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APH Press Style Guide

APH Press is a scholarly press that supports the mission of the American Printing House for the Blind: “Empowering people who are blind or low vision by providing accessible and innovative products, materials, and services for lifelong success.”

For its part, the Press publishes educational content, including textbooks for teacher preparatory programs, in the field of blindness and low vision, to support teachers, families, and other professionals.

Submitting a Manuscript for Publication Consideration

If you are interested in publishing with us, please submit a proposal through our website at: <https://www.aph.org/aph-press/for-authors/>.

Steps to Publication

APH Press develops and publishes textbooks, professional and consumer books, instructional materials, and a wide variety of information of interest to professionals and researchers in the blindness field, blind or low vision individuals and their families, and the public at large.

The Press encourages submissions from prospective authors of manuscripts providing important information for professionals, people who are blind or have low vision and their families, and individuals involved in making the mainstream community accessible to people with disabilities.

Prospective authors or developers of books should contact APH Press with a proposal outlining their manuscript or project (see Submitting a Proposal, below).

Authors whose proposals have been accepted should consult the Guidelines for Authors for information on preparing manuscript submissions.

Submitting a Proposal

The proposal is a letter that describes your idea as well as the expertise you bring to the subject and should be done here: <https://www.aph.org/aph-press/for-authors/>, as noted above. It should include the following:

* the purpose and identified need for your manuscript
* contents’ summary
* length estimate
* intended audience
* information about similar or related publications currently on the market
* your credentials as a subject-matter expert and prospective author

Along with your letter, please include the following:

* complete table of contents for your book
* sample chapter

Please do*not*send a complete draft manuscript with your proposal.

Preparing and Submitting a Manuscript

A carefully prepared manuscript helps to ensure a more accurate and attractive publication. The cleaner the manuscript, the more precise the editing, and the fewer the number of corrections required to the electronic typesetting files before page proofs are generated.

Do *not*“design” your document. Submit work with the minimum amount of formatting necessary. You may use the **APH Manuscript Template** file and the instructions in the **Using APH Styles and the APH Template** file to prepare your manuscript, applying the styles within that document to ensure clear formatting. Excessive formatting that deviates from our standard often introduces errors within documents and creates complications with typesetting a manuscript.

Revising a Manuscript

After the peer review process, you will receive detailed feedback in the form of a peer review report that documents the primary strengths and areas for improvement in the manuscript and outlines revision needs for each chapter. You will also receive formatted chapter drafts with inline comments from the managing editor that have track changes turned on.

Track Changes

We ask our authors to leave track changes on during the revision process. Track changes allows us to quickly review the changes in the chapter when we receive your revisions, which speeds up the review and copyediting process.

Track changes settings can be found under the **Review** tab on Microsoft Word, and the most important setting to having an easy time working with track changes is to set the appropriate view in the **Markup** section of the **Review** tab.

* “Simple Markup” will display a red line in the margin any place where changes have been made, and it is the best view for seeing the text as-is while knowing what you have and have not revised.
* “All markup” shows every change as well as the previous version of the text, which can get confusing very quickly! We recommend only using it sparingly to spot check changes.
* “No Markup” will keep track changes running but will not show any additional information to you while you work. If track changes bothers you, this is the view to use.
* “Original” shows the document as it was before track changes was enabled.

Artificial Intelligence (AI) Use Policy

Overview

APH Press is committed to maintaining the highest standards of accuracy, integrity, and authorship in all published works. To protect these standards, APH Press currently **does not permit the inclusion of any AI-generated content**—including both text and images—in submitted manuscripts.

Authors may use AI tools to support their workflow (e.g., for brainstorming, outlining, project management, or administrative tasks), but **no AI-generated output may appear directly in the manuscript** unless explicitly approved in advance.

Prohibited Uses

The following are **not allowed** in APH Press manuscripts:

* **AI-generated text**, whether produced by large language models (LLMs) or any other generative systems.
* **AI-generated images**, including illustrations, photographs, diagrams, charts, or graphics created with AI tools.
* **AI-generated data**, synthetic datasets, simulated responses, or fabricated examples generated by AI systems.
* **AI-generated citations** or references created or altered by AI tools.
* **AI-translated text** that is not thoroughly rewritten and verified by the author. (All translations must be human-created or professionally reviewed and edited.)

These restrictions apply regardless of whether the material has been edited, paraphrased, or altered by the author after generation.

Permitted Uses

Authors may use AI tools for non-creative, non-content-generating support tasks, such as:

* Planning, outlining, or brainstorming
* Organizing notes and references
* Checking grammar, spelling, and formatting (e.g., tools similar to Grammarly)
* Managing citations using standard reference software
* Accessibility support tools (e.g., text-to-speech, screen readers)

Such uses must not result in AI-generated text, imagery, or data being included in the submitted manuscript.

Authorship and Disclosure Requirements

All submitted work must be the product of the authors themselves. APH Press will not accept AI systems as co-authors or contributors.

Authors must:

* Ensure all manuscript content—text, figures, examples, and data—is fully human-created.
* Disclose any use of AI tools during the preparation of the manuscript, even for permitted tasks. A brief statement (e.g., “AI tools were used only for idea organization and grammar checking; no AI-generated content is included”) may be required at final submission.

Failure to disclose may result in rejection of the manuscript or withdrawal from publication.

Ethical and Legal Responsibilities

Authors remain fully responsible for:

* The accuracy and originality of their work
* Ensuring no proprietary or confidential information is shared with AI systems
* Compliance with copyright, accessibility, and privacy standards

Use of AI tools must not compromise these obligations.

Manuscript Organization and Formatting

Document and Text Formatting

Your Resources folder contains a template (**APH Manuscript Template.docx**) and instructions for using the included styles (**Using APH Styles and the APH Template.docx**). Adhering to these instructions will simplify most formatting decisions. Please use the template and apply the relevant APH style to each portion of the document.

