family helps maintain visual connectivity between our many internal and external marketing materials.

# Typography

## This Is a Large Title

Proxima Nova Extrabold | 50 pt font size | 50 pt leading

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### This Is a Small Title

Proxima Nova Bold | 25 pt font size | 29 pt leading

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**This is a subtitle.**

Proxima Nova Semibold | 10 pt font size | 13 pt leading

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#### **THIS IS A HEADER 1**

Proxima Nova Bold Caps | 10 pt font size | 12 pt leading | 20 tracking

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#### **This Is a Header 2**

Proxima Nova Bold | 10 pt font | 13 pt leading

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This is body text.

Proxima Nova Regular | 9 pt font | 11 pt leading

---

# 09. Imagery

Photography and videography are powerful and persuasive tools for communicating the EICC brand. Imagery should be reflective of the personality of each campus—its academics, people, architecture, and culture.

## ACADEMICS

We believe that learning goes beyond the classroom. Imagery should reflect both the traditional and unconventional opportunities EICC creates and highlight our unique blend of art and science across disciplines.

## PEOPLE

EICC thrives because of its students, faculty, and staff. Our people create our brand personality and define our attributes. Both portrait-style and candid photography should authentically capture the efforts, talents, and actions that make our EICC community stand out.

## ARCHITECTURE

EICC is a vibrant combination of rural, urban, and suburban landscapes. Imagery should focus on the top-notch learning environments we offer our students. Modern facilities. Cozy study spots. Dynamic classrooms.

## CULTURE

Collaboration and teamwork are at the core of what we do. Imagery should show how we work closely together, connecting across disciplines to bring together diverse ideas and develop lasting relationships.

## CAPTURING IMAGERY

Consider unique angles, use of color, and visually dynamic subjects to draw in the viewer's interest. Convey your message quickly by using imagery with a clear focal point and a background that is free of clutter. Follow these tips for shooting and selecting photography to ensure it engages your audience and aligns with the brand strategy.

- ▶ **Have a natural light source.** Both indoor and outdoor shots should use a natural light source with an easily identifiable direction.
- ▶ **Tell the story quickly and clearly.** Images with a strong focal point draw in a viewer's eye and help them connect with the image.
- ▶ **Opt for candid moments.** Candid shots give viewers an authentic look at life on campus by capturing real moments between individuals and their surroundings.
- ▶ **Use a slightly indirect camera angle.** Unusual or unexpected indirect camera angles that imply aspiration or accomplishment add a uniquely energetic quality to the composition.
- ▶ **Use shallow depth of field.** Whenever possible, photographs should show dimension, a sense of space and environment, using a shallow depth of field.



# Imagery

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## PHOTO RESOLUTION

Photos used for print materials should have a resolution of 300 dpi at full size. Low resolution photos should not be used. Photo resolution for web is 72 dpi. If you need assistance sizing an image or determining its resolution, please contact the Office of Marketing and Communications.

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## PHOTO CONSENT AND MEDIA RELEASE FORM

For planned or staged photo/video shoots involving student participants and/or volunteers, our policy and practice is to get their permission in the form of a signed release/consent form. Particular care should be taken in obtaining releases from minors.

Visit [eicc.edu/marketing](http://eicc.edu/marketing) for a copy of the form.



**Note: When shooting in public places where there are many people (college events, off-campus or community-wide events on campus) it is not necessary to get signed consent forms for individuals being photographed/filmed.**

