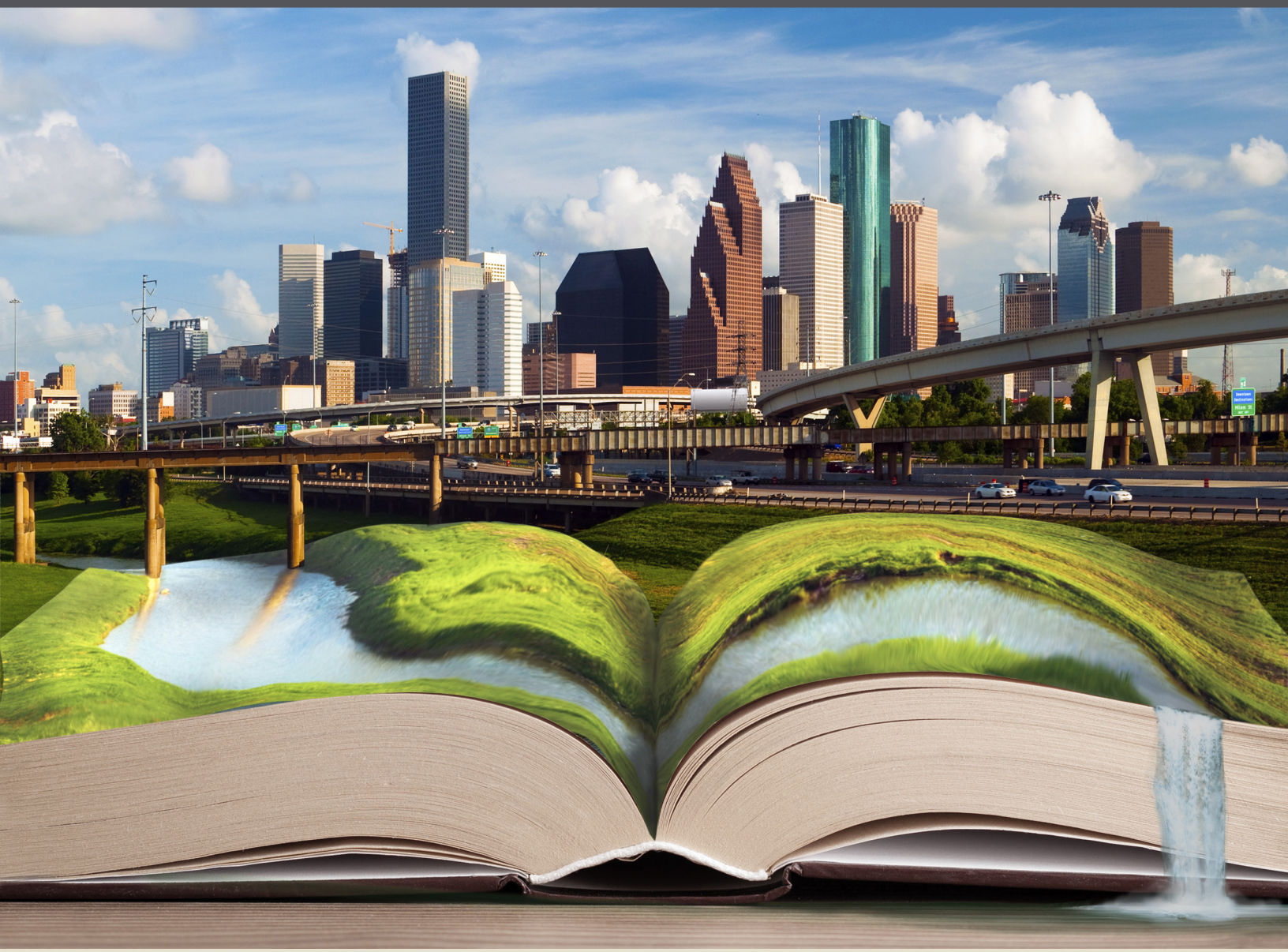
Texas A&M Engineering

TEEX

Extension Service

Style Guide



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ITSI STYLE GUIDE

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General Information

This style guide pertains to courses developed by the Infrastructure Training & Safety Institute (ITSI) of the Texas A&M Engineering Extension Service (TEEX). It prescribes certain stylistic practices when producing courses for ITSI.

The agency-wide TEEX curriculum style guide supersedes this style guide in all matters. However, some areas of the TEEX curriculum style guide are not addressed or are ambiguous. In addition, this manual seeks to clarify issues that are specific to ITSI-developed courses.

Even with a style guide, there is substantial leeway on style conventions, given the differing demands placed on manuals in different programs. However, all effort should be made to ensure that style conventions are consistent across all manuals.

If issues arise that are not addressed by the TEEX or ITSI style guides or any of the approved style references, the Instructional Design Specialist (IDS) should make a judgment and use it consistently throughout the manual.

The *ITSI Style Guide* is a work in progress. While the standards and guidelines that it sets are to be followed, new issues and suggested changes to established standards may be submitted at any time to the maintainer of the style guide.

Common acronyms used throughout the style guide include PM (participant manual) and IG (instructor guide).

All references to the "TEEX curriculum style guide" refer to the February 2014 version of the *Texas A&M Engineering Extension Service Curriculum Style Guide*.

CMOS refers to *The Chicago Manual of Style*, 16th edition.

Handbook refers to the *Handbook of Technical Writing*, 7th edition by Gerald J.Alred, Charles T. Brusaw, and Walter E. Oliu.

Abbreviations

In this section, the following topics related to abbreviations are discussed:

- Case
- Punctuation
- Scientific abbreviations
- Spacing

Case

Units of measurement should be in lowercase, with the following exceptions:

- Liter should be abbreviated “L,” not “l” (to avoid confusion with the number “1”).
- Milliliters should be abbreviated “mL,” not “ml.”
- Millions of gallons per day should be abbreviated “MGD” (so that it is not confused with milligrams, “mg”).
- A capital letter abbreviation in an equation involving geometry (“R”) indicates measurement in feet; a lowercase letter (“r”) indicates measurement in inches.
- °F and °C are capitalized.
- Kilowatt is abbreviated “kW”.
- Kilopascal is abbreviated “kPa”.

Punctuation

As a general rule, periods are included after lowercase abbreviations. Refer to the following examples:

- p.
- vol.
- hr.
- a.m.
- p.m.

An exception involves abbreviations of scientific units (see below).

If the abbreviation is uppercase or small caps, periods are omitted (CMOS 10.4). Refer to the following examples:

- US
- EPA
- OSHA

SI Units

International System (SI, also known as metric) units do not have punctuation (CMOS 10.55). See examples below:

- m
- mm
- L
- kg

US Units

Punctuation of English units is unnecessary when units are used in equations (Handbook 4 and CMOS 10.67). Technical abbreviations usually omit periods (see list in CMOS 10.52).

US units of measure are usually set with periods, such as the following:

- in.
- gal.
- lb.
- ft.

For foot and inch marks, straight marks should be used. If they are used, they should be used consistently throughout the manual and not alternated with the abbreviation or spelled-out word.

- ' (feet)
- " (inches)

Plural

Abbreviated units are not made plural with the addition of an “s”; instead the units remain singular, even if the unit is more than one. There are two exceptions:

- Time
  - Abbreviations of time may be made plural with the addition of an “s” (hrs., mins., secs.).
  - Be consistent in the manual (CMOS 10.71).
- Courses submitted to the Texas Commission on Environmental Quality (TCEQ) should use “lbs.” when describing more than one pound, rather than “lb.”

Spaces

A character space usually appears between a numeral and abbreviation:

- 15 mm
- 1.5 kg

The exception is temperature (18°C, 72°F). The temperature exception follows both CMOS (10.52) and the TEEX curriculum style guide (2-14).