*Note.* The **APH Insert** style is what you can use to communicate placement of visual elements or other information to the APH Press editor. Please bracket any such comments with <>, as in <Insert Figure 5.1 here>.

Specific formatting instructions are below. Most of these issues are addressed automatically by using the template:

1. Set 1" margins on all four sides of the page.
2. Use 12-point professional type. APH prefers sans serif fonts such as Arial or Helvetica for accessibility.
3. Use **1.5 spacing** for all elements, including references and tables.
4. In Microsoft Word, use the generic word-processing features for the following: bold, italic, superscripts, subscripts, and diacritical marks.
5. Number pages in your submission consecutively in each chapter in the lower right-hand corner, including sidebars, tables, and other elements. If you are the author of an entire book, number consecutively from the title page through the final page of the text (including appendices).
6. Do not include running heads or footers, such as those including the author’s name, as the documents will be submitted for double-anonymized reviews to peer reviewers.
7. Do not justify line endings or insert returns at the end of lines within paragraphs. Allow the computer to determine line endings.
8. Do not hyphenate words at the end of a line; allow the computer to put the entire hyphenated term on the next line. Only hyphenate words when hyphens are required as part of the spelling of the word (as in "merry-go-round").
9. Do not indent or "hang indent" text, except to indicate an extract quotation/block quote or when using bulleted lists with multiple hierarchies.
10. Never use the tab key or space bar to align elements or to create indented lines, except at the beginning of a paragraph.
11. To represent a dash (which indicates a break in thought), as distinguished from a hyphen (which represents a break in a word), you can use Word's Insert Symbol feature to insert an em-dash or two dashes with no spaces before or after.
12. Run all files through spell check and proofread the manuscript before submitting.
13. Always make a backup copy of your files on your hard drive or an alternative backup disk.

Cross References

When a manuscript is typeset, the page numbers will change. Therefore, avoid cross-references to specific pages. Instead, refer to a specific section or by using statements such as "see the following discussion," "see Chapter 6," or "see the section on Needs of Preschool Students." If you are editing a work with multiple contributors, use chapter numbers when referring to other chapters in the volume.

* When referring to chapters other than the current one, use the chapter number and title on the first mention in the chapter text, followed by the chapter number in subsequent instances for the rest of the chapter.

(See Chapter 7, “Family Focus.”)  
*Then:* (See Chapter 7.)

* Indexes are usually prepared by APH Press staff, but you may be asked to contribute. With cross references in an index, end the reference with a period and follow with *See* (instead of) or *See also* (in addition to) in italics. Use a semicolon when citing more than one cross reference. Do not end with a period.

golden retrievers. *See* animals; dogs  
American Printing House. *See also* Dot Experience, The

Lists

APH Press utilizes APA style to determine how and when to use the lists (6.49-6.52 List Guidelines, APA 7th Edition).

* Use lettered lists *only* within a sentence or narrative to identify elements in a series with lowercase letters and parentheses, (e.g., We tested three groups: (a) low scorers, (b) moderate scorers, and (c) high scorers.).
* Use numbered lists to display *complete* sentences or paragraphs in a series. The numbered list should also only be utilized when the order is of importance in some way, (e.g., steps in a procedure, to connote order of importance).
* Use a lettered or bulleted list rather than a numbered list if the list of items are phrases.
* Bulleted lists are the most flexible and can be used in many ways: (a) complete sentences that do not require an order; (b) phrases (numbered lists can only be used for complete sentences); (c) items that contain both phrases and complete sentences.

Headings

The manuscript should be divided with headings and subheadings that function as an outline to reveal the organization of a manuscript. (However, headings should not substitute for text that introduces a new section or concept.) Three levels of headings and subheadings are sufficient for most manuscripts; occasionally, four or five levels are required.

All topics of equal importance should have the same level of heading or subheading throughout. All headings should be short, clear, and parallel in grammatical structure throughout the manuscript. A chapter or main section should not have only one heading of a particular level. Under a level 1 heading, there must be at least two level 2 headings, or none; under a level 2 heading, there must be at least two level 3 headings, or none.

The template has styles for each level of the heading hierarchy named **APH Heading 1, APH Heading 2,** etc. A visual representation of them is below:

**Heading 1: Helvetica, font size 18, roman and bold**

Heading 2: Helvetica, font size 16, roman

Heading 3: Helvetica, font size 14, roman, underlined

*Heading 4: Helvetica, font size 12, italics*

Heading 5: Helvetica, font size 11, roman

Organization

* Each chapter should open with a brief introductory paragraph that is a capsule statement of the chapter's main idea and end with a concluding sentence that summarizes the overall theme.
* As you write, keep in mind your primary audience.
* Provide definitions for professional and technical terms the first time each is used. If your text will have a glossary (as with some of our longer texts) italicize all words that will be defined in the glossary the first time they appear.
* **For texts with multiple authors, please ensure that a consistent organizational structure is implemented at the outset.** Book editors should communicate any organizational needs to their chapter authors at the beginning of the writing process. It is far easier to address organization at the outset than in revisions!

