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Preface

The AACC Publishing Handbook contains guidelines and preferences for AACC’s books and other publications, print and electronic. It is not intended as a comprehensive style guide, but as an adjunct to more comprehensive guides. The primary style guide followed by AACC is the Publication Manual of the American Psychological Association, 6th ed., which is referred to throughout this handbook as the APA Pub Manual. For editorial style issues not covered in the APA Pub Manual, Community College Press relies on The Chicago Manual of Style, 15th ed., referred to as simply “CM-15.” For spelling, AACC relies on Merriam-Webster’s Collegiate Dictionary, 11th ed. (MW-11). AACC also consults a variety of other resources (publications and websites) for assistance with trickier matters. These resources are listed in this handbook as well.

Although this handbook is written primarily for authors, its purpose is to streamline the publishing process for all who may be involved: authors, editors, proofreaders, indexers, designers, and printers. A well-prepared manuscript saves a significant amount of time and expense and benefits everyone involved in the publishing process. Rest assured that the effort you make to prepare your manuscript well goes a long way toward helping AACC in its mission to produce useful, well-written, high-quality works for AACC readers.

The AACC Publishing Handbook, as is any set of procedures and guidelines, is a living document, subject to regular revision. Your input is welcome and valued. If you have any questions or suggestions for making the handbook more useful, please let me know.

Deanna D’Errico
Editor, Community College Press
September 2012
Introduction:
How to Use This Handbook

There are two resources essential for authors to be familiar with: (1) the *Publication Manual of the American Psychological Association*, 6th ed. (APA Pub Manual), and (2) this handbook. Whereas the APA Pub Manual gives you precise and detailed guidelines for writing, sourcing, and formatting your manuscript, this handbook provides you with those procedures and style issues that are specific to AACC.

Please familiarize yourself with the contents of this handbook before you begin work and while you are working on your manuscript. Manuscripts that do not conform to the guidelines spelled out in this handbook will be returned to the author for revision.

Overview of Contents

- The first section, “Publishing With Community College Press” is specifically for authors interested in having books or monographs published by AACC’s publishing division, Community College Press.

- Section 2 (“Manuscript Preparation”) covers the nuts and bolts of physically preparing your final manuscript for submission.

- Section 3 is the house style portion of the handbook. The guidelines it contains for word usage and spelling supersede those in any other style guides followed by AACC.

- The appendix contains materials to further assist you in preparing your manuscript, including a manuscript submission checklist, a sample production schedule, a sample manuscript page that illustrates proper execution of the formatting guidelines, and a list of additional editorial and style resources.
Part 1:

Guidelines for Book Authors
1
Publishing With Community College Press

1.1 Types of Works and Authors Sought

1.2 Submitting a Proposal

1.3 The Steps of Production

1.4 Submitting a Final Manuscript
   1.4.1 How and Where to Submit
   1.4.2 Manuscript Elements
1.1 TYPES OF WORKS AND AUTHORS SOUGHT

Community College Press seeks to publish pertinent, practical, timely, and user-friendly books and monographs for community college leaders, both administrators and faculty, in the following broad topic areas:

- Advocacy and marketing
- Community building
- Diversity and inclusion
- Economic and workforce development
- Finance
- Fundraising
- History and mission
- Institutional development
- International awareness
- Leadership
- Partnerships
- Strategic planning
- Student development
- Teacher training
- Teaching and learning
- Technology

Community College Press welcomes proposals from first-time authors as well as those who have been previously published. There are essentially two important characteristics that Community College Press prizes equally in an author:

1. Subject matter knowledge and experience to share on a pertinent topic.
2. Ability to write in a clear, orderly, and engaging manner.

The primary objective of Community College Press is to give readers practical information to assist them in doing their jobs. To that end, here are some basic tips for prospective authors:

- Put your subject in a national context; any community college should be able to benefit from the information, regardless of location.
- Offer original and innovative ideas. Do not quote verbatim from your own previous works, and avoid lengthy excerpts of others' published material.
- Make the work instructive—think “how-to.” To that end, avoid an anecdotal or documentary approach. As you write, consider how information can be applied at other community colleges, and offer useful tips and strategies wherever feasible.
- Throughout the text, provide concrete examples to illustrate your ideas, advice, and assertions (i.e., don’t just say, show).
- Whenever feasible, include photographs, charts, tables, graphs, or other visual elements to enhance (not substitute for) text.
- Supply a list of additional resources readers can use to further explore the topic.
1.2 SUBMITTING A PROPOSAL

All are welcome to contact the Community College Press editor (or other staff member) by phone or e-mail to discuss a book idea; however, only those ideas that are submitted through the press’s proposal process will be formally considered for publication. Specifically, prospective authors must submit a proposal form to the Community College Press editor. On the proposal form, you are asked to supply all the basic information that Community College Press needs to make an informed assessment of your book idea. The form and guidelines are available on the AACC website at

- [http://www.aacc.nche.edu/proposalguidelines](http://www.aacc.nche.edu/proposalguidelines)
- [http://www.aacc.nche.edu/proposalform](http://www.aacc.nche.edu/proposalform)

All proposals are subject to review by staff and, in most cases, one or more field reviewers. Allow approximately 3 to 6 months for the review phase. Upon approval of the proposal, the Community College Press editor will prepare a draft contract for the author’s consideration.

Important things to know:

- Community College Press requires that any work submitted for consideration not be submitted to another publisher while the proposal is being reviewed by Community College Press.
- Submission of a proposal does not guarantee publication. All books require a contract before they can be placed in the production schedule.
- Unless specifically designated by a grant or contract, all Community College Press publications, including those produced with federal funds, are copyrighted in the name of the American Association of Community Colleges.
1.3 THE STEPS OF PRODUCTION

Although each project is unique, Community College Press usually requires a minimum of 6–12 months to publish titles from receipt of final manuscript to bound book. A variety of factors can influence the production cycle; the following are the most typical:

- Manuscript length and number of authors (multi-authored books require more time).
- Quality of text and physical preparation.
- Ratio of graphics to text (statistical copy requires more time).
- Number of field reviews required.
- Response time of reviewers and authors.
- Availability of vendors.
- Number of titles in production simultaneously.
- Time of year. (The workload of the press is typically heaviest in the 6 months prior to AACC’s annual convention—October–March—which is also when most major holidays fall.)

The “Sample Production Schedule” in the appendix shows the steps of production and the approximate amount of time needed to complete them. The following are brief descriptions of the activities that take place during production.

Cover and Interior Page Design
Work on the cover and interior page design can begin before the manuscript is received if enough draft material exists with which to convey the book’s main ideas.

Developmental Review
The goals of this review include determining (1) whether any further work is needed by the author, (2) the need for field review, (3) the level of editing required, and (4) any special needs the book may have. On completion of this review, the manuscript will be returned to the author for revision, sent out for field review, or sent for copyediting.

Field Review
In the majority of cases, manuscripts are sent to peer reviewers who have knowledge or experience in the subject matter area (whenever feasible, authors’ and reviewers’ identities are masked to ensure objectivity). Reviewers are typically asked to act as a test audience and to focus on scope and utility. Actionable feedback is sent to the author.

Copyediting
All manuscripts receive a thorough technical edit to correct errors in grammar, spelling, syntax, punctuation, and style. Copyeditors will also routinely edit to improve structure and organization. When a heavier edit is warranted, copyeditors will either edit subject to the author’s approval or query the author for revision. Edited manuscripts are returned to authors for review only if (a) they contain queries that only the author can answer or (b) the copyeditor has made substantive edits that need the author’s review and approval. Authors do not receive page proofs.
Layout (Design Production)
Once copyediting is complete and all corrections have been entered electronically, the final copy is sent to the designer for page layout into page proofs.

Proofreading
Proofreaders will read the page proofs against the original final copy to make sure that no copy was dropped and that all of the layout instructions were correctly followed. They will also reread the copy to correct any technical errors that may have escaped earlier detection. The number of proofs generated varies from book to book; the proofreading process continues until all errors are corrected.

Indexing
The final corrected proof is sent to an indexer, who uses his or her expertise, with the aid of special software, to generate a list of names and meaningful terms by page number.

Printing
Upon approval of all copy, the designer sends files to the printer. The printer generates another proof. The Community College Press editor checks this proof, which entails assessing color and graphic quality, placement, order of pages, etc.

Marketing
A marketing campaign is developed for each Community College Press title, tailored for its specific market. Books are promoted in a wide range of venues: a 4-color print catalog printed biannually, with annual updates; the AACC website; at AACC’s annual convention and other meetings and conferences; and a variety of electronic and print targeted mailings.

Distribution
Complimentary copies are sent to authors and prospective reviewers. Books may be purchased from AACC by the following means:

Online: www.aacc.nche.edu/bookstore
Phone: 800-250-6557
Fax: 240-396-5692
E-mail: aaccpub@brightkey.net
Mail: Community College Press
      PO Box 311
      Annapolis Junction, MD 20701
1.4 SUBMITTING A FINAL MANUSCRIPT

1.4.1 How and Where to Submit

Manuscripts must be prepared according to the manuscript preparation guidelines and AACC house style guidelines contained in this handbook. Manuscripts that do not conform to these guidelines may be returned to the author for resubmission.

Do not submit your final manuscript until it is complete. Drafts or partial submissions will not be entered into production. (You may submit a partial manuscript for review, however, upon request). Submit two copies: an electronic copy via e-mail or disk and a hard copy via mail. Manuscripts by a single author that are no longer than 40 pages may be submitted as one document. In all other cases, divide the manuscript into separate documents for all of the major elements (see “Manuscript Elements”).

Submit to

Deanna D’Errico
Editor, Community College Press
American Association of Community Colleges
One Dupont Circle, NW, Suite 410
Washington, DC 20036
(T) 202-728-0200, ext. 212
(F) 202-223-9390
derrico@aacc.nche.edu

Note: Permissions to reprint or adapt material from other sources, signed by the copyright holder, must be submitted with the manuscript. Authors are responsible for paying any fees associated with securing permission.
1.4.2 Manuscript Elements

—Required Elements—

Permissions
It is the author’s responsibility to determine whether permission is needed and, if so, to obtain, from the copyright holder, written permission to reprint or adapt the following:

- general artwork: EPS files are preferred
- any tables or figures reprinted or adapted from another source
- direct quotes of more than 40 words
- material paraphrased heavily

Take steps to secure permissions as soon as possible. Most publishers post instructions and forms on their websites.

Title Page
Include only the book’s title and authors’ names (no titles or affiliations). Be sure that authors’ names are given exactly as they should appear everywhere in the book.