Acronyms

Technically, an acronym is a word that is created by initial letters and pronounced as a word (OSHA, NASA). An initialism is created by a series of first letters and pronounced as a series of letters (TCEQ, EPA). However, this style guide will follow common usage and use “acronym” to describe both forms.

Introducing Acronyms

The TEEX curriculum style guide considers acronyms on pages 2-12 and 3-5. The following standards supplement that description.

An acronym only needs to be introduced the first time that it is used in the content. Acronyms may need to be reintroduced in some cases.

Instructor Notes

If an acronym is first introduced in an instructor note, introduce it again the first time it appears in the regular text, as the instructor note will not appear in the PM.

Tables

If the acronym is first introduced in a table, consider introducing the acronym again when it first appears in the regular text, as a quickly scanning eye may miss the information in the table.

Capitalization

Generally, acronyms of nouns are uppercase (TEEX, ITSI). Acronyms of adverbial forms are generally lowercase (rpm, mph).

Only use capitalization for proper nouns when introducing acronyms (CMOS 10.6).

Examples:

- Occupational Safety and Health Administration (OSHA)
- personal protective equipment (PPE)

Usage

Refer to the following sections when considering acronym usage throughout the manual.

Tests, Review Questions, and Quizzes

For tests, review questions, or quizzes, spell out the acronym again if the acronym is uncommon to the reader. If it is a common acronym that the reader should know, use the acronym on the tests, review questions, and quizzes. Ultimately, this is up to the subject matter expert (SME) and IDS to decide.

Headings

An acronym can be used in a heading as long as it is spelled out in the following section of text. Do not use parentheses in headings. See examples below:

Incorrect heading:

Confined Space Personal Protective Equipment (PPE)

Correct heading:

Confined Space PPE

Plural

An acronym should be assumed to represent the singular [example: typical application (TA)].

Create a plural for the acronym if the acronym represents more than one.

- Incorrect: There are two SDS’s.
- Correct: There are two SDSs.

Do not use an apostrophe unless the acronym is possessive.

- Incorrect: The SME’s are going to meet today.
- Correct: The SMEs are going to meet today.
- Incorrect: The SMEs content is complete.
- Correct: The SME’s content is complete.

Exception: The apostrophe is used for plural acronyms in two cases.

1. If periods are used in the abbreviation, use an apostrophe (M.B.A.’s).
2. If the acronym is lowercased, use an apostrophe (rpm’s).

Activities

This section will explain the components of activities in the text, formatting requirements, and activity answer requirements, as well as provide an example of what an activity could look like in the manual.

Components

Because activities may require different components throughout the course, the IDS and SME will determine the necessary components of each activity. Activities may include the following components:

- Instructor note
  - Time
  - Materials
  - Directions
- Purpose
- Directions

Time

The time needed for the activity should be determined by the SME.

Materials

The materials are only required in the instructor note if materials are needed for the activity (for example, NIOSH Pocket Guide, calculators, etc.).

Purpose

Each activity should have a purpose to explain what will be learned as a result of the activity. The purpose should be in a complete sentence.

Incorrect:

To establish a baseline of the participants' knowledge of confined spaces.

Correct:

The purpose of this activity is to establish a baseline of the participants' knowledge of confined spaces.

or

Participants will establish a baseline knowledge of confined spaces.

Directions

The directions that appear in the instructor note will differ from the directions provided for the participant. Instructor note directions are available for the instructor if preparation is necessary for the activity.

Formatting

FrameMaker Tags

The following list explains the FrameMaker tags that should be used for formatting activities:

- If activities appear consecutively (two activities in a row on the same page), use one gray line between the activities (**ActivityBegin** or **ActivityEnd**).
- If the activity begins in the middle of the page, use the **ActivityBegin** tag.
- If the activity begins at the top of the page, use the **ActivityEnd** tag.
- Purpose (**Heading2hang**)
- Directions (PM) (**Heading2hang**)
- Activity question answers (**Answer**)

Extra Space

The SME and IDS will determine if the activity requires extra space for notes, calculations, or drawings. Otherwise, the activity can end in the middle of the page (using the ActivityEnd tag), and regular text can begin.

Activity Answers

The proper response, if supplied, should be introduced by “Answer:”. The response itself should be **bold**.

Legacy Note

In some older courses, participant activities were placed inside of a gray box or used a Heading1 or Heading2. Such formatting has been discontinued.

Activity Example

An example follows of what an activity could look like in the manuals. Keep in mind that certain components are optional and based on decisions made between the IDS and SME.

Activity 1.1: Confined Space Interpretations

> ***Instructor Note***
>
> Time: 10 minutes
>
> Materials: Flip chart and markers
>
> Directions:
>
> 1. Break the class into groups.
> 2. Provide a sheet of paper from the flip chart for each group.
> 3. Have participants select a sample permit from appendix A of this manual to be used throughout the course.
> 4. Refer back to these drawings throughout the course to determine if their interpretation of a confined space is still applicable.

Purpose

The purpose of this activity is to establish a baseline of the participants' knowledge of confined spaces.

Directions

1. In groups, draw your interpretation of a confined space. Have a designated individual of the group brief the class of your interpretation.
2. Refer to appendix A of this manual and select one of the five sample permits.
3. After each module, you will review the chosen permit and complete the information gained during each module presentation.

Appendices

The TEEX curriculum style guide (2-18) states the following regarding appendices:

> Material located in appendices is to explain and help clarify course content. The appendix should not be a repository for information the subject matter expert (SME) was unable to work into the text. A glossary can be included as an appendix according to division style guide.

Number

Appendices should be lettered in order of their appearance in the text. Appendices that appear only in the IG should be included after those that appear in both.

References

Appendices should be referenced in the text, and the source should be referenced for the appendix.

In-Text References

All appendices should be referenced in the text (see example below).

- (see appendix A)
- (appendix A)

Possible exceptions may include the following:

- Glossaries
- Exam-related material
  - Supplemental review questions
  - Final exams

Source References

Source references or copyright acknowledgment for content in an appendix should be listed on the appendix title page (TEEX curriculum style guide 2-19). If it is a TEEX-created appendix, the source is not included on the appendix title page (example: TEEX-created glossary).

Capitalization

Follow general capitalization rules as discussed in the Handbook and CMOS.

Headings

Use headline-style capitalization in headings according to CMOS 8.157–8.159.

Text

In text, do not capitalize “state” unless part of a proper name. For example, “State of Texas” but not “according to state mandate.”

Federal should not be capitalized unless it is a proper noun. However, “federal” can be capitalized as a matter of practice in a particular industry.

In text, do not capitalize “rules” when referring to “TCEQ rules,” either as an adjective-noun combination or as the noun by itself, unless using in a title.

Copyright Format

Use the following format for the copyright information on the copyright page (the second page of the front matter), paying special attention to spacing and punctuation:

> ©2008, 2017 Texas A&M Engineering Extension Service
> All Rights Reserved. First Edition: June 2008
> Revised: March 2017
> Printed in the United States of America

Only the first and current years are listed in the top line.

The copyright year in the copyright notice and on the bottom of each page must reflect the year of the revision date.

Not every new revision will require a new copyright date. If a manual is revised in the same year as the previous edition, the revision date will change, but the copyright year will remain the same.

Definitions and Terms

In a formal list of definitions and terms within a module, use the FrameMaker tag **HeadingRunIn** for the word. Use the **Body** tag for the definition.

HeadingRunIn can also be used for other instances, such as descriptions.

A glossary can also be used to list definitions and terms applicable to the course material. See the section on glossaries in this style guide for more information.

Emphasis

Bold or italics should be used for emphasis. Bold is preferred.

If bold is being used to indicate emphasis for one purpose (such as items that will be included in a vocabulary list), italics may be used for a second purpose (such as indicating significant concepts).

Be consistent through the whole manual. Do not both bold and italicize for emphasis: use one or the other. Do not underline for emphasis.

Foreign Words

If a foreign word would be unfamiliar to readers, it should be italicized. Italicize the first time it is used. If it is used rarely, it may be emphasized each time it is used.