Submission

* All files should be submitted as Microsoft Word files in .doc or .docx format.
* Files should be submitted in coordination with the managing editor and/or director via a file sharing service such as Dropbox or an FTP site.
  + For works with multiple authors, it is advisable to create separate folders for each chapter.
  + If you have any difficulty submitting files, email your specific editors or Managing Editor Zach VandeZande at zvandezande@aph.org.
* Create a separate Word file for the text of each chapter. Additional materials such as sidebars and tables should be included in the chapter file unless they are complex, lengthy, or require specific formatting. In those cases, provide a separate Word file, image file, or PDF for each item.
* ***All*** image files should be submitted separately (**not** embedded in the Word document). See the [Artwork](#Artwork) section for more information.
* File names should clearly indicate what is included in the contents of the file. Maintaining consistency helps the editing and production team know an author’s intentions. Please use the following nomenclature for your initial manuscript submission:
  + Main chapter files: **Chapter\_05\_LastName.docx**
  + Tables: **Table\_5.1.docx**
  + Sidebars: **Sidebar\_5.1.docx**
  + Images/Figures: **5.1\_ShortDescriptiveTitle.jpg**

Style

General

* For spelling and hyphenation, APH Press follows the Merriam-Webster Unabridged Dictionary (<https://unabridged.merriam-webster.com/>). It is appropriate to use Merriam-Webster’s standard online dictionary (<https://www.merriam-webster.com/>) or the print Collegiate dictionary.
* For reference citations and basic style (not design), APH Press uses APA (American Psychological Association) style (see the latest edition of the Publication Manual of the American Psychological Association [Washington, DC: American Psychological Association, <https://apastyle.apa.org>]).
* For all other style concerns, follow the latest edition of The Chicago Manual of Style (Chicago: University of Chicago Press, <https://www.chicagomanualofstyle.org>).
* Avoid contractions.
* Avoid first- and second-person writing throughout the body of the manuscript except within direct quotations, prefatory or introductory materials that include personal history, direct imperative instructions (as in an example lesson plan), etc. Instead of “you,” do your best to generalize the subject for the particular instance.

*Instead of:* You might want to explain the process to your students before beginning.   
*Write:* An instructor might want to explain the process to their students before beginning.

*Instead of:* I have found that it is easier to…   
*Write:* It is typically easier to…

* In general, avoid the use of passive voice, especially when it obscures the actor within a sentence or complicates the sentence structure. Passive voice requires the reader to “hold” the action of a sentence in their head until they encounter the actor, which creates friction in the reading experience.

*Instead of:* The results of the study are contested.  
*Write:* Several researchers contest the results of the study.

*Instead of:* A series of exercises that progressively test the range of motion of the muscle can be completed by the patient.  
*Write:* The patient can complete a series of exercises that progressively test the range of motion of the muscle.

*Acceptable use of passive voice:* Fraction circles can be used to test a student’s understanding of part-to-whole relationships. (In this case, “fraction circles” is the most important noun phrase in the sentence, even though it is not what completes the action of the sentence. Putting it as the subject of the sentence gives the most important information to the reader first.)

* Use curly quotes and apostrophes.
* When describing a range or a relationship, use a tight endash instead of a hyphen:

Grades PreK–8; student–teacher interactions; 1858–present; part–whole relationships (*But:* part-to-whole relationships)

* Words ending in -ly do not take a hyphen afterward.

*Instead of:* recently-written  
*Write:* recently written

* Similarly, compound word phrases including a comparative or superlative adjective do not take a hyphen.

*Instead of:* higher-level mathematics  
*Write:* higher level mathematics  
*But:* high-level mathematics

Terminology

Terminology should be accurate, clearly defined, unemotional, and nonsexist. As in other areas of study, the blindness and low vision field has specific terminology. However, different authors use these terms in different ways, and the meanings of various terms often overlap. To avoid confusion, authors are advised to define their terminology clearly in the manuscript and maintain consistent terminology throughout the manuscript. In volumes with multiple authors, there may be decisions to adapt author-defined terminology for consistency. For any work, peer review may affect author-defined terminology.

APH Press discourages the use of value-laden terms such as "normal" and "deficits," expressions such as "of course," and emotion-laden wording, such as "unfortunately," "tragically," "sadly," and "burden." Similarly, avoid such words as "victim," and "suffering," as in the phrases "he was the victim of macular degeneration" or "she suffered from blindness." Avoid appearing to lecture readers by using words such as "should." Finally, avoid absolutes, such as "everyone," "always," "the best," and "the worst."

Appropriate Language

* Since APH Press readers include people of all genders, sexual orientation, abilities, races, and ethnicities, avoid stereotypes, even if these stereotypes appear complimentary (e.g., “Like most Italian-Americans, food and cooking were at the center of the family’s life.”).
* When using a pronoun to refer to an individual, APH Press follows the usage prescribed by *Merriam-Webster*, *APA Publication Manual, 7th ed.,* and *Chicago Manual of Style*. If you know how a person identifies, use the person’s pronoun. Use forms of the pronoun “they” (they/them/their/theirs/themselves) as indefinite third person singular pronouns to be inclusive and avoid assumptions about gender. Use a plural verb form with the singular pronoun (“they are,” not “they is”).
* While there are terms to reflect a wider diversity of genders beyond “male” and “female,” (e.g., cisgender, nonbinary, genderqueer, etc.) none of these terms are standardized or universally understood; therefore, when using these terms, please provide a definition and how pronouns will be deployed.

Example: Blake—who identifies as nonbinary and whose pronouns are “they”—said they would prefer instruction on public transportation during the next week. *Nonbinary* relates to or is a person who identifies with or expresses a gender identity that is neither entirely male nor entirely female.

