AHCA Florida Health Care Connections (FX)

FX Program Style and Writing Guide

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Table of Contents

[Section 1 Introduction 1](#_Toc40343210)

[1.1 Purpose of this Guide 1](#_Toc40343211)

[Section 2 Style and Writing Guidelines 2](#_Toc40343212)

[2.1 General Guidance for Artifact Development 2](#_Toc40343213)

[2.2 FX Program Templates 2](#_Toc40343214)

[2.2.1 General 2](#_Toc40343215)

[2.2.2 How to Use a Template 3](#_Toc40343216)

[2.2.3 Pre-set Template Format Styles 3](#_Toc40343217)

[2.2.4 DRAFT Watermark 4](#_Toc40343218)

[2.3 Specific Style Guidelines for Procurement Artifacts 4](#_Toc40343219)

[2.4 AHCA Guidelines 4](#_Toc40343220)

[2.4.1 AHCA Statewide Medicaid Managed Care (SMMC) Program Style Guide 4](#_Toc40343221)

[2.5 Defining Terms and Acronyms 5](#_Toc40343222)

[2.5.1 Commonly used Abbreviations and Acronyms 5](#_Toc40343223)

[2.6 Proper Project References and Abbreviations 5](#_Toc40343224)

[2.6.1 References to FX Contract Numbers 6](#_Toc40343225)

[2.7 Proper References to Vendor Providers and Roles 6](#_Toc40343226)

[2.8 Preferred FX and MES Specific Terms and References 7](#_Toc40343227)

[2.9 Reference to the FX Projects Glossary 8](#_Toc40343228)

[2.10 References to SEAS Plans and Sub Plans (Standards) 8](#_Toc40343229)

[2.11 References to Meetings in Artifacts 9](#_Toc40343230)

[2.12 FX Projects Repository (FXPR) 9](#_Toc40343231)

[2.13 Rules for Opening and Editing Artifacts Stored on the FXPR 9](#_Toc40343232)

[2.14 Major and Minor Artifact Versions on the FXPR 10](#_Toc40343233)

[2.14.1 How to Publish a Major Artifact Version on the FXPR 10](#_Toc40343234)

[2.15 Artifact Naming Convention and Versioning Overview 10](#_Toc40343235)

[2.16 Standard Rules for Spacing 11](#_Toc40343236)

[2.17 Rules for Copy and Paste 11](#_Toc40343237)

[2.18 Copy/Paste Rules for Graphics 12](#_Toc40343238)

[2.19 Tables and Exhibits 13](#_Toc40343239)

[2.19.1 Cross-Referencing Exhibits 17](#_Toc40343240)

[2.19.2 How to Keep Exhibit Graphics and Exhibit Captions Together 19](#_Toc40343241)

[2.20 Bullets 20](#_Toc40343242)

[2.21 Footnotes 21](#_Toc40343243)

[2.21.1 How to Insert a Footnote 22](#_Toc40343244)

[2.22 Links vs. Embedded Artifacts 22](#_Toc40343245)

[2.22.1 How to Embed an Artifact 22](#_Toc40343246)

[2.22.2 How to Link an Artifact Within the Body of an Email 25](#_Toc40343247)

[2.23 Rules for Using I.E. and E.G. 28](#_Toc40343248)

[2.24 Correct Abbreviation for the Word Continued 29](#_Toc40343249)

[2.25 Writing References to Numbers 29](#_Toc40343250)

[2.25.1 General Writing of Numbers 29](#_Toc40343251)

[2.25.2 Ordinals 29](#_Toc40343252)

[2.25.3 Numbers Beginning a Sentence 29](#_Toc40343253)

[2.25.4 Number Abbreviation (No.) or Number Symbol (#) 29](#_Toc40343254)

[2.25.5 Numbers with Four Digits or More 30](#_Toc40343255)

[2.25.6 Decimals 30](#_Toc40343256)

[2.25.7 Fractions 30](#_Toc40343257)

[2.25.8 Percentages 30](#_Toc40343258)

[2.25.9 Millions, Billions, Trillions 30](#_Toc40343259)

[2.25.10 Money 30](#_Toc40343260)

[2.25.11 Distance 31](#_Toc40343261)

[2.25.12 Duration 31](#_Toc40343262)

[2.25.13 Time of Day 31](#_Toc40343263)

[2.25.14 Decades 32](#_Toc40343264)

[2.25.15 Dates 32](#_Toc40343265)

[2.26 Writing Numbers for Procurement/Contract Artifacts 33](#_Toc40343266)

[2.26.1 Business vs. Calendar Days 33](#_Toc40343267)

[2.27 How to Write and Reference Acts, Codes, Federal Regulations, Laws, Rules, and Statutes 33](#_Toc40343268)

[2.27.1 Writing Florida Statutes (F.S.) 34](#_Toc40343269)

[2.27.2 Writing Florida Administrative Code (F.A.C.) 34](#_Toc40343270)

[2.28 References to Department of Management Services (DMS) – Formerly AST 34](#_Toc40343271)

[2.29 How to Add the Section Symbol (§) and Other Symbols in MS Word Artifacts 34](#_Toc40343272)

[Section 3 Capitalization 37](#_Toc40343273)

[3.1 Rules for Capitalizing *State* 37](#_Toc40343274)

[3.2 General Rules for Capitalization 37](#_Toc40343275)

[3.2.1 Proper Nouns/Proper Adjectives 38](#_Toc40343276)

[3.2.2 Government and Administration 38](#_Toc40343277)

[3.2.3 Federal 38](#_Toc40343278)

[3.2.4 Legislature 38](#_Toc40343279)

[3.2.5 National 38](#_Toc40343280)

[3.2.6 Laws, Bills, Treaties 39](#_Toc40343281)

[3.2.7 Nationalities and Languages 39](#_Toc40343282)

[3.2.8 Places 39](#_Toc40343283)

[3.2.9 Seasons 40](#_Toc40343284)

[Section 4 Spelling Standardization 41](#_Toc40343285)

[4.1 Rules for Spelling Healthcare vs. Health Care 41](#_Toc40343286)

[Section 5 Guide to Punctuation 41](#_Toc40343287)

[5.1 Commas (,) 41](#_Toc40343288)

[5.2 Apostrophes (’) 42](#_Toc40343289)

[5.3 Semicolons (;) 43](#_Toc40343290)

[5.4 Rules for Using Quotation Marks 43](#_Toc40343291)

[5.4.1 Using Italics and Boldface in Lieu of Quotation Marks 44](#_Toc40343292)

[5.5 Ellipsis (…) 44](#_Toc40343293)

[5.6 Hyphens (-) 45](#_Toc40343294)

[5.7 Dashes ( - ) 46](#_Toc40343295)

[5.7.1 En Dashes (–) and Em Dashes (—) 46](#_Toc40343296)

[5.8 Exclamation Points (!) 47](#_Toc40343297)

[5.9 Periods (.) 47](#_Toc40343298)

[5.10 Slashes (/) 48](#_Toc40343299)

[Section 6 Grammar 49](#_Toc40343300)

[6.1 Active Voice 49](#_Toc40343301)

[6.2 Contracted Words 49](#_Toc40343302)

[6.3 Subject/Verb Agreement 49](#_Toc40343303)

[6.3.1 Collective Nouns 49](#_Toc40343304)

[6.3.2 Companies and Most Other Organizations 50](#_Toc40343305)

[6.3.3 Indefinite Pronouns 50](#_Toc40343306)

[6.3.4 Prepositional Phrases 51](#_Toc40343307)

[6.3.5 Plural Subject and Singular Predicate Noun (or Vice Versa) 51](#_Toc40343308)

[6.3.6 Singular and Plural Subjects 51](#_Toc40343309)

[6.3.7 Subjects Referring to One Person 51](#_Toc40343310)

[6.4 Troublesome Words Usage 52](#_Toc40343311)

[6.4.1 That and Which 52](#_Toc40343312)

[6.4.2 Shall and Will 52](#_Toc40343313)

[6.4.3 Usage of Similar Words 52](#_Toc40343314)

[6.4.4 How to use These Troublesome Words 53](#_Toc40343315)

[Appendices 56](#_Toc40343316)

[Appendix A – FX Branding Standards and Identity Guidelines 56](#_Toc40343317)

[Appendix B – Standard Font, Font Color, And Font Size Style Settings 56](#_Toc40343318)

[Appendix C – Commonly Used Abbreviations And Acronyms 59](#_Toc40343319)

[Appendix D – Standardized Words List 60](#_Toc40343320)

Table of Exhibits

[Exhibit 2‑1: Styles Shown on Document Menu Bar 3](#_Toc40343353)

[Exhibit 2‑2: Paste Options 12](#_Toc40343354)

[Exhibit 2‑3: Location of Paste Function Drop-Down Arrow 12](#_Toc40343355)

[Exhibit 2‑4: Paste As Options Window 13](#_Toc40343356)

[Exhibit 2‑5: Table Header Custom Font Color 13](#_Toc40343357)

[Exhibit 2‑6: Table Border Custom Font Color 14](#_Toc40343358)

[Exhibit 2‑7: Green Table Borders 14](#_Toc40343359)

[Exhibit 2‑8: Interior Table Borders Custom Font Color 15](#_Toc40343360)

[Exhibit 2‑9: Gray Interior Table Borders 15](#_Toc40343361)

[Exhibit 2‑10: Custom Font Color for Exhibit Titles 16](#_Toc40343362)

[Exhibit 2‑11: Location of References and Cross-Reference 17](#_Toc40343363)

[Exhibit 2‑12: Cross-Reference Window 17](#_Toc40343364)

[Exhibit 2‑13: Location of References and Insert Caption 18](#_Toc40343365)

[Exhibit 2‑14: Default Caption Window 18](#_Toc40343366)

[Exhibit 2‑15: New Label Window 19](#_Toc40343367)

[Exhibit 2‑16: Location of Paragraph Drop-Down Arrow 19](#_Toc40343368)

[Exhibit 2‑17: Paragraph Options Window 20](#_Toc40343369)

[Exhibit 2‑18: Examples of Bullet Points and Use of Periods 21](#_Toc40343370)

[Exhibit 2‑19: Home Ribbon Command Bar for Insert Footnote 22](#_Toc40343371)

[Exhibit 2‑20: Object Window / Display as Icon Box 24](#_Toc40343372)

[Exhibit 2‑21: Object Window / Caption Embedded Item 25](#_Toc40343373)

[Exhibit 2‑22: Example of an Embedded Word Artifact 25](#_Toc40343374)

[Exhibit 2‑23: Example of Copy Link Option 26](#_Toc40343375)

[Exhibit 2‑24: Copy Button and URL Copied Example 26](#_Toc40343376)

[Exhibit 2‑25: Example of Outlook Email Link Option 27](#_Toc40343377)

[Exhibit 2‑26: Insert Hyperlink Window – Address Box 28](#_Toc40343378)

[Exhibit 2‑27: How to Write Specific Dollar Amounts 31](#_Toc40343379)

[Exhibit 2‑28: Writing Examples for Time of Day 32](#_Toc40343380)

[Exhibit 2‑29: Symbols Drop-down Arrow 35](#_Toc40343381)

[Exhibit 2‑30: More Symbols Option 35](#_Toc40343382)

[Exhibit 2‑31: Symbol Window 36](#_Toc40343383)

[Exhibit 3‑1: Proper Noun and Common Noun Capitalization 39](#_Toc40343384)

[Exhibit 5‑1: Using Commas to Separate Listed Items 41](#_Toc40343385)

[Exhibit 5‑2: Use of Possessive Apostrophes 42](#_Toc40343386)

[Exhibit 5‑3: Pluralizing Abbreviations Written in Capital Letters 42](#_Toc40343387)

[Exhibit 5‑4: Pluralizing Numbers Written as Figures 43](#_Toc40343388)

[Exhibit 6‑1: Examples of Contracted Words (Contractions) 49](#_Toc40343389)

[Exhibit 6‑2: Troublesome Words Usage 55](#_Toc40343390)

1. Introduction
   1. Purpose of this Guide

With this guide, the Agency for Health Care Administration (AHCA) Florida Health Care Connections (FX) Program is establishing a single set of editorial standards for its deliverables, written content, and other artifacts in accordance with the FX Artifact Management Standards (AMS). These standards will ensure that all project areas have a consistent look and feel and are communicated in a common voice, while maintaining the integrity of FX branding. In addition, refer to Appendix A below to review and adhere to the *FX Branding Standards and Identity Guidelines* artifact for guidance with using Agency logos.

Apply the style guidelines presented in this guide when you author artifacts (i.e., MS Word Documents, PowerPoint slide decks, and other written materials) developed for or related to an FX Project. The goal is to standardize language and formatting to improve consistency and reduce quality assurance (QA) review cycle times. If you have questions regarding templates or formatting, please contact a member of the FX Enterprise Program Management Office (EPMO).

**Note:** Refer to the Table of Contents for a list of subjects for review and usability.

1. Style and Writing Guidelines
   1. General Guidance for Artifact Development

All artifacts shall be developed in accordance with the FX Artifact Management Standards (AMS) and using the appropriate FX Program templates and general guidance as follows:

* Use a fresh template to start development of an artifact.
* Ensure use of Agency logos is in accordance with the FX Branding Standards and Identity Guidelines (see Appendix A below)
* Each new *Section* shall start on a new page—this does not apply to subsections.
* Abbreviations and Acronyms must be defined with first use in all artifacts.
* Use one space between sentences and after punctuation.
* Use italics or boldface in lieu of quotation marks for emphasis—use quotation marks for quotable text.
* Use the cross-reference feature of MS Word for referring to exhibits, strategic topics, and other diagrams.

For the definition of an artifact, refer to the AMS (Section 3.1 *Deliverables vs. Work Products Guidance*). For additional guidance regarding any of the above, refer to the AMS and the remaining sections of this *FX Program Style and Writing Guide* (hereafter referred to as Style Guide).

* 1. FX Program Templates

The subsections below provide general guidance for accessing and using FX Program templates in accordance with the AMS, as well as using the pre-set template format styles, and DRAFT watermarks.

