



# Editorial Style Guide

Marketing and Communications  
News and Public Relations

Last Update: December 2024

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The University of Northern Colorado's Editorial Style Guide is the official resource for use in all nonacademic, promotional written communications including marketing materials (brochures, flyers, posters, etc.), news releases, newsletters, web pages, emails, viewbooks and other materials featuring content, narrative or text/copy. This guide is based on the [Associated Press Stylebook](#). For spelling guidance, we refer to the [Merriam-Webster Dictionary](#).

The UNC Editorial Style Guide provides guidelines for all campus communicators, marketers and writers on campus. The purpose of having a common style for our marketing and communications is to have consistency and a cohesive, coordinated image to our key audiences and to the public.

An [online subscription](#) to the AP Stylebook is recommended, which includes a summary of [recent style changes](#). **All university units are expected to follow AP style.**

Remember, for editorial issues that can't be resolved by a stylebook, please use common sense, sound grammar and punctuation with an appreciation for the reader as your guide.

# Accommodation for Disabilities

Posters, flyers, advertisements, digital announcements, and other notices for all campus events should include an accommodation for disabilities statement at the bottom:

- *Accommodation for disabilities may be made by [specific date, typically three business days or more before event] by contacting [sponsoring department contact person, phone or email of event organizer].*
- *When appropriate, use: Accommodation for disabilities or dietary restriction requests may be made by [specific date, typically three business days or more before event] by contacting [sponsoring department contact person, phone or email of event organizer].*

All printed materials should include the following accommodation for disabilities statement:

- *This publication will be made available in an accessible alternative format upon request. Please contact [sponsoring department contact name, PHONE or EMAIL.]*

If there are accessibility features that will already be present at an event, list those on the advertisement so that participants know whether they need to make a request. The following format can be used:

- *American Sign Language interpreting will be provided, and the venue is wheelchair accessible. Additional accommodations for disabilities may be made by [specific date, typically three business days or more before event] by contacting [sponsoring department contact person, phone or email of event organizer].*

It is up to the event organizer to provide the phone number and email address for coordinating accommodation requests. The [Disability Resource Center](#) is available to provide technical assistance to event organizers who have been asked to provide requested accommodations or accessible materials.

See UNC's Guide to Planning an Accessible Event for more information.

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# Inclusive Language Practices

Avoid all sexual or racial stereotyping and language. Many words now have neutral alternatives: *firefighter, police officer, chair, or chairperson*. Use these rather than assuming a particular gender.

Don't create words such as *s/he*, and use the plural *they* to avoid putting two words together with slashes: *he/she*.

When writing about a specific person, ask what pronouns they use for themselves (e.g., *she/her/hers, he/him/his, they/them/theirs*).

## Identity

*LGBTQ+* is acceptable in all references for *lesbian, gay, bisexual, transgender, and queer and/or questioning, plus other sexual and gender minorities*. Fewer or additional letters can be used to be more inclusive or in quotations and names of organizations and events, such as LGBT or LGBTQIA.

*I* stands for *intersex*, and *A* typically stands for *asexual* (a person who doesn't experience sexual attraction).

Use of *LGBTQ+* is best used as a collective adjective: *Walters joined the LGBTQ+ business association*. Avoid using *LGBTQ+* to describe individuals, and don't default to *LGBTQ+* if discussing a more specific population: *a bisexual advocacy group, a transgender health program*.

**Gender** refers to internal and social identity and often corresponds with but is not synonymous with sex. Experts say gender is a spectrum, not a binary structure consisting of only males and females, that can vary by society and change over time.

**Transgender** is an adjective describing a person whose gender identity does not match their sex assigned at birth. Use the term sex (or gender) assigned at birth instead of biological sex, birth gender, was identified at birth as, born a girl and the like.

Additional AP Stylebook Resources

- See entry under [gender, sex and sexual orientation](#)
- See entry under [Transgender Coverage Topical Guide](#)
- See entry under [Inclusive storytelling](#)

## **Disabilities**

Disabilities are handled according to the preference of the person or group. In writing about disabilities, use person-first language and stress the person, not the disability: *persons with disabilities* rather than *the disabled*.

If you have questions, check with the [Disability Resource Center](#), 970-351-2289. The ADA National Network also offers [Guidelines for Writing About People With Disabilities](#).

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## **Race, Ethnicity, and Nationality Guidelines**

Ethnic designations generally follow the preference of the person or group. Ask the person or group you're writing about how they want to be identified, such as *Black* or *African American*. Keep in mind that many people consider themselves multiracial. The [Division of Diversity, Equity and Inclusion](#) can help with questions.

- Use racial, ethnic and nationality identification when it is pertinent to a story and use it fairly, identifying white individuals if people of other races/ethnicities are identified.
- Avoid stereotypes.
- If you are including a person's race in the content you're creating, be sure it is necessary to mention it, and ask the person how they prefer to be identified.
- Many BIPOC (*Black, indigenous, and people of color*) are told that their names are too

complicated or too difficult to pronounce. Use the name that the subject asks you to use and do not ask to use a nickname instead. Also, be sure to include any accents or diacritics in the person's name rather than removing them to better align with English characters.

- Do not use the term colored person/people. Use a broader term, like people of color, which refers to any person who is not white, especially in the U.S. BIPOC is an emerging acronym that stands for Black, indigenous, people of color. Some feel the term is more appropriate than people of color because it acknowledges the varying levels of injustice experienced by different groups. In these instances, be sure to ask the individual/group how they prefer to be identified. However, if you are talking about a specific racial or ethnic group, name that specific group rather than generalizing to all people of color. This is especially important when discussing Black people.
- The term people of color is acceptable when necessary in broad references to multiple races other than white. Do not use *person of color* for an individual.
- Understanding the differences between race, ethnicity, and nationality is crucial in nonacademic writing.
  - Race is a social construct based on physical attributes, such as skin color, grouping people into broad categories.
  - Ethnicity relates to shared cultural practices, traditions, language and history.
  - Nationality pertains to a person's legal or political association with a particular country.
- Recognizing these distinctions promotes accurate and respectful representation and helps avoid generalizations, stereotypes and misconceptions.

Below is a list of preferred terms, though it is permissible to deviate from this list based on the person's preferred racial and ethnic identification. Source: Race Forward.