Contents Page
List only parts of the book, no page numbers. Make sure chapter titles read exactly as they do in the book. Include authors’ names after chapter titles for multi-authored books. Note: Do not use Word’s automatic table of contents feature.

Preface (or Introduction)
Written by the author(s), the preface explains how or why the work came about and includes an overview of contents. Brief acknowledgments may be included at the end of the preface. Lengthy acknowledgments may appear on a separate page.

Chapters
Submit as separate documents, paginated internally. Submit tables, figures, and graphics that accompany a chapter as separate documents, labeled clearly in the header with the chapter number they belong with (e.g., “Ch 12 Tables”).

References
For books by one author, the reference list appears after the last chapter. For books by multiple authors, a separate reference list appears at the end of each chapter. See the APA Pub Manual for specific formatting guidelines. Also see the examples in the appendix.

Author Biographies
Submit brief biographies (no more than 100 words each), in well-formed paragraphs, of all authors or contributors, in alphabetical order, in one separate document. Resumes and bulleted lists will not be accepted.
Outline of Chapter Subheads
A simple list of subheads and their levels serves two purposes:

- Both authors and copyeditors can use this list to ensure the logical order and hierarchy of the contents of a chapter and consistent style.
- The list can be used to create an annotated table of contents for the book itself and for marketing materials. Chapter titles do not always telegraph the central focus of a chapter; annotated tables of contents can give readers a much clearer idea of what a chapter covers.

Optional Elements

Additional Resources
Authors are encouraged to include a list of additional resources (publications, organizations, websites, etc.) that relate to the book’s topic or field. A long-range goal of Community College Press is to gather a body of resources (formatted in APA style) to make available in compendium for community college professionals. Your contributions will facilitate that goal.

Appendixes
If included, these should be labeled “Appendix” if only one, Appendix A, B, etc., if more than one. CM-15 offers excellent guidance on what to relegate to an appendix.

Author Photograph
If you wish, provide a photograph of yourself for possible use in marketing materials related to your book. Head shots are preferred. Send on disk as a .jpg file, minimum resolution 300 dpi.

Bibliography
Distinct from a reference list and a list of additional resources, this is a list of resources you may have used for general or background information but did not specifically cite.

Endorsements
You are encouraged to submit names of and contact information for professionals in your field who may be willing to preview the manuscript and write endorsements for possible inclusion on the back cover of the book and for use in marketing materials. Acceptance of endorsements is the exclusive right of Community College Press.

For assistance with putting your manuscript in the correct order, see “Order of the Manuscript” in the appendix.

Foreword
A foreword is a short introductory piece written by someone other than the author, to provide context or endorsement for the work. The author is usually someone with expertise in the book’s subject matter. It explains, for example, why the book is important and who the book will benefit. It appears before the preface.
Glossary
A list of terms and their definitions may be useful for manuscripts containing numerous, unfamiliar, or complex terms.

Indexing Notes
All Community College Press books are indexed by a professional indexer. Authors are encouraged to submit a list of key terms that they would like to have included in the index.

List of Illustrations
Useful for books that contain numerous figures, tables, and graphics, this separate list appears in the front matter.

Marketing Leads
Community College Press welcomes your ideas on where and to whom to market your book. Your tips on conferences, professional groups, and publications (for book reviews) will help ensure that your book finds the largest possible audience.
Part 2:

Guidelines for All Authors
2

Manuscript Preparation

2.1 Formatting

2.1.1 General Manuscript Formatting

2.1.2 Formatting Tables, Figures, and Other Graphics

2.2 Authors’ Responsibilities

2.2.1 Mechanics and Style

2.2.2 Documentation

2.2.3 Proofreading
2.1 FORMATTING

Authors are asked to conform to formatting guidelines for pragmatic reasons. Simple, consistent formatting allows AACC to make informed decisions about design and expense, and it significantly reduces the amount of time and effort it takes to transform your manuscript into a finished product. Word processing and graphic design software, as improved and high-tech as they are, are still not yet entirely compatible. The formatting guidelines provided are intended to make the translation from word processing to layout to final product as seamless and cost-effective as possible.

2.1.1. General Manuscript Formatting

**Word Processing Software**
Currently, AACC uses the latest version of MS Word on a Windows XP platform. The platform has not yet presented any significant translation problems, so please feel free to submit manuscripts in whatever platform you use. Special guidelines for tables, figures, and artwork are provided in the next section.

**Word Processing Special Features**
Don't use special features, especially the following: style sheets, text boxes, embedded footnotes, or comments. They can cause problems for page layout software.

**Margins**
Set margins at 1 inch all around—top, bottom, right, and left.

**Fonts and Font Formats**
Preferred fonts for ALL text: (1) 11-point Calibri body; (2) 12-point Times New Roman. Use boldface only for subheads or instructions; use italics only for titles. (See “Italics” in Section 4.2.) Do not use underlines (except in hyperlinks).

**Alignment and Indents**
Align all text on the left margin; do not center or justify text. Indicate new paragraphs with a tab indent. **Reference lists:** Hang indent entries after the first line. (See the examples in the appendix.)

**Line Spacing**
Double-space all text. Do not use single spacing, and remove line spaces in excess of two.

**Character Spacing**
Type only one letter space after periods and colons, etc.—not two. **TIP:** When your manuscript is final, perform a search and replace to ensure single spaces between characters.
Labeling Files and Documents
Insert a header (.5 in. from top margin) identifying each file or document as accurately as possible. The header should contain the last name of the book’s author or first editor, abbreviated book title, chapter number, initials of person saving the file, date, and number of pages, as in this example:

- D’Errico_AACC Pub Hbk_ch3_DD_9_28_12_page 1 of 22

Heads and Subheads
Type heads and subheads in boldface, upper- and lowercase (not all capitals). Use the same font and type size as for text. Insert a code in brackets before each subhead to indicate levels of hierarchy as follows:

- [ch]Manuscript Preparation (chapter/major section head)
- [h1]Formatting (level 1 subhead)
- [h2]General Manuscript Formatting (level 2 subhead)
- [h3]Heads and Subheads (level 3 subhead)

Hard Returns
Do not use any hard returns in the manuscript. For example, do not use a hard return in the middle of a paragraph to make a line go to a new page. Do not insert manual hyphens to make a word break in a better place. If you desire a special break, see the next guideline for inserting notes and queries.

Explanatory Notes and Queries
For things you do not wish to be set in type, such as questions or instructions for the editor or designer, type them in boldface within brackets. Also use this style for formatting codes in addition to those for heads and subheads.

- [Designer: if this figure won’t fit here, it may be placed at the end of the paragraph]
- [Editor: I cannot locate the page numbers for this quote. Ok as is?]
- [Designer: please set the text below in a box]
- [Q] (formatting code to indicate a long quotation)

Footnotes
Sources should never be footnoted; they belong in reference lists (or bibliographies). The use of content footnotes is discouraged: They are distracting and complicate page design. When possible, convert short content footnotes to text in parentheses. Long footnotes can often be integrated into text as a separate paragraph, with the proper introduction, or rendered as a sidebar. If separate, numbered footnotes are essential, put them in a list at the end of the chapter before the references, and call them “Notes.”
2.1.2 Formatting Tables, Figures, and Other Graphics

Preparing Graphics Files
Do not imbed tables, figures, and other graphics within the text file document. Instead, make each graphic its own clearly labeled file (e.g., “Table2-1.doc”).

Labeling and Numbering Graphics
Label each graphic with a number and a title. All numbers should be discretely sequential, that is, no graphic should be labeled “Fig 2B” but rather “Fig 3.” If graphics need to be placed adjacent to each other, you can indicate that in a note within brackets. Photographs must be labeled with a description of the subject, including the name and identification of any person shown.

- Table 2.1 Number of Associate Degrees Conferred 1982–2002
- Photo caption: George R. Boggs introduces the opening session at the 2009 AACC Annual Convention

Source Files for Graphics
- General artwork: EPS files are preferred.
- Tables: Excel or Word is preferred.
- Charts and graphs: Illustrator or Freehand files are preferred; Excel files are also accepted. For Excel files, you must provide the data and graphics in separate worksheets, labeled unambiguously (“Fig 2”; Fig 2 Data”).
- Photographs: High-resolution jpg or tiff files are preferred, minimum 300 dpi.

Positioning Graphics (Callouts)
Insert notes in the text to indicate approximately where graphics should go: [Insert Fig 2 about here]. Place notes after a full paragraph or section.

Source Notes and Captions
Indicate whether a graphic is reprinted or adapted and provide complete publication data in a note as well as in the reference list. If a graphic contains footnotes, be sure to include an explanation in a caption.

Permissions
All photographs of people require signed releases (contact Community College Press for forms). Graphics derived from another source require written permission to reprint or adapt.
2.2 AUTHORS’ RESPONSIBILITIES

2.2.1 Mechanics and Style

Authors are not expected to be experts on matters of spelling, grammar, punctuation, usage, and style. What AACC values most about the manuscripts you submit for publication are the quality of your ideas, your scholarship, and the contribution you make to a unique and specialized canon of literature that is intended to advance the collective missions of community colleges. Authors are, however, expected to adhere to the conventions outlined in the AACC House Style Guide, to thoroughly document their sources, and to proofread their work.

2.2.2 Documentation

For specific and detailed guidelines on how to format different types of references, consult

- AACC House Style Guide
- The APA Pub Manual (pp. 169–224)
- www.apastyle.org

The purpose of including discussion of citations and references here is to provide a general overview of how information sources must be credited. Errors in and discrepancies between citations and references are a common problem with submitted manuscripts and can be time-consuming to resolve. Although editors will check citations and references and query authors when discrepancies cannot be resolved, authors are ultimately responsible for ensuring the accuracy and correspondence of citations and references before submitting the manuscript. The following summarizes that responsibility.

If you allude to another work (your own or anyone else’s), directly or indirectly, quoted or paraphrased, in text, tables, or figures, you must credit that work in two ways:

1. You must provide a citation for the work near the point of allusion in the text. An in-text citation consists of all authors’ last names (if fewer than 6) and the year of publication.
2. You must also provide a full reference for the work in a separate reference list at the end of the text. A full reference entry consists of authors’ names, date of publication, title of the work, publisher’s location, and publisher’s name.

When proofreading your manuscript prior to submission, check citations against references to ensure that

- For any source you have cited in text, you have supplied a complete, matching (i.e., same names and date) entry in your reference list.
- For any source you have directly quoted at length (more than 40 words), you have included the page number(s) for the quote.
- For any tables or figures from other sources, you have indicated whether they are reprinted or adapted and whether permission has been obtained.
- For all entries in your reference list, there exists a corresponding in-text citation.
For any URLs that you have given in citations or references, you have tested the links to ensure that they are accurate and still accessible.