* + 1. General

In accordance with the AMS, all artifacts shall be created using the FX Program templates as provided in the *Templates* folder in the FX Projects Repository (FXPR) for the item being authored (Florida Health Care Connections > Templates). This will ensure formatting and text styles are consistent. Refer to the AMS (Section 3.4 *FX Program Templates Standard*) and the *Developing and/or Updating FX Templates* process definition located in the FXPR (Florida Health Care Connections > Process Definitions > FX-NH-ProcDef-Template-(*current version*)).

**Note: Never start developing a new artifact by re-using an existing artifact as** **doing so may cause formatting issues, plus the artifact may be a corrupted file.**

* + 1. How to Use a Template

Do not make any changes to an approved template. Below are the steps to follow once you have selected a template for artifact development:

* Right click on the template name in the *Templates* folder
* From the list of options, click on **Download**—the downloaded template will be located at the bottom left of your screen (or go to the *Downloads* folder on your desktop and right click on the downloaded document and click **New** to open and then click on *Enable Editing*)
* Click on the downloaded template to open the template in the supported application (e.g., MS Word)
* Click on **Enable Editing** at the top in the yellow highlight
* Now *save* this template prior to developing your artifact as follows:
  + Click on **File** (top left) then click on **Save As** and then **This PC** and enter the name of your artifact using the artifact naming convention and click **Save**
  + **Note:** When you are saving and naming your artifact from a template, the file extension automatically defaults to a MS Word Document (\*.docx)

Now you may start developing your artifact and upload it to the appropriate folder in the FXPR.

* + 1. Pre-set Template Format Styles

When you develop your artifact, do not change any artifact formatting. The FX Program templates are pre-set with standardized and approved format styles to select from for the type of template you select (i.e., from the *Home* ribbon command bar, see Home > Styles) as shown in **Exhibit 2‑1: Styles Shown on Document Menu Bar** below. Use the *Styles* arrows to view the variety of standardized styles to select from.

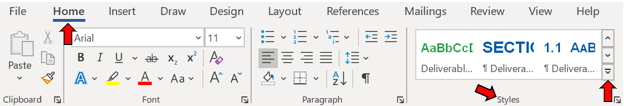


Exhibit 2‑1: Styles Shown on Document Menu Bar

For more information, refer to the guidance in the AMS (Section 3.4 *FX Program Templates Standard*) and the *Developing and/or Updating FX Templates* process definition located in the FXPR (Florida Health Care Connections > Process Definitions > FX-NH-ProcDef-Template-(*current version*)). Refer to Appendix B *Standard Font, Font Color, And Font Size Style Settings* below for details regarding standard font styles. **Note:** FX projects may engage the FX EPMO for guidance on use of the appropriate template prior to artifact development.

* + 1. DRAFT Watermark

In accordance with the AMS, all *draft* MS Word artifacts (to include deliverables) should have a DRAFT watermark, which will be removed once an artifact is finalized and versioned to 100. The DRAFT watermark only applies to MS Word artifacts and not MS Excel, MS PowerPoint, or other artifact formats. FX templates do not include a DRAFT watermark and you will need to add it to your artifact during initial artifact development. For how to add or remove a DRAFT watermark, refer to the *Developing and/or Updating FX Templates* process definition located in the FXPR (Florida Health Care Connections > Process Definitions > FX-NH-ProcDef-Template-(*current version*)).

**Note:** The DRAFT watermark does not apply when updating previously approved final artifacts, only to initial first draft of artifacts.

* 1. Specific Style Guidelines for Procurement Artifacts

When creating artifacts for a procurement that will become part of a solicitation (ITN), or an attachment to a future contract artifact, you must follow the style guidelines set forth in the three-page *Agency for Health Care Administration (AHCA) Procurement Office Style Guide* attached below. Be sure to partner with the SEAS Procurement Manager on all procurement artifacts being developed.



* 1. AHCA Guidelines

For further guidance, the Agency has provided the following link to their Style Guides, Templates, and Correspondence Manuals:

<https://portal.ahca.myflorida.com/comm/Correspondence/Forms/AllItems.aspx>

**Note:** In order to open the link above, AHCA Remote Desktop Access is required and you must be logged into the AHCA Portal.

* + 1. AHCA Statewide Medicaid Managed Care (SMMC) Program Style Guide

The Statewide Medicaid Managed Care program has three program components and can either be referred to in its entirety or individual components can be discussed. In this style guide (embedded below) are the appropriate ways to use references to the program as a whole, and then to each of the three program components. These components are:

* Managed Medical Assistance
* Long-Term Care
* Dental



* 1. Defining Terms and Acronyms

In accordance with the AMS, always spell out terms and acronyms with first use. After a term or acronym has been spelled out once, it does not need to be defined again. For example, Agency for Health Care Administration (AHCA or the Agency). Every instance thereafter should reference it as *AHCA* or the A*gency*.

Write out the full term before using stand-alone acronym references. For example, *Florida Health Care Connections (FX)* must appear in the artifact before stand-alone references to **FX**.

* + 1. Commonly used Abbreviations and Acronyms

Refer to the FX Projects Glossary for abbreviations and acronyms, which is located in the FXPR (i.e., Florida Health Care Connections > Project Glossary). See Appendix C below to view a quick reference list of some of the more commonly used abbreviations and acronyms.

* 1. Proper Project References and Abbreviations
* Use **AHCA Florida Health Care Connections (FX)** to refer to the overall multi-year, multi-project initiative to enhance both the provider and recipient experience, improve access to current healthcare data, and streamline communication of healthcare data between State of Florida agencies. (Formerly known as the Medicaid Enterprise System (MES)). **Note:** Any reference made to MES must ensure the acronym is first spelled out as Medicaid Enterprise System.
* Use **FX Project** or **FX projects** to refer to an individual project or group of projects encompassed in FX.
* Use the below project names and abbreviations to refer to specific projects within the FX Program.
  + Case Management Tracking (CMT)
  + Data Governance Implementation (DGI)
  + Enterprise Data Warehouse (EDW)
  + Enterprise Job Scheduler (EJS)
  + Integration Services and Integration Platform Design, Development, and Implementation (IS/IP DDI)
  + Provider Management Module Procurement (PMMP)

For guidance on projects not listed above, refer to the *List of Projects* in the FXPR (SEAS > SEAS Organization > Project Tracking > List of Projects) or ask the FX EPMO for assistance.

* + 1. References to FX Contract Numbers
* Refer to the Strategic Enterprise Advisory Services (SEAS) Contract Number as **MED191**. (**Note:** There is no dash between MED and 191.)
* Refer to the Integration Services and Integration Platform Design, Development, and Implementation (IS/IP DDI) Contract Number as **MED205**.

For guidance on contracts not listed above, ask the FX EPMO for assistance.

* 1. Proper References to Vendor Providers and Roles
* Refer to the vendor providers and Agency project team as follows:
  + The North Highland Team should be referred to as the **SEAS Vendor**.
  + NTT DATA should be referred to as the **IV&V Vendor**.
  + AHCA project team should be referred to as the **FX Project Team**.
  + Agency for Health Care Administration should be referred to as **AHCA** or the **Agency**. (**Note:** Always spell out the AHCA acronym with first use.)
  + The North Highland Company LLC should be referred to as **North Highland**.
  + NTT DATA State Health Consulting, LLC should be referred to as NTT DATA.
  + ProCom Consulting, Inc. should be referred to as **ProCom**.
  + Accenture LLP should be referred to as **Accenture**.
  + Provider of Integration Services and Integration Platform services should be referred to as the **IS/IP Vendor**. (**Note:** Always spell out the IS/IP acronym with first use.)
  + Provider for the Enterprise Data Warehouse should be referred to as the **EDW Vendor**. (**Note:** Always spell out the EDW acronym with first use.)
  + The team acting as the FX Enterprise Program Management Office that will provide overall scheduling, standards, templates, deliverable quality assurance, and artifact management support should be referred to as the **FX EPMO**.

For additional guidance, see the FX EPMO for assistance.

* 1. Preferred FX and MES Specific Terms and References
* **Do use** the below FX and MES terms in the specified references:
  + **AHCA FX Project Management** – when submitting artifacts or deliverables to client
  + **FX (or FX Program)** – when referring to the overall multi-year, multi-project effort
  + **FX Executive Governance** or **FX Program Governance** – when referring to one of the FX Governance Committees
  + **FX Portfolio** – when referring to the collection of projects to transform the Medicaid Enterprise System
  + **FX Project** – when referring to a specific project included in the FX Portfolio
  + **FX Projects Repository** – when referring the collective body of information where artifacts are stored for FX projects
  + **Medicaid Certification Life Cycle (MECL)** – when referring to the approach used in planning, creating, testing, deploying, and maintaining the MMIS in order to comply with CMS certification requirements
  + **Medicaid Certification Toolkit (MECT)** – when referring to the body of information and checklists used to provide a consistent, detailed process to certify an MMIS and to help states prepare for the federally required certification review of a state’s MMIS
  + **Medicaid Enterprise** – when referring to the domain in which federal matching funds apply
  + **Medicaid Enterprise System (MES)** – when referring to the collection of business, data, services, technical processes, and systems within the Agency and touchpoints outside the Agency necessary for the administration of the Florida Medicaid Program
  + **Medicaid Information Technology Architecture (MITA)** – when referring to the initiative by the federal CMS intended to foster integrated business and IT transformation across the Medicaid Enterprise to improve the administration of the Medicaid Program
  + **Medicaid Management Information System (MMIS)** – when referring to a state’s Medicaid claims processing and information system that supports the operation of the Medicaid Program (**Note:** If Florida specific, use **FMMIS**)
  + **MES System Change** – when referring to any modification of a system functionality that is in the Medicaid Enterprise, including information and technical architecture

For more information, refer to Section 2.5.1 *Commonly Used Abbreviations and Acronyms* below, and can ask the FX EPMO for assistance.

* **Do not** use the below terms:
  + FX Project Governance
  + FX Strategic Governance
  + MES Governance
  + MES Program Leadership Council
  + MES Project
  + MES Projects Repository
  + MES Strategic Leadership Council
  + MES Vendor
  + SharePoint (**only** use as a reference to a tool type, e.g., *Agency currently uses MS SharePoint and is referred to as the FX Projects Repository (FXPR)*.)
  1. Reference to the FX Projects Glossary

In accordance with the AMS (Section 3.7 *FX Projects Glossary Standard*), do not add a glossary section containing a list of acronyms or terms to any artifact (i.e., deliverable or work product). Do point to the FX Projects Glossary (hereafter referred to as *Glossary*) located in the FXPR. Refer to AMS Section 3.7.1 *Adding Reference to FX Projects Glossary in Artifacts* for the suggested standard text to use.

**Note:** All unique terms used in an artifact, and not defined in the Glossary, must be submitted for inclusion in the Glossary during artifact development—refer to the *Updating the FX Projects Glossary* process definition located in the FXPR (Florida Health Care Connections > Process Definitions > FX-ProcDef-Updating-Project-Glossary-(*current version*)) for more information, along with the guidance provided in the AMS, to submit that term or acronym, including a full definition, after obtaining the appropriate approval.

* 1. References to SEAS Plans and Sub Plans (Standards)

When referring to a previously submitted/approved plan or sub plan (e.g., SEAS deliverables) in an artifact, be sure to reference it correctly and consistently throughout the artifact.

* FX Artifact Management Standards (AMS)
* FX OCM Plan
* O-1: SEAS Management Plan (SMP)
* FX EPMO Charter and Program Management Plan (O-2)
* S-1: FX Governance Plan
* S-2: FX Strategic Planning Training Program
* S-3: FX Strategic Plan
* S-4: Strategic Project Portfolio Management Plan
* P-1: Revised MITA State Self-Assessment and Update Process
* P-2: FX Project Management Standards
* P-3: FX Project Management Toolkit
* P-4: Medicaid Enterprise Certification Management Plan
* T-1: Data Management Strategy
* T-2: Information Architecture Documentation
* T-3: Data Standards
* T-4: Technical Management Strategy
* T-5: Technical Architecture Documentation
* T-6: Technology Standards
* T-7: Design and Implementation Management Standards
* T-8: Enterprise Data Security Plan
  1. References to Meetings in Artifacts

When referring to a recurring meeting in an artifact, be sure to accurately name the meeting so that it matches the name listed in the associated FX Meeting Log. Also include the meeting’s frequency when including a meeting reference in an artifact.

* For example:
  + FX Project schedules will be reviewed during the FX Program Weekly Schedule Review, a weekly meeting that occurs every Thursday at 2 p.m. EST.
  1. FX Projects Repository (FXPR)

In accordance with the AMS, the FXPR is the Agency’s artifact repository, via Microsoft (MS) SharePoint. All FX Project artifacts shall be maintained on the FXPR, which is a document collaboration tool and artifact repository for use by all FX projects.

* 1. Rules for Opening and Editing Artifacts Stored on the FXPR

Once a new artifact has been created and uploaded to the FXPR, or you need to edit an existing artifact in the FXPR, follow the standards set forth in the AMS (Section 3.5 *Editing an Artifact on the FXPR Standard*). Remember to always open the artifact with *Open in app*, not *Open in browser* then make your updates.

* 1. Major and Minor Artifact Versions on the FXPR

When updating an artifact with the *AutoSave* capability activated, or each time an artifact is saved, the FXPR (MS SharePoint capability) generates a new *minor* version of the artifact as work on the artifact progresses—this creates the artifact’s version history. Once an artifact has been finalized in the FXPR, in accordance with the AMS, you can *publish* that final version, which will be reflected as a *major* version in the artifact’s version history.

The FXPR has a limitation to the number of *minor* versions that can be stored in the artifact’s version history before the *save* capability is disabled. The work-around for this is to *publish* the artifact, which creates a *major* version and enables the *save* capability to work again. The default for *major* versions is 500 and for *minor* versions is 511. **Note:** The 512th minor version of an artifact makes you publish a *major* version before proceeding (refer to Section 2.14.1 *How to Publish a Major Artifact Version on the FXPR* below).

