

**Community  
College Press®**

**Publishing  
Handbook**

**September 2009**

**Community College Press is the publishing division of the  
American Association of Community Colleges**



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# Preface

The Community College Press® Publishing Handbook contains guidelines and preferences that are specific to the conventions of Community College Press, the publishing division of the American Association of Community Colleges (AACC), for the publication of AACC's books and monographs. It is not intended as a comprehensive style guide, but as an adjunct to more comprehensive guides. The primary style guide followed by Community College Press 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, Community College Press relies on *Merriam-Webster's Collegiate Dictionary*, 11th ed. (MW-11). Community College Press also consults a variety of other resources (publications and Web sites) 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 Community College Press in its mission to produce useful, well-written, high-quality books for the American Association of Community Colleges and, ultimately, its readers.

The Community College Press 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 2009



# Introduction:

## How to Use This Handbook

There are two resources essential for Community College Press 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 Community College Press.

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

- ◆ In the first section, “Publishing With Community College Press,” you’ll find out what kind of books AACC is interested in, what kind of authors it’s looking for, and what the basic process and timeline is for getting a book published by Community College Press.
- ◆ Section 2 (“Manuscript Preparation”) covers the nuts and bolts of physically preparing your final manuscript for submission.
- ◆ Section 3 (“Manuscript Submission”) tells you exactly how to transmit your final manuscript to AACC.
- ◆ The “Style Guide” (Section 4) is in fact 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 Community College Press.
- ◆ 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.



# I

## **Publishing With Community College Press**

- 1.1 Types of Works and Authors Sought**
- 1.2 Submitting a Proposal**
- 1.3 The Steps of Production**



## ► 1.1 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 Web site at

- ♦ <http://www.aacc.nche.edu/proposalguidelines>
- ♦ <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.
- ♦ Except in cases where special funding arrangements are made, compensation for Community College Press authors consists of an honorarium of \$500, complimentary copies of the book, and a lifetime author's discount (40% off the member price) on purchases of additional copies of the book.

### ► 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 AACCC'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 Web site; 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](http://www.aacc.nche.edu/bookstore)  
Phone: 800-250-6557  
Fax: 301-604-0158  
E-mail: [aaccpub@brightkey.net](mailto:aaccpub@brightkey.net)  
Mail: Community College Press  
PO Box 311  
Annapolis Junction, MD 20701

# 2

## Manuscript Preparation

### 2.1 Formatting

#### 2.1.1 General Manuscript Formatting

#### 2.1.2 Formatting Tables, Figures, and Other Graphics

### 2.2 Citations and References

#### 2.2.1 Authors' Responsibilities

#### 2.2.2 Anatomy of a Reference List Entry

### 2.3 Proofreading



## ► 2.1 FORMATTING

Authors are asked to conform to formatting guidelines for pragmatic reasons. Simple, consistent formatting allows Community College Press 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 bound book. 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 print 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*

Use 12-point Times New Roman for all elements. 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\_CC Press Guide\_ch3\_DD\_3-1-09\_page 1 of 22

### ***Heads and Subheads***

Type heads and subheads in boldface, upper- and lowercase (not all capitals). 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 CITATIONS AND REFERENCES

### ► 2.2.1 Authors' Responsibilities

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

- ♦ the APA Pub Manual (pp. 169–224)
- ♦ [www.apastyle.org](http://www.apastyle.org)

Examples are also provided in the appendix.

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.

See the Editor's Tip, "Proofreading Citations and References."

### *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.

### ► **2.2.2 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 [Modern Language Association]) 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 for all printed nonperiodicals. These elements are usually not necessary for materials retrieved electronically; however, if the publisher's identity is not clear, include the name in the retrieval information.

### **6. *Internet Access Data***

URLs should be provided whenever works are available on the Internet, even if they are also available in print. Include a retrieval date only for sites highly subject to change, such as wikis. Provide the URL that gets the user closest to the information; however, if URLs are unwieldy, provide the home page URL along with more specific navigation pointers (e.g., "click on XXX").

## ► 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**

## **Manuscript Submission**

**3.1 How and Where to Submit**

**3.2 What to Submit**

**3.2.1 Required Elements**

**3.2.2 Recommended or Optional Elements**



### ► 3.1 HOW AND WHERE TO SUBMIT

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 “What to Submit”).