* Avoid sexual stereotyping. As of 2013, two million U.S. men were single fathers, 9 percent of whom were raising three or more children younger than 18. In addition, as of 2017, 41 percent of mothers were the sole or primary earners for their families.
* Do not use terms that refer to people with mental health conditions, such as “crazy,” or “insane,” even positively (e.g., “I am crazy about helping my learners succeed.”). Positive terms such as “enthusiastic” or more accurate negative terms such as “absurd,” “irresponsible,” or “unreasonable” can easily be substituted.
* Use person-first language whenever possible. Rather than a “blind man,” use “man who is blind” or “man who has low vision.” If using disability-first language is a key component of your text, or if you plan to use person-first and disability-first language interchangeably, explain this to the reader early within the text.
* The word “blind” should be used with precision in our texts and should not be used colloquially. The same applies to any term that refers to another disability.
* Instead of a “single-blind study” or “double-blind study,” use “anonymous study” or “double-anonymized,” respectively.
* “Flying blind” or “blindly follow” should also be swapped for the more appropriate “unprepared” or “follow without questioning.”
* Likewise, one should forego “tone-deaf” in favor of “insensitive,” except when used in terms of defining one’s musical perception.
* Something described with the popular adjective “lame” is better served by “disappointing,” etc. See below regarding self-identifying language.
* Avoid labeling groups and individuals by disability or by a general characteristic. Do not use terms such as "the blind," "the deaf," “the gays,” or "the elderly."
* When first referring to a piece of legislation, call it by its full, official name on first mention. For example: “Section 508 of the Rehabilitation Act of 1973,” not “Section 508;” “Individuals with Disabilities Education Act, “not “IDEA.” Consult a government-hosted website (one with a domain name ending in “.gov”) for official usage. All subsequent mentions of the legislation may be shortened (“Section 508” or “IDEA.”).
* People ***who are*** blind and visually impaired, should be used, not people “with” blindness, and not people who “have” blindness; blindness is not an affliction. On that note, avoid words—such as, “problem,” “challenge,” “deficit,” “normal,” “mainstream,” “poor,” “peculiar,” etc.—that assumes there is a normal and that blindness is an affliction or the “other.”
* There is not consensus on using the term “low vision” or “visually impaired.” “Low vision” is APH Press’s preference, but we recognize that various factors will determine which term is preferable for a speaker.
* When discussing suicide, use appropriate language.
* Instead of “committed suicide,” use “died by suicide”
* Instead of “suicidal ideation,” use “thoughts of suicide”
* Instead of “unsuccessful” or failed” suicide, use “lived through a suicide,” or “non-fatal suicide attempt”
* Additionally, do not use the following words: retarded (use intellectual disability), intervener (use Support Service Provider), elderly (use older adults), indirect services (use collaborative consultation), cognitive abilities (use cognitive skills), brain damage (use brain injury)
* Do not change direct quotes or publication titles that violate these conventions. The choice of wording belongs to the original speaker. Some individuals do not mind or even prefer language that others may find questionable (e.g., “I am on the spectrum” or “I have been afflicted”), and so part of respecting the person involves respecting how they choose to self-identify. Note that certain sensitive terms have been reclaimed by members of the disability community and should be used only by the speaker who identifies as such.

Preferred Spelling

The following are the preferred spelling for some terms often found in APH Press publications:

A  
alt-tag

access technology (n, adj)

audiobooks

audio describe (v), audio-described (adj)

audio description

audiotape

Autism Spectrum Disorder (not Asperger’s syndrome)

B

blind

braille (lower case unless referring to Louis Braille)

braille-access (adj)

braillewriter

busy box

C

caregiver

cloze procedure

cochleae, not cochleas

cognitive skills, not cognitive ability/abilities

common core

Common Core State Standards (CCSS)

contracted braille (formerly grade 2 braille)

cortical/cerebral visual impairment; cortical visual impairment; cerebral visual

impairment (CVI) (use what the cited research uses)-

̶

D

data (singular or plural, per author preference)

Database

deaf (generally, use lowercase when referring to hearing loss; use title case when referring to the cultural identifier/Deaf culture)

deafblind (do not use intercap DeafBlind or deafBlind)

decision making (n); decision-making (adj)

disability-specific (adj)

disc (records, Talking Books)

disk (computers)

dorsal stream function (not dorsal stream vision)

Down syndrome

drop-off (n, adj)

E

e-book

echolocation

electronic orientation aids (EOAs)

electronic travel aids (ETAs)

e-mail

English language learners

expanded core curriculum (ECC)

eye care (n, adj)

F

fine motor skills

fingerspelling

flash cards

G

gross motor skills

guide dog (do not use dog guide or seeing-eye dog)

H

handheld (adj)

hands-on (adj)

headborn (adj)

health care (n, adj)

HTML (hypertext markup language)

I

Individualized Education Program (IEP)

Individualized Family Service Plan (IFSP)

Individualized Plan for Employment (IPE)

Individuals with Disabilities Education Act (IDEA)

Individuals without visual impairment (fully sighted should be used sparingly)

Intellectual disability (not cognitive impairment)

Internet

J, K

keyboarding

L

laptop

large-cell (adj)

large print (n); large-print (adj)

large type (n); large-type (adj)

least restrictive environment (when referring to legislation)

LEGO (singular and plural)

lifestyle

log in (v), log-in (adj)

long-term care facility (n), not extended care facility

low vision (n, adj)

M, N

Nemeth code

neurological visual impairment (NVI) (use what the cited research uses)

neurological disability or disorder (not neurological impairment)

O

orientation and mobility (O&M) (spell out first reference, then use acronym)

O&M specialist (not Specialist)

online

P, Q

paraeducator

Peg Slate

Perkins Brailler

pillbox

PreK

printout (n); print out (v)

problem solving (n); problem-solving (adj)

R

raised-line (adj)

real-world (adj)

record keeping (n); record-keeping (adj)

role-play (v)

S

school-age (adj)

schoolwork

Scotch tape

screen magnification (n, adj)

screen reader (n); screen-reading (adj)

setup (n); set up (v)

Simon Says (n)

slate writing (n); slate-writing (adj)

speech-access (adj)

speech-output (adj)

T

Talking Books

tape-record (v)

text-to-speech (adj)

thermoform paper

three-dimensional (adj)

toward

U

uncontracted braille (formerly grade 1 braille)

URL

user-friendly

V

video describe, video description

video magnifier

W

wayfinding

website

Wikki Stix

word processing (n); word-processing (adj)

workforce

worksheets

World Wide Web (the web)

X, Y, Z

X-Y table (on a video magnifier or CCTV)

zero, zeros

Abbreviations and Acronyms

The first time an abbreviation or acronym appears in a chapter, place it in parentheses after the full term is spelled out. For example, the first reference to APH should be "American Printing House for the Blind (APH)." Thereafter, the abbreviation or acronym can be used in the chapter.