* + 1. How to Publish a Major Artifact Version on the FXPR

Follow these steps to *publish* an artifact (*major* version):

* While the artifact is closed (i.e., not open and being edited), right click on the artifact
* From the options listed click on **More**
* From the options listed click on **Publish**
* A *Comments* window will pop-up and you may enter any associated comments for the version you are publishing or leave blank, then click on **Publish**
* Your artifact has now been published as a *major* version and reflected in the artifact’s version history—subsequent versions will be *minor* versions until another published version of the artifact
  1. Artifact Naming Convention and Versioning Overview

Artifact naming conventions and versioning shall follow the standards set forth in the AMS. All FX Project artifacts shall use the standard naming convention to provide consistency in the way all project-related artifacts are named and must be named in line with the naming convention when uploaded to the FXPR. (For more information regarding the definition of an artifact, refer to AMS Section 3.1 *Deliverables vs. Work Products Guidance*.) The artifact naming standards applies to all users posting artifacts to the FXPR. The guidance provided in the AMS offers the standard naming conventions that should be used for all artifacts posted to the FXPR. **Note:** All artifacts are permanent products of the Agency and are not vendor owned.

For more information regarding artifact naming conventions and examples—including naming convention with date and template naming convention—refer to AMS Section 3.2 *Artifact Naming Standard*.

For more information regarding the versioning of artifacts—including versioning of artifacts for quarterly updates to approved artifacts—refer to AMS Section 3.3 *Artifact Version Control Standard*.

* 1. Standard Rules for Spacing

Each new *section* of an artifact shall start on a new page—this does not apply to subsections.

Enter one (1) space between sentences and after punctuation. Use one space between the period at the end of a sentence and the first letter of the next sentence. (Using two spaces after punctuation is an outdated writing method.)

Follow the standard rules for spacing below:

* ONE space following a period (.) or a colon (:)[[1]](#footnote-2)
* ONE space following a comma (,) or semicolon (;)
* ONE space on either side of a dash ( – )
* NO space on either side of a hyphen (-)
* NO space between initials of a single abbreviation, such as C.O.D., a.m., and p.m.

For more information, also refer to Section 5 *Guide to Punctuation* in this Style Guide.

* 1. Rules for Copy and Paste

Do not copy and paste large blocks of content from other artifacts. It is preferred that a reference pointing to the source artifact be made instead. This practice will alleviate the need to update multiple artifacts when content changes are made.

For text, ALWAYS use the copy/paste special feature and choose option *A* for *Keep Text Only* as shown by the red arrow in **Exhibit 2‑2: Paste Options** below – this is unformatted text and will adhere to the current format of the destination artifact you are pasting to (i.e., the new text will automatically be changed to the destination artifact’s style). To do this, which keeps formatting consistent when copying data from another artifact, first select the area to copy (i.e., highlight selection) and then press **Ctrl C** together for *copy*. Next, go to the artifact you want to paste the data into and highlight the area where you want the data to go, or highlight the area or word(s) you are replacing and right click. From the *Paste Options*, select icon **A** for *Keep Text Only*. The new text will automatically be changed to the destination artifact’s style. If you want to keep the original artifact’s formatting, then simply place your cursor where you want the text to be inserted and press **Ctrl V** together for paste and this will keep original format and not convert to the destination artifact’s formatting.

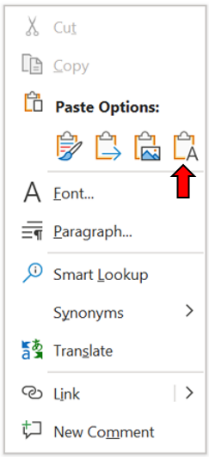


Exhibit 2‑2: Paste Options

* 1. Copy/Paste Rules for Graphics

For graphics, once you have copied a graphic, paste that graphic using the *Paste Special* function as follows:

* From the *Home* ribbon command bar, click on the *Paste* drop-down arrow as shown in **Exhibit 2‑3: Location of Paste Function Drop-Down Arrow** below
* From the drop-down options click on the **Paste Special…** option
* From the *Paste As* options, select **Picture (Enhanced Metafile)** and click **OK** as shown in **Exhibit 2‑4: Paste As Options Window** below

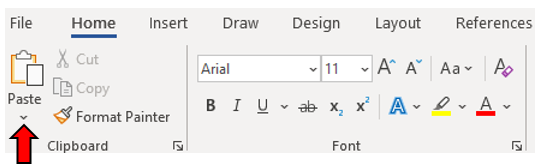


Exhibit 2‑3: Location of Paste Function Drop-Down Arrow

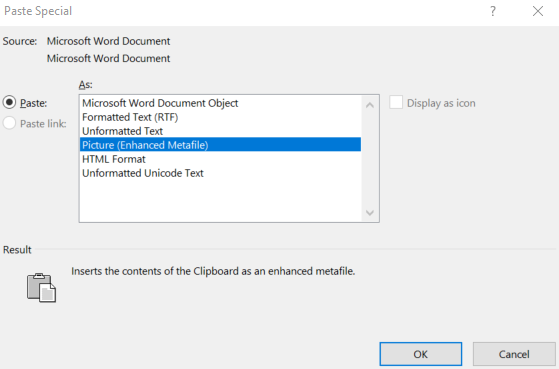


Exhibit 2‑4: Paste As Options Window

**Note:** All tables and graphics shall be titled as *exhibits* and cross-referenced in artifacts as described in Section 2.19 *Tables and Exhibits* and 2.19.1 *Cross-Referencing Exhibits* below.

* 1. Tables and Exhibits

Verify that text styles within tables are consistent according to the style and format set for the template used.

* Standard table formatting is as follows:
  + Table Column Header(s) – use bold style font Arial size 10 and custom blue font color as shown in **Exhibit 2‑5: Table Header Custom Font Color** below for table/column titles

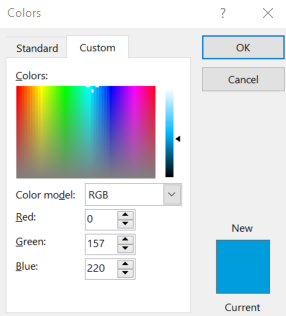


Exhibit 2‑5: Table Header Custom Font Color

* + Table Borders – use custom green color borders with width 1 ½ pt. for above and below the table header and for the bottom table border, as shown in **Exhibit 2‑6: Table Border Custom Font Color** and **Exhibit 2‑7: Green Table Borders** below

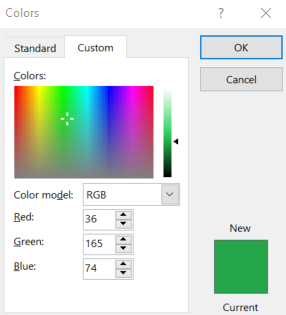


Exhibit 2‑6: Table Border Custom Font Color

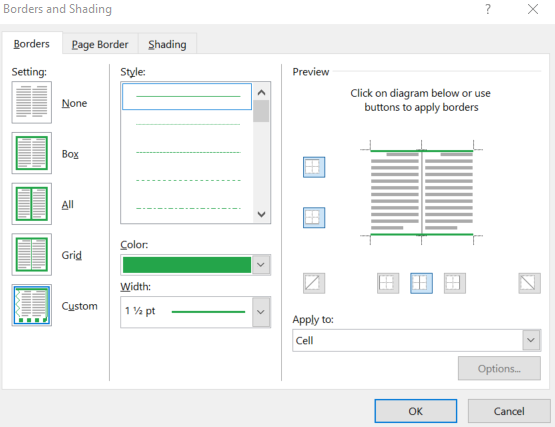


Exhibit 2‑7: Green Table Borders

* + Interior Table Borders –
    - Use black color font in Arial size 9 for all text (except column titles) for data within a table
    - Use custom gray color borders with width 1 ½ pt. for interior table borders—vertical and horizontal—as shown in **Exhibit 2‑8: Interior Table Borders Custom Font Color** and **Exhibit 2‑9: Gray Interior Table Borders** below

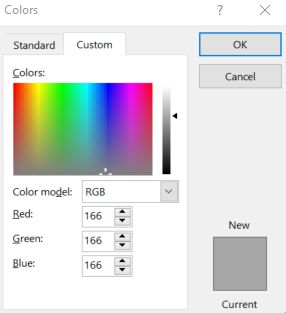


Exhibit 2‑8: Interior Table Borders Custom Font Color

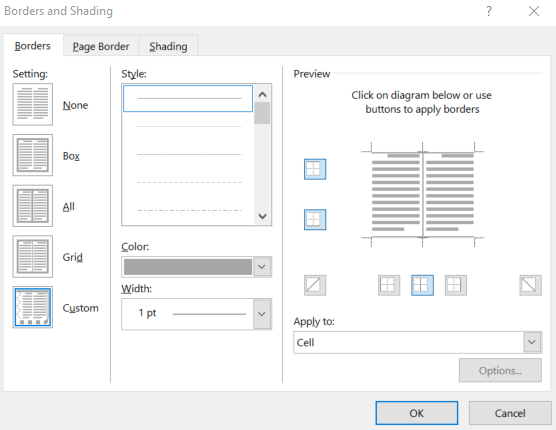


Exhibit 2‑9: Gray Interior Table Borders

* Title all exhibits to include the associated section number followed by the chronological number of the exhibit within the section itself. For example, for a third exhibit in Section 2 titled *Team Summary*, you would title the exhibit as Exhibit 2-3: Team Summary using bold custom green font as shown in **Exhibit 2‑10: Custom Font Color for Exhibit Titles** below and using auto-numbers (field codes) as described in the next bullet.

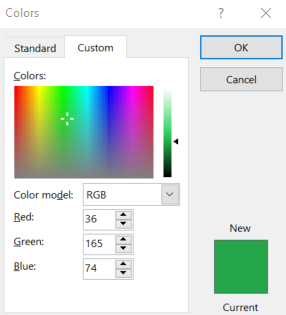


Exhibit 2‑10: Custom Font Color for Exhibit Titles

* Verify the title below every exhibit to ensure the numbers are sequential in each section of the artifact. To do this, right click on each number in the exhibit title and select **Update Field** to make sure that the auto-numbers in the title are updated. For the first occurrence of an exhibit in a section, use the **\r 1** suffix in the field code for the exhibit number (not the associated section number) to start/restart the exhibit count to 1 as shown in the examples below.
  + Example of an exhibit caption with auto-numbering field codes for the first exhibit in a section:
    - Exhibit {StyleRef Deliverable-H1}-{SEQ Exhibit \\* ARABIC \r 1 }: Data Management Framework
  + Example of an exhibit caption for subsequent exhibits in a section:
* Exhibit {StyleRef Deliverable-H1}-{SEQ Exhibit \\* ARABIC }: Common Data Architecture
* **Note:** When editing and adding exhibits into an artifact, it is much easier to copy and paste the auto-numbering field codes from an existing exhibit within an artifact, or from a template, rather than manually adding the auto-numbering field codes as shown above.
* Make sure references to exhibits, when noted in paragraphs, are properly cross-referenced (see Section 2.19.1 *Cross-Referencing Exhibits* below), put in bold font, and match the numbering beneath the respective exhibits. Exhibit numbering often gets out of sync as edits progress.

When exhibits are correctly titled, as described above, the Table of Exhibits will populate correctly below the Table of Contents.

**Tips** – (1) If an exhibit title does not populate the Table of Exhibits, it is most likely due to a manually entered exhibit number(s) and not using the auto-numbering field codes; and (2) when updating existing exhibit titles and auto-numbers while using the Track Changes capability, be sure to make these updates while in *No Markup* display for review and not in *All Markup*.

* + 1. Cross-Referencing Exhibits

All tables and graphics shall be titled as *exhibits* and cross-referenced in artifacts, as done throughout this Style Guide (see Section 2.19 *Tables and Exhibits* above). Done properly, exhibits will be reflected in the Table of Exhibits, which is located below the artifact’s Table of Contents. Below are the steps to follow for adding a cross-reference:

* Place your cursor where you want the cross-reference to be inserted in your artifact
* From the *Home* ribbon command bar, select **References** then from *Captions* click on **Cross-reference** as shown in **Exhibit 2‑11: Location of References and Cross-Reference** below:



Exhibit 2‑11: Location of References and Cross-Reference

* The *Cross-reference* window will open (see **Exhibit 2‑12: Cross-Reference Window** below) and you will make the following selections:

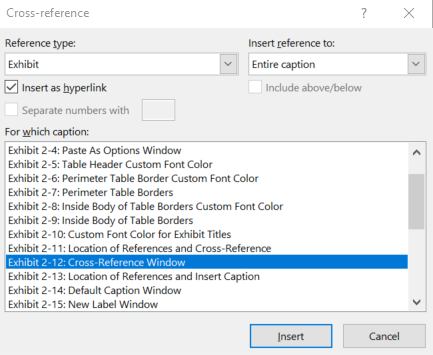


Exhibit 2‑12: Cross-Reference Window

* + From the **Reference type** drop-down select **Exhibit** (see note below if *Exhibit* is not in the drop-down options)
  + From the **Insert reference to** drop-down select **Entire caption**
  + Check the **Insert as hyperlink** box if not already checked by default
  + From the **For which caption** drop-down click on the exhibit title you want to cross-reference and then click on **Insert** then click on **Close** (must be sure to click on **Close** to finish inserting the cross-reference)
* Your cross-reference has now been added and when you click on the cross-reference you can see that is highlighted
* Now highlight and *bold* the inserted cross-reference to finish (as done throughout this Style Guide)
* **Note:** If *Exhibit* is not listed as a drop-down option to select for **Reference type**, follow the steps below to add:
  + From the *Home* ribbon command bar, select **References** then from *Captions* click on **Insert Caption** as shown in **Exhibit 2‑13: Location of References and Insert Caption** below:



Exhibit 2‑13: Location of References and Insert Caption

* + The default *Caption* window will open (see **Exhibit 2‑14: Default Caption Window** below) and you will make the following selections:



Exhibit 2‑14: Default Caption Window

* + To add *Exhibit*, click on **New Label…** and the *New Label* window will open as shown in **Exhibit 2‑15: New Label Window** below