All citations and references are formatted correctly, following APA style.

---

**Editor’s Tip: Proofreading Citations and References**

1. Print out a hard copy of your manuscript and review it with a highlighter in hand; highlight every citation you come across, both in text and graphics.

2. Place the highlighted manuscript next to your reference list and scan the manuscript. Each time you run across a highlighted citation, check the reference list to verify that there is a corresponding entry.

3. When you find a corresponding entry, make a check mark by the citation and write the page number where the citation appears next to the reference entry. (If a citation appears more than once, record all of the page numbers where it occurs. This tracking is invaluable for determining whether to use et al.; a, b, c after publication year; etc.)

4. Make sure that names are spelled the same and that the publication year is the same between all instances of a citation and its reference entry. Make sure that the reference entry contains all of the required publication information.

5. When you do not find a corresponding reference entry for a citation, note for yourself whether you need to eliminate the citation or add the appropriate reference entry to the list.

*Note: Although the “find” feature in your word processing program can be quite useful for helping you check citations and references, it cannot be relied on exclusively. Suppose you mistyped a name or a date or punctuation differs? The only reliable way to proof citations and references is the old-fashioned manual way.*

---

**2.2.3 Proofreading**

Proofread your manuscript before submitting. It is preferable to have someone else proofread either for you or in addition to you. It is common for authors to overlook errors in their own work, because their familiarity with it interferes with objectivity.

Ideally, proofreading should be done in more than one pass, to include, at a minimum, one cold read (i.e., reading straight through without consulting any prior versions) and one comparison read. The general tasks that should be undertaken are as follows:

1. Scan the whole manuscript to make sure all the pieces are there.
2. Do a general clean up by checking facts, figures, grammar, and spelling—especially the spelling of names. Run spell-check and grammar functions if you have them, but approve each change individually; these tools cannot detect all legitimate errors. Do a final search and replace to eliminate extra line or character spaces.

3. Do a concentrated cold reading to detect any obvious errors or omissions of text or inconsistencies in formatting or layout.

4. Do a comparison reading of your final version against the previous draft version to make sure that you have incorporated all of your changes.

5. Read all tables, figures, and other graphics especially carefully, because these elements are highly subject to error and are typically more difficult to correct than are word processing errors.

Finally, use the manuscript submission checklist in the appendix to ensure that you have closely followed the guidelines for preparing your manuscript. Manuscripts that do not conform to the preparation guidelines will be returned to you for revision.
3

AACC House Style Guide

3.1 Introduction to AACC House Style

3.1.1 The Origins of AACC House Style

3.1.2 A Quick Guide to Style Sources Recommended for AACC Communications

3.2 Usage

3.3 Citations and References

3.3.1 Anatomy of a Reference List Entry

3.3.2 Sample References

3.4 Word List
3.1 INTRODUCTION TO AACC HOUSE STYLE

3.1.1 The Origins of AACC House Style

There exist well-established, published style manuals that provide comprehensive standards for the design and writing of documents. Style manuals offer guidance on the visual and technical aspects of publishing, prose style, best usage, grammar, punctuation, spelling, and fairness. Implementation of the guidelines provided by style manuals is meant to ensure uniformity in style and formatting. The most comprehensive and widely adopted style manuals in the higher education community are as follows (all are available in the AACC Library):

- *Publication Manual of the American Psychological Association* (APA style)
- *The Chicago Manual of Style* (Chicago style)
- *MLA Style Manual and Guide to Scholarly Publishing* (MLA style)

Style manuals are tailored to the needs of specific publishing endeavors and audiences—there is no one size fits all. The standard for journalism (i.e., newspapers, newsletters, press releases, etc.) is *The Associated Press Stylebook* (AP style). APA and Chicago styles are the most widely used across both mainstream and scholarly publications, because they provide detailed guidance on how to deal with matters such as ethics, organizing and presenting research-based material, documenting sources, and referencing sources in a fair and consistent manner. MLA style continues to be the standard for academia, particularly for arts and literature.

For most of its communications products, AACC follows APA style primarily and Chicago style secondarily. AACC’s journalistic communications (e.g., the *AACC Letter*, *Community College Times*, and press releases) follow AP style. The primary source for spelling is *Merriam-Webster’s Collegiate Dictionary*, 11th edition (MW-11), which is available free online at [http://www.merriam-webster.com/](http://www.merriam-webster.com/).

3.1.2 Quick Guide to Style Sources Recommended for AACC Communications

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► 3.2 USAGE

Entries introduced with words or terms printed in lowercase letters indicate usage guidelines pertaining to specific words or terms (e.g., “accredit”). Those introduced with uppercased letters pertain to a whole category of usage (e.g., “ABBREVIATIONS”).

~ ~ ~

above/below
Like over and farther, these are prepositions denoting location or distance. (Understand that when your work is laid out graphically, the text or graphics that you allude to may not end up appearing directly above or below where you have indicated.) Direct readers to text discussions or graphics that appear elsewhere in a document as precisely as you can without using directional terms: “As I discussed earlier”; “As is (or was) illustrated in Figure 2.”

ABBREVIATIONS  See also Acronyms
All acronyms are abbreviations, but not all abbreviations are acronyms—abbreviations are shortened versions of terms (e.g., Sept.), whereas acronyms are new words formed from the initial letters of a term consisting of two or more words (e.g., CEO). Internal periods in abbreviations: In general, use periods with abbreviations that appear in lowercased letters; use no periods in abbreviations that appear in all capital letters (i.e., acronyms). A notable exception is the abbreviation for the United States (U.S.). Consult the Word List in this guide, as well as the APA Pub Manual, Chicago, and MW-11, for comprehensive guidance.

accredit
North Central Community College accredits Jones College. Jones College is accredited. North Central grants accreditation, not accreditation status.

ACRONYMS  See also Abbreviations
An acronym is an abbreviation formed from initial letters. For the first reference to a term that has an acronym, spell out the term and put the acronym (closed style—no periods) in parentheses if the acronym will be used again. There is no need to provide an acronym for a term that is used only once. Because the first letter of most acronyms is read phonetically, most acronyms do not need to be preceded by the. The term from which an acronym is formed is capitalized only if it constitutes a proper name.

- “The American Association of Community Colleges (AACC) will hold its next convention in Seattle. The AACC will sell its new titles in the exhibit hall.”

- Students were required to maintain a minimum grade point average (GPA) of 3.0.
ACTIVE VOICE  See also Passive Voice; Personification

Employ the active voice to energize your writing and precisely and vividly convey action. Ensure that every sentence has a readily distinguishable subject and verb that indicate who did what. Avoid excessive use of the verb to be (is, are, was, were, being, have been), and avoid using personification or vague pronoun referents to designate the perpetrator of an action. See also the APA Pub Manual (ch. 3).

- “A study that was conducted in 1993 found . . .” (passive and personified)
- “A study conducted by Smith and Jones in 1993 found . . . (less passive, still personified)
- “Smith and Jones (1993) found . . .” (active; perpetrator of action clear)

affect/effect

Use affect only as a verb, meaning “to have an influence (or effect on).” Effect may be used as a noun or a verb. As a verb, effect means “to bring about.” As a noun, effect describes the result that was brought about.

- “The speech affected the crowd.”
- “The speech had an effect on the crowd.”
- “Congress effected legislation.”

although/whereas/because/since/while

These words have specific meanings, yet they are commonly used interchangeably. Strive to use the word that conveys your precise meaning. Although and whereas denote a contrast or comparison. Though is an abbreviation of although; always prefer although to though in formal writing. Because denotes causality exclusively (i.e., it connects a cause to its effect). Since and while denote temporality (a point in time or a duration of time), not causality. Here are some examples of precise usage of these words:

comparison:  “Although the college had an excellent reputation for achieving diversity among its student population prior to passage of the Diversity Act, its minority enrollments increased by 20% after its passage.”

contrast:  “Whereas College X’s minority enrollment policies had always been successful in ensuring a diverse student population, College Y was under extreme pressure to address diversity after the passage of the Act.”

causality:  “Because the Diversity Act was passed, colleges were mandated by law to increase minority enrollments.”

temporality:  “Since the Diversity Act was passed in 2001, minority enrollments have increased.” (point in time)

temporality:  “While the Diversity Act was being debated in Congress, colleges were reviewing their existing minority enrollment policies.” (duration of time)

ALPHABETIZING LISTS

Alphabetize letter by letter, but remember that “nothing precedes something.” Therefore, “cut off” precedes “cutoff.” In certain lists (such as in indexes or directories), articles (a, an, and the) that appear at the beginning of a title or term are ignored. Terms that begin with proper names, however, may be treated differently.
**America/Americans**
Always use *United States* when referring to the country. Use *North, South, or Central America* when referring to the continents. Use *American* as an adjective with care, particularly in the community college context, to avoid cultural bias and to lend a tone of inclusiveness. Community colleges are located in countries other than the United States; the students and communities they serve include many non-U.S. citizens.

**APOSTROPHE**
Do not use an apostrophe when pluralizing figures or names, except to avoid misunderstandings.
- 1960s
- the Smiths
- five 6s
- do’s and don’ts

*assure*  See *ensure*

**BIBLIOGRAPHY  See *References***
A bibliography is a list of resources consulted to obtain general or background information from sources not specifically cited in text or listed in the references.

**BOLDFACE**
In running text, avoid using boldface type (as well as italics, underlines, and capital letters) merely for emphasis. Use only for subheads or titles of tables and figures.

*both*
Often unnecessary, as in “The faculty was asked *both* to solicit and provide feedback.”

**BRACKETS**
Use only for an editor’s insert such as [sic] or to indicate parentheses within parentheses.

**BULLETED LISTS  See *Lists***
CAPITALIZATION  See also Proper Names
After the Word List in this guide, follow the APA Pub Manual, Chicago, and MW-11, in that order, for comprehensive guidance.

For document titles and headings:
- Capitalize all words of 4 letters or more, including prepositions.
- Capitalize all first and last words, regardless of length.
- Capitalize all nouns, pronouns, adjectives, verbs, adverbs, and subordinating conjunctions (if, as, that, etc.).
- Lowercase all articles (a, an, the) and coordinating conjunctions (and, but, or, for, nor).
- Lowercase the to in infinitives (“The Right Way to Study”).
- Lowercase prepositions of less than four letters (by, to).
- When a capitalized word is a hyphenated compound, capitalize both words.
- Capitalize the first word after a dash or colon.

General guidelines:
- Capitalize only proper names. Avoid the urge to capitalize a term simply because it seems official; verify whether it is, in fact, a proper name.
- Do not capitalize a word merely for emphasis.
- Do not capitalize academic disciplines unless they contain proper names: the dean of mathematics, the English professor, master’s degree in biology.
- Capitalize professional titles only when they precede the name: AACC President and CEO George R. Boggs wrote the foreword; the foreword was written by George R. Boggs, president and CEO of AACC.

census
2010 census. U.S. Census Bureau.

