

BYU-Idaho Written Style Guide 9-16-25.docx

BYU-Idaho Written Style Guide

Preface

The purpose of the BYU-Idaho Style Written Style Guide is to provide guidelines for:

- 1. Effective written communication
- 2. Grammar and style
- 3. Citations

BYU-Idaho publications generally follow the principles suggested in the 18th edition of *The Chicago Manual of Style* (herein referred to as *Chicago*). Cross-references in this guide also direct the reader to *Chicago* for further information.

The principles in this style guide and in *The Chicago Manual of Style* are recommended as guidelines for maintaining clarity and consistency. Editors and writers should not vary from these standards based merely on personal preference. However, some documents or passages may justify variation from the recommended style. Editors and writers should consider the needs of the document or context and apply the principles judiciously.

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0. Style Reference Sources

BYU-Idaho publications follow the guidelines given in the most recent edition of [The Chicago Manual of Style, currently the 18th edition](#).

BYU-Idaho's standard reference for spelling, meaning of words, and end-of-line breaks is [merriam-webster.com](#). In case of discrepancies between Chicago and [merriam-webster.com](#) (especially in capitalization and hyphenation of compounds), follow the principles in Chicago.

[The Disability Language Style Guide \(DLSG\)](#) by the National Center on Disability and Journalism (at Arizona State University) is a well-researched guide for preferred phrasing to use when writing about illnesses, disabilities, medical conditions, etc.

For general information about vocabulary, correct usage, and principles of grammar:

- Amy Einsohn, *The Copyeditor's Handbook*, 3rd ed. (2011)
- *Fowler's Modern English Usage*, rev. R. W. Burchfield (2004)
- H Ramsey Fowler and Jane E. Aaron, *The Little, Brown Handbook*, 13th ed. (2016)

- Bryan A. Garner, *Garner's Modern American Usage*, 3rd ed. (2009)
- Bryan A. Garner, "Grammar and Usage," chapter 5 in *The Chicago Manual of Style*, 18th ed. (2017)
- *Merriam-Webster's Dictionary of English Usage* (1994)

Thanks to BYU-Idaho Online Learning for their work on the BYU-Idaho Online Learning Style Guide, which inspired the development of this style guide.

The Mailchimp Content Style Guide (available under a Creative Commons Attribution-NonCommercial 4.0 International license) also inspired parts of this style guide.

0.1 BYU-Idaho Terminology

For terminology specific to BYU-Idaho, see 5. General Terminology.

0.2 Branding, Fonts, Colors

For design or visual branding questions, see the [BYU-Idaho Branding Guide](#).

0.3 Church References

[The Church Style Guide for Editors and Writers, 8th ed.](#) is the reference for all matters related to The Church of Jesus Christ of Latter-day Saints.

1. Writing for BYU-Idaho

1.1 Writing Goals and Principles

With every piece of content we publish, we aim to support [our mission](#) to develop disciples of Jesus Christ through four core themes:

- **Testimony.** We are aware of our content's connection to the Church and ensure that our content is in alignment with established doctrine and teachings of The Church of Jesus Christ of Latter-day Saints.
- **Quality.** We ensure that our content is as error-free as possible within the given constraints of each project, so we can represent the university and the Church well. We strive to be humble experts in our given fields.
- **Reach.** We recognize the large scope of our student audience, which includes both students who excel in an academic environment and students who struggle. In this, we try to follow Christ's example and reach the one (see Luke 15:4).
- **Affordability.** Just as we try to minimize the cost of attendance to serve as many students as possible, we also create content that is clear to make it accessible to as many readers as possible.

In order to achieve those goals, we make sure our content is:

- **Accessible.** Content is easily understood by readers at various levels, including readers with intellectual disabilities or whose native language isn't English. It is concise, clear, well-organized, and does not sacrifice clarity for being "cute" or funny. It prioritizes [plain language](#) and follows [ADA guidelines](#) as much as possible.
- **High-quality.** Quality assurance checks are regularly performed on content as it is developed, with a final proofread performed by a qualified editor before the content is published.
- **Aligned.** Content is always aligned with the established policies of BYU-Idaho and The Church of Jesus Christ of Latter-day Saints, including BYU-Idaho's [Honor Code](#) and [Dress and Grooming Standards](#). Even if content does not relate to policies, it should never detract from or counter them.

1.1.1 Core Message: Developing Disciples of Jesus Christ

The importance of BYU-Idaho's mission does not mean that the phrase "developing disciples of Jesus Christ" must always be used verbatim. Doing so could reduce the power and impact of this phrase.

Here are examples of alternative expressions of the same idea:

- Preparing disciple leaders
- Our goal is to help Heavenly Father's children come unto Christ and reach their potential
- BYU-Idaho students are prepared to lead in their homes, the Church, and the communities in which they live and work

You can also tie communications to one of several message themes drawn from the tradition, legacy, and foundational addresses of BYU-Idaho. These include humility and frugality, sacrifice and dedication, prophetic vision, concern for the one, community of learners, pioneering spirit, personal honor, and faith in action.

1.2 Key Messages

The mission of BYU-Idaho is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities. Disciple leadership is integrated into everything that we do and every story we tell, whether explicitly or implicitly.

To support this mission and tell the story of BYU-Idaho, four key messages have been identified, with additional supporting messages:

1.2.1 Christ-Centered, Mission-Driven

A BYU-Idaho education combines academic excellence with spiritual growth.

Supporting Messages:

- Integration of spiritual principles with academic learning
- Campus centered on developing disciples of Jesus Christ
- Abundant opportunities for spiritual enrichment (devotionals, wards, temple)

1.2.2 Quality Academics at an Affordable Price

BYU-Idaho offers an affordable, accessible education tailored to individual student needs and potential.

Supporting Messages:

- Expert faculty with real-world experience who are accessible to students and personally care about their success
- Wide range of high-quality academic programs, including unique offerings
- Low tuition costs due to Church investment in higher education
- Numerous scholarships and financial aid options
- Support systems that help students reach their full potential

1.2.3 Successful Graduates

BYU-Idaho degrees will help students go where they want to go after graduation.

Supporting Messages:

- High employment rates and alumni success at top companies worldwide
- Majority of students graduate with little or no debt
- Large alumni community that cares about the success of current students

- Professional and personal fulfillment through preparation

1.2.4 Fun, Uplifting Environment

BYU-Idaho cultivates a vibrant campus community focused on preparing students for successful careers and lives of service.

Supporting Messages:

- Friendly, welcoming environment with diverse student body
- Extensive on-campus activities, events, and recreation
- Leadership development and service experiences
- Students are participants rather than spectators

1.3 Audiences

A communicator's role is complex and includes acting as a liaison to BYU-Idaho's many constituencies—students, employees, alumni, donors, business and education partners, and so on. Just as we don't communicate in the same way with an older relative as we do with our peers, we must appropriately adjust our communication—including content, word choice, tone, and delivery method—to best suit our target audience.

1.3.1 Define Your Audience

See [the Church Style Guide section 2.2](#).

1.3.2 Reaching Inexperienced and Experienced Readers

See [the Church Style Guide sections 2.3-2.4](#).

1.4 Writing for the Web

See section 8. Web and Computer Elements for more information about terminology and best practices for writing that will be published digitally.

1.5 Writing for Social Media

See section 8.11 Social Media for more information about the details of writing for social media.

1.6 Writing for Accessibility

See sections 3. Inclusive Language and 9. Accessibility for more information about writing about and for people with disabilities.

2. Grammar, Style, and Usage

This section presents a few grammar and usage issues that commonly arise in BYU-Idaho materials. For further information, see [Chicago Chapter 5](#) and the books listed in section 0. Style Reference Sources.

2.1 Quick Reference

 Correct	 Incorrect
 a.m., p.m., AM, PM	 am, pm, A.M., P.M.
 BYU- Idaho, BYUI [BYU-Idaho is preferred,	 BYU-I, BYU Idaho

but BYUI is acceptable in informal cases]	
✓ I-Learn	✗ ILearn, iLearn, Ilearn
✓ log in to [verb], login [noun]	✗ log-in, log into
✓ okay, OK	✗ ok, o.k.
✓ set up [verb], setup [noun]	✗ set-up
✓ US [adjective], United States [noun]	✗ U.S., united states
✓ a lot	✗ alot
✓ all right [adverb or adjective]	✗ alright [adverb or adjective, OK to use informally]

2.2 Commonly Troublesome Words

2.2.1 Council, Counsel

“*Counsel* is a noun or a verb relating to advice or the act of giving advice. One who gives advice is referred to as a counselor. The homophone *council* only has a noun form, and usually refers to groups or committees that decide rules and laws, or provide guidance. Members of a council are councilors but what they engage in is actually counseling,” (“[Counsel vs. Council](#),” Merriam-Webster).