- **African American, Black**
  - a. *African American* and *Black* are not synonymous. A person may identify as Afro-Latino or Afro-Caribbean, for instance, or Haitian American or Jamaican American. A person also may identify specifically as African rather than African American, such as Ghanaian or Congolese.
  - b. Capitalize the B in *Black* when referring to people who are part of a shared identity or culture.
  - c. *African American* is not hyphenated. Never use the word *colored* or *Negro* as a descriptor. Likewise, *Afro American* is an archaic descriptor and should not be used.
  - d. In the body of a piece, use *Black people*, not *Blacks*, to refer to a group.
  - e. Do not use *Black* as a singular noun, such as *a Black*.
- **Asian, Asian American**
  - a. Within higher education, it is crucial to recognize and address the differences between Asian American students, who are U.S. citizens, and international students from Asian countries.
  - b. UNC uses the term "Asian American and Pacific Islander," for individuals who are U.S. citizens.
  - c. When writing about someone or a group of this background, it usually makes more sense to refer to a specific background—e.g., Japanese, Korean, Thai, Chinese, Indonesian, Filipino. Use that term rather than a collective noun.
  - d. *South Asian*: This collective term refers to people from Pakistan, India, Bangladesh, Afghanistan, Bhutan, Maldives, Nepal and Sri Lanka. *Desi American* is a term

commonly used by people from India, but not by all South Asians.

- **American Indian, Alaska Native, Hawaiian Native, Native American, Native People, Indigenous People**
  - a. The most inclusive term to use to refer to those who inhabited land that became the United States (or, previously, territories) is *Native or Indigenous*.
  - b. You may also see the terms:
    - i. *Native People(s)*
    - ii. *First People(s)*
    - iii. *First Nations*
    - iv. *Tribal Peoples*
    - v. *Tribal Communities*
    - vi. *Indigenous People(s)*
      - 1. The person may prefer that you refer to them by their tribally specific nation.
  - c. American Indians and Alaska Natives/Hawaiian Natives have distinct political and cultural identification constructed in and through treaties, executive orders, and the Constitution. American Indian and Alaska Native/Hawaiian Natives' cultural identification is place-based, diverse, and informed by the practices of their culture (e.g., language, singing, dancing, ceremonies).
  
- **Hispanic, Latine, Latino/a, Latinx, Latin@, Chicano/a**
  - a. Hispanic/Latine (La-TEEN-eh) is the standard descriptor at UNC, unless the individual or people prefer another term.
  - b. Latine is a term utilized to address individuals across various gender identities, including nonbinary, gender fluid, genderqueer, bigender, agender, and gender nonconforming. It is favored among Spanish speakers due to its ease of pronunciation and flexibility in plural usage compared to Latinx.
    - i. \*Latine is an emerging term as language has continued to evolve to reflect the changing values of our society. *Latindad, Latin@, Latinx* are emerging terms that may be favored by younger generations.
  - c. While it is common to see Hispanic and *Latine* or *Latinx/o/a* used interchangeably, they are not synonymous.
    - i. *Hispanic* generally refers to people with origins in Spanish-speaking countries.
    - ii. *Latine* or *Latinx/o/a* generally refer to people with origins in Latin America and the Caribbean.
    - iii. Hispanic refers to a language heritage while *Latine* or *Latino/a/x* refers to a geographical one.
  - d. In some cases, Hispanic people also identify as *Latine* or *Latinx/o/a* and vice versa. Generally, people from Brazil, Guyana, French Guiana, Suriname, Guadalupe, or Haiti do not identify as Hispanic but may identify as *Latine* or *Latinx/o/a*.
  - e. Avoid the term *Latin* unless it is a reference to Latin America.
  - f. *Chicano/a* is a term that refers to Americans of Mexican ancestry.
    - i. The Chicano movement includes a focus on being of Mexican ancestry *and having indigenous roots*. It's also important to note that *Chicano/a* isn't merely a term, it's a sociopolitical identity, so it shouldn't be placed on

people without them claiming it first.

- ii. In all, you should practice extreme caution when using Chicano/a. A better term to refer to Americans of Mexican ancestry is simply *Mexican-American*.
- g. Be sure to ask the individual/group how they prefer to be identified. The individual may prefer, for example, a gender-inclusive and neutral term, like Latina/Latino, *Latinx* or *Latin@*, or the broader term, like *Afro-Latino*. (The person may identify as both African or African American or Black and Latino/a.)
- h. Also, be aware of gender when using *Latino/Latina* and *Chicano/Chicana* in your writing.
- i. Note that federal policy defines Hispanic as an ethnicity, not a race. Hispanic/Latine can be of any race.

- **Students with Undocumented Status**

- a. Entered the U.S. without inspection or with valid nonimmigrant visas but those visas have expired. For instance, an individual issued a student F-1 visa can become undocumented if they do not fulfill the minimum course of study requirement or if they work without authorization.
  - i. Do not specify a person's immigration status unless it is relevant to the story. Immigration laws are complex. Do not state as a fact that someone has violated the law without sufficient attribution.

- **Students with DACA Status**

- a. DACA is an administrative relief that protects eligible immigrants who came to the United States when they were children from deportation. DACA gives undocumented immigrants: 1) protection from deportation, and 2) a work permit. The program requires that the DACA status and work permit be renewed every two years, and the fee to renew is \$495.
  - i. The term "illegal immigrant" and "illegal alien" are inaccurate
  - ii. The shorthand I-word used as a noun, "illegals," is also problematic grammatically, and, like the other related terms, is dehumanizing and racially charged.

**Other derogatory terminology to avoid**

- b. **Anchor baby:** Pejorative term used to describe children born in the U.S. to immigrant parents. Because they are U.S. citizens, they can later sponsor other family members for U.S. citizenship
- c. **Illegal:** Unlawful or not authorized by law; often used to describe undocumented or unauthorized immigrant.
- d. **Alien:** Often used to describe a person in a country who is not a citizen of that country (legal and unauthorized noncitizens)

- **Biracial, multiracial, and mixed**

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

c. Note that *multiracial* can encompass people of any combination of races.

- **International students**

- a. The university is proud of its international students, who have chosen to travel great distances to receive their education at UNC. Identifying a student as an international student should be done only when the designation is relevant to the content. If such identification is not relevant, the student should be identified in the same way as domestic students featured in the content.
- b. Do not assume that all Asian students are international students, or assume that all international students come from Asia.

**Editor's note:** Given the complexity and evolving nature of this topic, we will continually update this section so it is as current, inclusive, and useful as possible. Please send questions and suggestions for additions and changes to [officeof.publicrelations@unco.edu](mailto:officeof.publicrelations@unco.edu).

The [Diversity Style Guide](#) at San Francisco State University is a useful guide for other inclusive language practices. Also refer to the AP Stylebook guide to [race-related coverage](#).