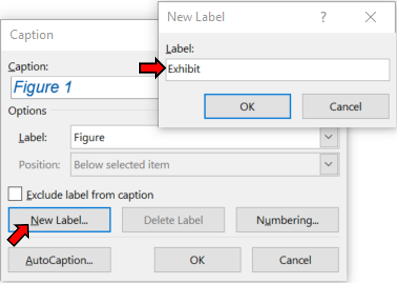


Exhibit 2‑15: New Label Window

* + Now type in the word *Exhibit* in the *Label* text box as shown above in the *New Label* window and click **OK** and then click **OK** again
  + The *Exhibit* label has been added and you can now cross-reference exhibits as explained in Section 2.19.1 *Cross-Referencing Exhibits* above
    1. How to Keep Exhibit Graphics and Exhibit Captions Together

When artifacts are developed or updated, often an exhibit’s graphic and associated exhibit caption may get split between two pages. It is preferred that exhibits and associated exhibit captions stay together on the same page. To do this, follow the steps below:

* First, select/highlight both the exhibit graphic and the associated exhibit caption
* From the *Home* ribbon command bar, click on the *Paragraph* drop-down arrow as shown in **Exhibit 2‑16: Location of Paragraph Drop-Down Arrow** below:



Exhibit 2‑16: Location of Paragraph Drop-Down Arrow

* From the *Paragraph* options window, select the **Line and Page Breaks** tab and check both the **Keep with next** and **Keep lines together** checkboxes and then click **OK** to finish, as shown in **Exhibit 2‑17: Paragraph Options Window** below:



Exhibit 2‑17: Paragraph Options Window

* Now your exhibit graphic and corresponding exhibit caption will stay together on the same page

**Note:** These steps can also be used to keep selected text together.

* 1. Bullets

Make bullet points consistent in structure (format) for each bulleted list in an artifact and in accordance with the pre-set standardized format styles as noted in Section 2.2.3 *Pre-set Template Format Styles* above. In addition, make bulleted lists either all sentences or fragments within a unique bulleted list. Refer to **Exhibit 2‑18: Examples of Bullet Points and Use of Periods** below.

Punctuate bullets consistently. That is, if one bullet ends with a period (full stop), end all with a period, following these rules:

* If all bullets are sentences, end each one with a period (full stop). (Refer to Section 5.9 *Periods (.)* below.)
* If all bullets are phrases or fragments, use no ending punctuation.
* Avoid ending bullet points with a comma (,) or semicolon (;) and do not add the words *and/or* before the last bullet in a list, as this style is obsolete.
* Avoid making bullet points so long that they look like paragraphs. Three lines is a reasonable maximum length.
* Avoid using transition words and phrases such as *secondly* or *another point*. Linking phrases is unnecessary and slows readers down.
* List assumptions in each tab as bullets.

| Bullet Points as Complete Sentences | Bullet Points as Fragments |
| --- | --- |
| The following tips can help prevent wildfires:   * Check the weather daily and don't burn on windy days or when the humidity is below 30 percent. Refer to Burn Ban 411 to see if your county is under a burn ban. * Never leave a fire unattended, and make sure it is completely out before leaving. Let the wood burn down into ash and after fire has cooled down some, pour water over until the sizzling sounds are completely silenced. * Keep a shovel and water handy in case a small fire starts to escape containment. Always check your surroundings prior to leaving the area. | When visiting a U-pick farm, be sure to bring:   * A hat * Sunscreen * Containers for picking |

Exhibit 2‑18: Examples of Bullet Points and Use of Periods

* 1. Footnotes

Footnotes should only express a single idea.

* If the footnote is longer than a few sentences, then the information should be put into an appendix
* The body of the footnote should be Arial font size 10
* When using footnotes in an artifact, ensure that the citation numbers are in sequential order and that the footnotes appear at the bottom of the same page they are referenced

For more information, follow the guidelines in *The Chicago Manual of Style*, 17th Edition: <https://research.wou.edu/c.php?g=551307&p=3785233>

* + 1. How to Insert a Footnote

Follow the steps below for how to insert a footnote into an MS Word artifact:

* Click where you want to add a footnote by either placing your cursor at the end of the word or highlight the word (be sure you do not also highlight any space after the word)
* From the *Home* ribbon command bar, click on **References** and then click on **Insert Footnote**, as shown in **Exhibit 2‑19: Home Ribbon Command Bar for Insert Footnote** below



Exhibit 2‑19: Home Ribbon Command Bar for Insert Footnote

* MS Word inserts a footnote citation number in your text and adds the footnote mark at the bottom of the same page—type the footnote text and double-click on the footnote citation number to return to your place in the artifact
  1. Links vs. Embedded Artifacts

In accordance with the AMS, avoid the use of embedded links (links contained within text) within an artifact—especially since links are easily broken when an artifact location gets changed. Best not to embed links in artifacts, except for links to websites. Refer to the AMS (Section 6.2.1 *Referencing External Sources*) for more information and guidance.

* + 1. How to Embed an Artifact

An embedded artifact can be any document type (e.g., MS Word, Excel, Visio, PDF, etc.) to be put in an MS Word artifact. Be mindful that if you do embed an artifact, in lieu of a breadcrumb path, the embedded artifact may become archaic when the source artifact is updated. Follow the steps below for how to embed an artifact.

* Click in the artifact (place your cursor) where you want to embed an artifact within that document.
  + **Note:** This process is not like inserting a link and cannot be done similar to a link where you can highlight a word and insert a link—embedding an artifact is a different approach and actually inserts the artifact within a document so that when you double click on the icon of the embedded artifact, the artifact will open.
* From the toolbar, click on **Insert** (located next to *Home*).
* From the *Text* command, click on the **Object** drop-down arrow and then select *Object*.
* From the *Object* window, click on **Create from File**.
  + Use the **Browse…** button to select the artifact you want to embed.
  + Check the **Display as icon** box and **do not** click on *OK* yet (see **Exhibit 2‑20: Object Window / Display as Icon Box** below).
  + **Note:** Do not check the *Link to file* box as it will insert the whole artifact as text into your document and not as an icon.

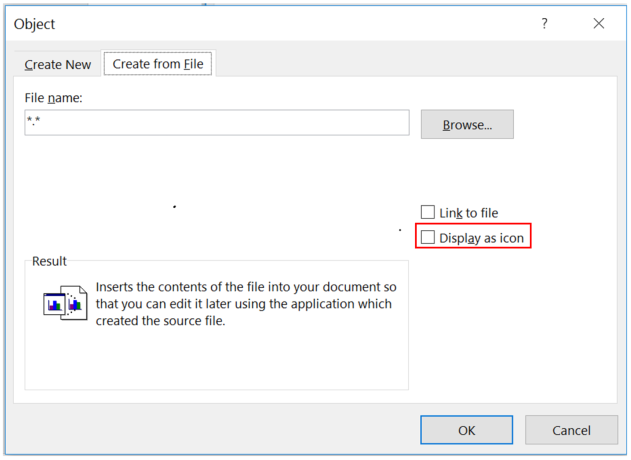


Exhibit 2‑20: Object Window / Display as Icon Box

* Next, as shown in **Exhibit 2‑21: Object Window / Caption Embedded Item** below, click on the **Change Icon…** button and enter a short name/title that will caption your embedded item icon.
  + Now click **OK** and click on **OK** again.

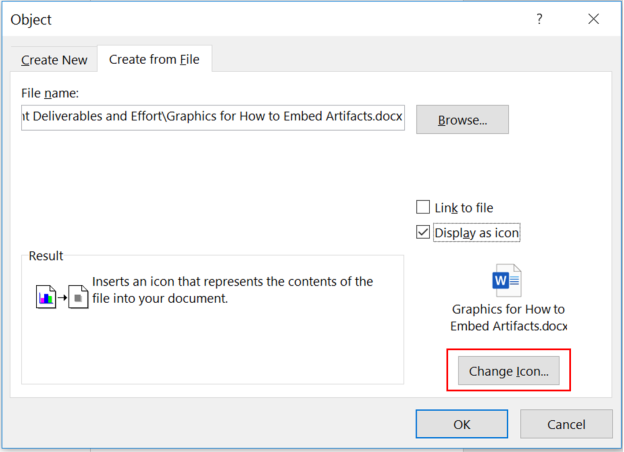
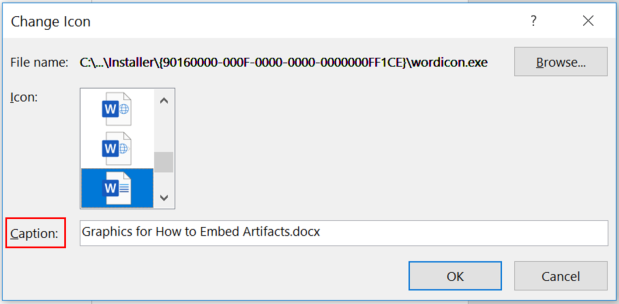
 

Exhibit 2‑21: Object Window / Caption Embedded Item

* Now your artifact has been embedded. (See **Exhibit 2‑22: Example of an Embedded Word Artifact** below for what the icon of an embedded artifact looks like and note it is only a picture and will not open.)

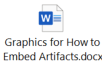


Exhibit 2‑22: Example of an Embedded Word Artifact

* To open the embedded artifact, double-click on the icon. Then to close, click the **X** at the top right. **Note:** Always open the embedded artifact to ensure that it works and if it does not, follow the next step below to remove it and then try again using the steps above.
* If you made an error embedding or captioning, just right click on the icon and click **Cut** to delete and then you can start over.
  + 1. How to Link an Artifact Within the Body of an Email

Adding a link to an artifact located in the FXPR is preferred over sending a hard copy of an artifact via email. To link an artifact, follow the steps below:

* Locate the artifact in FXPR you want to link and right click on the artifact name, which opens an options window and click on **Copy link**, as shown below in **Exhibit 2‑23: Example of Copy Link Option**, which opens the *Link Copied* window shown in **Exhibit 2‑24: Copy Button and URL Copied Example** below

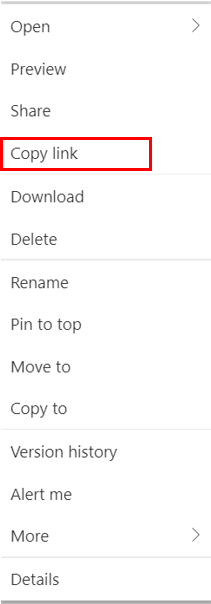
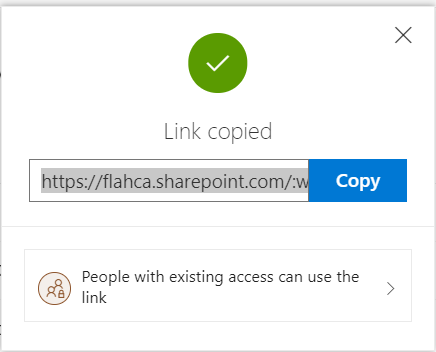
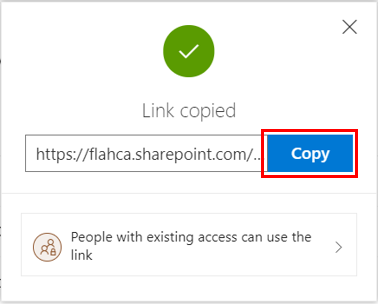


Exhibit 2‑23: Example of Copy Link Option

* Click on the blue **Copy** button, which highlights and copies the document’s web address (URL), as show below in **Exhibit 2‑24: Copy Button and URL Copied Example**

Exhibit 2‑24: Copy Button and URL Copied Example

* In the body of your email, use your cursor to highlight over the word(s) where you want the copied link to be applied and right click on that word(s) (sample email shown below shows the word *link* highlighted), which opens an options window then click on the **Link** option as shown in **Exhibit 2‑25: Example of Outlook Email Link Option** below



Exhibit 2‑25: Example of Outlook Email Link Option

* Once you click on the **Link** option, the *Insert Hyperlink* window opens, as shown in **Exhibit 2‑26: Insert Hyperlink Window – Address Box** below
  + Place your cursor in the **Address:** box and paste (i.e., Ctrl + V) the copied web address into the **Address:** box and click on OK (see **Exhibit 2‑26: Insert Hyperlink Window – Address Box** below)



Exhibit 2‑26: Insert Hyperlink Window – Address Box

* Now your artifact has been successfully linked in your email, as indicated by the blue font and underline of the word you originally highlighted (e.g., link) in the email
* To open the link in the email, use your cursor to hover over the linked word and click on it to open the artifact
  1. Rules for Using I.E. and E.G.

I.e. and e.g. are abbreviations for Latin terms. While their usage is similar, they are not interchangeable, and they are used differently in sentences. It is recommended that use of i.e. and e.g. be limited. Apply the following rules for when to use i.e. and e.g.:

* I.e. is the abbreviation for *id est* and means *in other words*.
* E.g. stands for *exempli gratia* and means *for example*.
* Each letter in the abbreviation is followed by a period.
* I.e. and e.g. do not need to be italicized.
* I.e. and e.g. are always followed by a comma and followed by the example or statement.

**Note:** When writing either abbreviation, use the following industry standard rules:

* *The Chicago Manual of Style* “prefers to confine the abbreviations *i.e.* and *e.g.* to parentheses or notes, where they are followed by a comma.”
* According to the *Associated Press (AP) Stylebook*, both *i.e.* and *e.g.* are “always followed by a comma.”
  1. Correct Abbreviation for the Word Continued

Spell out the word *continued* whenever possible. According to *The Chicago Manual of Style*, the abbreviation for *continued* is *cont.* Put a period after the abbreviated word and within parenthesis. (Example use in a title: Lessons Learned (cont.))

* 1. Writing References to Numbers

The associated subsections below provide general guidance for how to properly write any references using numbers when drafting or updating non-procurement artifacts. Refer to Section 2.3 *Specific Style Guidelines for Procurement Artifacts* above for artifacts that will become part of a solicitation (ITN). Also refer to the guidance in Section 2.26 *Writing Numbers for Procurement/Contract Artifacts* below.