If a foreign word would be familiar to readers, then it does not need emphasis. If in doubt, use the in-house dictionary, *Merriam-Webster's Collegiate Dictionary*, to judge familiarity—if it is present, then it can be assumed to be familiar.

Foreign proper nouns (such as towns or titles) are not emphasized, if used in an English context (CMOS 7.49, 7.52).

Scientific Names

Binomial Latin species names are italicized. The genus is capitalized and the species is lowercased. Phyla, orders, and higher levels of classification are capitalized, but not italicized.

Example: *Giardia lamblia*

After the first instance, the genus may be abbreviated to the first letter.

Example: *G. lamblia*

When an abbreviation follows the genus (to indicate an unknown or unspecified species), the abbreviation is not italicized. “sp.” is used to indicate a single species, while “spp.” is used to indicate multiple species (CMOS 8.119–8.126).

Example: Giardia sp.

Final Exams

If a final exam is included in the course, the answer key goes in the IG appendix, and the participant copy is either a separate document or included as an appendix in the PM, depending on the program/SME preference. A final exam template is provided and can be used so that both the answer key and participant copy are in one FrameMaker document.

The final exam answer key should have answers in **bold**.

Forms

Forms are considered on page 2-15 of the TEEX curriculum style guide. In this section, supplements are provided to further clarify the use of forms throughout the manuals.

If the imported item is not a graphic, then it can be referred to as a form. For example, if a document is imported that represents a sample form that a participant might use in the field, then it would be called a form.

Apply the same rules for forms as graphics and tables regarding in-text references and cross-references. The FrameMaker tags used for forms are **FormTitle** and **FormTitleSame.** A form example is provided.

ENTRY PERMIT

PERMIT VALID FOR 8 HOURS ONLY. ALL COPIES OF PERMIT WILL REMAIN AT JOB SITE UNTIL JOB IS COMPLETED

DATE: _____ SITE LOCATION and DESCRIPTION _____
PURPOSE OF ENTRY _____
SUPERVISOR(S) in charge of crews Type of Crew Phone #
_____
_____
COMMUNICATION PROCEDURES _____
RESCUE PROCEDURES (PHONE NUMBERS AT BOTTOM) _____
_____

*** BOLD DENOTES MINIMUM REQUIREMENTS TO BE COMPLETED AND REVIEWED PRIOR TO ENTRY ***

REQUIREMENTS COMPLETED	DATE	TIME	REQUIREMENTS COMPLETED	DATE	TIME
Lock Out/De-energize/Try-out	_____	_____	**Full Body Harness w/"D" ring**	_____	_____
Line(s) Broken-Capped-Blanked	_____	_____	**Emergency Escape Retrieval Equip**	_____	_____
Purge-Flush and Vent	_____	_____	**Lifelines**	_____	_____
Ventilation	_____	_____	Fire Extinguishers	_____	_____
Secure Area (Post and Flag)	_____	_____	Lighting (Explosive Proof)	_____	_____
Breathing Apparatus	_____	_____	Protective Clothing	_____	_____
Resuscitator - Inhalator	_____	_____	Respirator(s) (Air Purifying)	_____	_____
Standby Safety Personnel	_____	_____	Burning and Welding Permit	_____	_____

Note: Items that do not apply enter N/A in the blank.

			**RECORD CONTINUOUS MONITORING RESULTS EVERY 2 HOURS								
CONTINUOUS MONITORING**	Permissible		___	___	___	___	___	___	___	___	___
TEST(S) TO BE TAKEN	Entry Level		___	___	___	___	___	___	___	___	___
PERCENT OF OXYGEN	**19.5% to 23.5%**		___	___	___	___	___	___	___	___	___
LOWER FLAMMABLE LIMIT	**Under 10%**		___	___	___	___	___	___	___	___	___
CARBON MONOXIDE	**+35 PPM**		___	___	___	___	___	___	___	___	___
Aromatic Hydrocarbon	+ 1 PPM	* 5PPM	___	___	___	___	___	___	___	___	___
Hydrogen Cyanide	(Skin)	* 4PPM	___	___	___	___	___	___	___	___	___
Hydrogen Sulfide	+10 PPM	*15PPM	___	___	___	___	___	___	___	___	___
Sulfur Dioxide	+ 2 PPM	* 5PPM	___	___	___	___	___	___	___	___	___
Ammonia		*35PPM	___	___	___	___	___	___	___	___	___

* Short-term exposure limit: Employee can work in the area up to 15 minutes.
+ 8 hr. Time Weighted Avg.: Employee can work in area 8 hrs (longer with appropriate respiratory protection).

REMARKS:_____

GAS TESTER NAME & CHECK #	INSTRUMENT(S) USED	MODEL &/OR TYPE	SERIAL &/OR UNIT #
_____	_____	_____	_____
_____	_____	_____	_____

SAFETY STANDBY PERSON IS REQUIRED FOR ALL CONFINED SPACE WORK

SAFETY STANDBY PERSON(S)	CHECK #	CONFINED SPACE ENTRANT(S)	CHECK #	CONFINED SPACE ENTRANT(S)	CHECK #
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

SUPERVISOR AUTHORIZING - ALL CONDITIONS SATISFIED _____ DEPARTMENT/PHONE _____

AMBULANCE 2800 FIRE 2900 Safety 4901 Gas Coordinator 4529/5387

Form 1: Confined space entry permit. *Source: OSHA.*

Glossary

If deemed necessary, glossaries can be included in the PM and IG appendix. See the appendices section for more information on where the glossary is located in the manuals.

Acronyms

If an acronym is deemed necessary to include in a glossary, there are two alternatives for its presentation. Choose one and be consistent.

Spelling out the acronym in the definition is usually more compact and avoids the occasion where a term takes up more vertical page space than the definition. In manuals where both spelled-out versions and acronyms are used, it may be useful to use the “see” option. The reader would then be able to find the definition both through the acronym and its spelled-out version.

Spell Out Acronym in Definition

Use the acronym as the term, then spell out the acronym in the definition, followed by a period, and then the description of the term.

Example:

CAA. Clean Air Act. Foundation for all air programs in the United States.

Use “See”

Use “see” to direct the reader to the spelled-out version of the acronym, which will contain the full description of the term.

Example:

CAA. See Clean Air Act.

Clean Air Act. Foundation for all air programs in the United States.

Format

In a glossary, use **Heading2Hang** for the vocabulary word and **Body** for the text.

The term should only be capitalized in the glossary if it is capitalized in the text. If the term is a scientific name or Latin, it should be italicized in the text and the glossary.

Use the FrameMaker Glossary template to create a glossary.

Grammar

In this section, person and voice are discussed regarding grammatical writing in the manuals.

Person

Always use third person in the text, except for the introduction, summary, applicable activities, and Participant Response Opportunities, in which second person may be used.

Voice

The active voice is preferred, when appropriate. Avoid the passive voice (the verb “to be” and the past tense of a verb). Using “there is” is also passive construction and is rarely (but sometimes) necessary. Examples of this are provided.

There were three people editing the style guide.

Three people were editing the style guide.

Active Voice

Example: IDSs prefer the active voice.

Passive Voice

Example: The active voice is preferred.

Graphics

Figures (graphics) are considered on page 2-15 of the TEEX curriculum style guide. In this section, supplements are provided to further clarify the use of figures throughout the manuals and presentation slides.

In this style guide, the terms *figure*, *graphic*, and *image* will be used interchangeably.

All graphics should be reviewed by the multimedia specialist when time permits.

Placement

Insert figures into the manual if the figure is absolutely necessary for the participant to grasp a specific concept. If at all possible, include all figures in the module presentation slides and avoid using them in the manual. This decision will be made by the IDS and the SME during course development.

In-Text Reference

Use the figure-numbering system provided in the FrameMaker paragraph catalog. An example is provided.