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## Military Affiliated Student/Veteran Students

**Military titles** ([additional information available in AP Stylebook](#))

- Capitalize a military rank when used as a formal title before an individual's name.
  - a. EXAMPLE: Sergeant John Smith
- On first reference, use the appropriate title before the full name of a member of the military.
- In subsequent references, do not continue using the title before a name. Use only the last name.
- Spell out and lowercase a title when it is substituted for a name:
  - a. EXAMPLE: *Gen. John Jones is the top U.S. commander in Afghanistan. The general endorsed the idea.*
- AP style stipulates that **veteran** is not a proper noun and is not capitalized

### Military branches

It is generally preferred to spell out the branch name in full on first reference and then use the shortened form in subsequent references.

- Air Force
  - a. Capitalize when referring to U.S. forces: *the U.S. Air Force, the Air Force, Air Force regulations*. Do not use the abbreviation *USAF*.
  - b. Use lowercase for the forces of other nations: *the Israeli air force*.
- Army

- a. Capitalize when referring to U.S. forces: *the U.S. Army, the Army, Army regulations*. Do not use the abbreviation *USA*.
  - b. Use lowercase for the forces of other nations: *the French army*.
- Marines
    - a. Capitalize when referring to U.S. forces: *the U.S. Marines, the Marines, the Marine Corps, Marine regulations*. Do not use the abbreviation *USMC*.
    - b. Capitalize *Marine* when referring to an individual in a Marine Corps unit: *He is a Marine*.
    - c. Do not describe *Marines* as *soldiers*, which is generally associated with the Army. Use *troops* if a generic term is needed.
- Navy
    - a. Capitalize when referring to U.S. forces: *the U.S. Navy, the Navy, Navy policy*. Do not use the abbreviation *USN*.
    - b. Lowercase when referring to the naval forces of other nations: *the British navy*.
- U.S Space Force
    - a) Capitalize when referring to U.S. forces: the U.S. Space Force, the Space Force. Do not use USSF.
    - b) People in the U.S. Space Force are called, "Guardians."

**Describing Military Service:**

- Clearly describe the military service, such as deployments, roles, and specialties, while avoiding assumptions or generalizations.
- Use phrases like "served in the military" or "served in the Army/Navy/Air Force/Marines" rather than "was in the military."
- Use the term veteran for anyone who has previously served in the military.

**Avoiding Stereotypes:**

- Portray military students as multifaceted individuals with diverse experiences and interests, avoiding narrow stereotypes like "war heroes" or "damaged veterans."

**PTSD and Mental Health:**

- Approach discussions about post-traumatic stress disorder (PTSD) and mental health with sensitivity and accuracy.
- Avoid linking PTSD or mental health challenges to all military students or veterans, as it can perpetuate stereotypes.

**Recognizing Diversity:**

- Highlight the diversity within the military student population, including race, ethnicity, gender and socioeconomic backgrounds.
- Military affiliated individuals can hold multiple identities and often are navigating intersectionality especially after service and in a school environment.
- Avoid assuming a single narrative or experience for all military students.

# News Media Contact Policy

UNC's News and Public Relations team is available to develop media pitches, news releases, advisories and other materials intended for the media. However, there are times when it's appropriate for another communications staff member to write the content. Use the following tips and press release template as a guide.

It is university policy that all news sent to the news media, and all media outreach, should be reviewed and approved by [News and Public Relations](#). All press releases or proactive media contacts by university employees should be routed through, handled by and/or coordinated in advance with News and Public Relations.

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## UNC's Exceptions to AP Style

Because writing for higher education is sometimes different than writing for the media, there are a few instances where UNC deviates from AP Style.

### **academic majors**

Capitalize the names of academic majors, minors, emphases and concentrations in narrative text. He's majoring in *Business Administration* with an *Accounting* emphasis and minoring in Political Science.

### **acronyms**

UNC style allows for including an abbreviation or acronym in parentheses following the first listing of the full name of an organization or company.

### **advisor, adviser**

Although AP Style suggests adviser, ***advisor*** is the preferred spelling at UNC.

### **composition titles**

Use italics for titles of books, magazines, journals, newspapers, newsletters, plays, operas, movies, television and radio shows, and gallery and museum exhibitions.

Use quotation marks for subsets of these major categories and short works. Examples: short stories, poems, a specific episode of a television show, magazine and newspaper articles, songs and individual works of art.

### **headlines**

UNC's style is to use title case in headlines (capitalize the first letter of every major word, lowercase the first letter of minor words).

### **lists, bulleted lists**

UNC style is to use bullets for lists, rather than the AP recommendation of dashes. Put a space between the bullet and the first word of each item in the list. Capitalize the first word

following the dash or bullet.

Use periods at the end of each sentence in a bulleted list. Use no punctuation at the end of a single word or single phrase in each section of a list.

### proper names

UNC style allows for using lowercase style for **janine weaver-douglas**, director of the Marcus Garvey Cultural Center, even at the beginning of a sentence.

- Lowercase janine's full name with an asterisk following her name and include a footnote at the bottom of the page/article
  - \*janine weaver-douglas has requested that her name be [recognized through the use of lowercase letters](#).

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## AP Style Quick Reference for UNC

### Common Word Use

#### alumnus, alumni, alumna, alumnae

- *alumnus* is the masculine singular form;
- *alumni* is the masculine or mixed masculine and feminine plural noun;
- *alumna* is the feminine singular noun;
- *alumnae* is the feminine plural.

If the alumnus only received an undergraduate degree from UNC, listing the degree is not necessary: Klawz Bear, '88, is a loyal alumnus. The two-number graduation year is set off by an apostrophe.

If the alumnus received undergraduate and graduate degrees from UNC, use just the year for an undergraduate degree, followed by graduate degrees and years in order: Klawz Bear, '88, M.A. '89, Ph.D. '94.

If space is limited, list the years only: Klawz Bear, '88 '89 '94. Use this exception sparingly.

If the alumnus earned degrees from another institution, just list the UNC degrees: Dr. Klawz Bear, '88, M.A. '89.

If you are including an alumnus's degree and major, the order is:

Degree, major and year, set off by commas:

Klawz Bear, B.A. '88, or

Klawz Bear, B.S. '88, MBA '94, or

Klawz Bear, B.S. Chemistry '88, M.S. Biomedical Sciences '89.

This is an EXCEPTION to AP style: UNC uppercases majors

## **academic degrees**

Degree names: Lowercase degree names such as bachelor's or master's and use an apostrophe. EXCEPTIONS: Do not use an apostrophe with associate degree.