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  
[dderrico@aacc.nche.edu](mailto:dderrico@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.**

## ► 3.2 WHAT TO SUBMIT

### ► 3.2.1 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 Web sites.

**Proof of permission must be submitted to Community College Press at the time the manuscript is submitted. The press is bound by law not to publish material from copyrighted sources without permission or release.**

#### *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.

## **► 3.2.2 Recommended or Optional Elements**

### ***Additional Resources***

Authors are encouraged to include a list of additional resources (publications, organizations, Web sites, 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.

# 4

## Style Guide

4.1 Styles Followed

4.2 Usage

4.3 Word List



## ► 4.1 STYLES FOLLOWED

Authors are not expected to be experts on matters of spelling, grammar, punctuation, usage, and style. What Community College Press 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.

Manuscripts submitted to Community College Press are usually reviewed by experts who can attest to the utility of your work to AACCC's readers, and they are always copyedited to ensure that your work is published in a technically accurate, readable, useful, and user-friendly form. The purpose of the Style Guide is not to burden you with technical details but to offer as much guidance as possible.

The conventions and preferences contained in the Community College Press Style Guide supersede the conventions and preferences contained in the following sources that Community College Press adheres to:

### *Editorial Style*

1. *Publication Manual of the American Psychological Association*, 6th ed. (APA Pub Manual)
2. *The Chicago Manual of Style*, 15th ed. (CM-15)

### *Spelling and Usage*

3. *Merriam-Webster's Collegiate Dictionary*, 11th ed. (<http://www.m-w.com/home.htm>) (MW-11)

### **Questions about style? Contact**

**Deanna D'Errico**  
**(202) 728-0200, ext. 212**  
[dderrico@aacc.nche.edu](mailto:dderrico@aacc.nche.edu)

## ► 4.2 USAGE

### **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 manuscript as precisely as you can without using directional terms: “As I discussed earlier in this chapter. . .” “As is (or was) illustrated in Figure 2 . . .”

### **ABBREVIATIONS** *See also Acronyms*

Consult the Word List in this handbook, as well as the APA Pub Manual, CM-15, and MW-11 for comprehensive guidance. Three common abbreviations worth noting here are e.g. (for example), etc. (etcetera or so forth), and i.e. (that is). Spell these abbreviations out in running text, but abbreviate them within parentheses. Do not italicize.

### **accredit**

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

### **ACRONYMS** *See also Abbreviations*

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. Most acronyms are read phonetically and, therefore, do not need to be preceded by *the*.

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

### **ACTIVE VOICE** *See also Passive Voice; Personification*

Employ the active voice to energize your writing and to more 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)

### **America/Americans**

Always use *United States* when referring to the country. Use *North*, *South*, or *Central America* when referring to the continents. Use the adjective, *American*, sparingly and judiciously, particularly in the community college context. 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*

### **beg the question**

This phrase does not mean to ask for or lead to a question. It means to bypass or evade the issue. “His speech begs the question, What are the college’s primary goals?” means the speech evaded the problem of identifying the college’s primary goals.

### **BIBLIOGRAPHY** *See References*

A bibliography is not the same as a reference list or a list of additional resources. It is a list of resources you may have used for general or background information when

preparing your work but did not specifically cite.

### **BOLDFACE**

In running text, avoid the use of 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 to ~~both~~ 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**

After the APA Pub Manual, follow the Community College Press Word List, CM-15, and MW-11, in that order, for comprehensive guidance. Guidelines for frequently encountered issues are as follows:

- ♦ In document titles and headlines, capitalize all words of 4 letters or more.
- ♦ In document titles and headlines, capitalize hyphenated words as if the hyphens were not there: Four-Year College; Full-Time Students.
- ♦ Do not capitalize a word merely for emphasis.
- ♦ Do not capitalize academic disciplines unless they contain proper nouns: 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**

1990 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 20<sup>th</sup>)
- ♦ 20th-century practices

### **CITATIONS**

See the APA Pub Manual for comprehensive guidance.

### **CLICHÉS**

Delete the pied piper, the Achilles heel, the rubber meeting the road, the lightning rod for dissent, and flirting with disaster. Make your point in your own words.