---

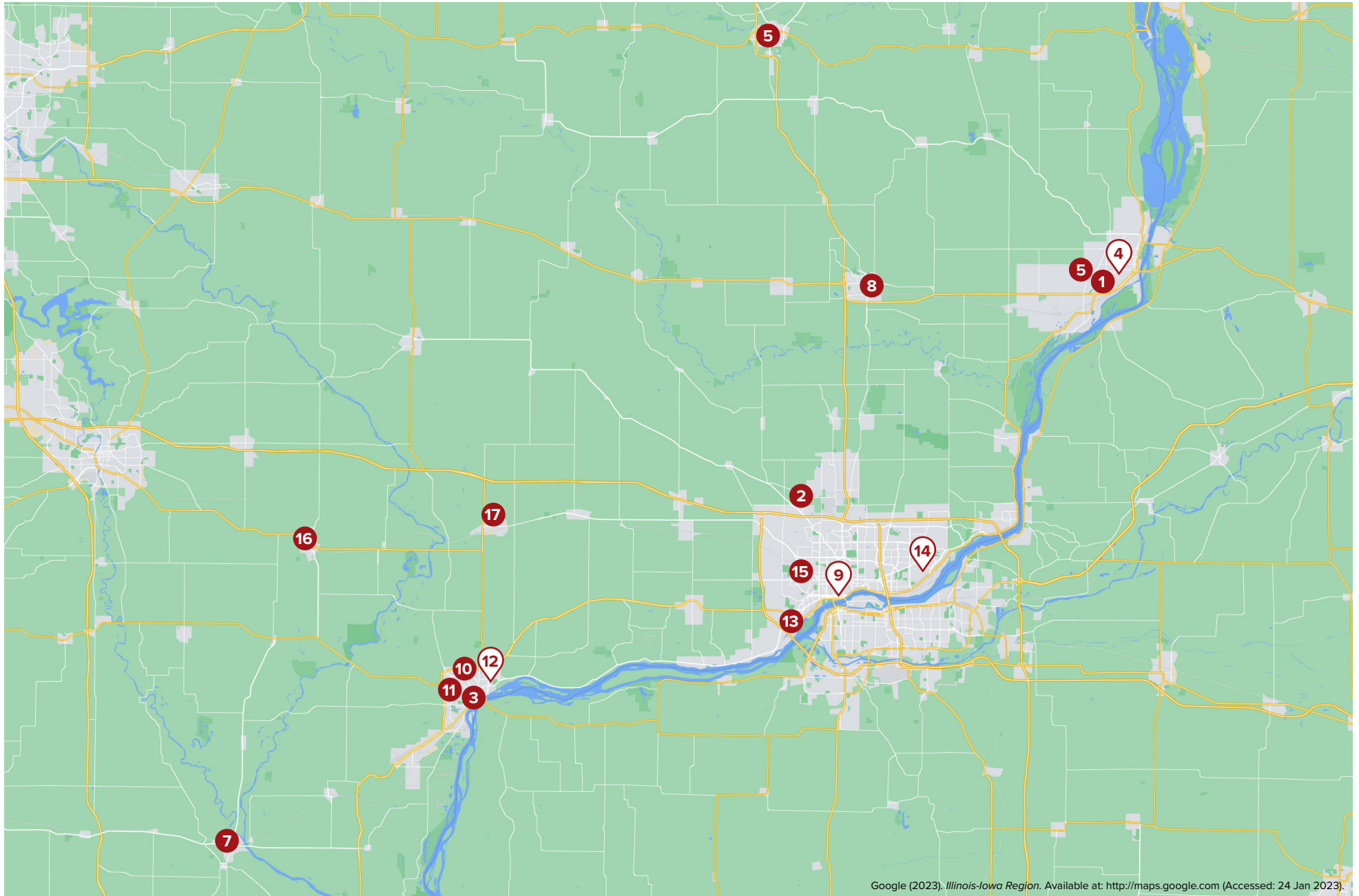
## FINE PRINT

EICC owns all photos and videos taken by the college's marketing employees, as well as any photographer or videographer commissioned by the college. Photos and video footage which belong to EICC, its staff, faculty, and students may not be reproduced for personal gain. They may be reproduced only with prior written consent from the Chief Communications and Marketing Officer or Associate Director of Marketing and Communications.

EICC faculty and staff can access the college's library of professional photos and video footage for marketing and communication purposes. Please contact the Office of Marketing and Communications for access.

# 10. Campus Locations

- 1. Bickelhaupt Arboretum**  
340 S. 14th St., Clinton, IA 52732
- 2. Blong Technology Center**  
8500 Hillandale Rd., Davenport, IA 52806
- 3. The Button Factory**  
215 W. Mississippi Dr., Muscatine
- 4. Clinton Community College Main Campus**  
1000 Lincoln Blvd., Clinton, Iowa 52732
- 5. Clinton Community College Maquoketa Center**  
501 W. Washington St., Maquoketa, IA 52060
- 6. Clinton Community College Technology Center**  
1951 Manufacturing Dr., Clinton, Iowa 52732
- 7. Columbus Junction Center**  
1208 Colton St., Columbus Junction, IA 52738
- 8. DeWitt Career Advancement Center**  
E. Industrial St., DeWitt, IA 52742
- 9. EICC Administrative Office & Scott Community College Urban Campus**  
101 W. Third St., Davenport, IA 52801
- 10. McAvoy University Center**  
1403 Park Ave., Muscatine, IA 52761
- 11. Muscatine Agricultural Learning Center**  
3200 Lucas St., Muscatine, IA 52761
- 12. Muscatine Community College Main Campus**  
152 Colorado St., Muscatine, IA 52761
- 13. Nahant Marsh Education Center**  
4220 Wapello Ave., Davenport, IA 52802
- 14. Scott Community College Main Campus**  
500 Belmont Rd., Bettendorf, IA 52722
- 15. West Davenport Center**  
2950 Fairmount St., Davenport, IA 52804
- 16. West Liberty Center**  
119 E. Third St., West Liberty, IA 52776
- 17. Wilton Center**  
1215 Cypress St., Wilton, IA 52778



# 11. Inclusive Language

Words matter. Your choice of words has the power to uplift and inform, or stigmatize and misinform. Diversity and inclusion are cornerstone values at *THE* Community's College. Using language that addresses our diverse world with accuracy, authority, and dignity is imperative to writing for EICC.