Examples of excavations to which Subpart P applies include open excavations and trenches (Figure 1.1).

Captions

Captions are considered on page 2-15 of the TEEX curriculum style guide. Supplements to those requirements are listed in this section.

Punctuation

Captions will end with a period. Examples of this are provided in the next few sections.

Capitalization

If the description of the image is a true title, use title capitalization. Otherwise, use sentence capitalization.

Examples:

Figure 1.1: Big Spring Oil Refinery. *Source: Provide source.*

Figure 1.1: Confined space PPE. *Source: Shutterstock.*

Source

All graphic captions must have a source even if the image is a TEEX image or a public domain image. If a graphic is copyrighted, the phrase "Used with permission" will follow the source (unless the copyright holder specifies a different copyright statement).

Options of how to source images in the manuals are provided below.

Figure 1.1: Hard hat. *(Source: Shutterstock)*

Figure 1.1: Sampling a soil pile. *Source: TEEX.*

Figure 1.1: Hazardous oil and gas waste generator decision tree. *Source: TRRC. Used with permission.*

Figure 1.1: Hazardous oil and gas waste generator decision tree. *(Source: TRRC. Used with permission)*

Presentation Slides

All graphics must be sourced in the presentation slides. Ensure font is Tahoma and font size is eight points. When choosing from one of the examples below, be consistent throughout the presentation slides.

Examples:

Source: TEEX

Source: OSHA

Format

Use the FrameMaker tags **FigureTitle** and **FigureTitleSame** for figure captions.

The anchored frame should be a one-point border for graphics.

Exception

Captions may be used, but are not required in activities. In this case, use only an anchored frame.

A border is not required when the border interferes with the clarity of the graphic.

References

FrameScripted Documents

Federal/state regulations that are FrameScripted in must be referenced in text prior to the document and are not considered graphics. These (standards and regulations) do not need to be included in the reference section.

Other documents should also be referenced in text prior to the document and included in the reference section.

In-Text Graphic References

The TEEX curriculum style guide (2-15) mandates that all figures must be referenced in the text within one page of the appearance of the figure. Sentences can begin with the figure reference; an example is provided.

Example:

Figure 2.3 explains the order of precedence that should be followed in reducing permit-required confined space risks.

Cross References

When referencing an image in the text, use FrameMaker's cross-reference tool. Cross-references will then be properly maintained, even if an image is moved, added, or removed.

Headings

Headings are an important way to organize text in the manual. In this section, the following topics will be discussed: order, number, and placement.

Order

The headings must be in the following order:

Heading1 (or **Heading1Top** or **Heading1TopRight)**

Heading2 (or **Heading2Hang)**

Heading3

Heading4

Heading5

Headings cannot be skipped in the heading order. The text cannot, for example, have Heading1 followed by Heading3.

Number

There can be no single headings at any level. If a single heading seems warranted, consider alternatives, such as including the section in the regular text or breaking the section to create an additional heading.

Incorrect example:

Heading1

Heading2

Heading1

Correct example:

Heading1

Heading2

Heading2

Heading1

Placement

Introduction

The introduction should be **Heading1TopRight**.

Headings in General Text

All other Heading1s in the main text should be **Heading1**. If this presents an odd appearance (for example, a Heading1 with one line of text at the bottom of a page), use the Keep With: Next Pgf/Previous Pgf setting in the Paragraph Designer to correct. Do not use page breaks or returns.

Heading2, Heading3, Heading4, and Heading5 should be used as normal.

Summary

The summary should be **Heading1**.

References

“References,” if necessary, should be **Heading1**. If, for appearance’s sake, references should appear together, use the Keep With: Next Pgf/Previous Pgf setting in the Paragraph Designer to correct. Do not use page breaks or returns.

Module Review Questions

“Module Review Questions,” if necessary, can be **Heading1Top** or **Heading1TopRight**.

Module Presentation Slides

The heading tag of “Module Presentation Slides” should be **Heading1TopRight**.

Hyphens and Dashes

The spacing of hyphens and dashes is considered on page 3-6 of the TEEX curriculum style guide. The following guidelines consider how and when they should be used. The guidelines are based on CMOS, sections 6.75–6.89.

There should be no spaces before or after a hyphen, en dash, or em dash that connects words (see exception below). However, if the hyphen or dash is left open, a letter space should appear after the punctuation (5- to 10-minute interval).

Hyphen

A hyphen (“-”) should be used to connect words and separate numbers.

Compound adjectives, for example, are connected with a hyphen (dog-eat-dog competition, two-fisted science).

Phone numbers and social security numbers can be separated by a hyphen (1-800-SAFE-811).

En Dash

An en dash (“–”) is longer than a hyphen (about the width of the letter “n”).

As “Through”

An en dash can be used to indicate a range and signifies “through.”

An en dash can be used to indicate a numerical range (pages 22–46, the years 1999–2001) and a range of time (8:00 a.m.–10:00 a.m.).

If the word “from” is used in a sentence, the word “to” should be used instead of an en dash, so that the sentence construction is parallel.

Incorrect example:

He slept from 10:00 p.m.–5:00 a.m.

Correct example:

He slept from 10:00 p.m. to 5:00 a.m.

In Place of a Hyphen

En dashes are also used when connecting words with open compounds (post–World War II years).

Exception

When writing OSHA standards, use an “en” dash with a space before and after the dash. See the *OSHA Standards* section for more information on how to write OSHA standards within the text.

Example:

29 CFR 1910.146 – Confined Space Entry

Em Dash

The em dash (“—”) is longer than an en dash (about the width of the letter “m”).

Enclose

An em dash (with a partner) can be used to enclose an amplifying or explanatory element in a sentence. In this sense, em dashes function in the same way as commas and parentheses.

Example:

He found that coffee—any kind of coffee—was necessary to make it through the morning.

Separate

Em dashes can also be used to separate two thoughts, while maintaining a weak connection. When used this way, the connection is weaker than a comma.

Example:

Generating energy at a building site conserves energy—but it is practically useless, unless combined with conservation measures.

An em dash can also be used to separate an item from its explanation in a list.

Example:

- Visual learners—prefer images and written information
- Auditory learners—prefer listening

Icons

Several icons are available, and they can be found on the last page of the FrameMaker module template. Each program will decide which icons will be used in the manuals.

If icons overlap each other on the screen, adjust their placement so they do not overlap.

If there are so many icons that the sidehead becomes crowded, consider grouping icons. Use the “slides” icon instead of the “slide” icon and group slides.

All Courses

Since icons are optional, these are the options. If using one or more icons in the manuals, be consistent throughout.

Participant Response Opportunity Icon

Include next to a participant response opportunity. While the use of the icon is optional, it must be consistent across all manuals within a given program.

This icon will only appear in the IG.

Slide or Slides Icon

Slide 1

Place a slide icon in the margin next to the text that correlates with a slide change. The number should reference the PowerPoint slide of the presentation.

Slides 1-2

Make sure that a slide icon appears at least once on facing pages. This will be taken care of if a new slide is referenced on one of the facing pages. If there is no new slide, repeat the previous slide icon on either the left or right page of the facing pages.

This icon can appear in the IG, PM, or both.

Safety Icon

If using the safety icon, place it to an item of safety information. The text of the safety information should be *italicized*.

The safety icon will appear in both the PM and IG.

DVD/Icon

Place a DVD icon next to an instructor note when indicating that a DVD should be shown.

This icon will only appear in the IG.

Supplemental Manual Icon

Include this icon where an instructor may refer participants to a supplemental manual. If the text merely references a supplemental manual, the icon is not necessary. Note that text can be added below the icon for additional information.

Instructional Guidance

This section belongs on page 2 of each module in the IG and includes the following components (possible exception: module 0):

- Time
- Materials/Equipment
- Instructor Preparation
- Application of Participants' Knowledge/Skills
- Evaluation of Participants

Time

When determining the module time, take into account all activities, DVDs, and content that must be covered in the module. Time can be written in minutes or hours; however, it should be consistent throughout the course.