CENTURIES
Do not capitalize century. Use ordinal numbers without a superscript. Hyphenate as an adjective.
- in the 20th century (not 20th)
- 20th-century practices

CITATIONS  See also References
A citation must appear in text after any information or direct quotations that are derived from another source. Every citation must correspond to an entry in a reference list that supplies completion publication data. AACC uses the widely accepted author/date style (Smith, 2010) for inserting citations near the sourced material. Do not place citations in footnotes. See the APA Pub Manual (chap. 3) for comprehensive guidance.

CLICHÉS
Delete the pied piper, the Achilles heel, the rubber meeting the road, the lightning rod of dissent, and flirting with disaster. Make your point in your own words.
COLLEGE NAMES AND LOCATIONS  See also State Names and Abbreviations
In running text, always follow the first mention of a college with the state in which it is located, unless the name of the state appears in the college’s name. If the state name appears in the running text, spell it out. In parentheses, use the postal code abbreviation.
- Montgomery College, Maryland
- Montgomery College (MD)
- Northern Virginia Community College

COLON
A colon is used primarily to complete or extend a complete sentence or to introduce a bulleted or numbered list. If a complete sentence follows a colon, capitalize the first word after the colon. If you are using a colon to introduce a bulleted or numbered list, ensure that what precedes the colon is a complete sentence.
- Incorrect: “The criteria included: education, experience, and salary.”
- Correct: “The criteria included the following: education, experience, and salary.”
- Correct: “A conclusion was reached: The proposal would be accepted.”

COMMA, COMMA SPLICE
Use before a conjunction to join two complete sentences; do not use before a conjunction joining a complete and incomplete sentence.
- Incorrect: “The editor finished reviewing the text, and returned it to the author.”
- Correct: “The editor finished reviewing the text and returned it to the author.”
- Correct: “The editor finished reviewing the text, and she returned it to the author.”

Use a serial comma; that is, include a comma before the conjunction in a series.
- students, faculty, staff, and administrators

COMPOUND WORDS
Compound words include the following:
- Words formed by adding a prefix (e.g., postsecondary) or a suffix (e.g., collegewide).
- Two or more words used together as a single adjective (e.g., learning-centered college or higher education program).

There are many rules and many exceptions regarding the hyphenation of compound words. AACC prefers a closed style in most cases. First consult MW-11, then Chicago, for comprehensive guidance on spelling compound words and words with prefixes and suffixes. See also Table 3.2 at the end of this usage section (p. 41).

comprise
The whole comprises its parts; comprises is interchangeable with is composed of or consists of. Comprised of is never correct.
- Incorrect: “The district is comprised of 10 colleges.”
- Correct: “The district comprises 10 colleges.” “The district consists of 10 colleges.”

CONTRACTIONS
To maintain a formal tone, avoid contractions except in quoted material.
cyber
Used as both an adjective (cyber bullying, cyber marketplace) and a prefix (cyberspace, cybernet). Rarely hyphenated as a prefix.

DASHES (EN DASH; EM DASH)
En dashes (–) are longer than a hyphen (-) and shorter than an em dash (—). They are used in
- Ranges of time or dates in place of to (1990–1996).
- Paired words of equal weight in place of and or between (parent–teacher conference).
- Compound modifiers in which the modifier consists of more than one word (associate degree–granting institutions).

Em dashes are the longest of dashes. They are used to interject statements into text much like parenthetical statements are, but the statements are more closely connected to the text than are parenthetical statements. Close up space before and after en and em dashes.
- “Committee members—representatives from local businesses—agreed unanimously to the plan.”

**TIP:** Insert en and em dashes via the insert symbol command in Word or by pressing Control + hyphen on the number pad (en) or Control/Alt + hyphen key on the number pad (em).

data
*Data* is plural; *datum* is singular.
- “The data are . . .”

DAYS OF THE WEEK

DECADES
Always designate decades by century and without abbreviation or apostrophe.
- 1990s (not ’90s, not 90’s)
- 1982–2002 (not 1982–02)

DEGREES/TITLES
Titles and degrees (Dr., PhD), like full names, are generally not used in running text, and, when acronyms are used, AACC prefers closed style (e.g., PhD, not Ph.D.).

disabled/disabilities
In general, use “people-first” language, as in “people with disabilities.” For more detailed guidance, see the APA Pub Manual (p. 76) and *Guidelines for Reporting and Writing About People With Disabilities* (KU Lifespan Institute, 2008—see Additional Resources).
dollars
Use numerals and the $ sign except for amounts without a numeral. Use commas in amounts $1,000 or more. For amounts of more than $1 million, use up to two decimal places.

- $300 billion
- Many dollars were spent on snow shoveling.
- $4.35 million

economic/economical
*Economical* means “efficient” or “inexpensive.” When referring to something related to the study of economics, use *economic*.

education/educational
As an adjective, use *education* preceding nouns such as programs and colleges to indicate “which” or “what.” Use *educational* only as an adjective to modify nouns that confer an education (when something is educational, it has the quality of being informative).

- “Those in the education community . . .”
- “Attendees agreed that the seminar was educational.”
- “Attendees praised the educational seminar.”

e.g. See also i.e.
Abbreviation for *for example*. Use only within parenthesis, followed by a comma.

- “Always use an established style guide (e.g., APA, Chicago, or MLA).”
- “To apply style consistently, consult an official style manual, for example, *Chicago*.”

ensure/insure/assure
Use *ensure* for “making sure that something happens.” Use *insure* only to refer to what insurance policies do. Use *assure* only to mean “inform positively” or “reassure” someone.

ensure: “Take steps to ensure that your sources are cited properly.”
insure: “Obtaining permission to reprint work from other sources insures the publisher against copyright infringement lawsuits.”
assure: “Properly citing sources in your work assures the reader that your scholarship is thorough and professional.”

et al.
Stands for “and others.” Note correct punctuation: Smith et al.

etc.
Abbreviation for *etcetera*. The abbreviation is acceptable for all uses.

entitled
This word denotes rights and privileges. Refer to the title of a publication with *title*.

- “The new law entitled administrators to . . .”

EXCLAMATION MARK
Use sparingly! Use only one!!!
female
Use only as an adjective. Use woman or girl when a noun is required.

- Incorrect: “Twelve females were interviewed.”
- Incorrect: “Twelve women students were interviewed.”
- Correct: “Twelve female students were interviewed.”
- Correct: “Twelve women were interviewed.”

FIRST PERSON  See also Third Person
Use the first person singular or plural (I, we) where appropriate to avoid passive voice and to attribute thoughts accurately. It is acceptable and appropriate for an author to say “In this chapter, I discuss . . .” However, avoid using the first person plural (we) to attribute thoughts en masse to, for example, higher education leaders, community colleges, the public, the nation, or the world at large (known as the “editorial we”).

foreword  See also Preface
Often misspelled as foreward or forward. A foreword is an optional section of the front matter of a book or other document, usually written by someone other than the author or editor. The usual intent is that the foreword writer’s reputation lends credence to the work.

FOOTNOTES
There are two types of footnotes: source footnotes and content footnotes. Source footnotes direct readers to original sources of information and direct quotations the author has drawn upon. Content footnotes present information that is pertinent, but tangential, to the text. AACC does not use source footnotes; sources should cited in text, author/date style, and full publication data should appear in a reference list at the end of the document. Footnotes of either kind are discouraged, because they are a distraction and a nuisance for readers and publishers alike. Whenever possible, content footnotes should be placed within parentheses in the running text. If content footnotes are necessary, numerous, or lengthy, they should be converted to endnotes (i.e., footnote in text, but list all notes in a single list at the end of the document).

FRACTIONS  See Numbers

further/farther/furthermore
Like above, below, and over, the terms farther and further denote direction or distance. Further is most commonly used as a verb or adverb to indicate advancement or continuation of an action. When you mean to continue or add to an idea, use furthermore. The following examples illustrate the distinctions.

further:     “To further its mission, the coalition launched a campaign to increase public awareness.”

farther:    “Three steps farther along in the process of reassessing its mission, the coalition realized the importance of reeducating both the public and its long-time partners in the community about the purpose its mission.”

furthermore:     “The coalition launched a campaign to increase public awareness of its cause. Furthermore, it held meetings with its longstanding partners in the community to make them aware of the purpose of the new campaign.”
government/governmental
Governmental is a seldom-used adjective meaning “supported by the government” (thus nongovernmental agencies, or NGOs, are agencies that are not supported by the government). In most cases, use government, as in “government policies.”

GRADES/GRADE LEVELS
When referring to a grade bestowed for performance, use a capital letter in italics, not in quotation marks. Academic grade levels should follow number style guidelines.
- grade of C or better
- ninth grade
- 10th grade

hopefully
Use as an adverb meaning “in a hopeful manner.” Avoid using to mean “it is hoped.”
- Incorrect: “Hopefully, classes will not be canceled because of the snow.”
- Correct: “They listened hopefully to the weather forecast.”
- Correct: “They hope classes will not be canceled because of snow.”

HYPHENATION See Compound Words

i.e.
Abbreviation for that is or namely. Use only within parenthesis, followed by a comma. Spell out in running text.
- “You must follow AACC house style, that is, Section 4 of the Handbook.”
- “You must follow AACC house style (i.e., Section 4 of the Handbook).”

impact
Use as a noun, not as a verb. Consider substituting verbs with specific meanings such as increased, decreased, hurt, helped, or affected.
- Incorrect: “The economy impacted enrollment.”
- Correct: “The economy had an impact on enrollment.”
- Correct: “The economy affected enrollment.”

individuals
When referring to people, use individuals only to refer to a specific group of people; do not use as a synonym for any group of people. Be as specific as you can in referring to people. Instead of “individuals on the faculty,” say “faculty members.” When used as an adjective, individual can almost always be deleted, as in “The college worked to improve the chances of success for individual students.”

INITIALS
Put a space between a person’s initials, as in E. B. White, in text and in reference entries.

institutions See also school
This word is a blanket term for all manner of organizations and enterprises. Replace with colleges and universities whenever feasible. Use higher education institutions when the term seems unavoidable.
insure See ensure

interface
Use only as a noun to refer to machine-to-human and machine-to-machine communication. Like impact, do not use as a verb, and never use for two humans talking to each other. Between two people, use interact or talk.

INTERNET
Do not confuse the Internet (always capitalized) with the World Wide Web (Web). The Internet is the network connecting computers worldwide; the Web is a part of the Internet accessed through a special interface. Thus, the Web is a portion of the Internet.