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## WHAT IS INCLUSIVE LANGUAGE

Inclusive language is defined as, “language that avoids the use of certain expressions or words that might be considered to exclude particular groups of people. It gives respect to groups who are vulnerable to marginalization.”



**Note:** This guide provides a roadmap for using inclusive language, both internally and externally, when writing with a diverse perspective to avoid offense, be inclusive, and communicate effectively. This encompasses all communication channels, including websites, marketing materials, videos, press releases, emails, and more. This is not intended to replace terminologies or specific language used to describe programs or initiatives in departments, divisions, colleges, or schools.

---

## RACE/ETHNICITY

Race and ethnicity are not the same. Race is a social construct that has historically been used to classify human beings according to physical or biological characteristics. Ethnicity is something a person acquires or ascribes to and refers to a shared culture, such as language, practices, and beliefs.

Further, consider carefully when deciding to identify a person by race. Often, it is an irrelevant factor and drawing unnecessary attention to someone's race or ethnicity can be interpreted as bigotry. Use AP Stylebook guidance for examples of when race is pertinent.

### General writing guidelines for race and ethnicity:

- ▶ Focus on the person—their achievement, their leadership, their scholarship, their research, etc.—not their race and ethnicity.
- ▶ Ensure that headlines, images, captions, and graphics are fair and responsible in their depiction of people of color and coverage of issues.
- ▶ Use racial and ethnic identification when it is pertinent to a story and use it fairly, identifying white individuals if people of other races/ethnicities are identified.
- ▶ Avoid stereotypes.
- ▶ If you are including a person's race in the content you're creating, be sure it is necessary to mention it, and ask the person how they prefer to be identified.

### African American, Black

*African American* and *Black* are not synonymous. If you are including someone's race in the content you're creating, be sure it is necessary to mention it and ask the person how they prefer to be identified. A person may identify as Afro-Latino or Afro-Caribbean, for instance, or Haitian American or Jamaican American.

- ▶ African American is not hyphenated. Never use the word *colored* or *Negro* as a descriptor. Likewise, Afro American is an archaic descriptor and should not be used.
- ▶ It is preferred to use *Black people* and not *Blacks* to refer to a group. EICC follows the Associated Press decision to capitalize the b in *Black*. Do not use *Black* as a singular noun.

# Inclusive Language

## Biracial, Multiracial, And Mixed

The terms *biracial* and *multiracial* are acceptable, when clearly relevant, to describe people with more than one racial heritage, per AP Style. Avoid *mixed-race*, which can carry negative connotations, unless the subject prefers the term. Be sure to ask the individual/group how they prefer to be identified.

- ▶ Be as specific as possible by describing a person's heritage.
- ▶ Note that *multiracial* can encompass people of any combination of races.

## Asian, Asian American

When writing about someone or a group of this background, ask the person how they prefer to be referred to. Specifically, if it makes more sense to refer to a specific background — e.g., Japanese, Korean, Thai, Chinese, Indonesian, Filipino — use that term rather than a collective noun.

### Asian American and Pacific Islanders and related terms (no hyphen):

- ▶ Refer to a person's specific background—e.g., Japanese, Korean, Thai, Chinese, Indonesian, Filipino. Use that term rather than a collective noun.
- ▶ **Asian and Pacific Islander American (APIA):** This is the preferred term to use, versus Asian American and Pacific Islander (AAPI), or Asian/Pacific American (APA).
- ▶ **South Asian:** This collective term refers to people from Pakistan, India, Bangladesh, Afghanistan, Bhutan, Maldives, Nepal, and Sri Lanka. Desi American is a term commonly used by people from India, but not by all South Asians.

## Hispanic, Latinx, Latino/A, Chicano/A

Federal policy defines *Hispanic* as an ethnicity, not a race. Hispanics/Latinos can be of any race.

### Related terms:

- ▶ **Hispanic:** Term referring to people whose ethnic origin is a Spanish-speaking country or land. Most Hispanics also identify as Latinx/Latino/a and vice versa. Generally, people from Brazil or Haiti do not identify as Hispanic, but may identify as Latinx/Latino/a.
- ▶ **Latinx/Latino/a:** Term referring to people with origins in Latin America and the Caribbean. Latinx is increasingly used, and is often the preferred term, unless the individual or people discussed prefer another term.
- ▶ **Chicano/a:** A term that refers to Americans of Mexican ancestry.

The Chicano movement includes a focus on being of Mexican ancestry and having indigenous roots. The legitimacy of this identity is contested, as many people who identify as Chicano/a claim to have indigenous roots but cannot name their family's tribe/nation and are not connected to or affiliated with the tribe/nation. It's also important to note that *Chicano/a* isn't merely a term, it's a sociopolitical identity, so it shouldn't be placed on people without them claiming it first.