## COLLEGE NAMES/LOCATIONS

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 or 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

Always use a serial comma; that is, include a comma before the conjunction in a series.

- ♦ students, faculty, staff, and administrators

## COMPOUND WORDS *See also Hyphenation*

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. Community College Press prefers a “closed style” in most cases. First consult MW-11, then CM-15, for comprehensive guidance on spelling compound words and words with prefixes and suffixes. The Community College Press Word List also includes many commonly used compounds.

## 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 an adjective.

### **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 (associate degree–granting institutions; computer science–related courses).

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.”

#### *Editor’s Tip: Inserting En and Em Dashes*

en dash: Press Ctrl + the hyphen key on the number pad

em dash: Press Ctrl/Alt + the hyphen key on the number pad

### **data**

*Data* is plural; *datum* is singular.

- ♦ “The data are . . .”

### **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. Community College Press, per APA style, does not use periods in degree acronyms.

### **disabled/disabilities**

In general, use “people-first” language, as in “people with disabilities.” For more detailed guidance, see APA Pub Manual (p. 76) and *Guidelines for Reporting and Writing About People With Disabilities* (KU Lifespan Institute, 2008—see Additional Resources for publication data).

### **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, colleges, etcetera, 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. Spell out in running text.

- ◆ “Always use an established style guide (e.g., APA, Chicago, or MLA).”
- ◆ “To learn how to apply a style consistently, consult an official style manual; for example, *Chicago* has a table illustrating hyphenation style.”

### **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.”

### **entitled**

This word denotes rights and privileges. When referring to the title of a publication, use the word *titled*.

- ◆ “The new law entitled administrators to . . .”
- ◆ “In a book titled *Beyond Reason*, Jones (2003) pointed out . . .”

### **EXCLAMATION MARK**

Use sparingly! Use only one!!!

### **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 a book's front matter, 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.

**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**

Use a capital letter in italics, not in quotation marks.

- ♦ grade of *C* or better

**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.** *See also e.g.*

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.”

**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**

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 or Web. The Internet is the network connecting computers around the world; the Web is a part of the Internet accessed through a special interface. Thus, note that not everything on the Web is also on the Internet.

**ITALICS** *See also Quotation Marks*

Do not use italics to indicate irony, colloquial speech, or emphasis. Use italics for the titles of books, movies, plays, operas, epic poems, paintings, television programs, and words as words (e.g., “the word *economic*”). See the APA Pub Manual and CM-15 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.”

## 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:** “Under the leadership of the president, the administrators of the college saw the need to amend the mission statement.”

## 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, Community College Press uses only two basic styles for capitalizing and punctuating the items in bulleted and numbered lists: (1) Lowercase the first word after the bullet and use no end punctuation, or (2) capitalize the first word after the bullet and use a period at the end of each item. These styles are illustrated in Examples A, B, and C in the “List Style” box on the next page. Note that all elements in a list should be grammatically parallel.

## literally

Do not use merely for emphasis. “This book literally blew my mind” means the book killed me. Often the word is unnecessary, as in “Over the next five years, ~~literally~~ dozens of instructors will retire from the college.” Use *literally* only with a figure of speech that, normally used in a metaphorical sense, really happened in this instance: “During the hay ride, Joe got drunk again and literally fell off the wagon.”

## 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*.

## meet and exceed expectations

Delete *meet and*: Colleges need to ~~meet and~~ exceed the expectations of their constituents.

## momentarily

Use the word *momentarily* only to mean “lasting for a moment,” as in “She paused momentarily, then resumed her tirade.” Do not use to mean “in a moment.”

- ♦ **Incorrect:** “We’ll be back momentarily.”
- ♦ **Correct:** “We’ll be back in a moment.”

## LIST STYLE

### **A. List elements are incomplete sentences and fill less than one line of text: Lowercase the first word and use no end punctuation.**

The farmer brought three varieties of produce to the market:

- apples
- peaches
- pears

### **B. List elements are incomplete sentences but fill more than one line of text: Uppercase the first word and use a period at the end of each element.**

The produce that the farmer brought to the market included

- Apples grown in what is purported to be the first commercial apple orchard in the United States.
- A variety of peaches that originated in Georgia in 1898.
- A hybrid variety of pears developed in Kentucky.