- *Example: She earned her bachelor's degree in History at UNC and is now pursuing a master's degree.*
- *Example: He earned an associate degree at Aims and is now pursuing a bachelor's degree at UNC.*

Capitalize the full degree name, and do not use an apostrophe:

- Associate of Arts
- Bachelor of Arts
- Master of Science

NOTE: Regarding doctoral, doctorate. *Doctorate* is a noun; *doctoral* is the adjective. You may have a doctorate or a doctoral degree, but not a doctorate degree:

- *Example: He received his doctoral degree in English.*
- *Example: He holds a doctorate in English.*

## **Bears**

The mascot of the University of Northern Colorado. Does not need an apostrophe to show possession. Capitalize it but not the rest of the team name if referencing one of our sports teams: *the Bears men's basketball team; the Bears women's cross-country team.*

## **BearMail**

NOT Bearmail or Bear mail

## **Bear number**

NOT BearNumber or Bear Number

## **Board of Trustees**

Capitalize when using full name. Use the board or the trustees (lowercase) for subsequent references:

- *Example: The University of Northern Colorado Board of Trustees met to discuss the proposal.*
- *Example: The board discussed the proposal.*
- *Example: The trustees voted on the issue.*

## **campus**

Capitalize when used with the full name of the campus as a proper noun: *West Campus, Central Campus.* Lowercase when it stands alone.

- *Example: Recruiters from several local companies visited campus.*

Hyphenate as modifier (e.g., an on-campus program)

- *Example: All on-campus classes are canceled.*

**campus community/university community**

A collective term used for students, faculty and staff at UNC. Avoid use of campus community unless you are only referencing the Greeley campus, otherwise use university community.

**Commission on Osteopathic College Accreditation**

Capitalize the full name of each accreditation standard when used in full:

- Applicant Status
- Candidate Status
- Pre-Accreditation Status

**coursework**

One word. This is a recent change to AP style.

**cultural centers**

UNC has eight cultural centers:

- Asian Pacific American Student Services
- César Chávez Cultural Center
- Gender and Sexuality Resource Center
- Marcus Garvey Cultural Center
- Native American Student Services
- Stryker Institute for Leadership Development
- Veteran's Services
- Center for Women's and Gender Equity

Use full names on first reference and acronyms or informal names thereafter whenever possible:

- *the Marcus Garvey Cultural Center (MGCC)*

On first reference for external communications, preface the name of the center with *the University of Northern Colorado's* unless the full university name has been used earlier:

- *The University of Northern Colorado's César Chávez Cultural Center.*

**emeritus, emerita, emeriti**

The title of *emeritus* is not synonymous with retired; it is an honor bestowed on a small number of retired faculty and should be included in the title. *Emerita* is feminine; *emeriti* is plural. The word may precede or follow professor:

- *Example: John Doe is a professor emeritus of art.*
- *Example: Jane Doe, professor emerita at the university.*

**postgraduate**

No hyphen; use as an adjective only:

- *Correct: He was a postgraduate student at Yale.*
- *Incorrect: He was a postgraduate at Yale.*

**freshman, freshmen**

First-year student and first-year students are the preferred terms.

### **grades**

Use the capital letters, A, B, C, etc., with no quotation marks. Plurals are made by adding s, except in the case of A, which has an apostrophe to avoid confusion with the word as:

- *Example: A's, Bs, Cs, etc.*

### **GPA, grade-point average**

Either is acceptable. GPAs normally have two numbers after the decimal, e.g., 3.00, 4.25.

### **Health care**

Always two words, unless it is part of an official name.

### **international students**

Not foreign students.

### **off campus, on campus**

Hyphenate when using as an adjective, not as an adverb.

- *Example: Off-campus housing is plentiful during the summer.*
- *Example: It's difficult to find housing off campus during the fall semester.*

### **residence hall**

This is preferred to dorm or dormitory when referring to housing units at UNC.

### **STEM**

Acceptable on first reference for science, technology, engineering and mathematics. AP recommends spelling out the full phrase shortly thereafter.

- *Example: Teacher preparation in the College of Education and Behavioral Sciences emphasizes the STEM fields — science, technology, engineering and mathematics.*

### **theater, theatre**

Use theater unless theatre is part of the official name or referring to UNC's degrees in Theatre Arts.

- *Example: The School of Theatre Arts and Dance offers numerous theater classes.*
- *Example: At UNC, you can major in Theatre Studies, Musical Theatre or Theatre Education.*

At UNC, our official theater names are:

- Langworthy Theatre
- Little Theatre of the Rockies
- Norton Theatre
- Garden Theatre

### **work-study**

Hyphenate; capitalize only when using the formal designation: Federal Work-Study Program.

## Abbreviations

### Acronyms

For the most part, always fully spell out the name of an organization or company before using an acronym. UNC style allows for putting an abbreviation or acronym in parentheses following the first listing of the full name of an organization or company., which is an exception to AP Style.

- NOTE: Some entities are widely known by their acronym and may not need to be spelled out on first reference (i.e., FBI, CIA, NSA); let context guide you.

Avoid overuse of abbreviations and acronyms.

Don't use periods for large acronyms. [USPS, NASA, FEMA]

### Dates

When a month is used with a specific date, only abbreviate Jan., Feb., Aug., Sept., Oct., Nov. and Dec. In most cases, the year is not necessary if the date is within the current year.

Always use the number, but without st, nd, rd or th.

- *Example: Spring semester term begins Jan. 4.*
- *Example: The 2022 Commencement ceremony was held May 6-7.*

Spell out months when using alone, or with a year alone. When a phrase lists only a month and a year, do not separate the year with commas.

- *Example: An ice storm in February 2022 damaged a number of trees on campus.*

When a phrase refers to a month, day and year, set off the year with commas.

- *Example: Andy Feinstein became University of Northern Colorado's 13<sup>th</sup> president on July 9, 2018.*

**Degree abbreviations:** Avoid abbreviations of academic degrees in narrative text.

- *bachelor's degree or bachelor's rather than B.A. or B.S.*
- *master's degree or master's rather than M.A. or M.S.*
- *doctoral degree or doctorate rather than Ph.D., Ed.D.*

Use such abbreviations as *B.A.*, *M.A.*, *LL.D.* and *Ph.D.* only when the need to identify many individuals by degree on first reference would make the preferred form cumbersome. Use these abbreviations only after a full name — never after just a last name.

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

- *... said John Snow, Ph.D., author of the article.*

When abbreviating degree names outside of narrative text, generally use periods:  
*B.A. in Psychology; B.S. in Chemistry.*

- EXCEPTION: Listings of alumni or programs of study in campus publications.