In all, you should practice extreme caution when using *Chicano/a*. A better term to refer to Americans of Mexican ancestry is simply *Mexican-American*.

# Inclusive Language

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## RACE/ETHNICITY (CONT.)

### Native People, Indigenous People

#### American Indian, Alaska Native, Hawaiian Native, Native American, Native People, Indigenous People

The most inclusive and accurate term to use to refer to those who inhabited land that became the United States (or, previously, territories) is: *American Indian and Alaska Native (AIAN)*.

You may also see the terms:

- ▶ Native People(s)
- ▶ First Nations
- ▶ Tribal Communities
- ▶ First People(s)
- ▶ Tribal Peoples
- ▶ Indigenous People(s)

Always ask someone how they prefer to be identified, including Hawaiian Natives. The person may prefer that you refer to them by their tribally specific nation. If a tribal name is used, ask for a phonetic spelling of the name.

American Indians and Alaska Natives/Hawaiian Natives have a distinct political and cultural identification constructed in and through treaties, executive orders, and the Constitution. American Indian and Alaska Native/Hawaiian Natives' cultural identification is place-based, diverse, and informed by the practices of their culture (e.g., language, singing, dancing, and ceremonies).

### White

People who share a lineage that can be traced directly or indirectly to Europe.

- ▶ Lowercase *white*. EICC follows the Associated Press decision to lowercase the *w* in *white*.
- ▶ Don't use as a singular noun.
- ▶ Avoid *Caucasian* as an alternative to *white*, because of the history of the term. You can be more specific, using terms such as *Italian American*.

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## OTHER CONSIDERATIONS

### International Students

Identifying a student as an international student should be done only when the designation is relevant to the content. If such identification is not relevant, the student should be identified in the same way as domestic students featured in the content.

### Undocumented, DACA

- ▶ **Undocumented immigrant/worker:** Refers to people who do not have the federal documentation to show they are legally entitled to work, visit or live in the United States
- ▶ **Mixed-status couple/family:** Refers to couples or families with members who have different immigration status.
- ▶ **Refugee:** Refers to people who have been forced to leave their country or origin to escape war, persecution, or natural disaster. Note: Refugee is a status that is granted by the receiving country and it does not apply to all people who have been forced to leave.
- ▶ **Asylum seeker:** Refers to people who are seeking international protection but whose claim for refugee status has not yet been determined.
- ▶ **DREAM Act or Dreamer:** The DREAM Act (Development, Relief and Education for Alien Minors) is a proposal first introduced in the U.S. Senate in 2001 to provide legal residency to undocumented youth who meet several criteria—arrival in the United States as a minor, completing a high school diploma, and completing two years in the military or at a four-year institution of higher learning.

As often as possible, use other terms such as immigrant, youth, or the person's name instead of Dreamer. If using the term Dreamer to describe a person, be sure that is the way they prefer to be described and that you have their explicit permission.

Source: Diversity Style Guide Immigration Glossary, also check National Conference of State Legislatures' Common Immigration Terms

# Inclusive Language

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## TERMS TO AVOID

**No racial or ethnic slur should ever be included in content you create for any reason.** You may consider an exception if your content is about this slur (as in a research study examining use of the word) or, possibly, if it is essential to your piece and is used in quotes. In this case, ensure that its use is absolutely necessary and that your source has approved the attribution of the slur(s) to them and that your supervisors and department have granted approval.

If explicit approval has been given to use a slur under this exception, add content warnings at the beginning of the piece and do not use these words in the title or headline; people from these communities should have the agency to decide whether they want to engage in harmful language before being forced to do so.

Do not use the term *colored person/people*. Use a broader term, like *people of color*, which refers to any person who is not white, especially in the U.S. *BIPOC* is an emerging acronym that stands for *Black, indigenous, people of color*. Some feel the term is more appropriate than people of color because it acknowledges the varying levels of injustice experienced by different groups. In these instances, be sure to ask the individual/group how they prefer to be identified. However, if you are talking about a specific racial or ethnic group, name that specific group rather than generalizing to all people of color. This is especially important when discussing Black people.

## Resources

- ▶ Associated Press Style Guide
- ▶ Diversity Style Guide
- ▶ Asian American Journalists Association
- ▶ National Association of Black Journalists
- ▶ National Association of Hispanic Journalists
- ▶ Native American Journalists Association

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## AGE

According to the World Health Organization (WHO), ageism is a broad category that “refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age.” Stereotyping and having prejudices based on age can affect both younger and older people.

Ageism is everywhere, from institutions to social relationships and our views towards ourselves. As such, it may be challenging to identify in everyday language. Ageism involves stereotyping or discriminating against someone based on their age. It can be a sensitive issue to tackle, given the varying preferences people have about how they are treated or described in terms of their age.