### **C. List elements are complete sentences of any length: Capitalize the first word and use a period at the end of each element.**

Each year, the farmer brought interesting new varieties of produce to the market.

- In 1968 he delighted customers with apples from what is purported to be the first commercial apple grove in the United States.
- In 1982 he introduced a variety of peaches that originated in Georgia in 1898.
- He expanded his eclectic selection of produce in 2005 with a hybrid variety of pears developed in Kentucky.
- 

**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 only in subsequent mentions. However, always refer to people whose work is being cited 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

In general, spell out *one* through *nine*; use figures for 10 and larger. 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

*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, for example, at the beginning of a sentence: “Thirty-three percent of the respondents agreed that . . .”

### 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. Chapters cannot discuss, but the author of a chapter can. It is acceptable, however, to attribute many actions to organizational entities (e.g., the college, the board, the management).

## PHONE NUMBERS

Use this format: 202-728-0200, ext. 212

## POSSESSIVES

Consult CM-15 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 pronoun 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.

**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 around chapter titles, short poems, songs, episodes from television programs, 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. Permission may be needed 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 Community College Press now uses to designate race and ethnicity in general. Other preferences will be honored. Use terms consistently within a manuscript.

- ♦ Black or African American
- ♦ White

- ◆ Asian American
- ◆ Latino
- ◆ Native American or American Indian

### **REDUCING BIAS**

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

### **REFERENCES** *See also Bibliography*

Community College Press follows the APA Pub Manual in matters of reference and citation style. A sample reference list is also included in this handbook (see the appendix).

### **school**

Do not use in reference to a community college. Use *community college*, *college*, or—sparingly—*institution*. *See institutions*.

### **SEMI-COLONS**

Use semi-colons in place of a period between the 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 (SOLIDI)**

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**

Spell out state names in running text. Use postal code abbreviations in parenthetical matter, tables and figures, and references. *See the USPS Web site for a list of 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 books 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 of a chapter 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).

### **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 may be left in.

### **URL** *See Internet*

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 just as they appear in the browser bar, with no punctuation added.

### **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** *See Internet*

### **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
- ◆ **Correct:** 1989–1990

## ► 4.3 WORD LIST

This list summarizes the spelling, punctuation, capitalization, and usage of words and terms, including acronyms, commonly used in Community College Press publications. Note that preferences may vary for AACC’s serial publications, the *Community College Journal* and *Community College Times*, both of which follow AP as their primary guide. The list is appended and revised regularly. E-mail questions or suggestions to [dderrico@aacc.nche.edu](mailto:dderrico@aacc.nche.edu).

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### A

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AA [associate of arts]  
AACC Annual Convention  
AACC Board of Directors; AACC Board (the board)  
ACCT [Association of Community College Trustees]  
Achieving the Dream [ATD]  
acknowledgment  
advanced placement [AP]  
Advanced Placement Program (when referring to College Board entity)  
African American (n, adj)  
AIDS (use acronym as a word)  
Alaska Native  
American Indian (or Native American)  
American Graduation Initiative (HR3221, Student Aid and Fiscal Responsibility Act)  
antiterrorism  
anytime, anywhere  
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]  
Associated Press [AP]  
Association of Community College Trustees [ACCT]  
ATD [Achieving the Dream]  
at-risk (adj)  
audio (open as n & adj; solid as prefix)  
    audio amplifier  
    audiovisual  
autumn (the season)

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**B**

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baby boomer  
baccalaureate (not baccalaureate degree)  
bachelor's degree  
back up (v)  
backup (n, adj)  
baseline  
bestseller (n)  
best-selling (adj)  
bioterrorism  
Black (cap when referring to humans)  
board  
board of trustees  
boardroom  
BSN [bachelor of science in nursing]  
Bureau of Indian Affairs (U.S. not part of agency title)  
Bureau of Labor Statistics (U.S. not part of agency title)  
by-product

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**C**

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CAEL [Council for Adult and Experiential Learning]  
campuswide  
caregiver  
Carl D. Perkins Vocational and Applied Technology Education Act (Perkins Act, subsequently)  
case study  
CBJTG [Community-Based Job Training Grants]  
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  
co- (prefix; always closed except with two same vowels or to prevent misreading)  
    coauthor, co-chair, co-worker  
    co-occur  
College and Career Transitions Initiative [CCTI]  
collegewide