ITALICS See also Quotation Marks
Do not use italics to indicate irony, colloquial speech, or emphasis. Use italics for the following:

- Titles of major works, such as books, journals, and reports, and for designating words (e.g., “the word economic”).
- Single letters (e.g., “a grade of B or better”).
- Introducing a new, technical, or key term or label (only in first use)

See the APA Pub Manual and Chicago for comprehensive guidelines.

it’s/ its
It’s is a contraction of “it is.” Its is a possessive.

- contraction: “It’s [it is] a shame that the college did not raise sufficient funds.”
- possessive: “You can’t judge a book by its [the book’s] cover.”

JARGON
According to MW-11, jargon can be either “the technical terminology or characteristic idiom of a special activity or group” or “obscure and often pretentious language marked by circumlocutions and long words.” In either case, jargon always has the effect of reducing the reader’s comprehension and patience and should therefore be avoided. This subject is addressed in more depth elsewhere in the AACC Communications Handbook. The purpose of including it as an entry in the usage guide is to recommend that you take care to define or explain any terms or expressions that are not likely to be universally understood. Do not assume that everyone who encounters an AACC communications product is an insider.

leadership
Use leaders when referring to college presidents and officials. Use leadership when referring to the nature or quality of leading.

- Incorrect: “The leadership of the college voted to amend the mission statement.”
- Correct: “The leaders of the college voted to amend the mission statement.”
- Correct: “The administrators acted under the leadership of the president.”
likely/probably
Do not use *likely* as an adjective or as a synonym for *probably*. In general, use *likely* after the verb, *probably* before the verb.

- “Because of El Niño, heavy rains were likely to occur.”
- “The heavy rains probably occurred because of El Niño.”

LISTS
Bulleted or numbered lists may be introduced by a complete sentence (which should end in a period or colon) or an introductory phrase (which should have no end punctuation). Use numbers instead of bullets only when the sequence of items is significant (e.g., when describing steps in a process). There are a variety of acceptable ways to format lists. For simplicity’s sake, AACC uses only one style for capitalizing and punctuating the items in bulleted and numbered lists: (1) Uppercase the first word after the bullet and use a period at the end of each item. Note that all elements in a list should be grammatically parallel. (See Table 3.3, p. 42, for some examples.)

LISTSERV™
This is a trademark for software developed to handle e-mail to lists of subscribers. Do not use as a common noun in place of *electronic mailing list*, which can be abbreviated as e-list.

male
Use only as an adjective. Use *man or boy* when a noun is required.

- **Incorrect:** “Twelve males were interviewed.”
- **Correct:** “Twelve male students were interviewed.”
- **Correct:** “Twelve men were interviewed.”

MONTHS
Always capitalize, and spell out when used alone or with a year alone. Use commas to set off years when month, day, and year are provided.

- February 2010 was a month for blizzards.
- The meeting was scheduled for January 13, 2010, in the Bono Room.

more than *See over*

NAMES
When referring to people in running text, refer to them by full name on the first mention but by last name subsequently. Always refer to people whose work is being citing only by last name.

- “Educator Joseph P. Smith spent his career studying this phenomenon. Smith often spoke at our conferences.”
- “According to Smith (2009), this phenomenon was first identified in the 1950s.”

NUMBERED LISTS *See Lists*
NUMBERS
Use numerals to express numbers 10 and above and to express all numbers that represent time, dates, ages, exact sums of money, and numerals as numerals:

- 12 cm wide
- 10%
- 25 years old
- the 12th grade
- 1 hr. 30 min.
- 5:30 p.m.
- 4-year-olds
- 2-year colleges; 4-year program
- the number 5

Use words to express any number that begins a sentence, title, or heading; for common fractions; and for approximations of months, days, and years.

- Forty-eight percent of the respondents answered yes; 2% answered no.
- two thirds
- about three months

For guidance on specific usages and exceptions, see the APA Pub Manual, sections 4.31–4.38.

**only**
Take care to place only just prior to the word or phrase that you mean to modify.

- “The student only needed 6 more credit hours to earn his degree.”—emphasis on need.
- “The student needed only 6 more credit hours to earn his degree.”—emphasis on number.

**over**
*Over* is a preposition designating location or distance. For quantities, use *more than*.

- “More than 11 million undergraduates are enrolled in community colleges.”

**PASSIVE VOICE  See also Active Voice; Personification**
Avoid using passive voice, which often obscures who performed an action.

- Passive: “A decision was made that the program would be implemented.”
- Active: “The board directed the college to implement the program.”

**PEOPLE/PERSONS  See also individuals**
*Persons* is used rarely and only to refer to a small, finite number of people (e.g., four persons). *People* is always the proper way to refer to any number of persons.

**PERCENTAGES  See also Numbers**
Use a numeral followed by the percent symbol to express percentages, regardless of the size of the number (e.g., 1%, 25%); however, spell out *percent* when a number must be spelled out, such as at the beginning of a sentence: “Thirty-three percent of the respondents agreed.” Note that *percent* should always be accompanied by a number. Otherwise, use *percentage*.

- *Incorrect:* “The percent increase in credentials awarded has doubled.”
- *Correct:* “The percentage increase in credentials awarded has doubled.”
personal, personally
Delete in instances such as “my personal opinion” and “We personally discussed the project.”

PERSONIFICATION  See also Active Voice; Passive Voice
Avoid attributing human actions to nonhuman entities. Studies cannot find results, but researchers conducting a study can. Publications cannot discuss, but the author of a publication can. It is acceptable, however, to attribute many actions to organizational entities (e.g., the college, the board, the management).

PHONE NUMBERS
Use this universally accepted format: 202-728-0200, ext. 212.

POSSESSIVES
Consult Chicago for full guidance.

preface  See also Foreword
Required in AACC books (although an introduction may sometimes replace it), this section of front matter should explain the rationale for writing or publishing the book and brief acknowledgments, if any. Rationale can include information such as what led to the decision to write the book, who the intended audience is, and methods used to gather data. If acknowledgments are long, they should appear on a separate page. The author’s name appears at the end only if the preface author is not the author of the full work.

PREFIXES  See Compound Words

PRONOUNS
Ensure agreement between pronouns and nouns (referents). Use a singular pronoun with organizations and collective entities. Avoid sexist language and constructions such as he/she when referring to groups of people constituting members of both sexes.

- AACC has their its conference . . .
- In their its mission statement, the board stated . . .
- Each instructor was asked whether he/she they he or she used the online program.

PROPER NAMES
Proper names, like proper nouns, are capitalized, but only when they are written exactly as officially prescribed by the owner of a name. Thus, “the AACC Board of Directors” is capitalized because that is the proper name prescribed by AACC for that entity. But the same capitalization rules do not apply when referring to that entity in a modified way (AACC’s board of directors, AACC’s board, the AACC board, etc.). Why is this usage guideline important? Because capitalization serves the purpose of communicating to the public the correct and official way of referring to a branded identity. The public takes its cue from an organization itself on how to refer to that organization and its products, initiatives, departments, programs, etc.
provide
This verb always takes a prepositional phrase if the indirect object is included.

- “The college provided new faculty with an orientation booklet.”
- “The college provided an orientation booklet to new faculty.”

PUNCTUATION See individual entries—Apostrophe, Comma, etc.

QUOTATION MARKS See also Italics
Avoid using quotation marks to indicate irony or emphasis, which should be clear to the reader from the context—if not, the text should be rewritten. Use quotation marks for titles of parts of larger works, coined words, and quoted material.

QUOTATIONS
Place quotations of fewer than 40 words within text, in quotation marks. Set off quotations of 40 or more words by indenting from the text on the left and right (block indent), with no quotation marks. For all quotations of any length, you must cite and reference the original source. Note: Permission must be requested from the copyright holder to quote 40 words or more.

RACE/ETHNICITY See also Reducing Bias
Usage of terms to designate race/ethnicity is a sensitive and ever-changing issue that publishers have as much difficulty keeping up with as do authors and the general public. The following are the terms that AACC now uses to designate race and ethnicity in general. Other preferences will be honored. Use terms consistently within a document.

- Black (preferred) or African American (maintain consistency within the same document)
- White
- Asian American
- Hispanic (preferred) or Latino (maintain consistency within the same document)
- Native American or American Indian

REDUCING BIAS
For guidelines on using terms related to gender, sexual orientation, racial and ethnic identity, disabilities, and age, consult the APA Pub Manual (chap. 3) and Guidelines for Reporting and Writing About People With Disabilities (KU Lifespan Institute, 2008—see Additional Resources).

REFERENCES See also Bibliography and Citations
References supply complete publication data for original sources cited within a document, such that a reader can easily locate and access those original sources based on the information provided. Format citations and references according to the APA Pub Manual (chaps. 6 and 7). Also see Anatomy of a Reference List Entry and Sample References in this style guide.

school See also institutions
Do not use in reference to a community college. Use community college, college, or—sparingly—institution.
SEMICOLONS
Use semicolons in place of a period between two complete sentences or to separate long or complicated series of items punctuated with internal commas.
- “The mission statement was revised; the new statement came out a month later.”
- “The mission statement was revised. The new statement came out a month later.”
- “Her courses in science, language, and history included biology, chemistry, and physics; French and Spanish; and U.S., European, and Latin American history.”

SLASH MARKS
Avoid using slash marks to join words or phrases (e.g., and/or). Substitute a hyphen, en dash, and, or or, depending on the context.

STATE NAMES AND ABBREVIATIONS  See also College Names and Locations
Spell out state names in running text. Use abbreviations in parenthetical matter, tables and figures, and references. See Table 3.1 (p. 41) for a list of state names and abbreviations.

such as
Keep this phrase together.
- Incorrect: “The inventory included such items as . . .”
- Correct: “The inventory included items such as . . .”

SUFFIXES  See Compound Words

TELEPHONE NUMBERS  See Phone Numbers

that/which clauses
If a clause is restrictive (essential to the meaning of the sentence), use that. If a clause is nonrestrictive (gives additional information), use which. Nonrestrictive clauses (“which clauses”) are always separated by commas.
- “These are the times that try men’s souls.”
- “These times, which simply give me a headache, try men’s souls.”

THIRD PERSON  See also First Person; Passive Voice
Most works are written, appropriately, in the third person. However, the third person should not be used when an author is referring to him- or herself. For example, if Peter Smith is the author and is citing his own work in text, instead of “In a study conducted by Smith (1993)”, the author should say “In a study I conducted in 1993” or “According to one study (Smith, 1993)” (more passive but still acceptable).