* + 1. General Writing of Numbers

In general, spell out numbers zero through nine in text. Use numbers for 10 and greater. These guidelines apply to numbers that stand alone and numbers in a series. (Examples: There are three programs within the Agency. There are 19 services with the program.)

* + 1. Ordinals

Ordinals are numbers used to indicate order (e.g., first, second, third, etc.). Spell out first through ninth (for numbers 1-9). Starting with the number 10, use numbers with two letters (i.e., 10th, 20th, 31st, 23rd, 42nd, etc.).

* + 1. Numbers Beginning a Sentence

Spell out any number that begins a sentence. Spell out two or more related numbers if the first word in the sentence is a number. (Example: Forty to fifty percent of Floridians think crime is the state’s worst problem.)

* + 1. Number Abbreviation (No.) or Number Symbol (#)

The abbreviation or symbol for number should not be used in artifacts when a descriptive word appears before a figure. (Example: Administrative Policy and Procedure 1-17; page 12.)

* + 1. Numbers with Four Digits or More

For numbers with four digits or more, use a comma every three decimal places. Exceptions include a policy, contract, check, street, room, and page numbers. (Examples: 15,000 keystrokes; Check 34567.)

* + 1. Decimals

Use numbers to indicate decimals (Example: 3.405). Do not use the written form of decimals (e.g., in written form 3.405 is three and four hundred five thousandths).

* + 1. Fractions

In text (unless you’re writing a recipe), spell out amounts less than one. Use hyphens between the words. (Examples: two-thirds, four-fifths, etc.) Use figures for precise amounts larger than one. Convert to decimals whenever practical.

* + 1. Percentages

Use figures to express percentages. (Example: There was a 5 percent increase in sales.)

For amounts less than 1 percent, precede the decimal with a zero. (Example: The cost of living rose 0.3 percent.)

Write out the word percent in running text. Don’t use the percent (%) symbol. However, the symbol can be used when percentages are being shown in charts, graphs, or tables.

* + 1. Millions, Billions, Trillions

To make numbers of a million and above easier to read, repeat the word million (billion, etc.) with each figure to also avoid misunderstanding. (Examples: A population of 1.5 billion. The social service needs range from $5 million to $8 million.) **Note:** Also use the dollar sign ($) in front of both the first and second amount.

* + 1. Money

In accordance with the examples shown in **Exhibit 2‑27: How to Write Specific Dollar Amounts** below, use figures and the dollar ($) sign in all cases except casual references or amounts without a figure. To show specific amounts, use the decimal system (up to two places). For whole dollar amounts, do not use the decimal point and two zeroes. **Note:** Always use *more than* or *less than* when referring to numbers—do not user *over* or *under*.

| Write | Do Not Write |
| --- | --- |
| $1 | $1.00 or $1 dollar |
| $1.59 | A dollar fifty-nine |
| $1.50 | $1.5 |
| $10 | $10.00 |
| $100 | $100.00 |
| $1 million | One million dollars or $1,000,000 |
| $1.6 million | $1,600,000 or $1,600,000.00 |

Exhibit 2‑27: How to Write Specific Dollar Amounts

* + 1. Distance

Always use figures to indicate distance. (Example: I ran 5 miles this morning.)

* + 1. Duration

Spell out numbers one through nine. Use figures for 10 and above. (Examples: She was gone for two hours. I work a nine-hour day. I’ll call you back in five minutes. The cake needs to bake for 25 minutes.)

* + 1. Time of Day

In general, use figures except for *noon* and *midnight*. Use a colon to separate hours from minutes, but do not use :00 in running text. Refer to **Exhibit 2‑28: Writing Examples for Time of Day** below for examples.

Use an en-dash, which is shorter than the em-dash and longer than a hyphen, to indicate a span of time. The en-dash is similar to using the words *to*, *through*, and *from*. Refer to Section 5 *Guide to Punctuation* for more information regarding hyphens, dashes, en-dashes, and em-dashes.

* a.m.
  + Lowercase; use periods. Do not use :00 with time of day in running text
* p.m.
  + Lowercase; use periods. Do not use :00 with time of day in running text

| Write | Do Not Write |
| --- | --- |
| 11 a.m. – 1:30 p.m. | 11:00 am-1:30 pm |
| 10 – 11 a.m. | 10:00 am - 11:00 am |
| 1:30 p.m. – 2 p.m. | 1:30 PM - 2:00 PM |
| 11:30 a.m. – noon | 11:30 am - 12:00 pm |

Exhibit 2‑28: Writing Examples for Time of Day

* + 1. Decades

When referring to decades, express decades as four and do not use an apostrophe to denote plural decades. (Example-Correct: 1990s. Examples-Incorrect: 1990’s or the ‘90s)

* + 1. Dates

Use figures, but do not use the ordinal form of numbers. In other words, do not include -st, -nd, -rd, or –th. (Examples: October 16, not October 16th; November 24, not November 24th. My baby was born on May 5. Christmas is celebrated on December 25.)

* + - 1. Dates and Commas

If a sentence refers to a month, day, and year, set off the year with commas. (Example: The contract was signed on September 27, 2017.)

If a sentence includes only a month and a year, do not set off the year with commas. (Example: The program launched in October 2012.)

* + - 1. Abbreviations of Months

When a month is used with a specific date in running text, spell out all months. Spell out all the months when using alone or with the year only. (Examples: The exam is scheduled for October 16. She was born on May 9. December is a busy month. I have been with the department since September 2004.)

* 1. Writing Numbers for Procurement/Contract Artifacts

For Procurement/Contract artifacts all numbers should be written out. Follow the examples below:

* Return within two (2) months…
* Hundreds and thousands will be used…
* Percentages (Example: Ninety-five percent (95%) of the task…)

For more information specific for procurement artifacts, see Section 2.3 *Specific Style Guidelines for Procurement Artifacts* above.

* + 1. Business vs. Calendar Days

Must distinguish between business and calendar days unless *day* is defined in the scope definition. (Example: Within fifteen (15) calendar days of completion.)

* 1. How to Write and Reference Acts, Codes, Federal Regulations, Laws, Rules, and Statutes

Use the guidance below and in the following subsections for how to write and reference a variety of acts, codes, Federal Regulations, laws, rules, and statutes in accordance with CMS, the Office of Policy and Budget Style Guide, and The Bluebook: A Uniform System of Citation (18th edition).

* The National Provider Identifier (NPI) Standard is a Health Insurance Portability and Accountability Act (HIPAA) Administrative Simplification Standard
  + **HIPAA** – is the acronym for the Health Insurance Portability and Accountability Act that was passed by Congress in 1996 (a.k.a., Health Insurance Portability and Accountability Act of 1996 (HIPAA))
* **Code of Federal Regulations (CFR)** – see examples for citing below:
  + When citing the first reference use: Section 45 of the Code of Federal Regulations (CFR), Part 162
  + Thereafter cite as: 45 CFR, Part 162; 45 CFR 147.145(a); 29 CFR 2590.715-2715; or 42 CFR § 403.902
* **Federal Register (FR)** – see example for citing below:
  + 77 FR 8668
* **Public Health Service Act (PHS Act)** – see examples for citing below:
  + PHS Act section 2715(b)(3)(G)
  + PHS Act section 2707
* **Florida Administrative Register (FAR)** – the FAR is a daily publication containing proposed rules and notices of the state agencies and other government entities of Florida.
* **Administrative Procedure Act (APA)** – the APA governs the process by which federal agencies develop and issue regulations, as well as addresses other agency actions such as issuance of policy statements, licenses, and permits.
  + 1. Writing Florida Statutes (F.S.)

Always write out *Florida Statutes* on first reference in running text and italicized in all uses when spelled out. In subsequent references, use the abbreviation *F.S*. When citing a specific chapter, capitalize **Chapter**. When citing a section or sections of the statutes, the word **section** is in lowercase. In addition, if using the section symbol (§) in lieu of the word **section**, there is always a space before and after the section symbol.

* The Division of Licensing regulates private security, private investigative, and recovery services in accordance with Chapter 493, *Florida Statutes* (F.S.). It issues concealed weapon licenses in accordance with section 790.06, F.S.
* Only § 216.011(1)(k), *Florida Statutes*, provides a definition of *disbursement*.
* Agency rulemaking is governed by Chapter 120, F.S., the Administrative Procedure Act. Rules are published in the Florida Administrative Code (F.A.C).
  + **Note:** When referencing F.S. chapters, do not include section numbers (e.g., Chapter 493, not Chapter 493.23); and when referencing F.S. sections, include both a chapter and section number (e.g., section 790.06, F.S.)
    1. Writing Florida Administrative Code (F.A.C.)

Write out *Florida Administrative Code* on first reference in text and use the abbreviation *F.A.C.* in subsequent references. (Example: The department’s rules are found in Chapter 1C of the Florida Administrative Code(F.A.C.))

* 1. References to Department of Management Services (DMS) – Formerly AST

Effective July 1, 2019, the Agency for State Technology (AST) was absorbed by the Department of Management Services (DMS). Refer to Decision #162 in the Decision Log (located in the FXPR at SEAS Organization > Project Tracking > Decision Log) for guidance referring to DMS and the associated Florida Administrative Rule updates.

* 1. How to Add the Section Symbol (§) and Other Symbols in MS Word Artifacts

Follow the steps below to add a symbol (e.g., section symbol (§), degree symbol (°), copyright symbol (©), etc.) into an MS Word artifact:

* From the *Home* ribbon command bar, click on **Insert** and then click on the *Symbols* drop-down arrow as shown in **Exhibit 2‑29: Symbols Drop-down Arrow** below



Exhibit 2‑29: Symbols Drop-down Arrow

* From the *Symbols* drop-down arrow options, click on the *Symbols* drop-down arrow option to open the *Symbols* window and click on the symbol of your choosing to add to your artifact
* If the symbol you want does not display in the *Symbols* window, then click on the **More Symbols…** option as shown in **Exhibit 2‑30: More Symbols Option** below



Exhibit 2‑30: More Symbols Option

* This opens the *Symbol* window and you can select either the **Symbols** or **Special Characters** tab
  + Now use the up/down arrows to scroll through the symbol options to select from
  + Click on your preferred symbol to select it, then click on **Insert** and then click **Close** to add your symbol, as shown in **Exhibit 2‑31: Symbol Window** below



Exhibit 2‑31: Symbol Window

1. Capitalization
   1. Rules for Capitalizing *State*

Apply these rules for capitalizing *state*:

* Lowercase the word *state* when it is used simply as an adjective to specify the level of jurisdiction. (Examples: I have worked in state government for 10 years. Many states have implemented a COTS solution.)
* Capitalize *state* when referring to a specific state entity by name (i.e., proper noun). (Examples: I visited Myakka State Forest last weekend. I would like to visit Blackwater River State Forest this year. I attended Florida State University.)
* Do not capitalize the word *state* when it stands alone and not part of the proper noun *State of Florida*. (Example: Education is a state priority.)
  1. General Rules for Capitalization
* **Board** – capitalize as part of a full official board name; otherwise, lowercase.
* **Cabinet** – capitalize when part of government body.
* **Conference** – capitalize as part of a full official name; otherwise, lowercase. (Examples: Alternative Enterprises Conference; the conference.)
* **Email** – always lowercase and always one word; no hyphen or dash (i.e., email).
* **End-user** – lowercase and hyphenated in all uses.
* **Federal** – lowercase in most instances (e.g., the federal government). Refer to Section 3.2.3 *Federal* for more information.
* **Go-Live** – both words initial cap and hyphenated.
* **ID** – all caps, no periods.
* **IT** – all caps, no periods.
* **Java** – always initial cap.
* **Page** – do not capitalize page number references (i.e., see page 32).
* **Project/Program** – do not capitalize for general use (e.g., The project/program is doing well.). Only capitalize when referring to a specific project/program by name (e.g., FX Project). If project/program is plural, then lowercase (e.g., All FX projects will follow standards.).
* **Round-robin** – always lowercase; always hyphenated (i.e., round-robin).
* **Section** – do not capitalize general references to a section of an artifact (e.g., This section has many components.). Only capitalize when referring to a specific section in an artifact (e.g., see Section 3.2 *General Rules for Capitalization* for more information).
* **Team** – do not capitalize for general team references (e.g., The team won the game.). Only capitalize when referring to a specific named team (e.g., FX Team, OCM Team, etc.).
* **Website** – lowercase and one word.
  + 1. Proper Nouns/Proper Adjectives

*Proper nouns* name of a specific person, place, thing, or idea and should be capitalized. (Examples: Disney World; Florida State University; University of Florida) *Adjectives* derived from compass points and nouns designating the inhabitants of some geographical regions are capitalized. (Examples: A Southern accent; Northerners are visiting the Gulf Coast.)

* + 1. Government and Administration

The terms *administration* and *government* are capitalized only when they are applicable to a government in power. (Examples: The Bailey Administration announced a new oil and gas program. Policies vary from one administration to another. The United States Government is respected by many other nations.)

* + 1. Federal

Capitalize *federal* when referring to the architectural style or when the word is used as part of a formal name. (Examples: All Federal-style houses are noted for their simplicity and symmetry. The Federal Bureau of Investigation; the Federal Communications Commission; the federal government; federal court, and federal agents.)

* + 1. Legislature

Capitalize *legislature* when it is preceded by the name of a state. Capitalize even when the state name is dropped but the reference is specifically to that state’s legislature. Lowercase the word when it is used generically or in the plural form. (Examples: He is a member of the Florida Legislature. The Legislature took a break last week for Passover and Easter. The Georgia and Florida legislatures are considering the amendment. No legislature has approved the amendment yet.)

* + 1. National

The term *national* is capitalized when it precedes a capitalized word or when it forms a part of a specific name or title; however, it is lowercased when used as a descriptive word or as a noun. (Examples: I’m a member of the National Wildlife Federation. He’s doing this in the interest of national security. Foreign nationals must present a valid passport.)