Community-Based Job Training Grants [CBJTG]  
continuous quality improvement [CQI]  
copyedit; copyeditor  
cost-effective (always hyph)  
Council for Adult and Experiential Learning [CAEL]  
course work  
co-worker  
CQI [continuous quality improvement]  
cross- (prefix, usually hyphenated)  
curricula (pl)  
curriculum (sing)  
cut off (v)  
cutoff (n, adj)  
cyber (n, prefix)

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**D**

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data (plural)  
database  
data set  
day care (n)  
day-care (adj)  
dean's list  
decision maker (n)  
decision-making (adj)  
Development, Relief, and Education for Alien Minors Act [DREAM Act]  
disk (prefer to *disc*)  
doctoral degree (not doctorate degree)  
doctorate (n) (not doctorate degree)  
DOE—do not use; use ED  
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

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## E

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e- (prefix for electronic entities; always hyphenated; capped only when beginning a sentence)  
e-business  
e-commerce  
e-mail  
ED [U.S. Department of Education]  
electronic mailing list  
English as a second language (ESL)

---

## F

---

Facebook  
faculty, faculty member (sing.)—prefer instructor  
fall (the season)  
federal (always lowercase unless part of a proper noun)  
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)

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## G

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GI Bill  
GPA [grade point average]  
-grade  
    first graders  
    first-grade students  
grade point average [GPA]  
grassroots

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## H

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headcount  
health care (n)  
health-care (adj)  
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

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## I

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in-depth (adj)  
indexes (pl of index)  
information age  
Internet

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## J

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judgment

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**K**

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

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**L**

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layperson  
League for Innovation in the Community College (the League)  
learner—prefer student  
learning-centered education, governance, etc.  
learning college movement  
legislature (always lowercase unless part of a proper noun)  
lifelong  
lifestyle  
LISTSERV™ (trademark)  
long-standing (adj)  
long term (n)  
long-term (adj)  
longtime (adj)  
lower-income group  
Lumina Foundation for Education

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**M**

---

master's degree  
McGraw-Hill  
middle-aged (adj)  
middle class (n)  
middle-class (adj)  
MPA (master of public administration)  
multicollege district  
multiple-choice test  
MySpace

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## N

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National Governors Association  
Native American (or American Indian)  
No Child Left Behind Act of 2001 (Public Law 107-110)  
non (pref, usually solid)  
non–English-speaking student (en dash with double compound)  
nonprofit  
not-for-profit  
Nurse Reinvestment Act (of 2002)

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## O

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offline  
offshore  
okay (not OK)  
one half (n)  
one-half (adj)  
ongoing  
online  
on site (n)  
on-site (adj)  
open-book management  
open-door (adj)  
open-ended (adj)

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## P

---

part time (n)  
part-time (adj)  
PATHWAYS program  
peacetime  
peer review (n, adj)  
Pell Grant; Pell grants  
Pennsylvania State University, The  
percent (spell out only when used with words; use % with numerals)  
policymaker, policymaking  
postsecondary  
Prentice Hall  
president (lower case unless preceding proper name)  
problem solving (n)  
problem-solving (adj)

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**Q**

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**R**

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RAM (use acronym as word)  
real-world (adj)  
role-playing (n, v)

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**S**

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school-age children  
schoolchild  
School-to-Career initiative  
school-to-work  
School-to-Work Opportunities Act  
schoolwork  
self-directed learning  
SEVIS [Student and Exchange Visitor Information System]  
sizable  
socioeconomic  
spring (the season)  
stand-alone (adj)  
Student Aid and Fiscal Responsibility Act (HR, 3221, American Graduation Initiative)  
  
Student and Exchange Visitor Information System [SEVIS]  
summer (the season)

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**T**

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TANF [Temporary Assistance for Needy Families]  
task force (lowercase if not a proper noun)  
teacher–student (en dash)  
tech prep  
Temporary Assistance for Needy Families [TANF]  
timeframe  
time line  
total quality management [TQM]  
toward (not *towards*)  
TQM [total quality management]

trade off (v)  
trade-off (n)  
Transportation Security Administration [TSA]  
TSA [Transportation Security Administration]—not Transportation *Safety* Administration