TIMES OF DAY  See Numbers

UNDERLINES
Do not use underlines for any reason. Underlining is now used only when copyediting hard copy to indicate italic text. Exception: Underlines automatically appearing under hyperlinked URLs or e-mail addresses may be left in.
UNITED STATES  See also America/Americans
Use in place of America to refer to our country. Spell out when used as a noun; abbreviate to U.S. when used as an adjective, with no space between U and S. Always use the periods.

URL  See Internet
URL is an acronym for uniform resource locator. A URL is the address on the Internet where you will find a site, document, or Web page. URLs should be typed in regular roman type exactly as they appear in the browser bar, with no punctuation added or deleted.

utilize
Not a synonym for use. It means, more specifically, to put into use—a subtle difference.

versus
Do not abbreviate except in legal citations.

very
Use sparingly. Very usually weakens a sentence and can almost always be deleted.

WEB; WEBSITE  See also Internet
♦ The Web; Web page
♦ website

YEARS
When referring to a range of years, including academic years, do not abbreviate either year unless you are quoting from another source. Indicate ranges with either words (from and to) or an en dash (not a hyphen or a slash), but do not mix the two styles.
♦ Incorrect: from 1989–1990
♦ Incorrect: academic year 1989/90
♦ Correct: from 1989 to 1990
### Table 3.1
**State Names and Abbreviations**

<table>
<thead>
<tr>
<th>State</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>AL</td>
</tr>
<tr>
<td>Alaska</td>
<td>AK</td>
</tr>
<tr>
<td>Arizona</td>
<td>AZ</td>
</tr>
<tr>
<td>Arkansas</td>
<td>AR</td>
</tr>
<tr>
<td>California</td>
<td>CA</td>
</tr>
<tr>
<td>Colorado</td>
<td>CO</td>
</tr>
<tr>
<td>Connecticut</td>
<td>CT</td>
</tr>
<tr>
<td>Delaware</td>
<td>DE</td>
</tr>
<tr>
<td>Florida</td>
<td>FL</td>
</tr>
<tr>
<td>Georgia</td>
<td>GA</td>
</tr>
<tr>
<td>Hawaii</td>
<td>HI</td>
</tr>
<tr>
<td>Idaho</td>
<td>ID</td>
</tr>
<tr>
<td>Illinois</td>
<td>IL</td>
</tr>
<tr>
<td>Indiana</td>
<td>IN</td>
</tr>
<tr>
<td>Iowa</td>
<td>IA</td>
</tr>
<tr>
<td>Kansas</td>
<td>KS</td>
</tr>
<tr>
<td>Kentucky</td>
<td>KY</td>
</tr>
<tr>
<td>Louisiana</td>
<td>LA</td>
</tr>
<tr>
<td>Maine</td>
<td>ME</td>
</tr>
<tr>
<td>Maryland</td>
<td>MD</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>MA</td>
</tr>
<tr>
<td>Michigan</td>
<td>MI</td>
</tr>
<tr>
<td>Minnesota</td>
<td>MN</td>
</tr>
<tr>
<td>Missouri</td>
<td>MO</td>
</tr>
<tr>
<td>Montana</td>
<td>MT</td>
</tr>
<tr>
<td>Nebraska</td>
<td>NE</td>
</tr>
<tr>
<td>Nevada</td>
<td>NV</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>NH</td>
</tr>
<tr>
<td>New Jersey</td>
<td>NJ</td>
</tr>
<tr>
<td>New Mexico</td>
<td>NM</td>
</tr>
<tr>
<td>New York</td>
<td>NY</td>
</tr>
<tr>
<td>North Carolina</td>
<td>NC</td>
</tr>
<tr>
<td>North Dakota</td>
<td>ND</td>
</tr>
<tr>
<td>Ohio</td>
<td>OH</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>OK</td>
</tr>
<tr>
<td>Oregon</td>
<td>OR</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>PA</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>RI</td>
</tr>
<tr>
<td>South Carolina</td>
<td>SC</td>
</tr>
<tr>
<td>South Dakota</td>
<td>SD</td>
</tr>
<tr>
<td>Tennessee</td>
<td>TN</td>
</tr>
<tr>
<td>Texas</td>
<td>TX</td>
</tr>
<tr>
<td>Utah</td>
<td>UT</td>
</tr>
<tr>
<td>Vermont</td>
<td>VT</td>
</tr>
<tr>
<td>Virginia</td>
<td>VA</td>
</tr>
<tr>
<td>Washington</td>
<td>WA</td>
</tr>
<tr>
<td>West Virginia</td>
<td>WV</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>WI</td>
</tr>
<tr>
<td>Wyoming</td>
<td>WY</td>
</tr>
</tbody>
</table>

### Table 3.2
**Prefixes and Suffixes That Do Not Require Hyphens**

<table>
<thead>
<tr>
<th>Prefix/ Suffix</th>
<th>Example</th>
<th>Prefix/ Suffix</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>aftereffect</td>
<td>multi</td>
<td>multiphase</td>
</tr>
<tr>
<td>anti</td>
<td>antisocial</td>
<td>non</td>
<td>nonresident</td>
</tr>
<tr>
<td>bi</td>
<td>biweekly</td>
<td>over</td>
<td>overreact</td>
</tr>
<tr>
<td>co</td>
<td>coworker</td>
<td>post</td>
<td>postsecondary</td>
</tr>
<tr>
<td>counter</td>
<td>counterargument</td>
<td>pre</td>
<td>preregister</td>
</tr>
<tr>
<td>extra</td>
<td>extracurricular</td>
<td>re</td>
<td>reevaluate</td>
</tr>
<tr>
<td>inter</td>
<td>interdepartmental</td>
<td>semi</td>
<td>semiskilled</td>
</tr>
<tr>
<td>mid</td>
<td>midterm</td>
<td>socio</td>
<td>socioeconomic</td>
</tr>
<tr>
<td>mini</td>
<td>minisession</td>
<td>under</td>
<td>underdeveloped</td>
</tr>
</tbody>
</table>
### Table 3.3
**List Style**

<table>
<thead>
<tr>
<th>A.</th>
<th>The farmer brought three varieties of produce to the market:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Apples.</td>
</tr>
<tr>
<td></td>
<td>- Peaches.</td>
</tr>
<tr>
<td></td>
<td>- Pears.</td>
</tr>
</tbody>
</table>

*Note that a colon introduces the list, because the text preceding it is a complete sentence.*

<table>
<thead>
<tr>
<th>B.</th>
<th>The produce that the farmer brought to the market included</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Apples grown in what is purported to be the first commercial apple orchard in the United States.</td>
</tr>
<tr>
<td></td>
<td>- A variety of peaches that originated in Georgia in 1898.</td>
</tr>
<tr>
<td></td>
<td>- A hybrid variety of pears developed in Kentucky.</td>
</tr>
</tbody>
</table>

*Note that a colon does NOT introduce the list, because the text preceding it is an incomplete sentence.*

<table>
<thead>
<tr>
<th>C.</th>
<th>Each year, the farmer brought interesting new varieties of produce to the market.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- In 1968 he delighted customers with apples from what is purported to be the first commercial apple grove in the United States.</td>
</tr>
<tr>
<td></td>
<td>- In 1982 he introduced a variety of peaches that originated in Georgia in 1898.</td>
</tr>
<tr>
<td></td>
<td>- He expanded his eclectic selection of produce in 2005 with a hybrid variety of pears developed in Kentucky.</td>
</tr>
</tbody>
</table>

*When the text preceding a list is a complete sentence, it is equally correct to introduce the list with a period or a colon.*

<table>
<thead>
<tr>
<th>D.</th>
<th>In 2006, the farmer followed three steps to expand his fruit business further:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. He formed a consortium with other local farmers.</td>
</tr>
<tr>
<td></td>
<td>2. He developed exclusivity agreements by which the members of the consortium agreed to grow only specific fruits so as not to compete with each other in the market.</td>
</tr>
<tr>
<td></td>
<td>3. He developed a lucrative nationwide consulting practice to assist other U.S. farmers with establishing their own consortia.</td>
</tr>
</tbody>
</table>

*Use numbers rather than bullets only when the sequence of the items in the list is relevant.*
3.3 CITATIONS AND REFERENCES

3.3.1 Anatomy of a Reference List Entry

Although the three major style guides governing scholarly publishing in the higher education arena (i.e., APA, Chicago, and MLA) have slightly different conventions for formatting reference entries, all require the inclusion of the same publication data elements. The prescribed elements ensure that a source can be accessed by any reader for the purpose of confirming the existence and reliability of the information, as well as the credibility of the author relaying that information.

The following are the basic elements of a reference entry, listed in their prescribed order.

1. **Name**
The name in the reference entry consists of the person, people, organization, or other entity officially attributed as the author or editor of the work, as designated by the publisher of that work. For works with multiple authors or editors, all names must be listed, no matter how numerous. When a work does not appear to have a specified author, the title of the work is listed as the name.

2. **Date**
For most works, the date specified by the publisher’s copyright will be only the year of publication. When the publisher does supply a more specific date (e.g., month, day, or season), that should also be included. In the case of an undated work that exists on a Web page, the copyright date that appears at the bottom of the Web page should be listed as the publication date.

3. **Title**
It is rare for a work of any type to be untitled. The first title that should appear after the author and date is the title of the most specific element of the work. Thus, if the work is an entire book, the title will simply be the title of the book. If the work is a chapter in a book or an article in a periodical, the title of the chapter or article is listed first, followed by the title of the work in which it appears. For works accessed from the Internet, the title of the work should be the title that appears on the page nearest to the point of access, such that the reader can readily access the work from the site referenced. If a reader cannot locate a work on an Internet site using the title supplied in the reference entry, that reference entry fails to meet proper documentation standards.

4. **Type of Work**
When the type of work is anything other than a conventionally published book, book chapter, or article in a periodical, the type of work should be specified in brackets after the title. Examples of other types of works include reports, monographs, memoranda, data sets, databases, and all works that are available only on the Internet.

5. **Publisher Location and Name**
The location (city and country) and name of the publisher should be provided, regardless of whether the work has been conventionally printed or is available only on the Internet.
6. **Internet Access Data**

URLs should be provided whenever they exist, that is, for works available only on the Internet, as well as for works available both in print and online. Because URLs are ephemeral, although not required, it is a good idea to include the month, day, and year on which the Internet source was last accessed as well.

► **3.3.2 Sample References**

--- **Books and Monographs** ---

**Entire Book**


**Chapter in a Book**


--- **Periodicals** ---

**Newspapers, Newsletters, and Tabloids**


**Professional and Scholarly Journals and Serials**


—Other Document Types—

Brochures


Papers


Technical and Research Reports (including AACC briefs)


Meetings and Symposia


Press Release


—Data—


Referencing a Site


Referencing a Specific Page on a Site


Wikipedia


—Other Variations and Examples—

Limited Availability


Non-English Works


Title as Author


Unpublished Works


3.4 WORD LIST

This list summarizes the spelling, punctuation, capitalization, and usage of words and terms, including acronyms, commonly used in AACC communications. Note that some preferences may vary for publications that follow AP-based house style. (See “A Quick Guide to Style Sources Recommended for AACC Communications” on page 24.)