For usage specific to the BAC Conference, see section [2.7.1 BYU-Idaho Advancement Council \(BAC\) Conference](#).

2.2.2 Advisor, Adviser

“Advisor” with an “o” is preferred.

2.2.3 Theater, Theatre

Both words share the same meaning, and both spellings are acceptable. “Theater” is generally preferred in American English, but “theatre” is used to distinguish different types of venues or art forms.

References to the theatre department and performances at BYU-Idaho use “theatre.”

2.2.4 Data as Plural or Singular

We always treat the word *data* as singular. The only exception would be in highly technical contexts where the distinction between data and datum is important.

The data is conclusive.

- The data are conclusive.

2.2.5 Faculty and Faculty Member

When referring to the teaching body of BYU-Idaho as a collective noun, the word "faculty" should be used but when referring to an individual, the term "faculty member" should be used to avoid confusion.

- The faculty at BYU-Idaho is experienced and student-focused.
- Sister Shepherd is a faculty member.
- He is faculty.

2.2.6 Additional Words

See [Chicago 5.254](#) and [the Church Style Guide, Chapter 5, sections 5.10-5.12](#).

2.3 Active and Passive Voice

Passive voice is a sentence construction that is common in English in cases where the object of an active sentence appears as the subject of the sentence. See [Chicago 5.122](#) and [the Church Style Guide 2.8, sections 5 and 6](#).

- Passive: A budget was made by a group of students.
- Active: A group of students made a budget.

Active voice should be used wherever possible. Active voice is stylistically simpler and is often easier to understand. However, passive voice may be preferred in the following situations:

- When the agent of the sentence is unknown
- The first wheels were created to serve as potter's wheels around 3500 BC.
- For emphasizing the object of a sentence when it is more important to your topic than the subject
- Insulin was first discovered in 1921 by researchers at the University of Toronto. [This sentence is in passive voice to emphasize that insulin is the topic being discussed rather than researchers at the University of Toronto.]

2.4 Parallel Structure

Parallel structure is a series of like sentence elements. Whether with words, phrases, or dependent clauses, every element of a parallel series must serve the same grammatical function in the sentence. (See [Chicago 5.249](#)).

- President Nelson is a doctor, a leader, and an inventor who worked on the heart-lung machine.
- President Nelson is a doctor, leader, and he invented the heart-lung machine.

The key to testing correct parallel structure is applying the subject to each element individually to check for clarity.

For example:

- President Nelson is a doctor. ✓ President Nelson is a leader. ✓ President Nelson is an inventor who worked on the heart-lung machine. ✓
- President Nelson is a doctor. ✓ President Nelson is leader. ✗ President Nelson is he invented the heart-lung machine. ✗

See [Chicago 6.138](#) and [the Church Style Guide 6.23](#).

2.5 Abbreviations

As a general rule, use full names on first reference, with appropriate abbreviations on other references. This does not apply for abbreviations that are well known, such as CEO, a.m., and p.m. See 2.5.4 Acronyms for information on how to style acronyms.

See also [Chicago 10.3](#).

2.5.1 Periods with Abbreviations

1. Use periods with abbreviations that end in a lowercase letter.
2. Use periods for initials standing for given names except for when an entire name is replaced by initials.
3. Use no periods with abbreviations that include two or more capital letters.

For examples and more explanation see [Chicago 10.4](#).

2.5.2 Abbreviating United States and State Names

Use US rather than U.S. when using the term as an adjective. When used as a noun, it should be spelled out as United States or United States of America (see [Chicago 10.37](#)).

- The US capitals are hard to memorize.
- The United States is a first world country.
- The US is a first world country.

See [Chicago 10.32](#) for a list of state abbreviations.

2.5.3 Latin Abbreviations

For clarity, try to use English equivalents of Latin abbreviations. This eliminates unnecessary ambiguity. Use the phrase “for example,” rather than the shortcut “e.g.,” and use “in other words” instead of “i.e.” One notable exception is the use of “a.m.” and “p.m.,” which are acceptable to specify time.

2.5.4 Acronyms

Unfamiliar terms should be spelled out on first mention but acronyms are appropriate on secondary references. See [Chicago 10.3](#).

2.5.4.1 OK, okay

Use OK or okay, never ok or o.k.

- It is OK to use acronyms.
- It is okay to change your major.
- It is o.k. to misspell her name.
- It is ok to use bad grammar.

2.5.5 References to Brigham Young University-Idaho

The university name should be written as Brigham Young University-Idaho or BYU-Idaho.

Use a hyphen in BYU-Idaho, not an en dash. The exception is CES-level materials (official documents that go to Salt Lake), which must use the en dash (BYU–Idaho).

In informal cases, the acronym BYUI is acceptable, but BYU-Idaho is preferred. Do not hyphenate the acronym:

- BYUI
- BYU-I

Only capitalize “university” when necessary for emphasis, such as in formal or legal documents.

For a list of BYU-Idaho terms and how to treat them, see 5. General Terminology.

2.5.6 Time Zones and Mountain Time

When it is necessary to clarify the time zone for an event, use either MST (Mountain Standard Time) or MDT (Mountain Daylight Time) for the Rexburg time zone. Always put parentheses around the abbreviation. Daylight savings time (MDT) is from the second Sunday in March until the first Sunday in November, and standard time (MST) is from November to March.

- The meeting is on April 11 at 1 p.m. (MDT).
- The meeting is on December 12 at 1 p.m. (MST).

If it's unknown whether the date is in standard or daylight time, "Mountain time" can also be written (*not* MT or Mountain Time or mountain time). (See [Chicago 8.91](#)).

- The meeting is on April 11 at 1 p.m. (Mountain time).

2.5.7 Time, a.m./p.m., AM/PM

In times, the time of day should be written consistently as either "a.m." and "p.m." (lowercase with periods) or "AM" and "PM" (uppercase with no periods). In general, lowercase with no periods is preferred in running text, while uppercase with no periods is acceptable on posters and programs.

There should also be a space between the number and the time designation.

Use a colon to separate the hour from the minutes unless referring to the exact hour.

- 10 AM to 2 PM.
- 10 a.m. to 2 p.m.
- 10:30 a.m. to 2:30 p.m.
- 10 A.M. to 2 P.M.
- 10 am to 2 pm.
- 10am to 2pm.
- 10:00 a.m. to 2:00 p.m.

See 2.5.1 Periods with Abbreviations for more information.

2.5.8 Months of the Year

Where space restrictions require that names of months be abbreviated, use one of the systems in [Chicago 10.4](#). Use the chosen system consistently.

Do not abbreviate months when not accompanied by a date or year unless necessary for saving space.

- October 8, 2024
- Oct. 8, 2024 (unless necessary for saving space)

2.5.9 Days of the Week

Where space restrictions require that days of the week be abbreviated. Use these abbreviations: Sun., Mon., Tues., Wed., Thurs., Fri., Sat.

For alternative options, see [Chicago 10.45](#).

2.6 Emphasis

Emphasis should always be used intentionally. When emphasis is overused, it loses its purpose—nothing seems emphasized (see [Chicago 7.51](#)).

Avoid using several forms of emphasis combined (for example, making text both bold and italic).

2.6.1 Italics

When it is appropriate to emphasize a word or phrase, italics are one option for occasional emphasis. (See [Chicago 7.51](#)).

Always use italics in the following instances:

- 1. Mathematical variables (Solve for both x and y.)
- 2. Unfamiliar foreign words (The Russian word for salvation is *spaseniye*.)
- 3. Titles of large works (Have you read *Murder in the Cathedral*?)

2.6.2 Bold, Boldface

Boldface, or bold, is another option for emphasizing certain words or phrases (see [Chicago 7.52](#)).

Boldface is appropriate in the following instances:

- 1. To signify the name of a button or tab that you click on or select.
 - Press the **tab** button.
- 2. When formatting page titles, headings, or section titles.

2.6.3 Underlining

Do not use underlining for emphasis in digital text, as underlining signifies a hyperlink. (See [Chicago 7.52](#)).

2.6.4 Quotation Marks for Emphasis

Quotation marks should not be used for emphasis

2.6.5 All Caps (Capitals) for Emphasis

Avoid using all caps for emphasis in written text. All caps often read as yelling or screaming.

Using all caps is acceptable in design, but it should be used sparingly.

See [Chicago 7.54](#).