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**U**

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undersecretary  
under way (adv)  
underway (adj)  
United States (always spell out as a noun)  
University of North Carolina (The)  
uppercase  
upper class (n)  
    upper-middle class  
    upper-middle-class students  
upper income group  
up-to-date (always hyph)  
URL (use acronym as 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  
US West Communications, Inc.  
usable  
user-friendly

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**V**

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Vanguard Colleges  
VCR (use acronym as word)  
vice president  
vice versa (always open)  
videocassette  
videotape  
Vietnam War

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**W**

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Web  
Web site  
well-being  
well-known  
White (cap for people)  
WIA [Workforce Investment Act]  
-wide (compound usually closed)  
    campuswide  
    collegewide  
    universitywide  
    worldwide  
Wi-Fi [wireless fidelity]  
wiki  
winter (the season)  
work space  
workforce  
Workforce Investment Act [WIA]  
workload  
workplace  
work-study (n, adj)  
worldview

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**X**

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**Y**

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youths (pl of youth)

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**Z**

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# Appendix

**Sample Production Schedule**

**Order of the Manuscript**

**Manuscript Submission Checklist**

**Sample Manuscript Page**

**Sample References**

**Additional Resources**



**COMMUNITY COLLEGE PRESS  
SAMPLE PRODUCTION SCHEDULE**

# Weeks	Step / Activity
<b>Preproduction (prior to manuscript submission)</b>	
4–12	<ul style="list-style-type: none"> <li>◆ Author sends draft elements to AACC (to initiate design)</li> <li>◆ Author requests permissions to reprint or adapt text or graphics</li> </ul>
<b>Production</b>	
2–4	<ul style="list-style-type: none"> <li>◆ Project and vendor management (throughout production)</li> <li>◆ Design development (cover and sample interior pages)</li> </ul>
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



## ORDER OF THE MANUSCRIPT

This chart indicates the correct order of the parts of a manuscript. See Section 3.2, “What to Submit,” for a complete description of components.

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

R = required. O = optional.



## 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 = 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



## **SAMPLE MANUSCRIPT PAGE**

### **We Prefer Vanilla to Rocky Road**

On many occasions I have received manuscripts that were so beautifully prepared, they looked as if they had already been printed. A variety of fonts were used to decorative effect. Extra line spacing placed here and there helped readability. The tables of contents were complete with page numbers. Sources had been meticulously documented in numbered footnotes and placed at the bottom of the accompanying pages. Graphics were inserted in the appropriate place in the text. Sadly, the first thing I would have to do with such manuscripts was 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 Community College 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.

## **[ch]This Is a Sample Manuscript Page**

### **[au]Chapter author's name**

Every single word in my manuscript is going to be typed in 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.

### **[h1]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.

### **[h2]This Is a Level-2 Subhead**

To make sure I've formatted my manuscript correctly, I'll read the Community College Press Publishing Handbook carefully, and I'll review my manuscript against the "Manuscript Submission Checklist" 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, such as the one below.

### **[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.

## SAMPLE REFERENCES

### Books and Monographs

#### *Entire Book*

1. American Association of Community Colleges. (2007). *State-by-state profile of community colleges: Trends and statistics* (7th ed.). Washington, DC: Community College Press.
2. College Board. (2007). *Trends in college pricing*. Washington, DC: Author.
3. Roueche, J. E., & Jones, B. R. (Eds.). (2005). *The entrepreneurial community college*. Washington, DC: Community College Press.

#### *Chapter in a Book*

4. Flannigan, S. L., Greene, T. G., & Jones, B. R. (2005). Setting the stage for action: Entrepreneurship at work. In J. E. Roueche & B. R. Jones (Eds.), *The entrepreneurial community college* (pp. 1–12). Washington, DC: Community College Press.

### Periodicals

#### *Newspapers, Newsletters, and Tabloids*

5. DeBarros, A. (2003, January 1). New baby boom swamps colleges. *USA Today*. Retrieved from [http://www.usatoday.com/news/nation/2003-01-01-college-boomers-usat\\_x.htm](http://www.usatoday.com/news/nation/2003-01-01-college-boomers-usat_x.htm)
6. Evelyn, J. (2006, March 31). The outsider. A community college hires a president from the corporate sector, with mixed success. *Chronicle of Higher Education*, 52(30), pp. A30–A32.
7. Roueche, J. E. (1989, January). Shared vision and staff selection. *Leadership Abstracts*, 2(1).