In features, news stories, etc., omit the periods in degree abbreviations consisting of three or more letters (MBA) unless the abbreviation consists of three or more letters that use a combination of upper and lowercase letters (*Ph.D.*; *Ed.D.*)

Use *Dr.* before a name only when the person in question has a medical degree (M.D., D.O., DMD, DDS or DVM).

- EXCEPTION: When a quote references a person.

### **state names**

Always spell state names whether on their own or in conjunction with a city, town, village, etc.

The only time a state is abbreviated is when used in a dateline. Eight states are never abbreviated (Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Texas and Utah)

### **UNC**

UNC follows the AP style for acronyms. The proper acronym for the University of Northern Colorado is UNC.

- *UNC* is acceptable upon second reference.
- UNCO is not an acceptable reference.

Note: National and state media started referring to UNC's intercollegiate athletics teams as Northern Colorado teams to avoid confusion when referring to University of North Carolina teams. UNC's Athletics program has adopted the practice to be consistent. Use of *Northern Colorado* as a shortened form of the university's full name by those outside of Athletics is discouraged.

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## Punctuation

### **ampersand**

Do not use an ampersand (&) in running text unless it is part of a trademarked or registered business name. *Proctor & Gamble*; *College of Humanities and Social Sciences*.

An ampersand may be used in specific instances such as campus banners where space for text on a single line is very limited.

**commas** – AP Style does not subscribe to the use serial commas, also referred to the Oxford comma. Do not use a comma before the final conjunction in a simple series:

- *Example: The color choices for the car were red, green and blue.*

EXCEPTION: A serial comma can be used when an integral element of the series requires a conjunction - *the programs of physics, journalism, recreation, and chemistry and biochemistry* - or in a complex series of phrases.

DATE: Use a comma between a specific date and year: *Jan. 1, 2023*. A comma should follow the year when a specific date is mentioned mid-sentence:

- *Example: May 11, 2020, was the date of the party.*

Do not use a comma between month and year or season and year:

- *Example: I remember that party from May 2020.*

LOCATIONS: When using a city name with a state or country in a sentence, place a comma afterward:

- *Example: She is a Denver, Colorado, sports fan.*

### **dashes**

The dash (—) is used for parenthetical remarks or abrupt changes of thought, epigraphs and datelines. Include one space before and after the dash:

- *Example: Smith offered a plan — it was unprecedented — to raise revenues.*

Note: AP Style only uses an em dash (named because it is the width of the letter "m"). It has never used an en dash (named because it is the width of the letter "n").

Keyboard shortcuts

- Mac: Option + Shift + Dash
- PC: Ctrl + Alt + minus sign on numeric keypad OR Alt + 151 on a keyboard without a numeric keypad OR Word will automatically make an em dash when you type two hyphens between two words without spaces.

### **email**

Don't use a hyphen. Don't capitalize unless it starts a sentence or is before the email address in a vertical list.

### **exclamation point**

Use the mark to express a high degree of surprise, incredulity or other strong emotion, but avoid overuse. Use a comma after mild interjections. End mildly exclamatory sentences with a period.

Place exclamation points inside quotation marks when it is part of the quoted material:

- *"How wonderful!" he exclaimed.*
- *"Never!" she shouted.*

Place the mark outside quotation marks when it is not part of the quoted material:

- *"I hated reading the article "The hypocrisy of America"!"*

### **hyphens**

Use a hyphen to avoid ambiguity:

- *Example: He was a small-business man.*

Hyphenate modifiers that follow forms of the verb to be:

- *Example: The cancer program is world-renowned for its innovative treatments.*

Hyphenate compound modifiers except when the compound modifier follows the noun:

- *Example: She is a part-time worker.*
- *Example: She works part time.*

EXCEPTIONS: No hyphen is needed for compound modifiers using the adverb very and all adverbs ending in -ly: She was a very qualified candidate. This is not such an easily remembered rule.

However, note that when family (which, of course, is not an adverb) is part of a compound modifier, the modifier is hyphenated: family-owned business.

Hyphens are used between ranges of numbers or dates: 2001-2004, pages 206-220. There are no spaces between the hyphen and the numbers.

### **parentheses**

If a dependent clause or other sentence fragment is in parentheses, the final punctuation goes outside the parentheses. If the parenthetical matter is an entire sentence, the final punctuation goes inside the parentheses.

If parenthetical matter is included within another set of parentheses, brackets [ ] should replace the inner parentheses.

### **Quotation marks**

Periods and commas always go within quotation marks. Dashes, semicolons, question marks and exclamation points go within quotation marks when they apply to the quoted matter and outside when they apply to the whole sentence.

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## Capitalization

### **academic majors, minors, emphases and concentrations**

Capitalize the names of academic majors, minors, emphases and concentrations in narrative text.

- *Example: He's majoring in Business Administration with an Accounting emphasis and minoring in Political Science.*

### **academic units**

The University of Northern Colorado has academic *departments* or *programs* within *schools* within five academic *colleges*.

Capitalize the official names of colleges, schools and departments/programs. Lowercase generic references to them.

- *She's dean of the College of Natural and Health Sciences.*
- *She's a professor in the School of Nursing.*

- *The Department of English is offering a new major this spring.*
- *She's the top student in our nursing school.*
- *He's a professor of Anthropology.*
- *He joined the faculty as a professor of Physical Education in 1997.*

Use full names on first reference and acronyms or informal names thereafter whenever possible:

- *the College of Humanities and Social Sciences, HSS;*
- *the College of Education and Behavioral Sciences, EBS.*

If the college is named after someone, include the honoree's last name: *Monfort College of Business*. First names and initials need be included only in the most formal settings, such as commencement programs: *Kenneth W. Monfort College of Business*.

On first reference for external communications, preface the name of the school or college with *the University of Northern Colorado's* unless the full university name has been used earlier:

- *The University of Northern Colorado's College of Performing and Visual Arts.*

*University, college, school department and program* are never capitalized unless they are part of the official name or the first word of a sentence.

### **athletic teams**

Capitalize the official names of UNC's sports teams. Lowercase generic references to them.

- *Smith is the starting quarterback for UNC Football. Northern Colorado Football or UNC Football*
- *UNC Women's Soccer or Northern Colorado Women's Soccer*

### **commencement, Commencement**

Uppercase the formal ceremony; lowercase for generic usage:

- *This year's Commencement has been moved to Jackson Field.*
- *The university holds commencements in December and May every year.*

### **courses**

Capitalize specific course titles and put in quotes

- *Bob Smith, professor of Communication, teaches the graduate-level course "Media Relations in Ethical Business."*

### **federal**

Use a capital letter for corporate or governmental bodies that use the word as part of their formal names: *the Federal Trade Commission*.