2.7 Special Usage

2.7.1 BYU-Idaho Advancement Council (BAC) Conference

The *council* has an annual conference with several *counsel sessions*.

3. Inclusive Language

Content should never be offensive, divisive, stereotypical, or discriminatory to gender, age, religion, nationality, race, ethnicity, mental/physical disability, or political persuasion.

3.1 Person-First or Identity-First Language

See [Chicago 5.260](#).

If a characteristic must be used to describe someone, use *person-first language* by making the identity secondary in the sentence, unless the person being described specifically requests identity-first language.

Identity-first language is preferred by many people with disabilities. (Read the article [“Person-First Language vs. Identity-First Language: Which Should You Use?”](#) for more information.)

Examples of Person-First Language	Examples of Identity-First Language
• person with a disability	• disabled person • intellectually disabled

• person with an intellectual disability; person with a cognitive disability • a person with autism; an adult on the autism spectrum • a person who is deaf • a person who is blind • a person who has dwarfism; people of short stature	• person; cognitively disabled person • autistic person; autistic individual • deaf person; deaf Americans; Deaf community • blind person; blind adult • dwarf; little person
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3.2 Avoid Insulting or Demeaning Language

Avoid language that may be insulting or demeaning. Even some commonly-used terminology referring to certain characteristics or people can be offensive or improper. Writers and editors should research proper terminology and use. (See Chicago [5.255–5.266](#) and [Disability Language Style Guide](#)).

- The lunatic Italian tradition of the commedia dell'arte
- The Italian tradition of the commedia dell'arte
 - Although the word “lunatic” can mean irrational and foolish, it originated as a derogatory term to describe people who are mentally ill, so it should be used carefully. The same applies to words like crazy and insane.

Avoid language that expresses pity when describing a person’s disability, such as “afflicted with,” “stricken with,” “suffers from,” or “victim of.” These terms carry the assumption that a person with a disability is suffering or has a reduced quality of life. Not every person with a disability suffers, is a victim, or is stricken. It is preferable to use neutral language when describing a person who has a disability, simply stating the facts about the nature of the disability

He has anxiety.

- He has muscular dystrophy.
- He suffers from anxiety.
- He struggles with muscular dystrophy.

3.3 Gender-Neutral Language

When possible, write sentences to avoid using he, him, and his to refer to individuals or groups of unknown gender. Avoid the use of the term “he/she” unless absolutely necessary.

3.3.1 They as a Singular Pronoun

There are three circumstances where the singular pronoun “they” is useful.

1. As a substitute for indefinite pronouns
2. When the gender is unknown
3. Where individuals prefer nonbinary terms

See [Chicago 5.266](#) for more information.

Also refer to [the Church Style guide](#) 5.3 section 5.

3.3.2 Alumni, Alumnus, Alumna, Alum

When referring to BYU-Idaho alumni, use “alumnus” as the singular for men and “alumna” as the singular for women. Use “alumni” to refer to multiple graduates, regardless of the group’s gender ratio. The gender-neutral “alum” may be used to refer to a general, unspecified graduate.

If the graduation year is included with the names of alumni, write it as the last two numbers of the year with an apostrophe at the beginning. Do not separate the name and the year with a comma.

- John Smith ‘83

3.4 Nicknames and Foreign Names

For people who have an English name as well as a foreign name—for example, they were born in another country and took on an English name when they came to the United States—style the English name in parenthesis after their birth name.

- Wing-Hong (Harrison) Ho

For other nicknames see [Chicago 8.35](#).

4. Capitalization

4.1 Quick Reference

✓ Correct	✗ Incorrect
✓ Wi-Fi	✗ wifi, Wi-Fi, Wifi
✓ internet	✗ Internet
✓ web, web page, website	✗ Web, webpage, Website
✓ The Church of Jesus Christ of	✗ the Church of Jesus Christ of

Latter-day Saints, the Church [referring to the organization], church [general reference], Latter-day Saint	Latter-Day Saints, The Church, LDS
✓ bachelor's degree, bachelor's, master's degree, master's, associate degree, associate's degree, associate's, doctoral degree, doctorate	✗ bachelors degree, bachelors, Bachelor's, masters, masters degree, Master's, associates degree, associates, Associate's, doctorate's degree, doctorates, doctorate's, Doctorate
✓ winter semester, Winter Semester 2022, Winter 2022 Semester [applies to all semesters]	✗ Winter Semester, Winter Semester of 2022, winter semester of 2022, 2022 Winter Semester, 2022 winter semester
✓ #HikesInRexburg, #WhyBYUI	✗ #hikesinrexburg, #whyBYUI, #WHYBYUI, #whybyui

4.2 General Capitalizing Rules for Title Case

1. Capitalize the first and last words in titles and subtitles and all other major words.
2. Lowercase "a," "the," and "an."
3. Lowercase prepositions of fewer than five letters (see [Chicago 8.160](#) for exceptions).

4. Lowercase “and,” “but,” “for,” “or,” and “nor.”
5. Lowercase “to” when used as an infinitive.
6. Always lowercase “as.”

See [Chicago 8.160](#) for further explanations.

4.2.1 Official Course Titles

Capitalize the names of specific courses. Do not capitalize references to general subjects. Lowercase the articles.

- After taking an introduction to biology class, he was ready to study anatomy and physiology.
- After taking Introduction to Biology, he was ready for the next class—Anatomy and Physiology.

Note: In regards to course titles, include a space between course title and number when using both: BYUI 101 not BYUI101.

4.2.2 Titles That Begin with “The”

Unless it begins a sentence, lowercase the initial *the* of newspapers and periodicals mentioned in text and do not italicize it. Articles such as *the* or *a* may be included in titles of books if they match the surrounding context, but may be lowercase and roman type if necessary.

- The article was found in the *New York Times*.
- Have you read *The Lord of the Rings*?
- Which is your favorite *Lord of the Rings* book?

For names of organizations, check to see if the organization’s official name includes *the* to see whether it needs to be capitalized. It’s capitalized if it’s in the official name, but lowercase if it’s not.

- I belong to The Church of Jesus Christ of Latter-day Saints.
- Do you remember the Alamo?

4.2.3 Capitalizing Hyphenated Compounds in Titles

1. Always capitalize the first element of a hyphenated compounds
2. Capitalize any subsequent elements unless they are articles (a, an, the), prepositions of fewer than five letters, coordinating conjunctions (and, but, for, or, nor).
3. Capitalize the second element in a hyphenated spelled-out number or hyphenated simple fractions.

See [Chicago 8.162](#) for examples and further explanations.

4.3 Job Titles, Groups, and Majors

4.3.1 Job Titles

Capitalize job titles when given in full and referring to a specific individual; this includes when the title is given on its own or when it follows a name, not just precedes it. Do not capitalize general references.

Shared titles, such as faculty, bishop, or director, should not be capitalized unless they precede a person’s name and/or are specified to the individual.

- The Academic Vice President spoke at the conference.
- The vice president spoke at the conference.
- Jon Linford, Academic Vice President, spoke at the conference.

- Academic Vice President Jon Linford spoke at the conference.

Note: This is an in-house rule that will apply to most BYU-Idaho materials. For specific CES or news outlet materials, refer to the Chicago Manual or AP Stylebook for the preferred capitalization rules.

See 4.4.1 Use of Church Titles for detailed information about the use of president, elder, sister, etc. for Church leaders.

4.3.2 Group, Department, and Office Titles

Official group or department titles are capitalized. See 5. General Terminology for a running list of official groups or departments on campus.

- University Relations, Student Honor Office, Department of Psychology

Don't capitalize group or department titles when used generally.

- He teaches a psychology class.
- He teaches a class for the Psychology Department.

Do not add "office," "department," etc. after an area's name unless it is part of the official name.

- University Relations
- University Relations Department
- University Relations Office

Capitalize the full name of boards, committees, and councils, especially when preceded by BYU-Idaho or an institutional proper noun such as University, etc. Lowercase when writing about the board, committee, or council generally.

- He will be meeting with the BYU-Idaho Board of Trustees.
- You will need trustee approval.

See 6.16 Ampersands (&) for use of ampersands in titles.

4.3.3 Capitalizing Academic Degrees and Majors

Academic subjects are not capitalized unless they form part of a department name or an official course name or are themselves a proper name.

- She has worked hard on her history assignment.
- I just can't decide if I need to take History of English Language or Themes in Literature this semester.

See [Chicago 8.86](#).

4.3.4 Professor, Instructor, Teacher

BYU-Idaho has no official instructor titles. Do not use the title "professor." Instead, refer to faculty members as either instructors, teachers, or faculty members.