The following is a list of frequently used acronyms in the field of blindness and visual impairment. Acronyms that are acceptable in speech are not necessarily suitable in formal writing, and using too many acronyms in a manuscript creates jargon that is difficult to read. This list was created after much consideration and with respect to the standard abbreviations used by accrediting agencies in the field. This list may be updated periodically as usage changes.

The following acronyms *can* be used in a chapter after the full term is defined and spelled out the first time:

* ADHD – attention deficit hyperactivity disorder
* CVI – cortical/cerebral, cortical, or cerebral visual impairment (use what research cited uses)
* ECC – expanded core curriculum
* FVA – Functional Vision Assessment
* FVLMA – Functional vision and Learning Media Assessment
* IDEA – Individuals with Disabilities Education Act
* IEP – individualized education program
* IQ – intelligence quotient
* LMA – learning media assessment
* LVT – low vision therapist
* NVI – neurological visual impairment (to use if cited by research)
* O&M – orientation and mobility (specialist)
* TSVI/TVI – teacher of students with visual impairments (TSVI is APH Press preference, but either is acceptable)
* VRT – vision rehabilitation therapist
* ELA – English Language Arts
* PE – physical education

The following acronyms *should not* be used and need to be fully spelled out each time:

* CNS – central nervous system
* EI – early intervention
* FAPE – free appropriate public education
* LRE – least restrictive environment
* OT – occupational therapist
* PT – physical therapist
* SLP – speech-language pathologist
* VI – visual impairment
* BVI – blind or visually impaired
* RP ­– retinitis pigmentosa
* SI – sensory integration

Numbers

* Spell out the numbers one to nine; use numerals for numbers greater than nine. However, use the same style for the same categories of objects within a paragraph, as in:

The two children traveled 50 miles to see their ten cousins.  
One subject rated 15 traits on the four checklists and two subjects rated only 4 traits.

* When numbers start a sentence, they should always be written out.

One hundred people boarded the plane.

* Use numerals before units of measurement:

6 miles, 2 percent, 18 kph; 9 volts, 9-volt battery

* Use numerals for ages:

The girl was 2 years old; a 5-year-old

* Avoid fractions:

2.5 million (not 2½ million)

* Treat ordinal numbers the same as cardinal numbers:

the third child; the 21st trial

* Avoid the use of an apostrophe with a date:

1970s (not 1970's)

* Spell out the word "percent:"

23 percent (not 23%)

* For dimensions, use numerals and spell out “inches” or “feet” but abbreviate metric units, such as cm (do not use periods after metric units).

3-by-5-inch index cards

3 cm, 8.4 m, 7.3 km

* Spell out units of time: “minutes,” “seconds,” and “hours.”

The timing should begin at 30 seconds, then 1 minute, gradually building up to 5 minutes.

* Magnification: When referring to the lens, use lowercase x for magnification for accessible reading instead of the multiplication sign, “a 2.5x lens,” but use “times” in all other magnification scenarios, “the user can see 2.5 times the information.”
* 3-D not 3D, as per Merriam-Webster
* Measurement: In general, when using imperial units, include a metric equivalent and vice versa. If there is a common consensus or popular convention around which measurement unit to use, you do not need to include the equivalent unit:

The race was 7 km (4.35 miles) long.  
*But:* The sophomores ran a 5K last weekend.

* Convert measurements to an approximately comparable unit. If a figure is less than a whole, put a zero in front of the decimal:

1 cm (0.39 inch)  
10 yards (9.14 m)  
100 km (62.14 miles)  
1 quart (0.95 l)

* Do not use hyphens in metric measures. Round to a maximum of two decimal places. Spell out imperial units but do not spell out metric units.
* When using mathematical notation, use proper characters. Instead of an **x** (letter), use **×** (times). Instead of a slash (**/**), use **÷** (division sign), etc.

Reference Material

References

* Reference citations (in APA style) should be used rather than superscripted or parenthetical footnotes.
* Verify all references before submitting your manuscript, paying particular attention to the spelling of proper names and to the completeness of the body of the entry (title, date, volume number, pages, etc.).
* Every citation in the text must be listed in the references and cited in the text.
* The reference list should not include "additional readings" or works that have been submitted (but not accepted) for publication.
* For legislative material, reference APA 7th ed.:
* In-text: Pedestrian Safety Enhancement Act (2010)
* Reference: Pedestrian Safety Enhancement Act, S.841, 111th Cong. (2010). https://www.congress.gov/111/bills/s841/BILLS-111s841es.pdf
* In all URLs mentioned in the text, omit the leading **http://www.** or **https://www.** unless the URL lacks the **www.** Omit the ending slashes.
* Louisville Tourism (gotolouisville.com) is a partner of The Dot Experience (https://thedotexperience.org).
* When introducing a website or product, include it in parentheses on the first mention per chapter. Include any acronyms on first mention.
* The Monarch from the American Printing House for the Blind (APH; aph.org/meet-monarch) is a revolution in electronic braille technology. The Monarch, released in late 2024…
* The Paige Connect (aph.org/product/paige-connect) adds digital input to the classic braille writer.
* Use spaces after periods when writing multiple initials of personal names.
* Keller, H. (1903)
* J. R. R. Tolkien
* *Exception:* U.S. Department of Education
* When available, include digital object identifiers (DOIs) in references. Do not insert a paragraph break before the DOI, although the DOI might start on a new line.
* Hart, J. E., & Brehm, J. (2013). Promoting self-determination: A model for training elementary students to self-advocate for IEP accommodations. *Teaching Exceptional Children, 45*(5), 40–48. https://doi.org/10.1177/004005991304500505
  + *Not:* DOI: 10.1177/004005991304500505
  + *Not:* https://dx.doi.org/10.1177/004005991304500505