Materials/Equipment

List all materials used for instruction, including DVDs, supplemental manuals, presentation equipment, and any materials/equipment needed for activities throughout the module.

Format

The list can be a regular numbered list (**Numbered1** and **NumberedCont**), or the **ObjectiveNumbered1** and **ObjectiveNumberedCont** tags can be used.

If the materials/equipment list is long, the **ObjectiveNumbered1** and **ObjectiveNumberedCont** tags are recommended, but not required.

Be consistent throughout the manual.

Example 1

1. Participant manual
2. Computer with presentation slides for module 1
3. Internet connectivity
4. Video/data projector
5. Screen or monitor
6. *29 CFR 1910 General Industry Regulations (Mancomm)*
7. OSH226 Pretest
8. Flip chart and markers

Example 2

1. Participant manual
2. Computer with presentation slides for module 1
3. Internet connectivity
4. Video/data projector
5. Screen or monitor
6. *29 CFR 1910 General Industry Regulations (Mancomm)*
7. OSH226 Pretest
8. Flip chart and markers

Instructor Preparation

In this section, list any preparation the instructor needs to do ahead of time in order to be ready for the activities or content presented.

If the list has more than one item, number the list (using **Numbered1** and **NumberedCont** or **ObjectiveNumbered1** and **ObjectiveNumberedCont**). See the following example.

1. Prepare projector and position first presentation slide.
2. Review Federal Register (Appendix E of this manual), p. 4465–4467.
3. Review Compliance Directive CPL 02-00-100 (Appendix F of this manual), p. F–18 and F–19.

If the list is only one item, do not number.

Incorrect:

1. Prepare projector and position first presentation slide.

Correct:

Prepare projector and position first presentation slide.

Application of Participants' Knowledge/Skills

This section describes how the participants will apply their knowledge and skills learned in the module and must be specific to each module. Include activities and/or module review questions if used.

Examples

Examples are provided.

Module Review Questions Only

Participants will apply their knowledge and skills as they answer the module review questions.

Module Review Questions and Activities

Participants will apply their knowledge and skills as they complete the activities and answer the module review questions.

Legacy Note

In previous manuals, this section was on the same page as the module summary. If revising manuals, move this section to page 2 of each applicable page in the IG.

Evaluation of Participants

This section describes how the participants will be evaluated and must be specific to each module. Include activities and/or module review questions if used.

This section will also include other evaluation methods, such as class discussions, activities, final exams, and final activities. The wording must be consistent throughout the manual. Examples are provided.

Module Review Questions and Final Exam

Evaluation is based on active participation in class discussions and satisfactory completion of the review questions and the final exam.

Activity, Module Review Questions, and Final Exam

Evaluation is based on active participation in class discussions and satisfactory completion of the activity, review questions, and final exam.

Legacy Note

In previous manuals, this section was directly before the module summary. If revising manuals, move this section to page 2 of each applicable module in the IG.

Instructor Notes

Instructor notes are considered on page 2-17 in the TEEX curriculum style guide. Supplements are provided in this section.

Format

Instructor notes should be in a gray box (created using the **InstructorNote** table in FrameMaker). Use the **InstNoteBody**, **InstructorBullet**, **InstructorBulletIndent**, **InstructorNumbered**, or **InstructorNumber1** tag in FrameMaker for the content.

Full-page instructor notes can be used. Regardless of which format is used, be consistent throughout the manual.

Content

Do not use the words “the instructor” in the note.

Instructor notes may be used to facilitate a discussion. In such a case, the discussion question should be introduced by a phrase similar to the following:

> Use the following question to facilitate a discussion.

A statement similar to the following may also be included:

> Use answers as a catalyst for further discussion on the subject and to respond to any additional questions, subject to time constraints of the module.

Examples

Unacceptable Instructor Note

> ***Instructor Note***
>
> The instructor should inform the participants that “RCRA empty” does not mean “hazard free.”

Acceptable Instructor Note

> ***Instructor Note***
>
> Inform the participants that “RCRA empty” does not mean “hazard free.”

Lists

Lists can be numbered or bulleted. The TEEX curriculum style guide discusses both types of lists on page 2-17.

Numbered

If the list is sequential, use a numbered list. For example, if the list is explaining a process or procedure, use a numbered list. An example is provided below.

To perform a sedimentation test, use the following procedure:

1. Select a flat-bottomed, glass jar that is at least 7 inches tall.
2. Put 1 1/2 inches of soil sample into the jar.
3. Add 5 inches of water on top of the soil.
4. Place a lid on the jar and shake.

Bullets

Bulleted items should be parallel in structure. Bullet nonsequential items.

Incorrect:

- Building a house
- Use a hammer
- Mowed the yard

Correct:

- Build a house.
- Use a hammer.
- Mow the yard.

Where only one bullet exists, remove the bullet and make the statement a complete sentence.

Incorrect:

The method used in the field to evaluate soil is as follows:

- Field sedimentation test

Correct:

The method used in the field to evaluate soil is the field sedimentation test.

Lead-in statements are recommended before bulleted lists; however, if the heading clearly states the contents of the list, the lead-in statement is not required. An example is provided below.

Shipyard Worker PPE

- Hard hat
- Safety glasses
- Safety boots
- Gloves
- Sleeved shirt
- Long pants
- Hearing protection
- Flashlight

Two-Column Lists

If the bulleted or numbered list is lengthy, a two-column list can be created using a **HiddenTable**. An example is provided.

- Acute effects
- Air changes per hour
- Alternate procedures
- Bump test
- Chemical asphyxiants
- Instrument calibration
- LEL
- PEL
- Reclassification
- Simply asphyxiation

Grammar

If using “as follows” or “the following” in a lead-in statement for a list, use a colon for end punctuation before the list.

Punctuation

If the list item is a complete sentence, include closing punctuation. If the list item is an incomplete sentence, do not include closing punctuation.

Incorrect:

- There should be a period at the end of this sentence

Correct:

- A period belongs at the end of this sentence.

A list should be introduced by an incomplete sentence only when it cannot be introduced by a complete sentence or collapsed into a run-in list.

Example:

In the case that an incomplete sentence must be used to introduce a list and that list completes the sentence:

- the first item in the list is not capitalized;
- semicolons can be used to end the item in the list; and
- closing punctuation should follow the last item in the list.

Master Course Data

Each IG will have master course data, which will include the class schedule and the instructor preparation checklist. A FrameMaker template is provided for the class schedule and the instructor preparation checklist.

Class Schedule

Class schedules can be done any of the following ways:

- PDF to FrameMaker
- Word to FrameMaker
- Excel
- Tables in FrameMaker

Exception: OSHA schedules must be done in the provided Excel template and then printed to PDF and imported into FrameMaker because of OSHA's required student contact hours.

Instructor Preparation Checklist

A template is provided which includes the necessary components for the instructor preparation checklist. Include all materials needed for the course (activity materials, course kits, supplemental materials, final exams, etc.).

Pagination

Master course data begins where the last page of the table of contents ends, continuing in lowercase roman numerals. There should be no module number or dash in the page number of the master course data.

Modules

Module 0: Introduction and Orientation

Module 0 (sometimes module 1) is the introduction and orientation module and is required for all courses. The TEEX curriculum style guide mentions the introductory module and provides all of the required sections and components on page 2-9 in Table 2.2.

Templates

A FrameMaker module 0 template contains all of the appropriate components along with appropriate verbiage. Some sections might need to be tailored for each course. A separate template for OSHA courses contains the appropriate components and verbiage for that program.

Objectives

A terminal objective and enabling objectives are not required for this module. Exception: If OSHA provides objectives for this module, they will be required.

Course Goal

Use the following format for the course goal in module 0:

> Upon successful completion of this course, the participant will be able to [Blooms verb and remainder of goal].