4.4 Religious Terminology and Titles

Religious events and concepts of major theological importance are often capitalized. Used generically, such terms are lowercase, as are doctrines and principles (see [Chicago 8.109](#)).

See the [Church Style Guide, sections 8.4–8.8](#) for specific details on capitalization of callings, names of offices, and other titles.

4.4.1 Use of Church Titles (President, Elder, Brother, Sister)

When introducing a quotation from a living General Authority, usually **give the title of their current position** rather than the title they held at the time they made the statement. (An exception might be made for a

historical account if the title held at the time of an event might be most helpful to the reader.)

- Nearly four decades ago, President Thomas S. Monson examined the significance of our pioneer heritage...

However, when introducing a quotation from Elder Dieter F. Uchtdorf, give the title he held at the time he made the statement.

When introducing a quotation from a deceased General Authority, usually give the title of the highest position they held while serving as a General Authority:

- Speaking about the importance of giving an honest day's work, President James E. Faust explained...

When introducing a quotation from an emeritus General Authority Seventy, explain that they made the statement while serving in the Seventy:

- While serving as a member of the Seventy, Elder Jay E. Jensen said...

When referring to the following, the title *president* is appropriate:

- Members of the First Presidency of the Church
- President (and Acting President) of the Quorum of the Twelve
- General Organization Presidents
- Members of temple, mission, stake, and district presidencies
- Presidents of branches

When referring to the following, the title *elder* is appropriate:

- Members of the Quorum of the Twelve ("Elder," not "Apostle")
- General Authority Seventies
- Members of the Third Quorum of the Seventy (and subsequent quorums) are Area Seventies and should be addressed as "Elder"
- Members of Area Presidencies
- Patriarchs to the Church (not stake patriarchs)
- Emeritus General Authority Seventies
- Male missionaries in the field

When referring to the following, the title *bishop* is appropriate:

- Members of the Presiding Bishopric
- Released members of the Presiding Bishopric
- Bishops of wards

When referring to the following, the title *brother* or *sister* is appropriate:

- Released Area Seventies
- Counselors in the General Organization Presidencies
- Stake patriarchs
- Female missionaries in the field

When in doubt, use "Elder," "Brother," or "Sister."

4.4.2 References to the Church

On the first reference to the Church, use the full name (The Church of Jesus Christ of Latter-day Saints). On later references, use the phrase “the Church” as a replacement for the full name. Do not refer to members of the Church as “Mormons,” but as “Latter-day Saints.” The phrase “Latter-day Saint” may be used as an adjective, but do not abbreviate it.

However, government-recognized titles and terms will not change, such as the Mormon Trail. For a list of places and historic sites see the [Church Style Guide, section 8.13](#).

- I am a member of The Church of Jesus Christ of Latter-day Saints.
- I can’t believe the Church has over 17 million members.
- She is a Latter-day Saint.
- We are going to visit the Mormon Pioneer Memorial Monument this Saturday.
- They are LDS.
- He’s a Mormon.

4.5 Building Names and Room Numbers

For full list of building names, see 5.7 Offices/Campus Buildings and Places.

When referring to a building as a whole, use the full name of the building: John W. Hart Physical Education Building. On second reference, the last name is appropriate: Hart Building.

Some buildings with longer names (for example, the Ezra Taft Benson Agricultural and Biological Sciences Building) can be shortened on first reference (for example, Ezra Taft Benson Building).

See 5. General Terminology for a running list of building and facility names and their official acronyms.

When referring to a specific room, use the room number and the building’s name. If the audience is less familiar with campus, and if space allows, always use the full building name and include the word “room” before the room number for added clarity.

- Hart Building, room 130

For audiences who are more familiar with campus, or if space is limited, It is acceptable to use the room number and the building’s last name only.

- Hart 130
- 130 Hart

Terms such as library, business building, and science building should be lowercased if used generically.

- I am going to the library.
- I am going to the McKay Library.

4.6 Academic Terminology

4.6.1 College Names

Always capitalize college names.

See 5. General Terminology for a running list of college names and their official acronyms.

4.6.2 Scholarships and Grants

Capitalize the full title of a scholarship or grant, including the word scholarship or grant. Don’t capitalize indirect or general references to scholarships.

- She received the BYU-Idaho Grant.

- Make sure to apply for scholarships.

Scholarships from BYU-Idaho are referred to as university grants. There are three types of grants: the BYU-Idaho Grant, internship grants, and talent-based grants. Talent-based grants are offered by the art, dance, journalism, music, and theatre departments.

4.6.2.1 Capitalizing “Application” in Scholarship Names

When referring to the applications for scholarships, do not capitalize “application.”

- Please complete the BYU-Idaho Scholarship application.
- Please complete the BYU-Idaho Scholarship Application.

The one exception for capitalizing “application” is if it is officially part of the name, such as the FAFSA, which is the Free Application for Federal Student Aid.

4.6.3 Academic Degrees

See the [Academic Catalog](#) for a full list of approved degrees.

Do not capitalize academic degrees.

- She received a bachelor of arts degree in fine arts.
- She received a Bachelor of Arts degree in Fine Arts.

See [Chicago 10.23](#).

4.6.3.1 Abbreviations of Academic Degrees

See [Chicago 10.23](#) for a list of abbreviations of academic degrees.

4.6.3.2 Emphasis, Emphases

List emphases in parentheses or write out the name of the degree including emphases. Write as “emphasis in” not “emphasis on.”

- [Full Name] graduated with a bachelor of arts in integrated studies (history and philosophy).
- [Full Name] earned a bachelor’s degree in integrated studies with emphases in history and philosophy.

4.6.3.3 Special Terminology with Academic Degrees

In general, use the term bachelor’s degree instead of baccalaureate.

Use doctoral as an adjective and doctorate as a noun.

- She has a doctorate in psychology.
- He earned a doctoral degree in public administration.

4.6.3.4 Placement of Academic Degree with Names

Academic degrees are set off with commas when they follow a name.

See [Chicago 10.23](#) for an example.

4.6.3.5 Apostrophes in Academic Degree Names

When writing about degrees or certificates generally, lowercase and use the possessive (except for doctorate and sometimes associate). When choosing between using “associate” and “associate’s” degree, both are correct, but choose only one and stay consistent.

- bachelor’s degree, bachelor’s, master’s degree, master’s
- associate degree, associate’s degree, associate’s
- doctoral degree, doctorate

When writing the full degree or certificate name, don't use the possessive. Avoid using the word degree after the full name. Capitalize only when used outside of normal prose, such as a promotional item.

- associate in science, bachelor of science, master of science
- She has a bachelor of science degree.

4.6.4 Names of BYU-Idaho Semesters

If a specific semester is mentioned and includes the year, capitalize all words. If no specific year is mentioned, don't capitalize it.

- Winter Semester 2018
- Winter 2018
- This course will be available every fall semester.
- Winter 2018 semester

Don't include the word *of* in the semester name.

- Winter 2018
- Winter of 2018
- Winter Semester of 2018
- Winter 2018 semester

Do not use abbreviations (W, F, S, WA, FA, SP, etc.) for student-facing content and communications.

The academic period from July through September is the Summer Session (not summer semester or summer school). Capitalize Summer Session.

4.6.5 Letter Grades

Letters used to designate grades are usually capitalized and set in roman type.

No apostrophe is required in the plural, but avoid making letter grades plural, as the construction can be confusing.

- I got an A.
- I have three As, one B, and six Ds.

4.6.6 Learning Model Terminology

Always capitalize the Learning Model when referring to the official BYU-Idaho Learning Model. With terms related to the Learning Model, generally capitalize them when used as a noun or a title, but don't capitalize them used as a verb or action:

- The three parts of BYU-Idaho's Learning Model are Prepare, Teach One Another, Ponder and Prove.
- At this activity, you will teach one another a new skill.

4.7 Hashtags and Joined Words

For hashtags and joined words, capitalize every word in the hashtag. This will make words easier to read and distinguish.

- PathwayConnect
- #HikesInRexburg
- #hikesinrexburg

The official standard for the social media campaign that started in Fall Semester 2024 is #WhyBYUI.

- #WhyBYUI
- #whyBYUI
- #WHYBYUI
- #whybyui

4.8 Cities

Cite the cities within Idaho based on the audience. For a broad audience with little awareness of Idaho, give the city and Idaho for all localities. Rexburg, Idaho Falls, and Boise may be exceptions if the audience is more familiar with the state.

For cities in Utah, give the city and Utah for all locations except Salt Lake City.