* + 1. Laws, Bills, Treaties

Capitalize formal titles of acts, laws, bills, and treaties, but do not capitalize common noun elements that stand alone in place of the full name.

| Write | Do Not Write |
| --- | --- |
| Airline Deregulation Act; the act | the Act |
| Public Law 480; the law | the Law |
| First Amendment; the amendment | the Amendment |

Exhibit 3‑1: Proper Noun and Common Noun Capitalization

* + 1. Nationalities and Languages

Capitalize nationalities and languages. (Examples: Canadians; Vietnamese; the English language.)

* + 1. Places
* **City** – capitalize *city* when it is an essential element of a specific name. Lowercase when speaking in general or when using the plural. This also includes when the word *city* is used before a named place. (Examples: My husband’s brother lives in New York City. He lives in the city of New York. I am not fond of cities.)
* **County** – capitalize when referring to a specific county by name. Lowercase when speaking in general or when using the plural. (Examples: I live in Gadsden County. There are 67 counties in Florida.)
* **Localities** – popular names of localities are capitalized. (Examples: The Gold Coast; the Wheat Belt.)
* **Public Places** – terms designating public places are capitalized when they are essential elements of specific names; however, they are lowercased when they occur after multiple names or when they stand alone. (Examples: Fifth Avenue; the Brooklyn Bridge; the Dorset Hotel; on the bridge; the Dorset and the Drake hotels.)
* **Regions and Directions** – in general, lowercase *north, south, east, west, northeast, northwest*, etc., when these words indicate compass direction. Capitalize when they designate regions. (Examples: Drive half a mile east. I’m from South Florida. She lives in North Florida. He has a Southern accent. Chicago is in the Midwest. Boston is in the Northeast. Wildfires are common in the Western states. The Southeast is experiencing a prolonged drought. A storm has developed in the South Pacific.)
* **Topographical Names** – capitalize generic terms (channel, lake, mountain) that are essential elements of total names. (Examples: the English Channel; Lake Como; the Blue Ridge Mountains.)
  + 1. Seasons

Names of seasons should not be capitalized. (Examples: The book will be published in the spring. In the summer of 2011, several hurricanes struck the Gulf Coast.)

1. Spelling Standardization
   1. Rules for Spelling Healthcare vs. Health Care

Apply the following rules for when to use the spelling of *healthcare* or *health care*:

* When used as a modifier, for example *healthcare* provider, it is one word.
* When used as a noun and/or pronoun, as in Agency for *Health Care* Administration, it is two words.
* Usage examples are **quality health care** (two words); and **healthcare quality** (one word).

**Note:** For a list of commonly used standardized words, refer to Appendix D *Standardized Words List* below.

1. Guide to Punctuation
   1. Commas (,)

Use commas to separate items in a series and insert a serial comma (also known as a series comma or Oxford comma) after the last word preceding the *and* or the *or* in a list. Refer to examples shown in **Exhibit 5‑1: Using Commas to Separate Listed Items** below.

| Write | Do Not Write |
| --- | --- |
| The flag is red, white, and blue. | The flag is red, white and blue. |
| You can have Coke, Sprite, or tea. | You can have Coke, Sprite or tea. |

Exhibit 5‑1: Using Commas to Separate Listed Items

Do use a comma before the final conjunction in a complex series of phrases, or when it is needed to avoid ambiguity. (Example: The committee approved a bill that will provide sustainable funding to support Florida’s education infrastructure, cut energy taxes for businesses, and provide a tax-free weekend for consumers who purchase energy-efficient appliances.)

Placing commas in compound sentences can be confusing. If the clause that follows the conjunction – *and*, *but*, *or* – can stand alone as a sentence, a comma should be used. Otherwise, do not use a comma.

Do use a comma before *including* or if the phrase or clause that follows is not essential to the meaning of the sentence (i.e., if the sentence could stand without it). (Examples: No matches, including safety matches, are permitted in checked baggage. Self-defense items, such as mace and pepper spray, are not allowed past security.)

* 1. Apostrophes (’)

With singular nouns, or with plural nouns that do not end in *s*, use *’s* to show ownership. **Note:** With some singular nouns ending in *s* or *z*, pronunciation would be awkward with the added *’s*. In such cases, use only the apostrophe (after the final letter) to form the possessive. Avoid the use of a possessive apostrophe in conjunction with acronyms that end in *s*. Refer to examples shown in **Exhibit 5‑2: Use of Possessive Apostrophes** below.

| Write | Do Not Write |
| --- | --- |
| Quiz’ | Quiz’s |
| CMS’ | CMS’s |
| AHCA’s | AHCAs’ |
| SEAS’ | SEAS’s |

Exhibit 5‑2: Use of Possessive Apostrophes

With plural nouns ending in *s* or *es*, add an apostrophe after the final *s* to show ownership. When pluralizing abbreviations written in capital letters, no apostrophe is needed. Refer to examples shown in **Exhibit 5‑3: Pluralizing Abbreviations Written in Capital Letters** below.

| Write | Do Not Write |
| --- | --- |
| five VIPs | five VIP’s |
| six CEOs | six CEO’s |

Exhibit 5‑3: Pluralizing Abbreviations Written in Capital Letters

When pluralizing abbreviations written in lowercase letters, use an apostrophe for clarity. When pluralizing numbers written as figures, no apostrophe is needed. Refer to examples shown in **Exhibit 5‑4: Pluralizing Numbers Written as Figures** below.

| Write | Do Not Write |
| --- | --- |
| 1990s | 1990’s |
| W-2s | W-2’s |
| temperatures in the 20s | temperatures in the 20’s |

Exhibit 5‑4: Pluralizing Numbers Written as Figures

* 1. Semicolons (;)

A semicolon links two closely related sentences not already joined by a coordinating conjunction (i.e., the words *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*). (Examples: Some people are good managers; others do not measure up. AHCA will be represented at the 2019 Health Summit; CMS will be represented at the Insurance Consortium in 2020.)

Use semicolons to separate items in a series if any of the items already contain commas. The semicolons help prevent confusion. (Example: Contributors to the action plan were Mr. Tom Matthews, Director of Food Services; Dr. Carol Collins, Chief of Food Distribution; and Ms. Martha Stanfield, Assistant Director of Marketing and Development.)

Use semicolons when numbering a string of points and use the word *and* before the last point. (Example: Include a summary view of (1) roles included in this audience group; (2) degree of impact; (3) geographic dispersion; and (4) unique training needs/considerations.)

* 1. Rules for Using Quotation Marks

Use quotation marks around the exact words of a speaker. (Examples: Bob said, “I can’t wait to get back to work.” Mrs. Smith asked, “How long have you been on vacation?” Mr. Taylor shouted, “We can’t operate a business this way!”)

When a quoted sentence stands alone, put the appropriate end mark (period, question mark, or exclamation point) inside the closing quotation mark. Commas and periods always go INSIDE the closing quotation mark.

When a quoted sentence (a statement, a question, or an exclamation) falls at the end of a larger sentence, do not use double punctuation (one mark to end the quotation and another to end the sentence). Choose the stronger mark. (i.e., a question mark is stronger than a period; an exclamation point is stronger than a period or a question mark.)

Example:

I was surprised when the doctor said to me, “your appendix has ruptured, and I am rushing you into surgery now!”

When using parentheses, the end mark should be placed inside the closing quotation mark when the parenthetical element is part of the quotation.

Semicolons and colons always go OUTSIDE the closing quotation mark.

When a quoted statement occurs at the beginning of a sentence, omit the period before the closing quotation mark and use a comma instead. (Example: “I think we should stop talking,” he said.)

* + 1. Using Italics and Boldface in Lieu of Quotation Marks
* Do not use quotation marks for specific text, instead put text in italicized font in lieu of quotation marks. For quotations within italicized text, use single quotes. For example: In § 369.22(c), *Florida Statutes*, for aquatic plant management it states:

*A ‘maintenance program’ is a method for the management of aquatic plants in which control techniques are utilized in a coordinated manner as determined by the commission.*

* Do not use quotation marks for referenced artifact names, use italicized font. (Example: Please refer to the *Program Management Plan* for further information.
* Use italics in lieu of quotation marks for key terms, unfamiliar words, emphasis, or for setting off text from the surrounding context.
* A combination of both italics and boldface can be used when writing functional text or directions. (Example: From the *Signature* tab, click on the **Start** button and then click on **Finish**.)
  1. Ellipsis (…)

A grammatical ellipsis (sometimes called an omission) is a punctuation mark consisting of three dots. Use an ellipsis when omitting a word, phrase, line, paragraph, or more from material being quoted. An ellipsis saves space or removes material that is less relevant. They are useful in getting right to the point without delay or distraction. In addition, an ellipsis can express hesitation, changes of mood, suspense, or thoughts trailing off. Ellipses can also be used to indicate a pause or wavering in an otherwise straightforward sentence. (Example: I don’t know…I’m not sure.)

* 1. Hyphens (-)

A **hyphen** is the shorter mark that is often used to join two words, or parts of words, together while avoiding confusion or ambiguity. (Example: Run-down). Use a hyphen to help avoid confusion with another word. (Example: (1) He was asked to re-sign the petition. Avoids confusion with resign. (2) As part of his latest remodeling project, he wants to re-cover his kitchen floor. Avoids confusion with recover.)

**Note:** A hyphen never has spaces on either side.

Hyphens are often used between elements of a compound modifier in attributive position to avoid ambiguity. (Example: He is a small-business owner.)

Use a hyphen to avoid duplicated vowels and tripled consonants: (Example: The candidate is accused of being anti-intellectual.)

When a compound modifier precedes a noun, use hyphens to link all the words in the compound except the adverb *very* and adverbs that end in *ly*. (Examples: He’s a small-business owner. That’s my long-term plan. Sarah is a very pretty girl. April 15 is a frequently missed deadline.)

The hyphen is used most commonly to combine words (e.g., compounds such as *well-being* and *high-level*) and to separate numbers that are not inclusive (e.g., phone numbers and Social Security numbers).

You don’t need to use a hyphen with compound modifiers if the meaning is clear without the hyphen. (Examples: It was an important civil rights case. Per capita spending is up.)

Many combinations that are hyphenated before a noun are not hyphenated when they occur after a noun. (Examples: She has a full-time job. She works full time.) When a modifier that would be hyphenated before a noun occurs instead after a form of the verb *to be*, the hyphen must usually be retained to avoid confusion. (Examples: The woman is quick-witted. The children are soft-spoken. The actress is well-known.)

When large numbers must be spelled out, use a hyphen to connect a word ending in *y* to the word following it. (Examples: Forty-six; sixty-three; fifty-five; one hundred seventy-five; two hundred fifty-three; three hundred twenty-seven.)

Hyphenate all spelled-out fractions. (Example: Two-thirds of the employees voted.)

Use a hyphen to represent a span or range of numbers or dates. No spaces are necessary around the hyphen. (Examples: May 1-3, 2018; the 2018-2019 school year.)

* 1. Dashes ( - )

**Dashes** can be used to add parenthetical statements or comments, like the use of brackets. The hyphen and dash are sometimes confused because they look so similar, but their usage is different.

When using dashes, you may put a space before and after them. (Examples: You may think he is nice - he isn’t. She might come to the party - you never know.)

* + 1. En Dashes (–) and Em Dashes (—)

The ***en*** dash is slightly longer than the hyphen but not as long as the *em* dash. Use an *en* dash in lieu of a colon to separate a caption from the associated data.

Put a space on both sides of the *en* dash. Examples:

**Objective #1** – Identify all steps necessary to support the efficient and effective review and acceptance of project deliverables.

**Objective #2** – Establish agreement as to the content and layout of the Benefits Realization Plan deliverable.

Use the *en* dash when meaning *to*, *through*, and *from*. We use it most commonly to indicate a span of time, inclusive dates, and numbers. (Examples: July 9–August 17; pp. 37–59.) For more information and examples refer to Section 2.25.13 *Time of Day*.

**Note:** The *en* dash may have a space before and after when not using as *through*. (Examples: Paul sang his song terribly – and he thought he was brilliant! 3 a.m. – 6:30 p.m.)

The ***em*** dash is the mark of punctuation most of us think of when we hear the term dash regarding a sentence. It is longer than the *en* dash and significantly longer than the hyphen. We use the *em* dash to create a strong break in the structure of a sentence. *Em* dashes can be used like parentheses—that is, to enclose a word, or a phrase, or a clause (as we’ve done here)—or they can be used alone to detach one end of a sentence from the main body. *Em* dashes are particularly useful in a sentence that is long and complex or in one that has a number of commas within it.

For clarity, use *em* dashes instead of commas to set off a phrase that itself contains commas. (Example: He listed some of the many restaurants—Sonic, Hardees, McDonalds—where he had failed to find a veggie burger.)

Use *em* dashes to denote an abrupt change of thought or an emphatic pause. (Example: Two ancient live oaks—I had never seen such grand trees—stood on the courthouse lawn.)

Use an *em* dash before an author’s name at the end of a quotation. (Example: A person’s a person, no matter how small. — Dr. Seuss

**Note:** The *em* dash should never have spaces before or after it. (Example: He’s won the election—granted, there was a low turnout—but he’s won!)

* + - 1. How to Type the En Dash and Em Dash

Our computer keyboards lack individual keys that display either of the *en* or *em* dashes. (The symbol above the hyphen is an underline, not a dash.) Before word processing, we had to type an *em* dash by typing two hyphens. Now, many word processing software programs will automatically turn those two hyphens into an *em* dash if we correctly leave NO space before or after them. (Example: type the following sequence: word hyphen word space/or punctuation and the two dashes will convert to an *em* dash.)

For an *en* dash, when you type the sequence of a word space hyphen space word space/or punctuation and the dash will automatically stretch to an *en* dash.

You can also choose *en* and *em* dashes from a menu of symbols that do not appear on the keyboard. In Microsoft Word, click on the **Insert** tab (located at the top of your screen next to **Home**), then from **Symbols**, click on the **Symbol** drop-down arrow > **More Symbols…** > **Special Characters** and from there you can select the *en* or *em* dashes and click **Insert**.