- (See separate entries for [governmental agencies](#).)

Lowercase when used as an adjective to distinguish something from state, county, city, town or private entities: federal assistance, federal court, the federal government, a federal judge.

### **Northern Colorado, northern Colorado**

National and state media started referring to UNC's intercollegiate athletics teams as Northern Colorado teams to avoid confusion when referring to University of North Carolina teams. Using this as a shortened form of the university's full name by those outside of Athletics is discouraged

The term *northern Colorado* refers to the geographic area of the state that includes Weld and Larimer counties. Do not capitalize *northern* in this geographic reference as it is not yet generally considered a proper noun.

### **seasons**

Always lowercase, even when naming an issue of a publication:

- *Example: The fall 2003 issue of Northern Vision.*
- *Example: He graduated in spring 2022.*

### **semesters**

Academic semesters are lowercase with no comma preceding a year.

- *Example: He graduated in fall 2006.*

### **state**

Lowercase in all state of constructions: the state of Colorado, the states of Colorado and Wyoming.

Do not capitalize state when used simply as an adjective to specify a level of jurisdiction:

- *state Rep. William Smith, the state Transportation Department, state funds.*

Apply the same principle to phrases such as the city of Chicago, the town of Auburn, etc.

Four states — Kentucky, Massachusetts, Pennsylvania and Virginia — are legally commonwealths rather than states. The distinction is necessary only in formal uses: The commonwealth of Kentucky filed a suit. For simple geographic reference: Tobacco is grown in the state of Kentucky.

### **titles**

In general, capitalize formal or courtesy titles- president, dean, professor, senator, coach- before names of individuals and lowercase when they follow names.

- *Example: President George Bush...*
- *Example: She is the president of the university.*

Lowercase descriptive or occupational titles except for professor:

- *editor John Doe*
- *Professor Sue Smith*

### **university**

Capitalize only when used as part of a complete formal name or title; lowercase otherwise.

- *Example: She attends the University of Northern Colorado.*
- *Example: The university is providing her with an excellent education.*

## Numbers

In general, spell out numbers one through nine; use numerals for 10 and above.

Always spell out numbers at the beginning of a sentence, except for calendar years:

- Five years ago today she graduated from high school.
- 2001 marked the beginning of increased airport security. (Avoid this construction when possible. INSTEAD: The Challenge for Excellence plan began in 1998.)

Always use numerals for

- Academic course numbers – Calculus 2
- Ages – My nephew is 7 years old.
- Credit hours – My History class is 3 credit hours.
- Dimensions – He is 5 feet 2 inches tall.
- Distances – I ran 2 miles today.
- Parts of a book – My favorite part of the book is chapter 2.
- Percents – I received a 2% increase in pay last year.

### telephone numbers

The preferred form is to set off the area code with a dash.

- *Correct: 970-555-1212*
- *Incorrect: (970) 555-1212; 970.555.1212*

### time a.m., p.m.

Don't use 0s to designate hours and lowercase with periods in narrative text and most promotional materials. Do not use A.M. or P.M.

- *8 a.m. or 11 p.m.*

Noon and midnight are better expressed without the number

- Noon is 12 p.m.
- Midnight is 12 a.m.

Range of time: When listing a range of time, use an en dash only if the time frame doesn't extend from a.m. to p.m. otherwise, use the word "to" to separate the times.

- The event will take place from 2 – 3 p.m. (use an en dash with a space in between the number and the dash)
- The event will take place from 11 a.m. to 3 p.m.

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## Common Mistakes

**annual events**

An event cannot be described as an “annual event until it has been held at least two successive years. Do not use the term “first annual.” Instead, refer to it as inaugural or note that the sponsors plan to hold the event annually.

**compose, comprise**

These words are often misused. Comprise means "include" or "encompass." The whole comprises the parts, but the parts are composed of the whole.

- *Example: The College of Performing and Visual Arts comprises three schools.*
- *Example: The College of Performing and Visual Art is composed of three schools.*

**farther, further**

Use farther to describe a physical distance.

- *Example: C parking lots are farther from the center of campus.*

Use further to describe a figurative distance.

- *Example: Taking on an international internship pushed her further beyond her comfort zone.*

**flier, flyer**

Flyer is the preferred term for handbills and for a person flying in an aircraft. They put up flyers announcing the event; He used his frequent flyer miles. Use flier in the phrase take a flier, meaning to take a big risk. This is a recent change to AP style.

**non**

Words with the prefix non are generally not hyphenated unless the prefix is directly before a proper noun: nondegree, nonresident, noncredit, non-English speaking. The dictionary contains a long list of words with the non prefix and their appropriate spellings.

**online**

One word, no hyphen.

**résumé**

The preferred spelling includes diacritical marks and helps avoid confusion with resume.

**toward**

Not towards.

**underway**

One word.

**URLs**

It isn't necessary to include http:// or www. in a URL when it is clear that it's a web address. Although programs like Word and PowerPoint will automatically include https:// when you copy and past from a web browser, you can delete that from the Text to Display when creating a link in your document.

When listing web addresses, try to get the URL to fit on a single line. If it is necessary to break the URL, try to break it before a slash or period. For long URLs, consider using the [beav.es](#) link shortener. Don't allow the URL to break itself by adding a hyphen because that could change the address. Use appropriate punctuation after a URL. If it finishes a sentence, place a period after it.

**Website, webpage**

One word, lowercase.

**yearlong**

One word.

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## Tips for Writing Effective Copy

**Note:** Messaging created for UNC's electronic and print communications should support the university's brand identity. Copy should reflect the themes described in the brand messages, while the tone of messages should reflect the qualities described in the brand identity.

- **Active versus Passive Voice:** While both active and passive voice are grammatically correct, active voice is generally preferred as it is shorter, stronger and clearer.
  - In **active voice**, the subject is performing an action: *John Smith wrote the essay.*
  - In **passive voice**, the subject of a sentence receives action instead of performing it: *This essay was written by John Smith.*

While active voice is generally preferred for most writing, there are times passive voice is more appropriate, particularly if the writer doesn't want to or can't assign blame or responsibility for a particular action, or if the focus of a sentence needs to remain on the receiving end of an action rather than on the doer, such as in sentences like *The package was delivered today* or *The building was destroyed by fire.*

[The Grammarist](#) has a good reference for more information about active and passive voice.