- The meeting will be held in Salt Lake City.
- The meeting will be held in Orem, Utah.
- The meeting will be held in Orem.

4.8.1 Place-Name Commas

For place-names in text, there should be a comma between the city and the state and a comma to set it off from the proceeding part of the sentence.

- This trip will take students to London, England, to learn more about the history of British literature.

See [Chicago 6.42](#) for more rules and explanation for place-name commas.

5. General Terminology

This section provides the proper spelling, capitalization, and punctuation for terms specific to Brigham Young University-Idaho.

5.1 Academic Offices

Office of Faculty Development and Mentored Research

Office of Academic Success and Interdisciplinary Studies

Office of General Education

Office of Teacher Preparation

5.2 Colleges and Departments

College of Agriculture and Life Sciences

- Department of Animal and Food Science
- Department of Applied Plant Science
- Department of Biology
- Department of Health Services
- Department of Human Performance and Recreation
- Department of Military Sciences
- Department of Nursing

College of Business and Communication

- Department of Accounting
- Department of Communication
- Department of Economics
- Department of Finance
- Department of Management
- Department of Marketing

College of Education and Human Development

- Department of Home and Family
- Department of Psychology
- Department of Religious Education
- Department of Sociology and Social Work
- Department of Teacher Education
- Department of Teacher Preparation
- Department of Elementary, Early, and Special Education

College of Language and Letters

- Department of Academic Success and Tutoring
- Department of English
- Department of History, Geography, and Political Science
- Department of Humanities and Philosophy
- Department of Languages and International Studies

College of Physical Sciences and Engineering

- Department of Chemistry
- Department of Computer Information Technology
- Department of Computer Science and Electrical Engineering
- Department of Design and Construction Management
- Department of Engineering Technology
- Department of Geology
- Department of Mathematics
- Department of Mechanical and Civil Engineering
- Department of Physics

College of Performing and Visual Arts

- Department of Art
- Department of Music

- Department of Theatre and Dance

5.3 Societies/Clubs

- Advancement of Material and Process Engineering Society (SAMPE)
- Ag Tech Society
- Agribusiness Management (AGBM) Society
- Agronomy Society
- Amateur Radio Society
- American Advertising Federation Society (AAF)
- American Guild of Organists Society
- American Society of Civil Engineers (ASCE)
- American Welding Society (AWS)
- Apparel Design Society
- Astronomical Society
- Art History Association
- Biomedical Engineering Society
- Brass Society
- BYU-Idaho Dance Society
- Cardiovascular Perfusion Society
- Cattlemen's Society
- Chemistry Society
- Clinical Spanish Interpreters Society
- Collegiate Young Farmers & Ranchers
- Computing Society
- Corporate Finance Society (CFS)
- Child Development and Education Society
- Child & Family Advocacy Society
- Data Science Society
- Design and Construction Management (DMC) Society
- Dietetics Society
- Economics Society
- Eliza R. Snow Society
- Emeritus Club

- English Academic Society
- Entrepreneur Society (Innovator's Society)
- Exercise Physiology Society
- Family Community & Career Leaders of America Society
- Family & Consumer Science Society
- Fine Art Society
- Food Science Society
- HART High-Altitude Balloon Society
- Health Psych Society
- Humanities Society
- Human Resource Society
- IEEE Student Branch Society
- Industrial Hygiene and Safety Society
- Interfaith Leadership Society
- Interdisciplinary Society (SIS)
- International Studies Society
- Investment Society
- Jazz Society
- Management Consulting Society
- Mathematics Society
- Math Education Society
- Marketing Society
- MBA Society
- Metus Topiaria (Horticulture) Society
- Neuroscience Academic Society
- Nursing Society
- Peacebuilding Society
- Phi Alpha Theta National History Society
- Phi Delta Biology Research Society
- Philosophical Society
- Pi Sigma Alpha (Political Affairs) Department Society
- Pre-Dental Society

- Pre-Law Society
- Pre-Medical Society
- Pre-Optometry Society
- Pre-Physician Assistant Society
- Pre-Physical/Occupational Therapy Society
- President's Club
- Pre-Vet Society
- Professional Agriculture Students Society (PAS)
- Public Health Society
- Public Relations Student Society of America (PRSSA)
- Real Estate Investment and Development Society
- Rix Stix Indoor Drumline Society
- Social Work Society
- Society of Automotive Engineers
- Society of Hispanic Professional Engineers (SHPE)
- Society of Manufacturing Engineers
- Society of Professional Journalists, SPJ Chapter
- Sociology Society
- Speech and Debate Society
- Sports Professionals Development Society
- Student Accounting Society (SAS)
- Student Composers Society
- Student National Association for Teachers of Singing (SNATS)
- Students Promoting Industrial Organization Psychology (SPIOP)
- Supply Chain Management Society (SCMS)
- Tau Beta Pi Society
- Teacher Education Society
- Themed Entertainment Association (TEA)
- Therapeutic Recreation Management Society
- UAS/Drone Society
- UX Design Society
- Video Production Society

- Visual Society
- Wealth Management Society (WMS)
- Women in Business Society (WIBS)
- Women in Health & Science Society
- Women in Physics Society

5.4 Terms

academic societies

- Student-led organizations with specific academic focuses, such as the Pre-Dental Society, English Academic Society, and Agribusiness Management (AGBM) Society. Do not refer to as clubs. Must be tied to an academic department.

accreditation

- An ongoing process of self-study and evaluation of universities and secondary schools to help determine the quality of education offered by them. BYU-Idaho is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Accreditation as a junior college was gained in 1936, and as a baccalaureate institution in 2004.

ACT

- Acceptable in all references to the ACT assessment, a national college admission and placement examination.

affordable vs. low-cost

- In all messaging and talking about the cost of a BYU-Idaho education, use “affordable” instead of “low-cost” to describe it.

Brigham Young University-Idaho Catalog, BYU-Idaho Catalog, catalog

- The academic catalog provides information on academic programs, requirements, and services offered to students supporting their academic endeavors. On second reference, “catalog” is acceptable. Use the year if referring to a specific one: “2009 catalog.”

BYU-Idaho-approved, BYUI-approved

- Hyphenated BYU-Idaho-approved and BYUI-approved when preceding the noun it modifies. For example: “BYU-Idaho-approved exercise clothing.”

BYU-Idaho Grant

- The main university grant available to all campus students. Capitalize when using the full name. Do not refer to it as the “BYUI Grant” or “BYU-I Grant.” See [grants](#).

BYU-Idaho Mission Statement

- BYU-Idaho’s official mission statement is “Brigham Young University-Idaho was founded and is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.” The mission can be shortened to “Our mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities” or “BYU-Idaho’s mission is to develop disciples of Jesus Christ who are leaders.” Do not shorten or rephrase the mission statement further than these examples. It is important that the phrasing of the mission statement remains consistent across materials.

Career Navigator

- An online tool available to students through Academic Advising that provides tools and resources for students to prepare for and obtain internships and jobs.

Church Educational System (CES)

- The educational system of The Church of Jesus Christ of Latter-day Saints.

CLEP

- Acceptable on second reference for the College Level Examination Program test.

coed

- Shortened form of “coeducation,” meaning the education of both male and female students at the same institution. Can be used informally to refer to mixed gender groups. Do not write as “co-ed” or “co ed.”

commencement, convocation, graduation

- *Graduation* is the term for the full event (including both commencement and convocation), but it used primarily in less formal contexts.
- *Commencement* is the gathering of all students in all colleges to hear from speakers and participate in a processional. It is a ticketed event.
- *Convocation* is when students meet with their respective colleges and walk across the stage to receive their diploma covers. It is usually an unticketed event, and they happen throughout graduation day at different times in different locations.

Continuing Faculty Status (CFS)

- A process that full-time faculty go through to continue their contracts with BYU-Idaho.

degrees

- BYU-Idaho offers associate’s and bachelor’s degrees. See section 4.6.3 Academic Degrees or more information on how to style degree names.
- See the current BYU-Idaho catalog for details on available degrees.

devotional

- Acceptable in all references to devotional assemblies. Weekly devotionals are held on Tuesdays at 11:30 a.m. in the BYU-Idaho Center. Featured speakers include faculty, General Authorities, and other Church leaders.
- Capitalize only when full name is used: BYU-Idaho Devotional.

disciple-leader

- A term used to describe the kind of person that BYU-Idaho strives to develop—a person who acts and leads like the Savior.
- Always hyphenate as disciple-leader unless quoting from a source that doesn’t hyphenate the term. Do not capitalize outside of the Disciple-Leader Conference. See [Disciple-Leader Conference](#).