#### *Professional and Scholarly Journals and Serials*

8. Cook, B. W. (1997). Fund raising and the college president in an era of uncertainty: From 1975 to the present. *Journal of Higher Education*, 68(1), 53–86.
9. Outcalt, C. L. (Ed.). (2002, Summer). Community college faculty: Characteristics, practices, and challenges. *New Directions for Community Colleges*, 2002(118), 109.

## Other Document Types

### *Brochures*

10. American Association of Community Colleges. (2009). *2009 fact sheet*. Washington, DC: Author.

### *Papers*

11. Department of Labour. (1997, March). *Skills development strategy for economic and employment growth in South Africa* [Green paper]. Pretoria, South Africa: Author. Retrieved September 30, 2008, from [http://www.polity.org.za/polity/govdocs/green\\_papers/skills.html](http://www.polity.org.za/polity/govdocs/green_papers/skills.html)
12. Department of National Education (DNE). (1991). *Education renewal strategy* [Discussion document]. Pretoria, South Africa: University of South Africa.
13. Fisher, G. (1993). *Access to post-secondary education in South Africa: Taking the community college route* [Working paper]. Pretoria, South Africa: National Education Policy Investigation.
14. Ministry of Education. (1998, September 25). A programme for the transformation of further education and training: Preparing for the twenty-first century through education, training and work (Education White Paper 4). *Government Gazette*, 399(19281). Pretoria, South Africa: Department of Education. Retrieved May 7, 2008, from <http://www.info.gov.za/whitepapers/1998/19281.pdf>
15. Salomon, K. D. (2000, July 5). *Copyright considerations in distance education and technology-mediated instruction* [White paper]. Washington, DC: American Association of Community Colleges.

### *Technical and Research Reports*

16. Katsinas, S. G., Tollefson, T. A., & Reamey, B. A. (2008). *Funding issues in U.S. community colleges: Findings from a 2007 survey of the National State Directors of Community Colleges* [Report]. Washington, DC: American Association of Community Colleges. Available from the AACC Web site: <http://www.aacc.nche.edu/fundingissues>
17. Knapp, L. G., Kelly-Reid, J. E., Ginder, S. A., & Miller, E. S. (2008, June). *Enrollment in postsecondary institutions, fall 2006; graduation rates, 2003 & 2003 cohorts; and financial statistics, fiscal year 2006* (NCES 2008-173). Washington, DC: U. S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

18. Snyder, T. D., Dillow, S. A., & Hoffman, C. M. (2008, March). *Digest of education statistics 2007* (NCES 2008-022). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.
19. Weisman, I. M., & Vaughan, G. B. (2007). *The community college presidency* (Research Brief AACC-RB-07-1). Washington, DC: American Association of Community Colleges.

### ***Meetings and Symposia***

20. Economic Commission for Africa. (2007). *Strategy to revitalize technical and vocational education and training (TVET) in Africa*. Presentation at the meeting of the Bureau of the Conference of Ministers of Education of the African Union, Ethiopia.
21. Fowler-Hill, S. A. (2002, February 28). *Full-time faculty recruitment and selection strategies practiced by learning-centered community colleges*. Paper presented at the meeting of the International Academic Chair, Kansas City, MO. (ERIC # ED464689)
22. Gates, B. (2006, January 4). Bill Gates: 2006 International Consumer Electronics Show [Keynote address]. Retrieved from <http://www.microsoft.com/presspass/exec/billg/speeches/2006/01-04CES.msp>

### ***Press Release***

23. Legislative Council. (2008, May 14). *LCQ3: Recognition of associate degree qualification for civil service appointment* [Press release]. Retrieved September 7, 2008, from <http://www.info.gov.hk/gia/general/200805/14/P200805140139.htm>

### **Data**

24. Canadian Foundation for Innovation. (2005). *Projects funded* [Database]. Retrieved October 16, 2005, from <http://www.innovation.ca/projects>
25. Chronicle of Higher Education Almanac. (2005). Characteristics of college presidents, 2001 [Data file]. Retrieved from <http://chronicle.com/weekly/almanac/2001/nation/0102702.htm>
26. National Center for Education Statistics. (2006). Integrated post-secondary education data system (IPEDS) 2003–04 completions survey [Data file]. Retrieved from <http://nces.ed.gov.ipeds>