If using OSHA objectives, use the exact wording provided by OSHA for the course goal.

Continuing Education Information

Continuing education information is considered on page 2-11 of the TEEX curriculum style guide. The module 0 FrameMaker template will always have the most current verbiage required for this section, and it will be similar to the following:

> TEEX has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102.
>
> In obtaining this approval, TEEX has demonstrated that it complies with the ANSI/IACET 1-2007 Standard which is widely recognized as the Standard of good practice internationally. As a result of their Authorized Provider

membership status, TEEX is authorized to offer IACET CEUs for its programs that qualify under the ANSI/IACET 1-2007 Standard.

TEEX is authorized by International Association for Continuing Education and Training (IACET) to offer x.x CEUs for this program.

The course hours determine the number of CEUs offered multiplied by 0.1. For example, a 32 hour course would offer 3.2 CEUs.

TCEQ Statement

The following statement will be used for the TCEQ statement in module 0:

Participants will be issued _____ hours of licensing credit toward water and/or wastewater licensing by the Texas Commission on Environmental Quality (TCEQ) upon successful completion of this course.

Additional CEU Information

There may be additional CEU information for some courses. For example, COD305 includes CEUs from the Texas Department of State Health Services and the International Code Council.

Subsequent Modules

Refer to the TEEX curriculum style guide (2-11) for all of the requirements regarding the subsequent modules for the course.

End-of-Course Activities

The end-of-course activities module is required for most courses, with the exception of FEMA/NERRTC courses. A FrameMaker template is provided, which includes the necessary components and appropriate verbiage. Certain components may change based on the needs of the course.

Numbers

Numbers are considered on page 2-19 of the TEEX curriculum style guide.

Spelling

Spell out numbers from 0 to 9 if they are not representing measurements or time.

Spell out the number if it is at the beginning of the sentence, and use numbers throughout the rest of the sentence if appropriate.

Incorrect

2 workers need eighteen pieces of equipment.

Two workers need eighteen pieces of equipment.

Correct

Two workers need 18 pieces of equipment.

Eighteen workers each used 30 pieces of equipment per day.

Parallel

Keep numerals parallel throughout the sentence even if one of the numbers is between 0 and 9. This is optional, but should be consistent throughout the manual.

Incorrect:

There are two workers who need 18 pieces of equipment.

Correct:

There are 2 workers who need 18 pieces of equipment.

Time/Measurements

Use numbers for time and measurements.

Examples:

- 4 years
- 4:00 a.m.
- 5 pounds
- 16 inches

Objectives

Terminal and enabling objectives should appear on the module title page in the IG and PM.

Use one of the two options provided on page 2-11 in the TEEX style guide. Be consistent throughout the manual.

For the format of the course goal, refer to the section entitled "Modules."

OSHA Standards

When writing OSHA standards, use the full reference:

- 29 CFR 1910.542
- 29 CFR 1910 Subpart S

Exception: If the full standard has already been listed, and subsections are being discussed, use the part and subpart numbers. For example, 29 CFR 1910.542 includes the following requirements:

- 1910.542(a) – general requirements
- 1910.542(b) – protective equipment
- 1910.542(c) – training

Do not use the section (§) symbol when writing OSHA standards.

Incorrect:

§1910.146

Correct:

29 CFR 1910.146

Participant Response Opportunities

Participant response opportunities are only used in the IG to periodically check learning. A table is provided in the FrameMaker template for participant response opportunities, and the **PartRespOpp** FrameMaker tag will be used for the body of the participant response opportunity.

The following is an example of an appropriate participant response opportunity:

Participant Response Opportunity

Q: What is the correct way to write OSHA standards in the text?

A: 29 CFR 1926 Subpart P

As stated in the section entitled “Icons,” the use of the question mark icon is optional for participant response opportunities, but it must be consistent throughout the manual.

Presentation Slides

Presentation slides (PowerPoints®) are considered on page 2-20 of the TEEX curriculum style guide.

The most current presentation slide templates must be used for all courses. Presentation slide templates are created by the multimedia designer and approved by the curriculum manager. If changes are necessary, they are to be completed by the multimedia designer and approved by the curriculum manager.

Module 0

Use the most current presentation slide template for module 0 (OSHA uses a specific template).

Closing Module

Use the most current presentation slide template for the closing module (OSHA uses a specific template).

Modules

Use the most current presentation slide module template for all courses. OSHA uses a specific template with the OSHA logo.

Format

The format can be decided by the IDS; however, the format must be consistent throughout all presentation slides in the course.

Continued (Cont.)

Do not use continued on presentation slides.

Animations

Use animations sparingly unless it enhances the curriculum or lesson. Do not use slide transitions. Animations can be used for answer reveals when the module review questions are included in the presentation slides.

Graphics

If a graphic appears in the PM and IG, it must appear in the presentation slides. However, if a graphic appears in the slides, it does not necessarily need to appear in the manuals.

Use a one-point border around the graphics. All graphics must be sourced on the slides. See the section entitled “Graphics” for more information.

Legacy Note

Previously, presentation slides were referred to as PowerPoint slides. Keep this in mind when revising older courses.

Questions

Questions can appear throughout the modules in different forms (activity questions, review questions, etc.). Regardless of the type of question, the correct answer in the IG must be in **bold.**

Review questions must measure/assess the module objectives only and not ancillary information. Apply the same rule for the activity questions, as the questions must be relevant to the lesson being taught during the activity.

Formatting

Use the **Heading1TopRight** for module review questions. Within activities, the IDS can make the decision as to how to format the questions.

True/False

If a true/false question is false, then the part of the statement that makes it false should be **bold** in the IG.

Fill-In-The-Blank

The blank space in fill-in-the-blank questions should be eight underscores long unless more underscores are necessary to accommodate the answer. If using more than eight underscores, stay consistent throughout the manual.

BodyLines are also available in the FrameMaker catalog. Body lines can be used for essay questions or any question that would require a longer answer than what is provided in the fill-in-the-blank question.

Multiple-Choice Questions

Multiple-choice items can lead from the stem to the options in a number of ways. The item can be cast as a complete sentence or question, contain a blank space for the option, or end with a colon.

Of these, it is preferred that a blank space be used or that the stem be cast as a complete sentence or question. If the stem lends itself to ending with a colon, consider rewording the question.

Blank Space

If the stem is a statement with a blank, it is preferred when possible to arrange the stem so that the blank (answer) space is at the end.

The blank space should be no more than eight spaces. Be consistent with the length throughout the manuals.

Blank spaces should not start a new line. Use a soft return to bring one or more words from the previous line down to the line that starts with the blank space.

Include a period at the end of the stem but not at the end of each option.

Capitalization

Unless the items form complete sentences, lowercase the first letter of multiple-choice options and omit periods. Examples are provided (note that the formatting is different from the manuals for the purposes of providing examples for this section).

Incorrect example:

1. A confined space that does not contain or have the potential to contain atmospheric hazards is _____.

    a. Non-permit.

    b. Permit-required.

    c. Regular.

    d. None of the above.

Correct example:

1. A confined space that does not contain or have the potential to contain atmospheric hazards is _____.

    a. non-permit

    b. permit-required

    c. regular

    d. none of the above

When creating multiple-choice questions, avoid using the following unless the SME insists:

- All of the above
- None of the above
- Lists of option letters (a and b; a, b, and c)

When an option consists of a list of option letters, the list of option letters should mimic the case of the option letters in the item.

Incorrect example:

e. A, B, and D

Correct example:

e. a, b, and d

For multiple-choice questions, use the same number of answer options for all questions unless required by external testing formats. Example: If using a–d, use a–d for all questions; if using a–c, use a–c for all questions.

Quotations/Paraphrasing

All material that is directly quoted should be set off from normal text and cited.

In-Text Quotations

Initial Capital or Lowercase Letter

If the quotation falls in the middle of the sentence, the quotation can start with a lowercase letter even if the original is capitalized (CMOS 13.14). If the syntax demands an initial capital, then use initial capital (CMOS 13.14). Examples are provided at the end of this section.