Doorway Test

- The Doorway Test is this: When you appear, without notice, in the doorway or the email queue of someone who might help you, especially a professor, are you prepared to be taught? That means several things. One is that you’ve done all you can for yourself.

- Commissioner Clark calls “the Doorway Test,” which is this: If you are a professor, and a graduate student appears in your office doorway, are you glad? In other words, do you anticipate that the time you invest in that student will be worth your investment?
- Do not capitalize “the” in “the Doorway Test”

CES Dress and Grooming Principles and Expectations, Dress and Grooming Principles and Expectations

- Principles and expectations for the dress and grooming of students in the Church Educational System (CES).
- Capitalize in specific references. CES or Church Educational System can be omitted depending on the audience: “Please follow the CES Dress and Grooming Principles and Expectations,” “Please follow the Dress and Grooming Principles and Expectations.”
- Lowercase references that don’t include the full name, “Dress and grooming standards are important.”
- Previously known as the “BYU-Idaho Dress and Grooming Standards” or “the Dress and Grooming Standards,” the name and guidelines were updated in August 2023.
- Dress and Grooming Principles and Expectations are part of the [CES Honor Code](#), but do not refer to the Honor Code when discussing only the Dress and Grooming Principles and Expectations.

ecclesiastical endorsement

- An endorsement completed by the bishop of the ward (or branch president of the branch) in which the student resides. An endorsement is required to apply to BYU-Idaho, and a continuing endorsement is required annually for current students.
- Do not capitalize unless as part of a title.
- See [bishop](#), [stake president](#), [branch president](#) for rules on capitalizing.

emeritus faculty

- Retired faculty members. For example, “an emeritus instructor of psychology.”

FAFSA

- Stands for Free Application for Federal Student Aid. Can be abbreviated in all cases, although including an additional explanation of what it means is encouraged when possible.

Federal Student Aid

- The official name for financial aid provided to students by the US government. Not Federal Financial Aid.

flex track

- The term for the semester outside of a student’s assigned track. Do not refer to as the off-track semester.

forum hour

- An hour every Thursday from 11:30 a.m. to 12:30 p.m when no classes are held. Often used for society events. Do not capitalize unless speaking of a specific University Forum event.

University Forum, Brigham Young University-Idaho Forum

- An assembly where a keynote speaker discusses a topic of shared interest. Capitalized if designated as a University Forum.
- Use Brigham Young University-Idaho Forum for more formal forum events.

general conference

- Capitalize only when using the entire name: the 160th Annual General Conference, the 160th Semiannual General Conference, but general conference.
- Annual general conferences are in April, and semiannual general conferences are in October.

General Education (GE), general education

- Previously known as Foundations, General Education (GE) provides multidisciplinary academic core requirements for students.
- Capitalize when referring to the program ("The General Education program," "The GE program"), but lowercase when referring to general education courses ("I have five more generals to take," "I have five more general education classes to take").

GPA

- Acceptable reference for grade point average. Depending on audience, first reference may need more clarification: "She carries a 3.65 grade point average, and she feels her GPA will continue to rise."

grants

- Scholarships provided to students by the university. Referred to as grants, not scholarships. There are four available grants: [university grants](#), the [BYU-Idaho Grant](#), [internship grants](#), and [talent grants](#).

Home Evening

- Home Evening is a time for apartments to enjoy activities and lessons together. "Home Evening" or "Home Evening group(s)" is acceptable. Do not use "Family Home Evening" or "FHE."

Honor Code, CES Honor Code

- Refer to as "CES Honor Code" or "Church Educational System Honor Code" when the official name is needed. In less formal cases, Honor Code is okay on first reference.
- A unique moral code approved by the Board of Trustees to ensure the high moral character and integrity of the institutions and students that make up the Church Educational System.
- Updated in August 2023. See the [CES Honor Code](#) webpage for more information.

I-Card

- Not iCard, Icard, or I-card; the official BYU-Idaho ID card for all students, employees, and dependents of full-time employees

I-Learn

- Not iLearn or ILearn; I-Learn is powered by Canvas, but it's not referred to as Canvas unless the specific features of Canvas are being discussed

I-Number

- Not iNumber, Inumber, or I-number; a unique identification number for each individual that is used to identify students, employees, and dependents at various locations across campus

institutional recommendation

- An official document verifying that a student has completed all requirements of an approved teacher education program leading to certification by the State of Idaho, including state-mandated exams. The institutional recommendation must be signed by the dean of the College of Education.

internship grants

- Funds used to assist students with expenses related to their internships; student teaching doesn't qualify. Lowercase unless referring to the specific name of a grant. See [grants](#).

I-Plan

- A digital resource that helps students plan out their degree.

I-Serve

- A digital resource that lists service opportunities for students.

Learning Model

- A pattern for continual learning and personal development used to develop courses. Directed by President Clark. The model has three key steps: (1) Prepare, (2) Teach One Another, (3) Ponder and Prove.
- Capitalize complete references to the Learning Model and its steps ("this course follows the Learning Model," "I love the step Prepare in the Learning Model"). Lowercase in general references ("We will teach one another in this course," "There are many learning models.")

Institutional Learning Outcomes (ILOs)

- The outcomes, approved by NWCCU, that students should achieve by the time they graduate from BYU-Idaho. Capitalize complete references. Lowercase in general references.

1. Disciples of Jesus Christ
2. Sound Thinkers
3. Effective Communicators
4. Skilled Collaborators

live stream, live streamed, live streaming

- Not livestream, livestreamed, livestreaming. Only hyphenate when preceding a noun that it's modifying, such as "the live-streaming portal."

mighty oaks quote, Jacob Spori quote

- A quote often attributed to Jacob Spori: "The seeds we're planting today will grow and become mighty oaks and their branches will run all over the earth."
- The quote can still be used in reference to BYU-Idaho, but do not attribute it to Jacob Spori; there isn't a primary source to support the claim that it was Jacob Spori who said this.

mission statement, core themes

- BYU-Idaho's mission statement is the following: "Brigham Young University-Idaho was founded and is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities."
 - This mission statement is supported by four statements:
 - Building testimonies of the restored gospel of Jesus Christ and fostering its principles in a wholesome academic, cultural, and social environment.
 - Providing a high-quality education that prepares students of diverse interests and abilities for lifelong learning and employment.
- Serving as many students as possible within resource constraints.

- Delivering education that is affordable for students and the Church.
- These four statements are distilled into the words testimony, quality, reach, and affordability.
- These statements are referred to as *core themes*, **not** *strategic priorities*.

my.byui.edu

- The entry point for personalized information on the BYU-Idaho website. Requires user authentication.

Online Curriculum Development

- An administrative area on campus that develops online curriculum for BYU-Idaho and BYU-Pathway Worldwide.
 - Certificates and Degrees Curriculum
 - Online Quality Assurance
 - EnglishConnect 3 (EC3)
 - Online Instruction
 - Systems and Innovation
 - Online Contingent Instructors

open enrollment, open-enrollment institution

- Do not hyphenate when used as a noun (for example, “Open enrollment is an important feature.”)
- Only hyphenate when used as a compound adjective preceding a noun (for example, “We are an open-enrollment institution.”)

pre-arrival

- Not “prearrival”
- “Pre-Arrival Mentoring” is acceptable.
- “Pre-Arrival Team” is acceptable.

preregister

- Not “pre-register.”

presale

- Not presell, pre-sell, or pre-sale.

Radio

- BYU-Idaho Radio originates from Brigham Young University-Idaho, in Rexburg, Idaho, USA, and is comprised of three stations:
 - **94.3 FM:** Provides classical music, NPR news, and an array of news produced by BYU-Idaho students. Available locally.
 - **91.5 FM:** Provides uplifting music and other spiritual content that is derived, planned, and produced by BYU-Idaho students. Available locally or through online livestreaming.
 - **Online Radio:** Provides a “BYU-Idaho experience” with devotional addresses, BYU-Idaho news and features, and student and alumni success stories. Available online only.

résumé

- Always include the accents when discussing the professional document. Not to be confused with the verb resume.

Rixida

- The Ricks College yearbook. Copies of the *Rixida* are available online in the McKay Library's special collections. Set *Rixida* in italics.

Ruffatti Organ

- Acceptable in first reference for the Keith Martindale Stephen Memorial Organ. Built by the Ruffatti family of Italy. The organ is in the Barrus Concert Hall of the Eliza R. Snow Center for the Performing Arts.