- ▶ When including age information about an individual, carefully consider whether it is necessary to your communications.
- ▶ Only refer to age when relevant to the context, and when it is necessary use people-centric language (e.g.; *older adults* or *younger people*).
- ▶ In a communication about a topic that does not focus on age, it is inappropriate to include age-related information, unless there is a first-ever accomplishment (e.g.; At 87, Timothy Miller is the oldest student ever to graduate from Muscatine Community College).
- ▶ Avoid stereotypes (e.g.; *old men are grumpy*, *old people won't adapt to new technologies* or *“Millennials” are compulsive job-hoppers*).
- ▶ Avoid appearing as if you are speaking down to your younger audiences (e.g.; *kiddo* or *youngster*).
- ▶ When writing about a person or a group's age, ask the subject of the communications what terminology they prefer.

## Resources

- ▶ Associated Press Style Guide
- ▶ Google Inclusive Marketing: Age

# Inclusive Language

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## SOCIOECONOMICS

The ways in which we talk and create content about students who are low-income should convey compassion, inclusion, and sensitivity. Creating content about poverty and those who do not have the money they need is, of course, a sensitive matter and sometimes a source of shame and stigma for the student.

There are several terms that are often used in the context of discussing students of low-income background, including:

### Socioeconomic Status

*Socioeconomic status* tends to refer to a combination of factors related to a student's social class: income, financial aid, education, and occupation.

### Underrepresented

*Underrepresented* refers to populations that are represented at disproportionately low levels in a geographic area, at a workplace, or in an educational institution.

### Underserved

*Underserved students* are defined as those who do not receive equitable resources as other students in the academic pipeline. Typically, these groups of students include low-income, racial/ethnic minorities (*people of color* or *students of color* is the preferred use, not *minorities*), and first-generation students, among others.

The term *underserved* differs from *underrepresented* in that *underrepresented* refers to racial and ethnic populations that are represented at disproportionately low levels in higher education.

### Historically Underserved

*Historically underserved students* are defined as low-income students, those who are first in their families to attend college, and students of color.

## Historically Excluded

*Historically excluded* individuals are individuals who have been marginalized in a systemic way. These include people who are lower-income, people of color, people who identify as LGBTQIA+, and students who are the first in their families to attend high school or college.

*Historically excluded* is preferable to *underrepresented*.

## First-Generation Students

*First-generation students* refers to their parent's/parents' highest education level as a high school diploma or less. First-gen is acceptable on second reference. There is no standard definition of what first-generation college student means, but it can be used to refer to students who are among the first in their family to go to college.

## When creating content about and for students from low-income backgrounds:

- ▶ Choose *food security* over *food insecurity* (a deficit-focused approach). A student may be facing food security issues or concerns. *Hunger* is a symptom of very low food security, but *hunger* and *hungry* should be used carefully.
- ▶ Choose *homelessness* over *housing insecurity* (not *housing instability*). Consider that both housing and food-security issues fall on a spectrum, with homelessness being the most urgent, acute end of the housing security spectrum.
- ▶ Dealing with a lack of money, food, and/or reliable housing is a source of shame for some but not all students. Approach the topic with sensitivity and ask exactly what the student feels comfortable sharing in any content that will be made public, including photographs. Encourage a framework that helps students understand they are not alone. Describe the issue as a national housing and financial-aid crisis that pushes many students into these circumstances, rather than a personal problem or one that blames the student.
- ▶ Be aware of encouraging any perception that students are “working the system” to get free food or other assistance.



# Inclusive Language

- ▶ Don't use *poor*, *impoverished*, *underprivileged*, or *disadvantaged* to describe students who are low-income.
- ▶ Listen carefully to how a student or another source tells their story and use similar or the same language. Watch for assumptions and biases in your writing about the reasons for their income status, stereotypes, etc.

## Resources

- ▶ American Psychological Association Style Guide
- ▶ Cal State Diversity/Inclusivity Style Guide
- ▶ Conscious Style Guide: Covering Poverty

# Inclusive Language

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## PEOPLE WITH DISABILITIES

When writing about anyone with a disability—whether physical, intellectual, or psychological/emotional—there are two types of languages that can be used: *people-first* or *identity-first*.

*Identity-first* language means positioning the disability first. For many people, *disability* is a primary aspect of their identity and lived experience. It refers not only to bodily or mental impairment or difference, but also to the profoundly shaping experience of living in an ableist society. For this reason, some disabled people prefer identity-first language, both claiming disability as central to their sense of self and calling attention to the disadvantages imposed by an ableist world.

You should ask the person what their preference is, both in how they are described as having a disability in general, as well as their specific disability (i.e.; someone may prefer *person with a disability*, but also use *Autistic person*, in which case they use both person-first and identity-first language, depending on context).