Quotations

* In general, avoid lengthy direct quotations from sources protected by copyright. Such quotations should be used only when essential to a full understanding of an author's meaning. In presenting a theory or argument drawn from previously published work, paraphrase or summarize the author's meaning and cite the appropriate source.
* Quotations in the text should be enclosed in double quotation marks. Quotations of longer than eight lines should be set off from the text as block quotations or extracts and indented from the left margin. Citations must be provided for all quotations, regardless of length, including exact page numbers.
* A quotation consisting of a substantial amount of text from another source requires [written permission](#PermissionforQuotationTableForm) from the copyright owner before publication. Although there is no fixed number of words that can be cited as requiring permission, permission should generally be requested for a quotation of more than one or two paragraphs.
* An entire element that is quoted from another source, such as a sidebar, table, or figure, always requires permission (see the sections on [Tables](#Tables) and [Artwork](#Artwork))
* APH Press authors are required to obtain such permissions in writing and submit original signed releases with the manuscript. In addition, the author is required to provide a complete source line, including page numbers, in the text. A sample letter requesting permission to quote from original sources appears in [Appendix B](#PermissionforQuotationTableForm).

Visual Supplements

All visual supplements (tables, sidebars, images, figures) will be submitted either within the document or as separate files. If including visual supplements separately, you should indicate where you would like them to appear in your chapter text by using the **APH Insert** style and clearly indicating where you would like it to appear (ex: <Insert Table 5.1 here>). Generally, a table, sidebar, or figure should appear after the paragraph where it is first mentioned. Specific information on proper formatting visual supplements is in the **Using APH Styles and the APH Template** document.

Tables

* Reserve tables to present crucial data directly related to the text of the manuscript and to simplify a discussion that would otherwise be dense with numbers or to show the relationships of different elements.
* Tables should supplement, not duplicate, the text.
* They should be numbered consecutively in each chapter and headed by a short title that describes the content. Ex: “Table 5.1: Census Data on CVI.”
* All table columns should also have concise headings.
* Adequate explanations of abbreviations, probability values, and similar features should be provided as lettered footnotes to the tables.
* All tables must be specifically mentioned in the text either in a sentence, such as "Table 5.1 presents the findings of the Smith study" or in parentheses, as in "The Smith study findings support this conclusion (see Table 5.1)."
* If including tables as a separate file, place each table in a separate Word file named according to the table number and the chapter it belongs to, e.g. **Table\_5.1.docx**.
* If tables are complex (more than 4 columns, more than 8-10 rows, split columns or rows, etc.), be aware that we may need to present the information in another manner for accessibility and print purposes.
* Do not force the table columns to align by tabbing turnover lines. Use the word processor's table function so that each column within a table aligns within itself.
* Do not give the table a border or use vertical rules to set off columns or rows.
* The source for the data in the table must be acknowledged (unless the source is the author's own work) and the full reference provided (not just the author's name and date). The style for table source notes (as well as for the sources of sidebars and figures) is as follows:
* Source: Based on Samuels, S. J. (1979). The method of repeated reading. *The Reading Teacher, 33*, 26; and Tierney, R. J., Readence, J. E., & Dishneer, E. K. (1990). *Reading strategies and practices: A compendium* (3rd ed). Allyn & Bacon.
* Source: Reprinted with permission from Thurber, D. N. (1993). *D'Nealian handwriting* (3rd ed.). Scott, Foresman.
* Source: Adapted, by permission of the publisher, from Goldberg, S. (1991). *Clinical neuroanatomy made ridiculously simple* (p. 38). Medmaster.
* If a table has been acquired from another source and is reproduced in its original format, written permission must be obtained for its use and a permissions line must be given at the bottom of the table. Such permissions, in the form of original signed release forms, need to be included with the final submission of the manuscript.
* A sample letter requesting permission to use material from original sources appears in [Appendix B](#PermissionforQuotationTableForm) at the end of these guidelines and is linked herein.

Sidebars

Sidebars (or boxes) are elements separate from the text that expand on a particular point or include additional information that would distract from the main point in text or warrant special highlighting.

* Because they will be placed within the text of a chapter, sidebars should not be too long—generally not more than two or three double-spaced pages at most.
* Information that does not belong in the text but relates directly to the material of a chapter and is too long for a sidebar or table can also be presented as a chapter appendix at the very end of a chapter.
* Sidebars and figures should appear between paragraphs. Do not interrupt a body paragraph with a sidebar.
* Avoid including multiple sidebars in a row without continuing the main text.
* Sidebars should be numbered consecutively as they appear in the chapter. In other words, Sidebar 1.4 is the fourth sidebar in Chapter 1.
* Short sidebars can be included in the manuscript file; longer sidebars or sidebars with formatting concerns may be submitted as separate files.
* When sidebars include material from other sources, the complete source must be acknowledged ([see the section on tables for the style for source notes](#Source)).