SAT

- Acceptable in all references to the SAT assessment.

semester, semesters

- See 4.6.4 Names of BYU-Idaho semesters for an explanation for how to style semester names.

servant leader, servant leadership

- Not servant-leader.

"Spirit of Ricks"

- Refers to the legacy often characterized by integrity, charity, faithfulness, and frugality expressed in daily life. A personal reflection of the Spirit of Christ through the example of students, faculty, staff, and alumni of BYU-Idaho.
- Can also be referred to as the "Spirit of BYU-Idaho."

competitive sports

- The correct spelling of BYU-Idaho's competitive sports activities:
 - cross-country (not cross country)
 - tryouts (not try outs or try-outs)

Stadium Singing

- A long-held tradition that occurs every Sunday where students come together under the bleachers to sing hymns and feel the Spirit.

talent grants

- Talent-based grants offered by the art, dance, journalism, music, and theatre departments. Lowercase unless using the name of a specific grant. See [grants](#).

technology terms

- internet—not Internet
- email—not e-mail or E-mail
- the web—not the Web, but the World Wide Web

Three-Track System

- BYU-Idaho's academic calendar revolves around three semesters: spring, fall, and winter. Two of the three semesters are combined to make a track. The three tracks are: Spring/Fall, Fall/Winter, and Winter/Spring.

- Capitalize when referring to the Three-Track System specifically (“I love the Three-Track System at BYU-Idaho”), but lowercase in general references (“BYU-Idaho’s academic calendar has three tracks”). Always hyphenate “Three-Track.”

Together for Greatness (T4G)

- The part of the BYU-Idaho Fund that employees have organized to facilitate and pool their philanthropic gifts to support students. See [Philanthropies](#).

university

- Acceptable on second reference to BYU-Idaho.
- Lowercase “university” in all cases, only capitalizing when used with a full name (i.e., Brigham Young University-Idaho), unless additional clarity is needed, such as in a legal document, where the short form is intended to invoke the full authority of the school.

university grants

- Keep lowercase; only capitalize the full title of grants and scholarships. See [grants](#).

Vikings

- Term associated with Ricks College athletic teams. No longer in use.

Wagon Box Prophecy

- Do not refer to the Wagon Box Prophecy as fact.
- An inspirational—but false—legend about a prophecy that Wilford Woodruff gave to Idaho pioneers in an 1884 talk given from a wagon box. The legend is that Wilford Woodruff foretold that southern Idaho would one day have great temples and everything that the pioneers had in their former community.
- Read [“Gary Boatright Traces the Origins of the Latter-day Saint Wagon Box Prophecy”](#) for an in-depth analysis of the prophecy’s origin.

5.5 Presidents

BYU-Idaho has had 18 presidents in its lifetime. The current president is Alvin F. Meredith III. When mentioning past presidents, use the term “then president.”

Until George S. Romney, they were given the title of “principal.”

- Jacob Spori (1888–1891)
- Charles N. Watkins (1891–1894)
- George Cole (1894–1899)
- Douglas M. Todd (1899–1901)
- Ezra C. Dalby (1901–1914)
- Andrew B. Christenson (1914–1917)
- George S. Romney (1917–1930)
- Hyrum Manwaring (1930–1944)
- John L. Clarke (1944–1971)
- Henry B. Eyring (1971–1977)

- Harry Maxwell (interim president, 1977–1978)
- Bruce C. Hafen (1978–1985)
- Joe J. Christensen (1985–1989)
- Steven D. Bennion (1989–1997)
- David A. Bednar (1997–2004)
- Robert M. Wilkes (interim president, 2004–2005)
- Kim B. Clark (2005–2015)
- Clark G. Gilbert (2015–2017)
- Henry J. Eyring (2017–2023)
- Alvin F. Meredith III (2023–present)

See the [Past Presidents](#) webpage for information on each president.

5.6 Titles/People

alumni ambassador

- An alumnus who represents BYU-Idaho and the Alumni Association in their home area.

Alvin F. Meredith III

- 18th president of BYU-Idaho. When including his nickname “Trip,” style his name as Alvin “Trip” F. Meredith III—not Alvin F. “Trip” Meredith III.
- For context, the middle name “Trip” comes from him being the third (“triple”) of his name
- When referring to him in his position as president, use the title “President.”
- When referring to him in his position as a General Authority, use the title “Elder.”

Alumni Council

- The advising board of the Alumni Association.

associate dean

- Serves as the acting dean when the dean is not available. Services like a counselor and reports directly to the dean.

bishop, stake president, branch president

- See section [4.4 Religious terminology and titles](#) for information on how to capitalize religious titles.

Board of Trustees

- The governing body of the Church Educational System that includes BYU-Idaho. The Board of Trustees exercises broad-based oversight of all University activities. The Board of Trustees consists of officers of The Church of Jesus Christ of Latter-day Saints. It is chaired by the President of the Church. For current members of the Board, consult the Brigham Young University-Idaho Catalog. On second reference, the Board.
- Also capitalize Executive Committee of the Board of Trustees.

Budget Strategy Committee

- A committee responsible for compiling and prioritizing the university-wide proposed budget and meeting together with the college deans each spring. This budget is then presented to the Commissioner of the Church Educational System, who then presents the requested budget to the Board of Trustees.
- The Church's Budget Committee and Council on the Disposition of Tithes then give final approval of the budget. The outcome of these meetings are then relayed by the academic vice president to the college deans.

BYU-Idaho Advancement Council (BAC)

- A university council that is concerned with helping to advance BYU-Idaho's mission.
- The *council* has an annual conference with several *counsel sessions*.

campus security

- The correct title when addressing the workers in the security section, not "campus police."

Commissioner of the Church Educational System

- Not Commissioner of Church Education. Always capitalize when the position is held by a General Authority, otherwise capitalize only when used as a title preceding a name.

dean

- A dean is the leader of one of the academic colleges on campus. In running text, lowercase the title if it comes after the name of the person who holds the office, as in "Fenton Broadhead, dean of the College of Business and Communication." If context requires you to use dean before the person's name, capitalize it, as in "Dean Fenton Broadhead."

dean of students

- An administrator who serves under the vice president of Student Services and Activities to promote student well-being at BYU-Idaho.

Executive Committee (of the Board of Trustees)

- Organized by the Board of Trustees and given the responsibility of exercising more direct short-term oversight of Church educational activities.
- The Executive Committee consists of members of the Board of Trustees, college and university presidents within the Church Educational System, and other administrators of the Church Educational System. The Executive Committee meets on a monthly basis to coordinate various Church Educational System issues.

Institutional Review Board (IRB)

- A committee that has been formally assigned to review and monitor all research conducted at BYU-Idaho involving human subjects. The IRB has the authority to approve or disapprove research that does not treat human subjects ethically and in accordance with federal guidelines and regulations (see Code of Federal Regulations, Title 45, Part 46, Protection of Human Subjects). It is registered with the Department of Health and Human Services.

president, elder, brother, sister

- See section 4.4.1 Use of Church Titles for information on how to use the titles president, elder, brother, and sister with Church callings.

President's Council

- An administrative council that discusses future goals of the university and makes major or final decisions on issues that affect BYU-Idaho.

Thomas Edwin Ricks

- Pioneer leader who founded Rexburg (1883). As the first president of the Bannock Stake, he served as chairman of the local board of education and led in the founding of Bannock Stake Academy (1888). It later became Ricks College and then Brigham Young University-Idaho.

University Council

- A council that coordinates university initiatives and strategy issues.

vice presidents

- BYU-Idaho has five vice presidents who serve under the president:
 - University Resources Vice President
 - Academic Vice President
 - Student Life Vice President
 - Online Vice President
 - Executive Strategy and Planning Vice President
- Use in lowercase as an appositive: "Jon Linford, academic vice president." Capitalize when the title precedes the name: "Academic Vice President Jon Linford."
- A list of vice presidents can be found in the current BYU-Idaho directory and organizational chart.

5.7 Offices/Campus Buildings and Places

Office of Academic Administration

- An administrative office overseeing all administrative resources and details involved with instruction at the university.

Accessibility Services

- Previously known as Disability Services.

Admissions

- An administrative area on campus that manages applications, admissions, and outreach for prospective students. They also host campus tours.

The Advising Center

- Include and capitalize "the" when using the full name.

Alumni Engagement

- An administrative area on campus that promotes engagement among BYU-Idaho alumni and helps connect current students to successful alumni. Shortened as Alumni.
- See [Career Center](#) in the BYU-Idaho Terminology Guide.

Amphitheatre

- The area between the Smith, MC, and Library. Spell as Amphitheatre (re), not Amphitheater (er).