## When creating content about and for students with disabilities:

- ▶ If the disability is not a relevant part of the content and there isn't a need to include it, don't.
- ▶ Be sure the subject's disclosure of any provided information was intentional, and that they grant permission for it to be used in content.
- ▶ Don't refer to someone who does not have a disability as *able-bodied*. You can simply say they do not have a disability (or, if necessary, use *non-disabled*) when it's absolutely necessary to distinguish that someone doesn't have a disability. Avoid using the term *normal*.
- ▶ Avoid sensationalizing a disability by using phrases like, but not limited to, *afflicted with*, *suffers from*, *wheelchair bound*, or *victim of*.
- ▶ People with disabilities are typically not suffering from a disease or illness; therefore, they should not be referred to as *patients*, unless in a health care setting. Many people with chronic illnesses identify as *disabled*, and the same guidance should be followed.
- ▶ Use *accessible* when describing a space, location, or event that complies with the Americans with Disabilities Act of 1990, as in *accessible entrance*, *accessible classroom*, *accessible webinar*, etc.
- ▶ To show inclusiveness and sensitivity to students, you may want to refer to them as *students who are receiving services*, which may include physical or mental help, or *students with disabilities*.

## Resources

- ▶ National Center on Disability and Journalism, Disability Language Style Guide
- ▶ ADA National Network, Guidelines for Writing About People With Disabilities
- ▶ Americans with Disabilities Act
- ▶ National Association of the Deaf
- ▶ Office of Disability Rights, People First Language Guide

# Inclusive Language

## Words To Avoid and Words To Use

Instead of...	Use...
✗ Handicapped or disabled	✓ People/person with a disability/disabilities
✗ Mute or dumb	✓ Nonverbal
✗ Dwarf or midget	✓ Person of short stature
✗ Emotionally disturbed	✓ Person with a mental health disability
✗ Suffers from, victim of, stricken with	✓ Person with
✗ Learning disabled	✓ Person with a learning disability
✗ Able-bodied, normal	✓ Person without a disability
✗ Birth defect, defective, defect	✓ Congenital disability
✗ Deaf and Deaf-mute	✓ Deaf individual
✗ Handicapped parking	✓ Accessible parking
✗ Epileptic, epileptic person	✓ Person with epilepsy, person diagnosed with epilepsy
✗ Schizophrenic, schizophrenic person	✓ Person with schizophrenia, person diagnosed with schizophrenia
✗ Quadriplegic, paraplegic	✓ Person with quadriplegia, paraplegia

Instead of...	Use...
✗ Mongoloid or downs	✓ Person with Down syndrome
✗ Developmentally delayed	✓ Person with a developmental delay
✗ Confined to a wheelchair	✓ Person who uses a wheelchair
✗ Hearing impaired	✓ Person who is deaf or hard-of-hearing
	✓ Deaf individual; capitalizing Deaf indicates the person identifies with the Deaf/signing community as a culture. Use the lowercase “deaf” when referring to the audiological condition of not hearing. Hard-of-hearing individual; some people who are not fully Deaf identify as this.
✗ Speaks sign language, reads braille	✓ American Sign Language (ASL) fluent, braille reader, or braille use
✗ Vision impaired	✓ Person who is blind or low vision—depends on how someone describes themselves. If unsure, use both.

# Inclusive Language

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## GENDER

When considering gender, it is important to understand what specific terms mean, and how they should, or should not, be used. *Sex assigned at birth* and *gender* are not the same things. *Sex* refers to biological characteristics such as chromosomes, hormones, and reproductive organs. In contrast, *gender* is shaped by social and cultural constructs and refers to a person's role in society or their identity.

Recognize that there are more than two genders. Some people are *transgender*, meaning they do not identify with the gender that society associates with their sex assigned at birth. This may include people who identify as *non-binary*, *genderqueer*, *gender fluid*, *agender*, or *others who do not identify in binary terms*.

Also, keep in mind that the understanding of gender varies across cultures. For instance, some non-Western and Indigenous cultures traditionally include genders that fall outside the man/woman binary or genders that aren't automatically correlated to the sex assigned at birth. There are Native Hawaiian people who are *mahu*, Zapotec people who are *muxe*, and Diné (Navajo) people who are *nádleehí*. Do not assume that people in these categories are trans or non-binary. Instead, refer to people in these categories with the culturally appropriate terms they use to describe themselves.

It is also important to understand that while we have been socialized to think of two sexes—"male" and "female"—there are many biological variations that do not neatly fall into these categories. There may be variations in sex characteristics including hormones, sex chromosomes, and reproductive organs. Some people identify as intersex to indicate that their biological sex is more complex than a simple binary.

## Pronouns

Gender pronouns can be used in place of a person's name. Just as it is important to spell and pronounce a person's name correctly, it is also important to use the correct pronouns to refer to a person in writing and/or in conversation.