Artwork

* If a manuscript contains photographs and figures (e.g., illustrations such as drawings, graphs, or diagrams), the author is required to submit final artwork for each piece (e.g., artwork that is ready to be printed without any altering necessary) with the final submission of the manuscript unless APH has agreed to create/supply artwork.
  + Generally, do not include artwork in the Word document. Instead, use the **APH Insert** style and write “<insert image 5.1\_NameOfImage.jpg here>.”
  + Include a caption and source information in the Word document immediately after the desired placement of the figure.
* The author is also required to obtain permissions for the reprinting of illustrations and photographs. A sample letter to request permission to reprint an illustration or photograph can be found in [Appendix C](#AppCPermissionIllustrationPhotograph).
* A complete list of images and figures should be submitted with the final manuscript, along with print-quality copies of the work (see below for requirements).
* Label items by chapter and item number; for example, Fig. 2.3 means the third figure in Chapter 2. Photographs related to the general theme of the chapter may not have numbers in the final publication, but authors should number them (Photo 1.1, Photo 5.2) in the chapter text and in the filename
* General Questions should be directed to the managing editor (zvandezande@aph.org)

Figures

General

* All figures must be specifically mentioned in the text either in a sentence such as “Figure 5.1 illustrates the parts of the eye,” or in parentheses, for example, “The student needs to learn the parts of the eye (see Figure 5.1).”
* Photographs included in the manuscript do not necessarily need to be treated as figures and do not have to be mentioned directly by the body text. All illustrations or diagrams must be treated as a figure. Please maintain consistency throughout the manuscript (e.g. if some photographs are treated as figures, they all should be).

Titles, Captions, and Credits

* Figures should have brief titles that indicate the content of the illustration, for example: "Figure 5.4. Cross Section of the Eye.”
* If an additional explanation is necessary, figures may have an additional caption, which should be written as sentences and contain as much information as possible and explain the figure’s importance to the body text, for example, "The normal visual field is shown for the left eye with a center fixation point.”

Permissions

* Figures obtained from other sources need to be accompanied by written permission from the original source for their use.
* A formal agreement also needs to be completed and signed by an illustrator whose work is used. A sample letter to obtain permission to use an illustration can be found in [Appendix C](#AppCPermissionIllustrationPhotograph).

Photographs

Format

* Photographs should be in color for use in e-book and online versions of the text. APH Press will create black and white versions for print.
* Images should be in JPEG (.jpg) or TIFF (.tif) formats with a minimum resolution of 300 dpi.
* Because resolution can be compressed when files are emailed, photographs should be shared via FTP or a file sharing platform, such as Dropbox.
* More extensive guidelines are found in the “Photograph Guidelines” document found in the Resources folder on Dropbox.
* If you are unable beyond all measure to obtain a photograph necessary for publication with the format requirements, contact the managing editor (zvandezande@aph.org), who may have a conversation with the copyright holder or suggest using APH’s in-house photographer.

Permissions

* If there are no subjects in a photograph, a permissions form is required for use of the photograph. The permissions form necessary can be found in [Appendix C](#AppCPermissionIllustrationPhotograph).
* Photographs with subjects must be accompanied by release forms signed by any person depicted in the photograph (or the person's parent or guardian). The forms necessary are found in the Dropbox folder or [APH-Press-Guidelines-For-Authors.zip](https://www.aph.org/aph-press/for-authors/aph-press-guidelines-for-authors/) folder. You will find forms in both English and Spanish.
* Subjects should be aware that their images will also appear in the online and e-book versions of the publication.
* Authors working with APH Press may request release forms on APH Press letterhead for use with individuals and photographers from APH.

Titles, Captions, and Credits

* Captions for photographs can identify the subject ("A desktop video magnifier.") or make a general statement about the content ("Pocket video magnifiers can be used to read labels in a grocery store."). The latter is preferable, as it allows the photograph to be contextualized by a reader.
  + Note that alt-text differs from an image caption and will usually be written by our copy editor.
* Captions and credit for images should be included in the chapter’s Word document immediately after the placement recommendations For example:

<Insert image 5.1\_DesktopMagnifier.jpg here>

Caption: Desktop magnifiers help students read with comfort and efficiency.

Credit: Jeanne Madeupname

Composition

* Photographs should be uncluttered, with a strong central subject.
* There should be a range of tones and good contrast.
* Subjects should be in focus.
* The background of the photograph is important and should not distract from or interfere with the main content.

Digital Art and Illustrations

Although many methods are available for creating artwork electronically, some methods that are appropriate for preparing a report or displaying online may not allow for the highest quality reproduction in a professionally typeset publication. Sometimes authors spend time creating figures that cannot be used or need to be redrafted because they do not meet standards for print publications. APH Press can assist in the creation of print-quality illustrations and figures as needed; communicating those needs early and providing clear descriptions of what is needed will ensure the easiest experience. Submitting rudimentary sample files for recreation will be the best practice.

Some considerations:

* Each digital image must be submitted in a separate file.
* Do not assume that a file that looks sharp on a computer screen is acceptable for print reproduction.
* If creating your own figures, figures consisting of line drawings are best created in a mainstream graphics software package, such as Adobe Illustrator, Free Hand, CorelDRAW, or Photoshop. They should be saved in .tif, .ai, or .eps formats at a minimum resolution of 600 dpi. None of the software's compression features should be used when saving art files. All art submitted in electronic format should also be supplied in the highest quality possible.
  + Please note that our [AI Use Policy](#AIPolocy) applies to figures
* Above all else, do not embed art in text files. Professional typesetters can almost never use such embedded files.
* Captions should not be included as part of the figure. Include the caption in the relevant Word document.
* Callouts, or labels, that are part of the figures, should be prepared in 12-point Arial or Helvetica typeface. With few exceptions (such as acronyms), all labels inside an illustration should be typed with an initial capital letter only. Labels within illustrations that are in all capital letters will look clumsy and heavy in the final books.
* The image area of the created graphic should include only the desired image. There should be no extra white space around the graphic, no rules boxing the graphic, and no extraneous labels, descriptions, captions, or other identifiers that are not part of the figure. The figure number should not be part of the file, as it may change during editing. If a figure contains a rule within the body of the graphic, the rule should be a minimum of 3 points; narrower rules or lines should be avoided, as they will not print smoothly.
* On charts or graphs, patterns should be used to distinguish different areas, as colors will not usually be available in a printed publication.