Author-Date Citation

For in-text quotations, which are sometimes called run-in quotations, the author-date system is used without a comma in between, and the page number follows the date preceded by a comma (CMOS 15.20 through 15.30). Examples are provided at the end of this section.

Page Numbers

Using *pg.* or *p.* in the author-date citation is not necessary. However, if it is used, it must be used consistently throughout the manual.

Examples

Author without a Date

Terrorism is described as “either domestic or international, depending on the origin, base, and objectives of the terrorists” (FBI n.d., v).

Author-Date with Page Number

Tsunami is defined as a “series of enormous waves created by an underwater disturbance such as an earthquake, landslide, volcanic eruption, or meteorite” (FEMA 2004, 112).

Initial Capital

OSHA (2002, 1) states the following about electricity: “Electricity is essential to modern life, both at home and on the job.”

Lowercase

The sector’s goal is to “maintain the ability to provide essential health services during and after disasters or disruptions in the availability of supplies or supporting services” (DHS 2010, 2).

Block Quotations

Block quotations depend on the length of the quote, and they are formatted, and sometimes punctuated, differently from in-text citations.

Length

CMOS (13.10) recommends using a block quotation when the quote is 100 words or more (six to eight lines of text). However, 100 words may not equal six to eight lines of text in the TEEX curriculum format, which will result in a lengthy run-in quotation. Therefore, if the quote is more than three lines of text, use a block quotation.

Format

Do not use quotation marks; begin the block quotation on a new line (CMOS 13.9).

Initial Capital or Lowercase

Just like in-text or run-in quotations, the initial letter of a block quotation may be lowercased if the syntax demands it (CMOS 13.15).

Introductory Phrases and Quotations

If the block quotation is preceded by words similar to *thus* or *as follows*, then a colon precedes the block quotation (CMOS 13.17).

If using other wording that does not require a colon, then use a period before the block quotation (CMOS 13.19).

With a Colon

FMCSA (2014) states the following regarding security awareness training:

> In addition to the above security awareness training, hazmat employees of employers that are required to have a security plan must receive in-depth security training on the security plan and its implementation.

With a Comma

According to PHMSA (2012),

> to develop a security plan, you should begin with a security assessment. List the materials you handle, and identify those with the potential for use as a weapon or target of opportunity. Then, review your current activities and operations from a transportation security perspective.

With a Period

There are certain requirements regarding the STOP/SLOW paddle.

> The STOP/SLOW paddle should be the primary and preferred hand-signaling device because the STOP/SLOW paddle gives road users more positive guidance than red flags. (TMUTCD Section 6E.03)

Citation Placement

If possible, include the citation in the introductory sentence of the block quotation. If not, the citation can go below the last line of the block quotation or in line with the text of the block quotation. Be consistent throughout the manual. Examples are provided.

Introductory Sentence

According to OSHA (2013, 3),

> dilution ventilation can be used to reduce concentrations of flammable and toxic fumes, vapors, or particulates while maintaining sufficient oxygen levels. This type of ventilation involves bringing in clean air (forced air) to dilute the contaminated air and then exhausting the diluted air to the outside via exhaust fans. Examples of dilution ventilation include compressed air, fans, blowers, and natural ventilation.

Below Last Line

> Most incidents involve excavation work or "water, sewer, pipeline, and communications and power-line constructions" [CDC 2004]. An analysis of OSHA data from 1997-2001 showed that 64% of fatalities in trenches occurred at depths of less than 10 feet [Arboleda and Abraham 2004].
> (NIOSH 2011, 1)

In Line with Text

> The STOP/SLOW paddle should be the primary and preferred hand-signaling device because the STOP/SLOW paddle gives road users more positive guidance than red flags. (TMUTCD Section 6E.03)

Ellipses

According to CMOS (13.48), "an ellipsis is the omission of a word, phrase, line, paragraph, or more from a quoted passage." Brackets can be used with ellipses (CMOS 13.56). Refer to CMOS 13.50 for when NOT to use ellipses.

Refer to the examples for proper use of ellipses with and without brackets.

Ellipses with Brackets

"This type of ventilation involves bringing in clean air (forced air) […] and then exhausting the diluted air to the outside via exhaust fans" (OSHA 2013, 3).

Ellipses without Brackets

"This type of ventilation involves bringing in clean air (forced air)… and then exhausting the diluted air to the outside via exhaust fans" (OSHA 2013, 3).

Paraphrasing

If paraphrasing information from another source, the reference should be included in the sentence. Examples are provided.

Author with a Date

In 1896, New York City's street cleaning commissioner, Colonel Waring, organized the first sorting plant for recycling in the United States (History 2015).

Author without a Date

Permit applications are subject to public notice and hearing requirements if protested (TAC n.d.).

References

References should be listed on a module-by-module basis. Use the **ReferenceBody** tag to format the references.

FrameScripted Documents

Federal/state regulations that are FrameScripted in must be referenced prior to the document and are not considered graphics. These (standards and regulations) do not need to be included in the reference section.

Other FrameScripted documents should be included in the reference section.

Electronic Sources

The date used for the basis of a website should be the date of publication or revision. If no publication or revision date is present, an access date may be used (CMOS 14.7).

Access Dates

If the source is subject to change (such as a website), include the access date as part of the citation. If the source is not subject to change (such as a PDF), an access date is not necessary. Examples of how to include the access date are provided.

U.S. Government Printing Office. 2005. *Energy Policy Act of 2005*. Accessed April 22, 2014 at http://www.gpo.gov/fdsys/pkg/PLAW-109publ58/html/PLAW-109publ58.htm.

U.S. Government Printing Office. 2005. *Energy Policy Act of 2005*. http://www.gpo.gov/fdsys/ pkg/PLAW-109publ58/html/PLAW-109publ58.htm (accessed April 22, 2014).

Version

If an article, book, or other printed material was accessed online, the reference should be to the online version (the version actually used), not the print version (CMOS 14.166).

In-Text and Reference List Agreement

The reader must be able to find the reference list item using the information from the in-text citation.

When the information in the in-text reference does not exactly match the reference list item, links must be provided. For example, if an abbreviation is used for the author in an in-text citation, that abbreviation must be spelled out in the reference list. The spelled-out version of the author will then be used for the full reference. An example is provided.

Examples:

EPA. See Environmental Protection Agency.

TCEQ. See Texas Commission on Environmental Quality.

TRRC. See Texas Railroad Commission.

Same Author/Same Year

If the reference has the same author and same year, a letter follows the year (a, b, c, etc.) (CMOS 15.19). An example is provided.

Occupational Safety and Health Administration. 2004a. “Permit-Required Confined Spaces.” https://www.osha.gov/Publications/osha3138.pdf.

———. 2004b. “Principal Emergency Response and Preparedness: Requirements and Guidance.” https://www.osha.gov/Publications/osha3122.pdf.

Shortened Citations

When there are more than one reference with the same name, a 3-em dash replaces the name after the first use (CMOS 15.17). An example is provided.

Example:

Occupational Safety and Health Administration. 2013. “Calibrating and Testing Direct-Reading Portable Gas Monitors.” *Safety and Health Information Bulletin* (SHIB 09-30-2013). https://www.osha.gov/dts/shib/ shib093013.html.

———. 2015. “OSHA Technical Manual, Section II: Chapter 3.” https://www.osha.gov/dts/osta/otm/otm_ii/ otm_ii_3.html#.

U.S. Government Printing Office. 2005. *Energy Policy Act of 2005*. Accessed April 22, 2014 at http://www.gpo.gov/fdsys/pkg/PLAW-109publ58/html/PLAW-109publ58.htm.

———. n.d. *40 CFR §122.26 Stormwater Discharges*. http://www.gpo.gov/fdsys/pkg/CFR-2011-title40-vol22/pdf/CFR-2011-title40-vol22 -sec122-26.pdf.