In a one-on-one conversation, it is a best practice to share your pronouns and ask the other person for the pronouns they use, or simply use their name until they tell you their pronouns. In a group setting, it is best practice to encourage people to include

their pronouns in introductions or on name tags if they are comfortable doing so, but make this optional for those who might not feel comfortable or safe disclosing their pronouns in that environment.

Do not assume what someone's pronouns are by looking at them. Similarly, don't assume that pronouns tell you how a person identifies in terms of gender; pronouns simply indicate how that person wants to be referred to. Correctly using someone's pronouns is one of the most basic ways to show respect for their gender identity.

People may face systemic discrimination based on their gender. That's a key reason why it is critical to treat them with respect by understanding that gender identity is simply one aspect of a person's experience. In your writing, consider the whole person. Always ask their preference on sex and gender terminology and ask permission before sharing a personal story.

## When creating content about gender:

People may face systemic discrimination based on their gender. That's a key reason why it is critical to treat them with respect by understanding that gender identity is simply one aspect of a person's experience. In your writing, consider the whole person. Always ask their preference on sex and gender terminology and ask permission before sharing a personal story.

- ▶ *They, their, and them* are acceptable as gender-neutral singular pronouns.
- ▶ Avoid conflating sex assigned at birth and gender. Terms like *male, female, and intersex*, relate to sex/sex assigned at birth. Terms like *women, men, genderqueer, trans, agender, etc.*, refer to gender.
- ▶ Consider whether gender binary descriptions are necessary (e.g.; *brothers and sisters, men and women*). Instead use gender-neutral alternatives (e.g.; *siblings, people*).
- ▶ Avoid the language of gender opposites, like *opposite sex* or *opposite gender*. Using the terms *person, people, or people of different genders* is preferred.

# Inclusive Language

- ▶ *Transgender* refers to someone whose gender does not align with societal expectations about their sex assigned at birth. Use *transgender* as an adjective that modifies *man* or *woman*—*transgender man*, *transgender woman*.
- ▶ Avoid referring to cisgender as the “normal” gender identity.
- ▶ The AP Stylebook advises against “[presuming] maleness in constructing a sentence.” If possible, reword a sentence to avoid gender. When that is not possible, you may opt to use *they* or *their* to indicate that the gender of the individual referenced is either not known or the reference applies to any gender.
- ▶ Avoid adding gender binary choices to substitute for an unknown gender (e.g.; The applicant will get the job if *he/she* is the most qualified.).
- ▶ In general, use gender-neutral language, such as *police officer* instead of *policeman* or *chair* instead of *chairman*, to avoid bias and foster inclusivity.
- ▶ When using traditional titles, ask the subject how they would like to be referred. Do not assume that *Mrs.*, *Ms.*, or *Mr.* is the most appropriate title. Some people use the gender-neutral honorific, *Mx.* or a professional title such as *Dr.*

## Resources

- ▶ Diversity Style Guide: LGBTQ Glossary
- ▶ Genderspectrum.com
- ▶ Trans Journalist Association, Style Guide
- ▶ The Diversity Style Guide

## Words To Avoid and Words To Use

Instead of...	Use...
✘ Sex reassignment surgery	✔ Gender affirmation surgery
✘ Gender identity disorder	✔ Gender dysphoria
✘ Sex change	✔ Transition
✘ Biologically male/female; male/female at birth	✔ Assigned male/female at birth
✘ Women’s health rights	✔ Reproductive rights
✘ Feminine hygiene products	✔ Menstrual products
✘ Transsexual, transvestite, transgendered	✔ Transgender people, transgender woman or man, trans man or trans woman
✘ Mankind	✔ Humanity, people

# Inclusive Language

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## LGBTQIA+

LGBTQIA+ stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, and Asexual/Aromantic. The “+” represents the many other identities that may be part of the community such as pansexual, agender, non-binary, gender fluid, etc., as well as allies of the community.

On first reference, explain what LGBTQIA+ stands for, then use the abbreviation on subsequent mentions. That said, if a source in your content prefers to be referred to or identified using another term or abbreviation, please abide by their preference. For example, if someone describes themselves as a lesbian, don’t describe them as part of the LGBTQIA+ community. Use lesbian.

## Pronouns

Gender pronouns can be used in place of a person’s name. Just as it is important to spell and pronounce a person’s name correctly, it is also important to use the correct pronouns to refer to a person in writing and/or in conversation.

In a one-on-one conversation, it is a best practice to share your pronouns and ask the other person for the pronouns they use. In a group setting, it is best practice to encourage people to include their pronouns in introductions or on name tags if they are comfortable doing so, but make this optional for those who might not feel comfortable or safe disclosing their pronouns in that environment.