Line Drawings

* Line drawings are figures composed of type and solid lines or patterns.
* All line art should be rendered on an 8.5 x 11-inch page with labels printed in 12-point Helvetica.
* Line art is best prepared by a professional. Lines must be sharp and continuous, so they do not appear to break apart when they are printed.

Appendix A

Manuscript Submission Checklist

1. Make sure all text has a relevant APH style applied whenever possible. Do not center heads or use tabs or spaces to align elements. Do not justify the text, insert carriage returns at the ends of lines in paragraphs, or insert unnecessary hyphenation. Let the computer determine line endings, however awkward it may look.
2. All elements, including references, should be double spaced.
3. All pages of each chapter should be numbered in sequence, including additional elements such as sidebars, tables, and figures.
4. Make sure each element (chapters, sidebars, tables, figures, appendices, photographs) is included in the Word document or as a separate file clearly labeled by chapter number and order within the chapter.
5. Spell check each file and then proofread a printout.
6. Submit the files to your Dropbox folder in coordination with the Managing Editor or your book editor(s).   
     
   If you have any questions, call 502-899-2246 or email to zvandezande@aph.org.

Appendix B

Sample Permission Letter to Reprint a Quotation, Table, or Form

Date

First Name Last Name

Company

Street Address

Dear **[First Name Last Name]**,

This letter requests permission to reprint the attached material **[describe and provide a copy],** which appears on **[p. xxx]** of **[*Title of Original Publication****]*. This material is to be used in this and future revisions and editions of **[*Title of APH Press Publication in which material is to be used*]**, to be published by APH Press of the American Printing House for the Blind, including nonexclusive world rights in all languages and sublicensing, without charge, of publication or transcription in braille, large-type editions, or recordings for the blind; in any electronic format, including online or distributed e-books; and in other special editions for use by persons with disabilities by approved nonprofit organizations.

For your information, the initial print run for this book is estimated to be **[xxxx]** copies. We will be happy to provide full credit to your source. Please note that the American Printing House for the Blind is a nonprofit organization, as is APH Press.

To assist in the publication process, I would appreciate greatly a response to this request by **[date]**. To indicate your approval, please sign in the space provided below. If you have any questions, you may reach me at **[phone number]** or by e-mail at **[e-mail address].**

Thank you for your kind consideration.

Sincerely,

**[Name]**

**[Title]**

Permission is granted for use of the material specified above and permission fee is waived, provided appropriate credit is included.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix C

Sample Permission Letter to Reprint an Illustration or Photograph

Date

First Name Last Name

Company

Street Address

Dear **[First Name Last Name]**,

This letter requests permission to reprint the attached illustration/photograph of **[describe and include a copy]**, which appears on **[p. xxx]** of **[*Title of Publication*]**. This material is to be used in this and future revisions and editions of **[*Title of APH Press Publication in which material is to be used*]**, to be published by APH Press of the American Printing House for the Blind, including nonexclusive world rights in all languages and sublicensing, without charge, of publication or transcription in braille, large-type editions, or recordings for the blind; in any electronic format, including online or distributed e-books; and in other special editions for use by persons with disabilities by approved nonprofit organizations.

For your information, the initial print run for this book is estimated to be **[xxxx]** copies. We will be happy to provide full credit to your source. Please note that the American Printing House for the Blind is a nonprofit organization, as is APH Press.

I am also requesting a high-quality digital version of the illustration/photograph, if that is possible.

To assist in the publication process, I would greatly appreciate a response to this request by **[date]**. To indicate your approval, please sign in the space provided below. If you have any questions, you may reach me at **[phone number]** or by e-mail at **[e-mail address].**

Thank you for your kind consideration.

Sincerely,

**[Name]**

**[Title]**

Permission is granted for use of the material specified above and permission fee is waived, provided appropriate credit is included.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix D

Sample Permission Letter to use Photograph from Photographer

Date

First Name Last Name

Street Address

Dear **[First Name Last Name]**,

This letter requests permission to print the [**attached photograph** **or list and description of photographs]**. This material is to be used in this and future revisions and editions of **[*Title of APH Press Publication in which material is to be used*]**, to be published by APH Press of the American Printing House for the Blind, including nonexclusive world rights in all languages and sublicensing, without charge, of publication or transcription in braille, large-type editions, or recordings for the blind; in any electronic format, including online or distributed e-books; and in other special editions for use by persons with disabilities by approved nonprofit organizations.

For your information, the initial print run for this book is estimated to be **[xxxx]** copies. We will be happy to provide full credit to your source. Please note that the American Printing House for the Blind is a nonprofit organization, as is APH Press.

To assist in the publication process, I would greatly appreciate a response to this request by **[date]**. To indicate your approval, please sign in the space provided below. If you have any questions, you may reach me at **[phone number]** or by e-mail at **[e-mail address].**

Thank you for your kind consideration.

Sincerely,

**[Name]**

**[Title]**

Permission is granted for use of the material specified above and permission fee is waived, provided appropriate credit is included.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix E

Helpful Links

* Submit book proposal: <https://www.aph.org/aph-press/for-authors/>
* Merriam-Webster Unabridged Dictionary: <https://unabridged.merriam-webster.com/>
* Merriam-Webster’s standard online dictionary: <https://www.merriam-webster.com/>
* Publication Manual of the American Psychological Association: <https://apastyle.apa.org>
* The Chicago Manual of Style: <https://www.chicagomanualofstyle.org>

Appendix F

Revision History

|  |  |  |
| --- | --- | --- |
| Date | Revision Description | Revised by |
| 9/22/25 | Revised image submission guidelines + permission guidelines | Zach VZ |
| 11/6/25 | Updated style guide and formatting instructions | Eve L and Zach VZ |
| 11/24/25 | Added AI Use Policy and Information about Track Changes | Zach VZ |