Examples

In this section, examples of how to cite references in the reference list are provided. Refer to CMOS chapter 15 for further information.

Website/Online Documents

Environmental Protection Agency. 2006. *5.0 Description and Performance of Storm Water Best Management Practices*. http://water.epa.gov/scitech/wastetech/guide/stormwater/upload/2006_10_31_guide_stormwater_usw_c.pdf.

Occupational Safety and Health Administration. 2013. “Calibrating and Testing Direct-Reading Portable Gas Monitors.” *Safety and Health Information Bulletin* (SHIB 09-30-2013). https://www.osha.gov/dts/shib/ shib093013.html.

National Institute for Occupational Safety and Health. 2016. “Heat Stress.” NIOSH Workplace Safety and Health Topics. http://www.cdc.gov/niosh/topics/heatstress/?s_cid=3ni7d2heattopic05232016.

Texas Railroad Commission. 2001. *Waste Minimization in the Oil Field.* Oil and gas division. http://www.rrc.state.tx.us/forms/publications/wasteminmanual/ wastemin.pdf.

Book

Reynolds, Barbara and Seeger, Matthew W. 2014. *Crisis + Emergency Risk Communication*. Centers for Disease Control and Prevention (U.S.) and Office for Public Health Preparedness and Response.

Online Book

Based on CMOS 14.166, online books are available in several forms, such as Kindle editions, PDF e-books, Palm e-books, and Microsoft Reader e-books. The type of online book belongs at the end of the source.

Reynolds, Barbara and Seeger, Matthew W. 2014. *Crisis + Emergency Risk Communication*. Centers for Disease Control and Prevention (U.S.) and Office for Public Health Preparedness and Response. PDF e-book.

Dictionary Definitions

Oxford English Dictionary, 2nd ed., s.v. “terrorism.”

Merriam-Webster OnLine, s.v. “terrorism,” accessed June 15, 2017, http://www.merriam-webster.com/dictionary/terrorism.

Journal

Rotz, Lisa D., Khan, Ali S., Lillibridge, Scott R., Ostroff, Stephen M., and Hughes, James M. 2002. “Public Health Assessment of Potential Biological Terrorism Agents.” *Emerging Infectious Diseases* 8n no. 2: 225–-230.

Electronic Journal

Rotz, Lisa D., Khan, Ali S., Lillibridge, Scott R., Ostroff, Stephen M., and Hughes, James M. 2002. “Public Health Assessment of Potential Biological Terrorism Agents.” *Emerging Infectious Diseases* 8n no. 2: 225–230, https://stacks.cdc.gov /view/cdc/13769.

Federal/State Regulations

For federal/state regulations, a reference is not necessary in the reference list. The regulation is cited within the text and the title is provided. See examples below for how to cite federal/state regulations in the text.

[29 CFR 1910.146(b)]

(US Code, title 42 sec. 6903-6992)

(EPA Faxback 13530)

(Texas Administrative Code, title 30, sec. 461.26)

Spelling

Different dictionaries can spell words differently. The in-house dictionary is *Merriam-Webster's Collegiate Dictionary* (an abridged version is available at http://www.merriam-webster.com). When the spelling of a word is uncertain (with the exception of those words listed here), follow Merriam-Webster.

The following words should be spelled as listed, unless a variation is required for technical reasons.

- drainline, not drain line
- gases, not gasses
- groundwater, not ground water
- HazMat, as an abbreviation for hazardous materials
- hard hat, not hardhat
- jobsite, not job site
- online, not on-line
- on-site, not onsite
- off-site, not offsite
- stormwater, not storm water
- website, not web site (or Website)
- worksite, not work site

Table of Contents

Single- and two-column FrameMaker templates are available. Use one of these templates to create the table of contents for each course.

FrameMaker Tags

Include the following tags in the table of contents for each course:

- **ActivityHeading1**
- **ActivityHeading**
- **AppendixTitle**
- **Heading1**
- **Heading1Top**
- **Heading1TopRight**
- **ModuleTitle**

Format

Columns

A single- or two-column format can be used. Choose the format based on the length of the course. If the single-column format exceeds two pages, use a two-column format.

Orphans

If possible, try to have more than one word on the last line in the table of contents. This can be accomplished by using a soft return (shift-enter) to push a word to the next line.

Leading

At least three dots should separate the end of the heading or subheading and the page number.

Pagination

Pagination for the table of contents is in lowercase roman numerals.

Pagination begins with the title page. The first page of the table of contents should be *iii*. The first number visible would be *iv*, as there is no number on the first page of the table of contents.

The table of contents should have no module number or dash in the page number.

Updates

When files are edited/changed, the FrameMaker book will need to be updated to reflect those changes in the table of contents. Best practice is to adjust headings just before the book is printed.

Tables

Tables are considered on page 2-15 of the TEEX curriculum style guide. In this section, supplements are provided to further clarify the use of tables throughout the manuals.

Types

The FrameMaker template provides the following different types of tables:

- EquationTable
- FigureTable
- FormatA—Optional format for tables
- FormatB—Optional format for tables
- FormTable
- HiddenTable
- InstructorNote
- LearningCheck
- PartRespOpp

The tables discussed in this section are **FormatA** and **FormatB**.

Placement

Tables should be centered on the page or in the column.

If inserting a table in the presentation slides, consider the length of the table. If it is a lengthy table, consider referring to the table number in the slide so the participants can review the table in their manuals. This is a decision that can be made by the SME and IDS.

Format

The FrameMaker template provides two different formats for tables (**Format A** and **Format B**); choose one format and stay consistent throughout the manual.

The FrameMaker tag, **TableTitle**, is used for the title of the table. Title case is used for the table title. **TableCellBody** is used for the contents of the table.

In-Text References

The TEEX curriculum style guide (2-15) mandates that all tables must be referenced in the text within one page of the appearance of the table.

Cross References

When referencing a table in the text, use FrameMaker's cross-reference tool, which will update table numbers when the table is moved, added, or removed.

Example

The following example is provided (Table 1.1).

Table 1.1: CO Symptoms

Exposure Level	Symptoms
50 ppm	Light-headed
200 ppm	Frontal headache
800 ppm	Headache, dizziness, nausea, possible death
6,400 ppm	Unconscious in 10–15 minutes
12,800 ppm	Death in 3 minutes

Titles

Titles of books and periodicals are italicized, while titles of articles, chapters, and other shorter works are enclosed in quotation marks (CMOS 8.161). Examples are provided. Reference the works in the reference list at the end of the module. See section entitled "References" for more information.

- Book: *Criminal and Epidemiological Investigation Handbook*
- Periodical: *Emerging Infectious Diseases*
- Article: "Planning against Biological Terrorism: Lessons from Outbreak Investigations"
- Chapter: "What is Bioterrorism?" in CDC's *Criminal and Epidemiological Investigation Handbook*
- Pamphlet: "CDC policy on unused smallpox vaccine"

Version

The version appears in the manual in two places, on the front cover and the copyright page.

The purpose of the version date is to ensure that when a set of manuals is ordered and shipped for a class, all ordered manuals contain the same information.

When first published, the date on the cover reflects the date that the manual was first issued. For TCEQ courses, this date should reflect the date of TCEQ approval. Upon revision, this date changes to the month and year of the newest version (example: 6/16).

Videos

Use an instructor note to show where in the module the video should be shown. Include the italicized title and the length in parentheses. Including the time of the video in the instructor note is optional but must be consistent throughout the manual.

If using a DVD, list it in the Materials/Equipment section of the applicable module of the IG and in the Instructor Checklist of the Master Course Data.

The DVD icon can be placed next to the instructor note, but this is optional.

Instructor Note

ERI Safety DVD: *Can't Get No Traction* (4 minutes)

Websites

When writing out a URL within the text, use bold or regular text. Be consistent throughout the manual.