In any software program that handles text, the *em* dash can be typed on an enhanced keyboard as Alt 0151—that is, hold down the *alternate* key and, using the numerical pad on the right side of the keyboard, type the numbers 0151. The *en* dash can be typed as Alt 0150.

* 1. Exclamation Points (!)

Avoid using exclamation points. They usually aren’t necessary and can make your writing seem less professional.

* 1. Periods (.)

Use periods at the end of sentences to indicate a full stop. In accordance with *The Chicago Manual of Style*, general rule is to use periods with abbreviations that end in a lowercase letter (e.g., p. (page), vol., e.g., i.e., etc., a.k.a., a.m., and p.m.).

Also use periods to punctuate bullet points in a bulleted list when each bullet point is a complete sentence. Don’t use any punctuation if the bullet points are not complete sentences. For more information, see sections 2.16 *Standard Rules for Spacing* and 2.20 *Bullets* above.

**A note on spacing: Use one space between the period at the end of a sentence and the first letter of the next sentence.** Using two spaces after punctuation is an outdated writing method.

* 1. Slashes (/)

There are two types of slashes: a backslash (\) and a forward slash (/). The backslash is used only for computer coding. The forward slash, often simply referred to as *a slash*, is a punctuation mark.

The slash (/) is an oblique slanting line stroke in print or writing that is used as a signifier of alternatives/options/choices and often used to represent exclusive or inclusive. It is a best practice to use words instead of a slash.

If a slash is used, there is no space before or after the slash. However, per *The Chicago Manual of Style*, if one or both of the terms separated by the slash consist of two or more words, a space before and after the slash may aid comprehension, which makes it clear that words beyond the ones immediately surrounding the slash are part of the thoughts being weighed.

Here are the acceptable uses for a slash:

* With fractions
* In internet addresses (URLs) and pathnames
* To signify *and/or*
* In certain phrases like 9/11 and 24/7
* With two-year spans (e.g., 1991/92 (instead of an en dash))
* With informal dates (e.g., 6/1/11)
* In abbreviations (e.g., $7/hour (instead of per) and c/o (instead of a period))

1. Grammar
   1. Active Voice

Use Active Voice. Active Voice is when the subject performs the verb of a sentence. The subject should appear in the sentence before the verb. The subject should be the person, place, or thing completing the action of the sentence. For example, “The FX EPMO created the project templates” is Active Voice; “The project templates were created by the FX EPMO” is Passive Voice.

Tips:

* Active Voice – noun is the subject.
* Passive Voice – noun doing the action is the subject.
  1. Contracted Words

Do not use contractions. Contracted words (or contractions) are short words made by putting two words together with the omitted letters in the contraction replaced by an apostrophe (e.g., use *they are*, do not use *they’re*).

* Contractions should only be used in *informal* writing, such as letters or emails, or in tables when space is limited.

| Use | Do Not Use |
| --- | --- |
| cannot | can’t |
| is not | isn’t |
| do not | don’t |

Exhibit 6‑1: Examples of Contracted Words (Contractions)

* 1. Subject/Verb Agreement

Subject/verb agreement means that both the subject and verb must agree; meaning both need to either be singular or both need to be plural. Basic rule – a singular subject (*he*) takes a singular verb (*is*), whereas a plural subject takes a plural verb.

* + 1. Collective Nouns

*Audience, board, class, committee, couple, crowd, family, jury, staff, troop*, and other collective nouns (nouns that describe a group) are usually treated as singular if the group is acting as a single unit. (Examples: The **class** *is* learning about geology. The Girl Scout **troop** *is* going on a camping trip.)

However, collective nouns occasionally take plural verbs when the emphasis is on individual members of the group rather than the whole group. (Examples: After a long exam, the **class** start *their* research papers on famous mathematicians. The **family** *are* in their beds.)

* + 1. Companies and Most Other Organizations

Companies and most other organizations are considered singular and take a singular verb and pronoun (*it*, not *they*; *its*, not *theirs*). (Examples: Ford is on track to produce 6 million vehicles in 2013. Next year *it* will open three new manufacturing facilities in the United States. *Its* share of the market is growing.)

* + 1. Indefinite Pronouns

An indefinite pronoun does not refer to any specific person, thing, or amount. It is vague and not definite. Indefinite pronouns are words that replace nouns without specifying what noun they are replacing.

Treat the following indefinite pronouns as singular: *another,* *anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something*. (Examples: Everyone *is* invited to the party. No one *was* excluded. Someone *is* ordering the birthday cake. Each of the children *is* bringing a present. One of the girls *is* planning to sing.) Remember that words ending in -one, -thing, and -body are singular and that these pronouns all use singular verbs.

When *each* follows a plural subject, keep the verb plural. (Example: The members each feel *their* responsibility.)

Use a singular verb when two or more subjects connected by *and* are preceded by *each* or *every*. (Examples: Every jacket, suit, and topcoat *is* marked for reduction. Each man and woman *has* responded to our plea for funds.)

The indefinite pronouns *both, few, many, others*,and *several* are plural and require plural pronouns (e.g., *they*, *them*, *their*) and they all use plural verbs (e.g., *are*, *have*, *were*). However, *all, any, more, most, none*,and *some* can be singular or plural depending on context and emphasis. When one of these pronouns is the subject of a sentence, look at the object of the preposition when deciding which verb to use. If the object of the preposition is plural, use a plural verb. If the object of the preposition is singular, use a singular verb. (Examples: All the girls *are* dancing in the recital. All the jewelry *is* expensive. None of the money *was* missing. Many of them *are* coming home today. Some of the justices *were* voicing their opposition.)

* + 1. Prepositional Phrases

When establishing agreement between the subject and verb, disregard intervening phrases and clauses, including prepositional phrases (except when the subject is *all, any, more, most, none*, or *some*, as explained above). Remember, the subject and verb must agree. The object of the preposition should not influence the subject-verb agreement. (Examples: The purchase order for new supplies *has* not been found. The list of suitable candidates *is* long. High levels of air pollution *are* prompting health concerns.)

Read the following sentence without the underlined prepositional phrase to select the correct verb.

* The purchase order for new supplies has not been found.
* The *purchase order has* not been found.

When a sentence has both a positive and a negative subject, make the verb agree with the positive subject. (Example: *Profit* and not sales *is* the thing to keep your eye on.)

Use a singular verb after a phrase beginning with *one of* or *one of the*. (Example: *One of the* reasons for so many wins *is* great motivation.)

* + 1. Plural Subject and Singular Predicate Noun (or Vice Versa)

If a sentence has a plural subject and a singular predicate noun (or vice versa), the verb should agree with the subject, not the predicate noun. (Examples: Potatoes *are* her favorite food. Her favorite food *is* potatoes.)

* + 1. Singular and Plural Subjects

If the subject is made up of both singular and plural words connected by *or, either/or, neither/nor,* or *not only/but also*, the verb agrees with the **nearer** part of the subject. Since sentences with singular and plural subjects usually sound better with plural verbs, place the plural subject closer to the verb whenever possible. (Example: Miss Smith or her assistants *have* the data.)

The expression *the number* has a singular meaning and requires a singular verb. *A number* has a plural meaning and requires a plural verb. (Examples: The number of bank offices *has* increased. A number of our branch offices *are* located here.)

* + 1. Subjects Referring to One Person

Use a singular verb when two or more subjects connected by *and* refer to the same person or thing. (Example: Our secretary and treasurer *is* Frances Smith.) In addition, use singular verbs when subjects expressing periods of time, amounts of money, or quantities represent *a total amount*. When these subjects represent *a number of individual units*, use a plural verb. (Examples: Ten acres *is* considered a small piece of property. Ten acres *were* plowed last spring.)

* 1. Troublesome Words Usage
     1. That and Which

*That* and *which* are not interchangeable.

*That* is a pronoun used to introduce a defining clause (also called an essential clause or a restrictive clause) and gives information essential to the meaning of the sentence. You do not need a comma before a clause beginning with *that*. (Example: My bike that has a broken seat is in the garage.) In this example sentence, you understand that the speaker has at least one other bike. Specifically, the bike he’s talking about is distinguished from his other bikes by its broken seat. If you removed the clause *that has a broken seat*, you would lose the implication that he owns more than one bicycle, and even if you somehow knew about the other bikes, you wouldn’t know which one was in the garage. (Example: Cars that are smaller usually get better gas mileage.)

*Which* is a pronoun used to introduce a nonrestrictive clause (a clause that is not essential to the meaning of the sentence). In most instances, you need to add a comma before a clause beginning with *which*. Unlike defining clauses, non-defining clauses (also called nonessential or nonrestrictive clauses) do not limit the meaning of the sentence. You might lose interesting details if you remove them, but the meaning of the sentence wouldn’t change. Sometimes, these phrases are set off by commas. *My bike, which has a broken seat, is in the garage*. Here, the broken seat is simply a description of the bike in the garage. There’s no implication that the speaker owns more than one bike. (Example: My car, which is green, gets great gas mileage.)

* + 1. Shall and Will

Apply these rules for using *shall* and *will*:

* Use *will* when the Agency has the action (i.e., The Agency will…)
* Use *shall* with other entities (i.e., The Vendor shall…)
  + 1. Usage of Similar Words

Check proper usage of similar words such as *ensure/insure/assure*, as well as *affect/effect*. See **Exhibit 6‑2: Troublesome Words Usage** below for the usage and explanation of both similar and troublesome words listed.

* + 1. How to use These Troublesome Words

| Troublesome Words | Explanation and Usage |
| --- | --- |
| Accept/Except | *Accept* means *to agree, to receive,* or *do*. *Except* means *not including*. |
| Affect/Effect | *Affect* is normally used as a verb meaning *to influence, change, assume*. *Effect* can be either a verb meaning *to bring about* or a noun meaning *result*, *impression*.  The court’s decision will not affect (change) the precedent. She affects (assumes) an unsophisticated manner. It is essential that we effect (bring about) an immediate improvement. How can we assess the full effect (result) of the new law? |
| Age/Aged | I interviewed a man *aged* 52 for the job. (NOT: a man age 52) You can collect these benefits *at the age of* 62. (NOT: at age 62.) |
| A lot/Allot | *A lot* (two words, not alot) means *much of something*. *Allot* is a verb meaning *to dispense*. |
| All right | Like *all wrong*, the expression *all right* should be spelled as two words. |
| Already/All ready | The order had *already* (previously) been shipped. The order is *all ready* (all prepared) to be shipped. |
| Altogether/All together | He is *altogether* (entirely) relaxed and ready to go to sleep. The papers are *all together* (in a group) on her desk. |
| Always/All ways | She has *always* (at all times) done good work. We have tried in *all ways* (by all methods) to keep everyone happy. |
| Bring/Take | *Bring* indicates motion toward. *Take* indicates motion away from. |
| Capitol/Capital | *Capitol* is a building in which the legislative body of government meets. The *Capitol* is a building in downtown Tallahassee; the dome of the state *capitol. Capital* can be a noun or an adjective. Tallahassee is the *capital* of Florida; and *capital* also can be relating to assets (capital improvements). |
| Did/Done | Do not use a past participle to express the past tense. He was the one who *did* it. NOT...He was the one who *done* it.  Nothing has been *done* about the problem on the fourth floor yet. |
| Eager/Anxious | Both *anxious* and *eager* mean desirous, but *anxious* also implies fear or concern. I’m *anxious* to hear whether we won the bid. I am *eager* to hear about your new house. |
| Email | The preferred spelling is **email**, not e-mail or E-mail. |
| Ensure/Insure/Assure | *Ensure* means *to* guarantee an event or condition, to make certain. *Insure* means to protect against loss. *Assure* means to give someone confidence and to remove doubt or anxiety; the object of *assure* should always refer to a person.  Department inspectors *ensure* the safety of food. By law, you must *insure* your car. I *assured* my wife that I loved her. |
| Etc./Et cetera | Use the abbreviation *etc.* sparingly, if at all. Never use the repetitive *etc.* The use of *etc.* is for emphasis. Do not use the long form spelling, *et cetera*. |
| Everyday/Every day | He will soon master the everyday (ordinary) routine. He has called every day (each day) this week. |
| Farther/Further | Use *farther* for physical distance. Use *further* for metaphorical distance. Ten miles is *farther* than I’d like to walk. I’ll have to give this matter *further* consideration. |
| Follow up/Follow-up | *Follow up* is a transitive verb and used to take appropriate action or follow with something similar, related or supplementary; to maintain contact with a person as to monitor the effects of earlier activities or treatments. (Examples: All patients were *followed up* clinically for four months. The police are *following up* leads.) *Follow-up* is a noun and used as the act or instance of following up; something that follows up. (Examples: The surgeon scheduled a *follow-up* with his patient a week after the surgery. A few days after the story broke, the newspaper printed a *follow-up*.) |
| I/Me | Correct: Please furnish Mary and *me* with a copy of your report. (Test: Remove the other person from the subject and read the sentence. Please furnish me with a copy of your report.) Not: Please furnish Mary and *I* with a copy of your report. |
| Imply/Infer | *Imply* means *to* suggest. *Infer* means *to assume*, to deduce. |
| Into/In to | *Into* is a preposition that expresses movement toward something. I walked *into* the room. *In* and *to* should be kept separate when one or both are part of a verb. I came *in to* see my boss. (*To* is part of the infinitive *to see*.) The thief broke *in to* steal my coin collection. (*In* is part of the phrasal verb *broke in*, and *to* is part of the infinitive *to steal*.) |
| Its/It’s | *Its* is a possessive pronoun. *It’s* is the contraction for *it is*. The boy’s kite has lost its string. It’s going to rain today. |
| Lay/Lie | *Lay*, *laying*, *laid* means *to put* or *to place*. This verb requires an object. (I *laid* the message on your desk. I will *lay* the book on your desk.)  *Lie*, *lying*, *lay*, *lain* means *to recline, rest*,or *stay* or *to take a position of rest, a reclining position*. (He *lies* in bed most of the day. The letter has *lain* unanswered for days.) |
| Leave/Let | *Leave* means *to depart* or *abandon*. (*Leave* me alone.) *Let* means *to permit* or *allow*. (*Let* me help you.) |
| Loose/Lose | *Loose* means *to set free* or *not tight*. *Lose* means *to be deprived of* or *to be unable to find*. |
| Maybe/ May be | *Maybe* is an adverb that means the same as *possibly* or *perhaps*. *May be* is a verb phrase that means the same as *could be* (e.g., might happen or a potential state of affairs). |
| Principal/Principle | *Principal* means *the most important* or *the head of a school*. *Principle* means *a fundamental rule* or *belief*. |
| Setup/Set up | *Setup* is a noun. (We had a great *setup*.) *Set up* is a transitive or intransitive verb. (*Set up* a scholarship fund for deserving students.) |
| Their/They’re/There | *Their* is a possessive pronoun. (*Their* division report is overdue.) *They’re* is the contraction for *they are*. (*They’re* sending a revised report.) *There* is an adverb. (I will meet you *there*.) |
| To/Too | *To* is a preposition. (Please give this *to* Margaret.) *Too* is an adverb. (It is *too* cold in here.) |
| Try to/Try and | Use *try to* rather than the colloquial *try and*. (I will *try to* reschedule the meeting.) |
| You’re/Your | *You’re* is a contraction for *you are*. (*You’re* required to complete *your* timesheet tomorrow.) *Your* is a possessive pronoun. (*Your* taxes are due.) |

Exhibit 6‑2: Troublesome Words Usage

Appendices

Appendix A – FX Branding Standards and Identity Guidelines

Embedded below is the *FX Branding Standards and Identity Guidelines* artifact, which is also located in the FXPR at Florida Health Care Connections > Reference Materials > Category: Graphics, which will provide guidance for using Agency logos.