Do not assume what someone’s pronouns are by looking at them. Similarly, don’t assume that pronouns tell you how a person identifies in terms of gender—pronouns simply indicate how that person wants to be referred to. Correctly using someone’s pronouns is one of the most basic ways to show respect for their gender identity. If you are not sure what someone’s pronouns are, you can ask them while sharing your own, or simply use their name until they tell you their pronouns.

## Names

Do not assume that a person wants to be referred to by their full legal name. Ask people what name you should refer to them by in the interview. Giving specific context

of where the name will be used allows individuals to assess their own needs and privacy for the situation.

If someone asks to be referred to by a chosen name that is different than their legal name, always use their chosen name. Never ask about or use a person’s dead name (name used prior to using a chosen name).

## Queer

Often, queer can be used as an umbrella term for LGBTQIA+. Queer is also used in academic circles (i.e. “queer studies”) and a range of post-structuralist theories known as queer theory. Other variants, such as quare theory, consider the intersection of identities such as race. Queer is very common in activist, nonprofit, and journalist spaces, however, in the past it has been considered a slur. Be mindful of your audience if and when you use the word queer.

## Folx

Folx is a variation of folks and is used to explicitly signal the inclusion of groups who are commonly marginalized. The “x” not only represents the sound of the word’s plural, but it also uses the symbolism of the letter X to represent variable or other.

# Inclusive Language

## When creating content about or for LGBTQIA+ people:

- ▶ Only include a person's gender or sexual orientation when it's pertinent to the subject matter.
- ▶ Avoid language that puts more value on being or appearing cisgender or that carries judgment or biases about how public a person is about being LGBTQIA+.
- ▶ Recognize that there are more than two genders. Avoid the language of gender opposites. (i.e. instead of opposite gender use a different gender.)
- ▶ Embrace the fact that language can evolve quickly.
- ▶ Sex and gender are not the same things. Sex refers to biological attributes. Gender refers to a person's role in society, behavior, or identity.

## Resources

- ▶ GLAAD Media Reference Guide
- ▶ The Association of LGBTQ Journalists, English language style book on LGBTQ terminology
- ▶ Trans Journalist Association, Style Guide
- ▶ The Diversity Style Guide

## Words To Avoid and Words To Use

Instead of...	Use...
✘ Closeted	✓ Not out
✘ Openly gay	✓ Out
✘ Gay community	✓ LGBTQIA+ community
✘ Homosexual	✓ Gay, lesbian
✘ Sexual preference	✓ Sexual orientation

# 12. Email Signatures

The email you send from “eicc.edu” or “live.eicc.edu” is considered an official EICC communication and your email signature is a representation of the college brand.

EICC email signatures must be concise and only include the following information:

- ▶ Name (Pronouns optional, but preferred)
- ▶ Job Title or Faculty Rank - Program (Ex. Assistant Professor - Agriculture)
- ▶ Campus Location
- ▶ Campus Address
- ▶ Office Phone Number | eicc.edu
- ▶ EICC logo/TCC logo
- ▶ EEO statement/link

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## DOS AND DON'TS

### Background Color

Do not use watermarks, colors, or photographic backgrounds. White is the only admissible background color.

### Committees

Do not add committees to the email signature.

### Fax Numbers

Fax numbers do not need to be placed in email signature.

### Cell Phone Numbers

Cell phone numbers, if affiliated to your job position, can be placed next to office phone in email signature.

- ▶ Ex: O: 111-222-3333 | C: 444-555-6666 | eicc.edu/apply

### Logos, Quotes, and Taglines

Do not use quotes, taglines, or other logos in email signature.

### Professional Degrees, Licenses, or Certifications

Professional degrees, licenses and/or certifications may be included, it is placed directly after the name.

- ▶ Ex: Scott Brady, EdD

### Social Media

Do not include social media links or icon images in email signatures.

### Links

Only use eicc.edu links in email signature. The default link to use in an employee signature is eicc.edu. Each campus department may use website links associated to specific efforts, associated to their work.

- ▶ Ex: Continuing Education may use eicc.edu/ce; Academic Advising may use eicc.edu/advising; Admissions may use eicc.edu/apply.



Exceptions may apply.

Please reach out to the Office of Marketing and Communications for approval.



# Email Signatures

## Example 1

Martha Stewart (she/her/hers)  
Instructor - Culinary  
Scott Community College  
500 Belmont Rd., Bettendorf, IA 52722  
111-222-3333 | [eicc.edu/culinary](http://eicc.edu/culinary)



**THE *Community's College***

[Eastern Iowa Community Colleges is an Equal Opportunity Educator and Employer.](#)

## Example 2

Stephen Strange, PhD (he/him/his)  
Professor - Nursing  
Muscatine Community College  
152 Colorado St., Muscatine, IA 52761  
111-222-3333 | [eicc.edu/nursing](http://eicc.edu/nursing)



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