For definitions of acronyms not appearing on this list, go to http://www.acronymfinder.com/.

For the user’s convenience, ample white space is provided for penciling in additions. The list will be revised regularly. E-mail questions, suggestions, or additions to dderrico@aacc.nche.edu.
AA [associate of arts]
AACC Annual Convention (but AACC’s annual convention)
AACC Board of Directors; AACC Board (the board)
AACN [American Association of Critical-Care Nurses]
AARP (use acronym as word)
ACCT [Association of Community College Trustees]
Achieving the Dream: Community Colleges Count [ATD]
acknowledgment
advanced placement [AP]
Advanced Placement Program (when referring to College Board entity)
Advanced Technological Education [ATE]
Adult Dislocated Workers program
Adult Employment and Training program
African American (n, adj)
AGI [American Graduation Initiative]
AHCA [American Health Care Association]
AIDS (use acronym as a word)
Alaska Native
American Association of Community Colleges or the American Association of Community Colleges (but not the AACC)
American Association of Critical-Care Nurses [AACN]
American Graduation Initiative [AGI]
American Health Care Association [AHCA]
American Indian (or Native American)
American Nurses Association [ANA]
American Opportunity Tax Credit [AOTC]
American Organization of Nurse Executives [AONE]
ANA [American Nurses Association]
antiterrorism
anytime, anywhere
AONE [American Organization of Nurse Executives]
AOTC [American Opportunity Tax Credit]
AP [advanced placement; Associated Press]
appendixes
Asian American (n, adj)
associate degree (not AD)
associate degree—granting (adj)—use en dash
associate degree program (open)
associate in applied science [AAS]
case study
CBJTG [Community-Based Job Training Grants]
CCBA [Community College Baccalaureate Association]
CCTI [College and Career Transitions Initiative]
CD (use acronym as a word)
CD-ROM (use acronym as a word)
CEO [chief executive officer] (use acronym as a word)
checklist
checkup (n)
chief executive officer [CEO]
child care (n)
child-care (adj)
Chronicle of Higher Education, the
coadvocate, co-author, co-chair, co-worker
co-occur
College and Career Transitions Initiative [CCTI]
College Access Challenge Grant Program [CACGP]
College Board, The
College Cost Reduction and Access Act
College Pathways and Accelerated Learning program
collegewide
Community-Based Job Training Grants [CBJTG]
Community College Baccalaureate Association [CCBA]
Community College Bridges to Opportunity Initiative
Community College and Career Training Grant Program
Community College Energy Training Act of 2009
Congress (of the United States)
congressional
Consumer Price Index [CPI]
continuous quality improvement [CQI]
copyedit; copyeditor
cost-effective (always hyph)
Council for Adult and Experiential Learning [CAEL]
course work
co-worker
CPI [Consumer Price Index]
CQI [continuous quality improvement]
cross- (prefix, usually hyphenated)
CTE [career and technical education]
curricula (pl)
curriculum (sing)
cut off (v)
cutoff (n, adj)
cyber (n, prefix)
data (plural)
database
data set
day care (n)
day-care (adj)
dean’s list
decision maker (n)
decision-making (adj)
Developing Hispanic-Serving Institutions program (Title V)
Development, Relief, and Education for Alien Minors Act [DREAM Act]
DHHS [U.S. Department of Health and Human Services]
Direct Loans
disk (prefer to disc)
doctoral degree (not doctorate degree)
doctorate (n) (not doctorate degree)
DOE—do not use; use ED
DOL [U.S. Department of Labor]
double-space (v)
DREAM Act [Development, Relief, and Education for Alien Minors Act]
drop out (v)
dropout (n, adj)
dual-enrollment (adj)
Durbin–Watson statistic

e- (prefix for electronic entities; always hyphenated; capped only when beginning a
   sentence or a proper name)
e-business
e-commerce
e-mail
ED [U.S. Department of Education]
Education and Human Resources Directorate (National Science Foundation)
electronic mailing list (not LISTSERV)
Elementary and Secondary Education Act [ESEA] (formerly the No Child Left Behind Act)
Employment and Training Administration [ETA]
English as a second language (ESL)
ESEA [Elementary and Secondary Education Act]
ETA [Employment and Secondary Education Act]
F

Facebook  
faculty, faculty member (sing.)—prefer instructor  
fall (the season)  
Fast Track to College Act  
federal (always lowercase unless part of a proper name)  
Federal Employment Data Exchange System [FEDES]  
Federal Family Education Loan program [FFEL]  
FEDES [Federal Employment Data Exchange System]  
FIPSE [Fund for the Improvement of Postsecondary Education]  
firefighter  
fiscal year [FY]  
follow up (v)  
follow-up (adj)  
Ford Foundation  
foreword (in the front matter of books)  
freelance, freelancer  
frontline (n)  
front-line (adj)  
FTE (full-time-equivalent)  
FTP (use acronym as a word)  
full time (n)  
full-time (adj)  
full-time-equivalent (adj) [FTE]  
Fund for the Improvement of Postsecondary Education [FIPSE]  
fundraising  
FY 2009 (space between)

G

Gaining Early Awareness and Readiness for Undergraduate Programs [GEAR UP]  
GEAR UP [Gaining Early Awareness and Readiness for Undergraduate Programs]  
GED [general equivalency diploma] (use acronym as a word)  
GI Bill  
GPA [grade point average] (use acronym as a word)  
-grade  
  first graders  
  first-grade students  
  11th grade  
grade point average [GPA]  
grassroots  
green (referring to the environment; no quotation marks needed)
headcount
health care (n)
health-care (adj)
Health Care and Education Reconciliation Act of 2010 (H.R. 4872)
Health Resources and Services Administration (U.S. Department of Health and Human
  Services) [HRSA]
Health Workforce Information Center
high-tech
Hispanic-serving institutions [HSIs]
historically Black colleges and universities [HBCUs]
HIV (use acronym as a word)
HIV-1 (use acronym as a word)
HIV/AIDS (use acronym as a word)
HMO (use acronym as a word)
home page
Hope Scholarship Tax Credit
HRSA [Health Resources and Services Administration]

in-depth (adj)
indexes (pl of index)
information age
information technology [IT]
Internet
IT [information technology]

Jobs for Main Street Act of 2010 (H.R. 2847)
Jobs to Careers
Joint Commission’s Nursing Advisory Council
judgment
K

Kellogg Foundation (use W. K. Kellogg at first mention)
knowledgeable
knowledge age
Knowledge Works Foundation

L

layperson
League for Innovation in the Community College (the League)
LEAP [Leveraging Educational Assistance Partnerships]
learner—prefer student
learning-centered education, governance, etc.
learning college movement
legislature (always lowercase unless part of a proper name)
Leveraging Educational Assistance Partnerships [LEAP]
lifelong
Lifelong Learning Accounts [LILA]
lifestyle
LILA [Lifelong Learning Accounts]
LISTSERV™ (trademark)
log in (v)
log-in (n)
long-standing (adj)
long term (n)
long-term (adj)
longtime (adj)
lower-income group
low-skilled (adj)
Lumina Foundation for Education
M

mark up (v)
markup (n)
master’s degree
McGraw-Hill
middle-aged (adj)
middle class (n)
middle-class (adj)
minority-serving institution
MPA (master of public administration)
multicollage district
multiple-choice test
MySpace

N

National Advisory Council on Nurse Education and Practice
National Association of County and City Health Officials
National Career Readiness Certificate
National Center for the Analysis of Healthcare Data
National Conference of State Legislatures
National Council of State Boards of Nursing
National Council of State Directors of Community Colleges
National Directory of New Hires [NDNH]
National Governors Association
National Health Care Workforce Commission
National League for Nursing
National Network of Health Career Programs in Two-Year Colleges
National Organization for Associate Degree Nursing [N-OADN]
National Organization of State Offices of Rural Health
National Rural Health Association
Native American (or American Indian)
NDNH [National Directory of New Hires]
N-OADN [National Organization for Associate Degree Nursing]
No Child Left Behind Act of 2001 (Pub. L. No. 107-110) [NCLB Act]
non (pref, usually solid)
non–English-speaking student (en dash with double compound)
nonprofit
not-for-profit
Nursing Advisory Council (Joint Commission’s Nursing Advisory Council)
Obama administration
Office of Rural Health Policy (U.S. Department of Health and Human Services)
offline
offshore
okay (not OK)
one half (n)
one-half (adj)
One-Stop Center
ongoing
online
on site (n)
on-site (adj)
open-book management
open-door (adj)
open-ended (adj)

part time (n)
part-time (adj)
PATHWAYS program
PDF [portable document format] (use acronym as a word)
peacetime
peer review (n, adj)
Pell Grant; Pell grants; Federal Pell Grant Program; Pell Grant Program
Pennsylvania State University, The
percent (spell out only when used with words; use % with numerals)
Perkins basic state grants program
policymaker, policymaking
postsecondary
Prentice Hall
president (lower case unless preceding proper name)
problem solving (n)
problem-solving (adj)
RAM (use acronym as a word)
real-world (adj)
Robert Wood Johnson Foundation
role-playing (n, v)

See Table 3.3 (p. 41) for a list of state names and abbreviations.