Appendix B – Standard Font, Font Color, And Font Size Style Settings

Below are the standard fonts, font colors, and font sizes for MS Word and PowerPoint artifacts. **Note:** Fonts are already pre-set in the *Styles* for the associated FX Program templates (refer to Section 2.2.3 *Pre-set Template Format Styles* above).

MS Word

* First-level Header (SECTION 1)
  + Font – Arial (bold, all caps), font size: 14
  + Font color (blue) – More Colors > Custom
    - Color model: RGB
    - Red: 0
    - Green: 90
    - Blue: 170
* Second and Third-level Headers (1.1 and 1.1.1)
  + Font – Arial (bold, small caps), font size: 12
  + Font color (blue) – More Colors > Custom
    - Color model: RGB
    - Red: 0
    - Green: 90
    - Blue: 170
* Fourth-level Header (1.1.1.1)
  + Font – Arial (bold, small caps), font size: 11
  + Font color (blue) – More Colors > Custom
    - Color model: RGB
    - Red: 0
    - Green: 90
    - Blue: 170
* Bullets (list level 1)
  + Font – Wingdings (n = ), font size: 11
  + Font color (blue) – More Colors > Custom
    - Color model: RGB
    - Red: 0
    - Green: 90
    - Blue: 170
* Sub-bullets for list levels 2 (>) and 3 (–)
  + Font – Arial, font size: 11
  + Font color – More Colors > Custom
    - Color model: RGB
    - Red: 0
    - Green: 90
    - Blue: 170

MS PowerPoint

While the standard font sizes for slide decks are outlined below, note that when developing an MS PowerPoint presentation, the font size will auto-adjust (shrink) to fit as additional content is added.

* Cover (first slide) Title
  + Font – Myriad Pro (bold), font size: 40
  + Font color (dark blue) – More Colors > Custom
    - Color model: RGB
    - Red: 23
    - Green: 55
    - Blue: 94
* Cover (first slide) Subtitle
  + Font – Minion Pro (bold), font size: 32
  + Font color – black
* Second Slide Title (section divider slide)
  + Font – Myriad Pro (bold), font size: 40
  + Font color (bright blue) – More Colors > Custom
    - Color model: RGB
    - Red: 0
    - Green: 112
    - Blue: 192
* Content Slide(s) Title
  + Font – Myriad Pro (bold), font size: 40
  + Font color (dark blue) – More Colors > Custom
    - Color model: RGB
    - Red: 23
    - Green: 55
    - Blue: 94
* Content Slide(s) Body – text
  + Font – Minion Pro (bold), font size: 32
  + Font color – standard black
* Content Slide(s) Body – bullets
  + Font – standard round bullet
  + Font color (reddish orange) – More Colors > Custom
    - Color model: RGB
    - Red: 192
    - Green: 0
    - Blue: 0
* Content Slide(s) Body – Sub-bullets for levels 2 and 3
  + Font – default standard increase for level 2 sub-bullet (–) and level 3 sub-bullet (smaller standard round bullet)
  + Font color (reddish orange) – More Colors > Custom
    - Color model: RGB
    - Red: 192
    - Green: 0
    - Blue: 0

Appendix C – Commonly Used Abbreviations And Acronyms

* Use the following common abbreviations and acronyms below (remember to always spell out with first use):
  + AA – Application Architecture
  + AHCA – Agency for Health Care Administration
  + ALM – Application Lifecycle Management
  + CDM – Conceptual Data Model
  + CFR – Code Federal Regulations
  + CMDB – Configuration Management Database
  + CMS – Centers for Medicare and Medicaid Services
  + DED – Deliverable Expectations Document
  + DMP – Data Management Plan
  + DS – Data Standards
  + DSS – Decision Support System
  + EDW – Enterprise Data Warehouse
  + EPMO – Enterprise Program Management Office
  + ERDs – Entity-Relationship Diagrams
  + FFM – Federally-facilitated Marketplace
  + FLAIR – Florida Accounting Information Resource
  + FMMIS – Florida Medicaid Management Information System
  + FX – Florida Health Care Connections
  + FXPR – FX Projects Repository
  + HHS – Health and Human Services
  + HIPAA – Health Insurance Portability and Accountability Act of 1996
  + IA – Information Architecture
  + ICM – Information Capability Matrix
  + IS/IP – Integration Services and Integration Platform
  + ITN – Invitation to Negotiate
  + JAD – Joint Application Development
  + LDM – Logical Data Model
  + MECT – Medicaid Enterprise Certification Toolkit
  + MECL – Medicaid Enterprise Certification Life Cycle
  + MES – Medicaid Enterprise System
  + MITA – Medicaid Information Technology Architecture
  + OPB – Office of Policy and Budget
  + PALM – Florida Planning, Accounting, and Ledger Management
  + PHI – Protected Health Information
  + PII – Personally Identifiable Information
  + QA – Quality Assurance
  + QC – Quality Control
  + RAD – Rapid Application Development
  + RFQ – Request for Quote
  + ROM – Rough Order of Magnitude
  + SEAS – Strategic Enterprise Advisory Services
  + SS-A – State Self-Assessment
  + TCM – Technical Capability Matrix

Appendix D – Standardized Words List

* **&** – always spell out the word *and*; best practice is not to use ampersands when writing. (Exception is when part of a proper name or acronym.)
* **Anytime** – always one word.
* **As-is** – hyphenated and lowercase.
* **Backup/back up** – noun one word. (Examples: If the files get lost, we have a backup. We have a backup plan.) Intransitive verb/transitive verb two words. (Examples: I will back you up at work. The firefighters needed back up to control the fire.)
* **Biweekly** – one word.
* **Breadcrumbs** – one word.
* **Bottom-up** – hyphenated.
* **Canceled** – this is the correct spelling and has only one *l*, which is the preferred American English (not *cancelled*, which is British English). (**Note:** *AP Stylebook* recommends *canceled*.)
* **Cannot** – one word is preferred (see next bullet below for exception).
* **Can not** – two words only when part of some other construction, such as *not only* or *but also*. (When in doubt, one word is best.)
* **Checkbox** – one word.
* **Checklist** – one word.
* **Checkpoint** – one word.
* **Close out** – two words.
* **Close-up** – hyphenated and used when referring to at close range, or an intimate view or examination of something.
* **Current state** – two words.
* **Data set** – two words.
* **Day-by-day** – hyphenated.
* **Decision-making** – hyphenated.
* **Disk, disc** – use disk when referring to a computer hard disk or floppy disk, and in medical references (slipped disk). Use disc when referring to farm implements (disc harrow), brakes (disc brakes), phonograph records (disc jockey), and optical and laser-based devices (compact disc, laser disc).
* **Drop-down** – hyphenated in all uses.
* **Dry run** – always two words.
* **End point(s)** – two words.
* **End-user** – hyphenated in all uses and lowercase (i.e., end-user).
* **Failover** – one word.
* **Follow up/follow-up** – follow up is a transitive or intransitive verb. (Example: The police will follow up on the leads.) Follow-up is a noun. (Examples: The newspaper printed a follow-up. The doctor scheduled a follow-up with his patient.)
* **Framework** – one word.
* **Future state** – two words.
* **Go-Live** – hyphenated and both words initial cap.
* **Gray** – preferred word choice in lieu of *grey* for both color and metaphorical use.
* **Hard copy** – two words.
* **Home page** – two words.
* **ID** – all caps, no periods.
* **In between** – always two words.
* **Inbound** – always one word.
* **In-depth** – hyphenated.
* **In-line** – hyphenated.
* **In-Sprint** – hyphenated and both words initial cap.
* **Internet** – lowercase if referring to a general network of computers; capitalize if reference is as a proper noun (i.e., you are referring to the World Wide Web).
* **Intraday** – always one word.
* **IT** – all caps, no periods.
* **Java** – always initial cap.
* **Kickoff/Kick off** – Kickoff is a noun and an adjective. (Example: The kickoff time is noon.) Kick off is its corresponding phrasal verb. (Example: The kicker is ready to kick off.) **Note:** No dash used in any instance.
* **Life cycle** – two words and lowercase. Exception is for ALM where the **L** for *lifecycle* is one word.
* **Life span** – two words.
* **Log in/log on/log off** – two words (no hyphen) as verbs (AP style), BUT one word used as nouns.
* **Login/logon/logoff** – login, logon, logoff is each one word when used as nouns, BUT two words (no hyphen) used as verbs (AP style).
* **Long-term** – hyphenated word.
* **Lookup/Look up** – noun one word. (Examples: They wrote a program to do a table lookup. This company’s servers bounced around over the years, including to the U.S., according to domain lookups.) Intransitive verb/transitive verb two words. (Examples: Look up, things are not all bad. Business is looking up. Look up an address.)
* **Loosely coupled** – two words, not hyphenated.
* **Lowercase** – always one word.
* **Mailroom** – one word.
* **Metadata** – one word.
* **Mock-up** – hyphenated word.
* **Modeling** – one L.
* **Nonfunctional** – one word.
* **No one** – two words.
* **Off-board/off-boarding** – hyphenated word.
* **Onboard/onboarding** – one word.
* **Ongoing** – one word.
* **On-site** – hyphenated word.
* **Online** – one word.
* **Outbound** – always one word.
* **Out-of-state** – hyphenated.
* **Out-weigh** – hyphenated.
* **Overrun** – one word.
* **Placeholder** – one word.
* **Policymaking/policymaker** – each instance is one word spelled as compounds per AP Stylebook.
* **Pop-up** – hyphenated word.
* **Real-time/real time** – Real-time is an adjective describing something in which results, feedback, or statistical data follow input with no noticeable delay. Real time, two words, is used where the phrase functions as a noun, usually embedded in the adverbial phrase *in real time*. Real-time data is data received with no delay, while real time data might be time data that is real. The hyphen in real-time prevents confusion. There is no risk of confusion with phrases such as *data in real time*, so no hyphen is needed. Or, in simpler terms, remember that real-time usually comes before what it modifies (real-time feedback), while *in real time* usually comes after what it modifies (we received her feedback in real time).
* **Requester** – not Request**or**. (Request**or** only for Legal use.)
* **Role base** – two words.
* **Role-based** – hyphenated word.
* **Rolling wave** – two words.
* **Round-robin** – always hyphenated; always lowercase (i.e., round-robin).
* **Rule-making** – hyphenated word.
* **Screenshot** – one word.
* **Setback/set back** – Setback (noun) is a checking of progress. (Examples: Despite some early setbacks, he eventually became very successful. The colonists persevered despite suffering setbacks that would have discouraged lesser souls.) Set back (verb/transitive verb) is to slow or hinder the progress of (delay). (Examples: She seemed better until her set back. Our house is set back from the road.)
* **Setup/set up** – Setup is a noun. (Example: We had a great setup.) Set up is a transitive or intransitive verb. (Example: Set up a scholarship fund for deserving students.)
* **Short-term** – hyphenated word.
* **Sign off** – two words.
* **Single sign-on (SSO)** – sign-on is hyphenated and all lowercase.
* **Single sign-off** – sign-off is hyphenated and all lowercase (**do not** use the SSO abbreviation with single sign-off, always spell out).
* **Skill set** – noun and always two words.
* **Smartphone** – one word.
* **Soft copy** – two words.
* **Stand-alone** – hyphenated word.
* **Startup** – one word (according to AP Stylebook).
* **Statewide** – one word.
* **Step-by-step** – hyphenated.
* **Subcategory/Subcategories** – one word.
* **Sub plan** – two words, not hyphenated.
* **Subprocess** – one word, not hyphenated.
* **Swearing-in** – hyphenated.
* **Timeframe** – one word.
* **To-be** – hyphenated and lowercase.
* **Tool set** – two words.
* **Top-down** – hyphenated.
* **Touchpoint** – one word.
* **Underway** – one word in all uses.
* **Versus** – may use approved abbreviation **vs.** (with period at the end and no italics) or spell out versus.
* **Walk-through** – hyphenated word.
* **Web service** – always two words and *web* lowercase.
* **Website** – one word; lowercase.
* **Work-around** – hyphenated word.
* **Workflow** – one word.
* **Work group(s)** – two words.
* **Worksheet** – one word.
* **Workstream** – one word, not hyphenated.
* **World Wide Web** – capitalized.

1. This is contrary to the *AHCA Correspondence Guide*, 2019, which instructs to use two spaces. Both *The Chicago Manual of Style* and *AP Stylebook* recommend one space after periods and after colons. [↑](#footnote-ref-2)