- **Know your audience** and write copy that addresses your audience's needs. Are you writing for 18-year-olds? Parents? Graduate students? Regardless, make sure your copy addresses that audience's needs.
- When you've finished writing your copy, pretend you're the audience and ask: "So what? Why should I care?" If your copy doesn't pass this test, it won't be very effective with your target audience. If you show the audience how they will benefit from your program, event, etc., it will be effective.
- Write compelling copy that is to the point. We live in a time when audiences are overwhelmed with the amount of information they receive. Writing shorter copy increases

the possibility that audiences will read and retain messages. Use bullet points rather than long narrative text for key messages. Break long blocks of copy into several shorter paragraphs.

- Consider all of the media you can use to communicate and use them. For example, all of the information about a program or activity doesn't necessarily need to be included in a print publication. Additional information can be incorporated on a website.
- Use headlines to get the reader's attention and deliver information. Use action words; don't settle for a label. Instead of writing a headline reading "A Message from the Dean" (label), use verbs to highlight a point from the dean's message: "New Program to Meet Needs of Working Law Enforcement Personnel."
- Include a call to action. It's what moves your audience from being passive prospects to taking the next step to becoming a customer. Tell them exactly how they can obtain more information, sign up for a class, or purchase a service.

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## UNC Boilerplate language

UNC's boilerplate text is standardized copy that is used to provide an overview of the university.

### **Long :**

Nestled between the Rocky Mountains and Colorado's stunning high plains, the University of Northern Colorado is a public, doctoral research and educational institution that is home to about 9,000 students and more than 200 undergraduate and graduate programs, many of which are nationally recognized. Founded as a teacher's college in 1889, we have graduated generations of educators, more than any other Colorado university. Our culture is marked by academic excellence in education, health sciences, business, the humanities and the performing and visual arts. Recognized as a top university for social mobility, UNC is proud to be a Hispanic Serving Institution and to serve more than 40% of our undergraduates who are the first in their family to attend college. The university has over 130,000 alumni living and working in 50 states and 90 countries who build communities that save and transform lives. Get to know us at [unco.edu](http://unco.edu).

### **Short:**

The University of Northern Colorado is a public, doctoral research and educational institution that is home to about 9,000 students and more than 200 undergraduate and graduate programs, many of which are nationally recognized. Our culture is marked by academic excellence in education, health sciences, business, the humanities and the performing and visual arts. We are proud to be a Hispanic Serving Institution and to serve more than 40% of our undergraduates who are the first in their family to attend college. Get to know us at [unco.edu](http://unco.edu).



## Spanish Editorial Style Guide

The University of Northern Colorado's [Editorial Style Guide](#) is the official resource for use in all nonacademic, promotional written communications including marketing materials (brochures, flyers, posters, etc.), news releases, newsletters, web pages, emails, viewbooks and other materials featuring content, narrative or text/copy.

This **Spanish Editorial Style Guide** should be used in conjunction with the Editorial Style Guide for all content that is created in or translated into Spanish to ensure consistency and a cohesive, coordinated image to our key audiences and to the public. The main source of Spanish language guidance will be the Real Academia de la Lengua Española (Royal Academy of Spanish Language), as it is the main authority on Spanish language in the world.

It should be noted that style rules for Spanish language sometimes contradict the rules outlined in the Editorial Style Guide, such as those pertaining to capitalization and punctuation. If/when discrepancies in style arise when translating or creating content in Spanish, the styles prescribed in the Spanish Editorial Style Guide take precedent over those in the Editorial Style Guide.

All Spanish language translations or newly created materials in Spanish must be coordinated with, reviewed and approved by the Marketing and Communications Department's Bilingual Communications Strategist (BCS), per UNC's Translation Policy and Guidelines.

### Spanish Style Guide Table of Contents:

- [General Guidelines for Translation](#)
- [Capitalization](#)
- [Verb forms and pronoun choices](#)
- [Punctuation](#)
- [Numbers](#)
- [Commonly Used Formats](#)
- [Considerations for not translating certain phrases/proper names](#)
- [Common academic words](#)
- [Writing and Syntax](#)

## General Guidelines for Translation into Spanish

The goal of these guidelines is to help University of Northern Colorado campus partners, internal and external translators, and anyone working on UNC Spanish-language publications, marketing materials, web content and other forms of communication.

### Avoid word-for-word translation

Avoid word-for-word translation. Try instead to convey the heart of each idea. Clarity of meaning and natural Spanish phrasing matter more than matching the word order of your original English. We do not want the appearance that Spanish-language materials read by UNC audiences were first written in English and then translated by a digital translating tool.

### Respect the audience

UNC audiences, either internal or external, who only read Spanish should be just as effectively

engaged as English-only readers. Spanish readers should not be bored by simple Spanish. Nor should they be bogged down by complex, strange or unnatural wording.

One of the main audiences for UNC content in Spanish is a student's support system (family, teachers, guidance counselors, mentors, etc.) who are Spanish speakers (either monolingual, bilingual or multilingual), so it is important to consider that some of the content that is translated into Spanish will be read by them.

## Neutral versus regional Spanish

When in doubt about using regional versus neutral language, aim for a non-regional Spanish, similar to what we hear in news broadcasts on major international television cable channels, such as Univisión or Telemundo or CNN Español. Avoid word choices that are closely associated only with a particular nation or region.

## Visual Parity

When creating bilingual materials, treat your two audiences with equality. When possible, place English and Spanish content side-by-side. Placing Spanish content below English can give the appearance that the Spanish-reading audience is less important.

For publications, the cleanest, least confusing solution is to create a Spanish-only document and an English-only document.

## Titles in Spanish can differ

Spanish titles should quickly engage reader interest. This usually involves extra time and effort to think of a workable new title in Spanish. The very best Spanish titles for important interpretive ideas are probably not exact translations of the original English titles. Since in English some words that are put together create a different meaning, in Spanish those words will need prepositions or articles.

An example of this is the translation of UNC Tuition Promise into *Promesa de Pago de Colegiatura UNC* (Promise of the Payment of the Tuition Fee)

## Sentence length

The sentences in translated content can often be longer in Spanish because there are more prepositions, pronouns, articles, conjunctions, etc. If your draft translated Spanish reads in a choppy, unnatural way, consider combining some of the short sentences to make it flow in a way more normal in Spanish prose writing. Meaning matters more than a literal word-for-word match to the English content.

## Capitalization

The rules for capitalization in the Spanish language are significantly different compared to the English language.

## Days and months

Days of the week and months of the year are not capitalized in Spanish.