27. Palmer, J. C. (Ed.). (2008). *Distribution of states, by size of state tax appropriations for higher education, FY08* (Table 6). Retrieved April 16, 2008, from [http://www.grapevine.ilstu.edu/tables/pdf/Table6\\_08.pdf](http://www.grapevine.ilstu.edu/tables/pdf/Table6_08.pdf)
28. Palmer, J. C., & Franklin, D. (Eds.). (2006, October). *Grapevine summary of state higher education tax appropriations for fiscal year 2006*. Normal, IL: Illinois State University, Center for the Study of Education Policy. Retrieved September 15, 2008, from <http://www.grapevine.ilstu.edu/historical/Appropriations%202005-06.pdf>
29. U.S. Census Bureau. (2003, October). *Language use and English-speaking ability: 2000*. Retrieved from <http://www.census.gov/prod/2003pubs/c2kbr-29.pdf>
30. U.S. Census Bureau. (2005). *Race and Hispanic origin in 2005*. Retrieved from <http://www.census.gov/population/www/pop-profile/files/dynamic/RACEHO.pdf>

## Internet and Web Pages

### *Referencing a Site*

31. Copeland, M. V. (2005). My golden rule. Business 2.0. Available from the CCN Money.com Web site: <http://money.cnn.com>

### *Referencing a Specific Page on a Site*

32. Container Store. (2007). *Learn about us*. Retrieved from <http://www.containerstore.com/learn/index.jhtml>
33. Whitus, J. (2005, December 14). *Community colleges making history and international friends in Vietnam* [News release]. Retrieved August 13, 2008, from [http://www.kctcs.net/newspublications/newsreleases.cfm?nr\\_id=127](http://www.kctcs.net/newspublications/newsreleases.cfm?nr_id=127)

### *Wikipedia*

34. Community college. (n.d.). Retrieved April 14, 2009, from Wikipedia: [http://en.wikipedia.org/wiki/Community\\_college](http://en.wikipedia.org/wiki/Community_college)

## Other Variations and Examples

### *Limited Availability*

35. Kentucky Community and Technical College System. (2004). *U.S. institutions and Kien Giang Community College partnership program: Information technology workforce development* (USAID/ALO grant). (Available from Kentucky Community and Technical College System, 300 North Main Street, Versailles, KY 40383)

### ***Non-English Works***

**36.** Kane, C. H. (1961). *L'aventure ambiguë* [Ambiguous adventure]. Paris: Julliard.

### ***Title as Author***

**37.** *Memorandum of understanding on cooperation between the Department of Higher Education, Ministry of Education and Training, Viet Nam, and Lansing Community College, Michigan, U.S.A.* (1996, May). (Available from Lansing Community College, 1113-Multicultural Center, P.O. Box 40010, Lansing Michigan 48901-7210)

### ***Unpublished Works***

**38.** Flannigan, S. L. (2005). *Cultural congruence and students' sense of connectedness: A case study*. Unpublished doctoral dissertation, The University of Texas at Austin.

**39.** Paul Elsner and Associates. (2003, October). *Report of a visit to Higher Colleges of Technology: United Arab Emirates*. Unpublished report, Paul Elsner and Associates, Phoenix, AZ.

**40.** Valladares Aranda, D. (2005, November). *The beginning of the UTS in Cajeme in the 21st century*. Unpublished manuscript, Universidad Tecnológica del Sur de Sonora, Mexico.



## 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
- ♦ *Displaying Your Findings: A Practical Guide for Creating Figures, Posters, and Presentations*, by Adelheid A. M. Nicol and Penny M. Pexman
- ♦ *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
- ♦ *Guidelines for Reporting and Writing About People With Disabilities*, by KU Lifespan Institute. Available from the APA Web site at <http://www.apastyle.org/manual/related/guidelines-reporting-and-writing.pdf>

### 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*
- ♦ Web site: <http://www.theslot.com>

### Books From Editorial Experts

- ♦ <http://www.eecom.com/press/books.html>

### Web Sites

- ♦ 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>

## NOTES