SAFRA [Student Aid and Fiscal Responsibility Act of 2009, HR. 3221]
school-age children
schoolchild
School-to-Career initiative
school-to-work
School-to-Work Opportunities Act
schoolwork
SEA [state education system]
SEIU [Service Employees International Union]
self-directed learning
Service Employees International Union [SEIU]
service learning (n, adj)
SEVIS [Student and Exchange Visitor Information System]
SFSF [State Fiscal Stabilization Fund]
sizable
SLDS [Statewide Longitudinal Data Systems]
Social Security Act of 1935 (Pub. L. No. 74-271)
socioeconomic
spring (the season)
stand-alone (adj)
state education system [SEA]
State Fiscal Stabilization Fund [SFSF]
Statewide Longitudinal Data Systems [SLDS]
Strengthening Historically Black Colleges and Universities program
Strengthening Institutions program (Title III-A)
Strengthening Predominantly Black Institutions program
Student Aid and Fiscal Responsibility Act of 2009 (HR. 3221) [SAFRA]
Student and Exchange Visitor Information System [SEVIS]
study-abroad (adj.)
summer (the season)
Sustainable Energy Training Program for Community Colleges
T

TAA [Trade Adjustment Assistance]
TAACCCT [Trade Adjustment Assistance Community College and Career Training] grants program
Trade Adjustment Assistance Community College and Career Training [TAACCCT] grants program
TANF [Temporary Assistance for Needy Families]
task force (lowercase if not part of a proper name)
teacher–student (en dash)
tech prep
Tech Prep program
Temporary Assistance for Needy Families [TANF]
timeframe
time line
total quality management [TQM]
toward (not towards)
TQM [total quality management]
Trade Adjustment Assistance program [TAA]
trade off (v)
trade-off (n)
Transportation Security Administration [TSA]
TSA [Transportation Security Administration]—not Transportation Safety Administration

U

undersecretary (but Under Secretary Martha Kanter)
under way (adv)
underway (adj)
United States (always spell out as a noun)
University of North Carolina (The)
University Sustainability Program Grants
uppercase
upper class (n)
  upper-middle class
  upper-middle-class students
upper income group
up-to-date (always hyph)
URL (use acronym as a word)
USA
U.S. (abbreviate only as adj)
U.S. Census Bureau—not Bureau of the Census
U.S. Department of Education [ED]—not DOE
U.S. Department of Health and Human Services [DHHS]
U.S. Department of Labor [DOL]
US West Communications, Inc.
usable
user-friendly
V

Vanguard Colleges
VCR (use acronym as a word)
VFA [Voluntary Framework of Accountability]
vice president
vice versa (always open)
videocassette
videotape
Vietnam War
Voluntary Framework of Accountability [VFA]

W

Wage Record Interchange System [WRIS]
Web
webinar
website
well-being
well-known
White (cap for people)
WIA [Workforce Investment Act]
Workforce Investment Board [WIB]
-wide (compound usually closed)
campuswide
collegewide
universitywide
worldwide
Wi-Fi (use abbreviation as a word)
wiki
winter (the season)
work space
workforce
Workforce Data Quality Initiative
Workforce Innovation Fund
Workforce Investment Act of 1998 (Pub. L. No. 105-220) [WIA]
Workforce Investment Board [WIB]
workload
workplace
work-study (n, adj)
worldview
WRIS [Wage Record Interchange System]

X Y Z

Youth Innovation Fund
youths (pl of youth)
Appendix

A. Sample Production Schedule
B. Order of the Manuscript
C. Manuscript Submission Checklist
D. Sample Manuscript Page
E. Additional Resources
### A. SAMPLE PRODUCTION SCHEDULE

<table>
<thead>
<tr>
<th># Weeks</th>
<th>Step / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Preproduction (prior to manuscript submission)</strong></td>
</tr>
</tbody>
</table>
| 4–12 | - Author sends draft elements to AACC (to initiate design)  
| | - Author requests permissions to reprint or adapt text or graphics |
|         | **Production** |
| 2–4 | - Project and vendor management (throughout production)  
| | - Design development (cover and sample interior pages) |
| 3–6 | Developmental review/edit (may overlap with field review) |
| 1–3 | Author approval of developmental edit to AACC |
| 3–6 | Field review (may overlap with developmental review) |
| 2–4 | Author response to field review / revision to AACC |
| 3–6 | Copyedit |
| 1–3 | Author approval and response to queries |
| 2–4 | Manuscript finalized / sent to designer for layout |
| 1–3 | Page layout by designer |
| 1–2 | 1st proofreading and correction pass |
| 2–3 | 2nd proofreading / index created and laid out |
| 1 | Final proof approved by AACC / files to printer |
| 1–2 | Blueline from printer |
| 1 | Blueline corrected / approved |
| 2–4 | Printing |
## B. ORDER OF THE MANUSCRIPT

This chart indicates the correct order of the parts of a manuscript. See Section 1.4.2, “Manuscript Elements,” for a complete description of components.

<table>
<thead>
<tr>
<th>R/O</th>
<th>Manuscript Part</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Title page</td>
<td>Include only the title and authors’ names.</td>
</tr>
<tr>
<td>R</td>
<td>Copyright page</td>
<td>Inserted by AACC. Support acknowledgments may appear here.</td>
</tr>
<tr>
<td>O</td>
<td>Dedication</td>
<td>Not usually included.</td>
</tr>
<tr>
<td>R</td>
<td>Table of contents</td>
<td>Label “Contents.” Do not include page numbers.</td>
</tr>
<tr>
<td>O</td>
<td>List of illustrations</td>
<td>Highly recommended.</td>
</tr>
<tr>
<td>O</td>
<td>Foreword</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Preface</td>
<td>May include acknowledgments.</td>
</tr>
<tr>
<td>O</td>
<td>Acknowledgments</td>
<td>If not part of the preface.</td>
</tr>
<tr>
<td>O</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Chapters</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>Appendix(es)</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>References</td>
<td>For multi-author books, references appear at the end of each chapter.</td>
</tr>
<tr>
<td>O</td>
<td>Glossary</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>Bibliography</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>Additional resources</td>
<td>Highly recommended. May be included in an appendix.</td>
</tr>
<tr>
<td>R</td>
<td>Biographies</td>
<td>Label “About the Author(s).” Must be included for all contributors with a byline.</td>
</tr>
<tr>
<td>R</td>
<td>Index</td>
<td>Inserted by AACC.</td>
</tr>
</tbody>
</table>

R = required. O = optional.
C. MANUSCRIPT SUBMISSION CHECKLIST

General Manuscript Formatting
☐ No automatic styles or formatting have been used (e.g., style sheets).
☐ All margins are set at 1 inch.
☐ Font = 11-point Calibri or 12-point Times New Roman.
☐ All text is typed in Roman; bold is used only for subheads, italics only for titles.
☐ All underlines have been removed (except in hyperlinks).
☐ Text is aligned on the left margin (not centered or justified).
☐ All line spacing is set as double.
☐ New paragraphs are indented with one tab space.
☐ All double character spaces have been removed.
☐ Document is labeled in the header.
☐ Subheads are labeled h1, h2, and h3.
☐ Extra hard returns have been removed.
☐ Anything not intended to print is typed in boldface within brackets.
☐ Sources are not footnoted.
☐ If footnotes are essential, they are typed as regular text and placed at the end.

Formatting Tables, Figures, and Other Graphics
☐ All nontext elements are provided in separate files.
☐ All nontext elements are labeled with a number and title.
☐ Location of nontext elements is indicated in brackets in the text.
☐ If a table or figure is not original, a complete source note is provided.

Citations and References
☐ Sources are cited for any information derived from another source (e.g., statistics).
☐ For every citation in text, there exists a corresponding reference list entry.
☐ For every table or figure source note, there exists a corresponding reference list entry.
☐ Page numbers are provided for long quotes (more than 40 words).
☐ All URLs have been verified as still live.

Proofreading
☐ The final draft has been read at least once for completeness, accuracy, and formatting.

Required Elements
☐ Permissions
☐ Title page
☐ Contents page
☐ Preface (or introduction)
☐ Chapters
☐ References
☐ Biographies (100 words or less)
☐ Outline of chapter subheads

Optional Elements
☐ Additional resources
☐ Appendixes
☐ Author photograph (300+ dpi)
☐ Bibliography
☐ Endorsements
☐ Foreword
☐ Glossary
☐ Indexing notes
☐ List of illustrations
☐ Marketing leads
D. SAMPLE MANUSCRIPT PAGE

AACC Prefers Vanilla to Rocky Road

On many occasions authors submit manuscripts so beautifully prepared, they looked as if they had already been printed. A variety of fonts are used to decorative effect. Extra line spacing are placed here and there to help readability. The tables of contents are complete with page numbers. Sources have been meticulously arranged in numbered footnotes and placed at the bottom of the accompanying pages. Graphics are inserted in the appropriate place in the text. Sadly, the first thing we have to do with such manuscripts is this: undo all of the formatting.

The current policy of Community College Press is not to accept manuscripts that do not conform to the guidelines contained in this handbook. So please save yourself and the Press a lot of time and trouble by not attempting to make manuscripts look pretty. Most formatting is gratuitous to the publishing process and in most cases only causes technical problems. The following page illustrates what a typical page should look like when prepared according to instructions.
This Is a Sample Manuscript Page

Chapter author’s name

Every single word in my manuscript is going to be typed in 11-point Calibri or 12-point Times New Roman, even major heads. All lines will be aligned on the left (not justified). There will be only one space between any two letters or punctuation marks—no double spaces at the end of sentences. I will use boldface only for headings and italics only for titles. And speaking of spacing, the entire manuscript will be double spaced. (See Section 2.1, “Formatting” for detailed instructions.)

This Is a Level-1 Subhead

Instead of adding extra line spaces between paragraphs, I will indent new paragraphs. Although this page doesn’t illustrate it, the margins on my pages will be 1” top, bottom, right, and left, and there will be a header on each page with identifying information (see “Labeling Files and Documents” in Section 2.1.1). Whenever I cite a source in text (D’Errico, 2009)—using APA style, of course—I’ll make sure there is a corresponding entry in the reference list.

This Is a Level-2 Subhead

To make sure I’ve formatted my manuscript correctly, I’ll read the AACC Publishing Handbook carefully, and I’ll review my manuscript against the “Manuscript Submission Checklist” (p. 64) before hitting the send button. If I had a graphic I wanted to place on this page, I’d put it in a separate file and place an instruction for the designer in brackets, like so:

[insert Figure 1 about here]

Remember that if you don’t follow the manuscript preparation and submission guidelines, your manuscript will be returned to you for reformatting or revision.
E. ADDITIONAL RESOURCES

Writing and Editing Guides

- Barron’s Dictionary of Computer and Internet Terms
- Copyediting: A Practical Guide, by Karen Judd
- Copyediting & Proofreading for Dummies, by Suzanne Gilad
- The Elements of Style, by Strunk & White
- The Grammar Bible, by Michael Strumpf
- The Gregg Reference Manual, by William A. Sabin
- Handbook of Nonsexist Writing, by Casey Miller and Kate Swift
- Presenting Your Findings: A Practical Guide for Creating Tables, by Adelheid A. M. Nicol and Penny M. Pexman

By Bill Walsh

- The Elephants of Style: A Trunkload of Tips on the Big Issues and Gray Areas of Contemporary American English
- Lapsing Into a Comma: A Curmudgeon’s Guide to the Many Things That Can Go Wrong in Print—and How to Avoid Them
- website: http://www.theslot.com

Books From Editorial Experts


Websites

- Grammar Girl Quick and Dirty Tips for Better Writing: http://grammar.quickanddirtytips.com
- APA Style: http://www.apastyle.org
- Chicago Style: http://www.chicagomanualofstyle.org/home.html