Examples:

- *Monday, Tuesday, Wednesday = lunes, martes, miércoles*
- *January, February, March = enero, febrero, marzo*

## Nationality and tribal names

Nationality and tribal names are not capitalized in Spanish.

Examples:

- *French, American, Mayan = francés, americano, maya*

## Academic majors, minors, emphases and concentrations

Academic degrees or programs are capitalized only when referring to specific majors, minors, emphases and concentrations and only the first word is capitalized.

Examples:

- *Bachelor of Arts in Music = Licenciatura en arte en música*
- *Special Education: K-12 Teaching, Licensure: Special Education Generalist = Educación especial: enseñanza K-12, licencia: generalista de educación especial*

## Verb forms and pronoun choice

### Command verb forms

The problem: commands in English often do not carry a clear sense of the degree of formality, nor the number of persons being addressed. Spanish verbs must have these concepts embedded in the verb form.

Default for Spanish translations should be the formal command verb forms, singular rather than plural. We assume an individual is reading the publication or the outdoor wayside exhibit or the indoor exhibit.

The second person of singular will be addressed in the informal way (tú) in marketing materials, to comply with the branding guidelines.

Some UNC signage texts ask for visitors to act safely or obey rules in nice, light-handed, often oblique terms. Experience and evaluations show that this light-handed approach is often ignored. Use clear, direct imperative verb forms in Spanish, especially for safety messages.

### You: Tú vs. Usted

The pronoun 'you' in English can be either singular or plural and carries few clues as to the degree of formality or familiarity of the relationship of the writer/ speaker to the reader or listener.

Based on UNC's branding guidelines, marketing materials will use informal language to illustrate the informal and close relationships across campus.

For another kind of translations, the BCS will determine how formal the Spanish text needs to be, working with the translator requester to understand the intended audience.

## Punctuation

## Comma use in sequences

There is no Oxford or serial comma in Spanish. No comma is placed immediately before *Y* (*AND*)

*Example:*

- *Primero, segundo y tercero*

## Exclamation and Question marks to open the sentence

Spanish interrogatory and exclamatory sentences must start with an upside down question mark and an upside down exclamation mark before the first word of the sentence.

These two symbols exist in all ASCII character sets. With either Mac or PC computers, there are always ways to include them in Spanish texts and publications.

*Examples:*

- ¡Vamos osos!
- ¿Ya te inscribiste?

## Vowels require accents

A word in Spanish without its proper accented vowel is a misspelled word. Accents are not optional in any Spanish- language products created for UNC. There are radical differences between a word without graphic accent and the same one with it.

*Example:*

- Bebes y mamas gratis vs. Bebés y mamás gratis

Here are the links on how to write graphic accents (also called tildes or diacritic accents) on a [Mac](#), and on a [PC](#).

## Commonly Used Formats

### Numbers

- Spell out all numbers below 100.
- Round off metric conversions
- Separators for decimal points, thousands places.

### Time of day

- Use the 24-hour time format (e.g., 16:00).

### Date format

Correct Spanish format is day, month, year — (DD/MM/YYYY)

- *Example: 26 de octubre de 2023*

Centuries: Use Roman numerals to express centuries. Roman numerals for centuries are standard practice in the literate Spanish-speaking world.

## Tribal Names

Use the name of the group of people. Avoid using colonial terms like Native American, Mesoamerican, Indigenous, etc. Remember that demonyms for communities are not capitalized in Spanish.

*Example:*

- Una tradicional celebración mixe, como una boda, incluye a muchos participantes.

## Use national names

Use the national name of a people instead of the general noun Europeans when talking about the 1500s–1800s frontier, exploration, or settlement.

Avoid using the academic term Euro-American.

## Safety and Orientation

Bilingual signage for safety and orientation is required in public events such as commencement.

## Writing and Syntax Suggestions

### Multiple (stacked) modifiers

Interpretive writing in English abounds in noun series. Series like this produce very long and involved sentences in Spanish. It is important to identify if the modifiers affect all nouns or just the first one. English syntax makes it possible to compress expressions that require more words in Spanish. In Spanish adjectives (modifiers) require to be specified.

It is recommended to use copulative conjunctions like: *y, así como, incluyendo, etc.*

*Example:*

- The recently graduated students, faculty and staff.
- Incorrect: Los recién graduados alumnos, personal académico y administrativo.
- Correct: Los alumnos recién graduados, *así como* el personal académico y administrativo.

### Compound nouns

Although in English two nouns can create a third one, that doesn't apply in Spanish. Always look for a more specific noun to describe the compound one and to avoid confusion.

*Example:*

- Non work-study application:
- Incorrect: Aplicación del no trabajo estudio
- Correct: Aplicación para el programa de trabajo estudiantil no subsidiado por el gobierno. (see next example as another way to convey this discrepancy).

# Considerations for not Translating Certain Phrases/Proper Names

When there is a word or a phrase that must be kept in English (or in any other language) because it represents a concept, or it must be quoted from the original language, it will be italicized.

*Example:*

- Work-study program application = Solicitud para el programa *work-study*

Names of institutions and programs must be kept if the translation can be misleading. The name will be italicized.

*Examples:*

- First Bank = *First Bank* (and not: Banco Primero)
- Western Undergraduate Exchange = *Western Undergraduate Exchange* (and not: Programa de Intercambio de Estudiantes Universitarios del Oeste)

## University Facilities

Do not translate building names and other places.

*Example:*

- Campus Commons

## Spanish Frequently used Academic Words

Alumni	Egresado o Exalumno
Application	Solicitud
Bill	Cuenta
Board of trustees	Junta Directiva
Faculty	Personal Académico
Fee	Cuota
Financial Aid (when talking about the money provided or aid)	Ayuda Financiera or Apoyo Financiero
Financial Aid (when talking about the office)	Oficina de Asistencia Financiera
High school	Preparatoria, bachillerato
Matriculation (as to start class)	Inscripción
Peer reviewed magazine (or journal)	Revista (o publicación) colegiada
Registration	Inscripción
Staff	Personal administrativo
Student affairs	Servicios Escolares
Tuition	Colegiatura

## Spanish Writing and Syntax: Recommendations

- Use the latest version of the Real Academia Española (RAE) dictionary.
- Spanish Style Guide from the American Translators Association: <https://www.atanet.org/starting-your-career/style-guide-for-spanish-writing/>
- Spanish Style Guide from the National Park Service: <https://www.nps.gov/subjects/hfc/upload/Spanish-HFC-Style-Guide-2015-1.pdf>
- Spanish Translation Style Guide from the ECLKC: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/style-guide-translations-spanish>