Barrus Concert Hall

- Located in the Eliza R. Snow Performing Arts Center. Acceptable on second reference for the Ruth H. Barrus Concert Hall.

Strike Zone Bowling Alley, bowling alley

- Bowling alley located in the MC. Capitalize when using the full name, lowercase when referring to “bowling alley” generally.

Brigham Young University-Idaho (BYU-Idaho, BYUI)

- The full name of the university; always use on first reference. Use a dash between “University” and “Idaho,” never an en or em dash. On subsequent references, use BYU-Idaho. BYUI is acceptable for subsequent references in informal contexts, not BYU-I or BYU I.

Budgeting

- An administrative area on campus that handles budgeting for the university.

BYU-Idaho Center, I-Center

- Refer to as the BYU-Idaho Center on first reference. I-Center is acceptable on subsequent references or when the audience is already familiar with the BYU-Idaho Center.
- Do not abbreviate as the BYUI Center.

BYU-Idaho Center Stage, Center Stage

- The main performing stage on the BYU-Idaho campus. They offer year-round concerts and events for students, employees, and members of the community.
- BYU-Idaho Center Stage is a performing arts series directed by University Relations.

BYU-Idaho Island Park Natural Science Center

- Located in Island Park near Yale Creek. It is used by the department for a field of study. The Department of Biology coordinates the schedule.

BYU-Idaho Seismograph Station

- Located in 154 Romney adjacent to the Natural Science Museum. They are now connected to the United States Geological Survey with help from Montana Tech and the University of Utah.

BYU-Idaho Stadium (STA), stadium

- Overlooks the football field and track. (The name “Viking Stadium” was used when the school was known as Ricks College.) The Outdoor Resource Center is located under the stadium.
- Capitalize when using the full name, but lowercase “stadium” in general reference.

campus buildings (and approved abbreviations)

- 1st Stake Center [Near Temple] (1SC)
- 1st Stake Center Pavilion [Near Temple] (1SC-PAV)
- 3rd Stake Center (3SC)
- Agricultural Engineering Building (AGM)
- Agriculture Science Center [All Buildings] (ASC)
- Agriculture Science Center Vehicles (ASC-VEH)

- Animal Waste Lagoon (AC08)
- Auxiliary Greenhouses (GRN)
- Auxiliary Services Building (ASB)
- Biddulph Hall (BID)
- BYU-Idaho Center (BCTR or I-Center)
- BYU-Idaho Stadium (STA)
- Campus (CMPS)
- Campus Vehicles (CMPSVEH)
- Central Energy Facility (CEF)
- Centre Square [All Buildings] (CSQ)
- Centre Square Building 1 (CS1)
- Centre Square Building 2 (CS2)
- Centre Square Building 3 (CS3)
- Chapman Hall 36 (CHP)
- Cinder/Sand Storage Shed (SSS)
- College Avenue Properties (CAP)
- Compost Pad (AC09)
- Construction Management Lab (CML)
- Crop and Soil Research (CSR)
- David O. McKay Library (MCK)
- Eliza R. Snow Performing Arts Center (SNO)
- Engineering Technology Center (ETC)
- Equipment Shed (AC-ES)
- Equipment Storage/Hoop Barn (AC11)
- Eyring Residence (EYRING)
- Ezra Taft Benson Agricultural and Biological Sciences Building (BEN)
 - Ezra Taft Benson Building is okay on first reference
- Facilities Grounds Greenhouse (FGG)
- Facilities Grounds Shop (FGS)
- Facilities Maintenance Shops (FMS)
- Farm Equipment Storage West [Quonset] (FES2)
- Farm House West (AC-FH)

- Feed Bins (AC16)
- Feed Equipment Storage Facility (AC15)
- Feed Lane (AC10)
- Feed Transfer Facility (AC17)
- Flammable Storage Building (FSB)
- Fleet Services (FLEET)
- George S. Romney Building (ROM)
- Gordon B. Hinckley Building (HIN)
- Hay Storage Facility, North (AC13)
- Hay Storage Facility, South (AC14)
- Hazmat Building (HAZ)
- Heating Plant (HTG)
- Heifer Development Facility (AC04)
- Hog Facility (AC05)
- Horticulture Storage North (HSN)
- Horticulture Storage South (HSS)
- Hyrum Manwaring Student Center (MC)
- Jacob Spori Building (SPO)
- John L. Clarke Building (CLK)
- John Taylor Building (TAY)
- John W. Hart Physical Education Building (HRT)
- Joseph Fielding Smith Building (SMI)
 - Always use full middle name, not Joseph F. Smith Building
- KBYI Transmitter Building, Alpine (KBYI-02)
- KBYI Transmitter Building, Menan (KBYI-01)
- Kimball Generator Building (KGB)
- Lamprecht Hall (LAM)
- Livestock Arena and Classroom (AC01)
- Livestock Handling Facility (AC02)
- Maintenance Shop (AC12)
- Maintenance Storage Building (MSB)
- Mark Austin Technical and Engineering Building (AUS)

- Mark Austin Building is acceptable on first reference
- Mechanical Operations Shop (MOS)
- Non-Campus Vehicles (NCVEH)
- Observatory (AC-OBS)
- Off-Campus Building (OC)
- Oscar A. Kirkham Building (KRK)
- Physical Plant Grounds Construction and Sign Shop (PPG)
- Physical Plant Office Building (PPO)
- Physical Plant Shop Building (PPS)
- Pioneer Wellhouse (PWH)
- Plumbing and Welding Shop (PWS)
- Poultry Facility (AC06)
- President's Home (PRH)
- Quarantine Shed (AC03)
- Recycling Center [Dry Storage Building] (RC)
- Ricks Gardens Storage Building ["Gazebo"] (GAZ)
- Rigby Hall Office Building (RIG)
- Science and Technology Center (STC)
- Sheep Facility (AC07)
- Showtime Equipment (SHOW)
- Sky Mountain Lodge (RNCH)
- Spencer W. Kimball Student and Administration Services Building (KIM)
 - Spencer W. Kimball Building is okay on first reference
- Sports Complex Support Facility (SCSF)
- Stadium Buildings (STA)
- Student Health and Counseling Center (SHC)
 - Can be referred to as the Student Health Center and the Counseling Center when referring to the centers separately
- Substation (SUB)
- Temple (TMPL)
- Temple President's Home (TPRH)
- Teton Geotourism Center (TGC)

- Thomas E. Ricks Building (RKS)
- Two-Way Radio Transmitter Building (RXB)
- University Communications Building (UC)
- University Operations Building (UO)
- University Support Services [Old Christiansen Auto Body] (USS)
- University Village [All Buildings] (UV)
 - University Village 01 (UV01)
 - University Village 02 (UV02)
 - University Village 03 (UV03)
 - University Village 04 (UV04)
 - University Village 05 (UV05)
 - University Village 06 (UV06)
 - University Village 07 (UV07)
 - University Village 08 (UV08)
 - University Village 09 (UV09)
 - University Village 10 (UV10)
 - University Village 11 (UV11)
 - University Village 12 (UV12)
 - University Village 13 (UV13)
 - University Village 14 (UV14)
 - University Village 15 (UV15)
 - University Village 16 (UV16)
 - University Village Community Center (UVCC)
 - University Village Data Hut (UV-DATA)
- Upper Playfields
- Upper Playfield Restrooms (UPR)
- Visual Arts Studio (VAS)
- Vehicle Storage Building (VSB)
- Well House (AC18)

Campus Outdoor Learning Center and Arboretum

- Located on Seventh South. Provides native plants and trees from a natural environment.

Campus Rec

Career and Academic Advising

- An administrative area on campus that services students to help with class planning, career and major exploration, and academic success. They also service faculty to help with academic planning and student support.
- Over The Advising Center.

Career Center

- A center on campus that helps prepare students for successful careers. They focus on four key areas: job market readiness, employer connections, internships, and alumni networking. See [Alumni Engagement](#).

Cashier's Office

- Cashiers receive payments for tuition and fees, I-Card payments, as well as funds collected by various departments and organizations within the campus community. They also disburse balances of financial aid and student-employee payroll.
- Not Cashiers Office.

Catering Services

- Offers in-house and take-out catering for events. Managed by Food Services.

costume shop

- The university has two costume shops. The Department of Theatre Costume Shop and the Department of Dance Costume Shop. Both shops construct costumes as well as provide rentals for existing costumes.

Counseling Center

- A health center on campus that provides professional resources for individual, couple, and group counseling. They also provide resources and workshops for emotion and stress management.

Crossroads, MC Crossroads

- Write as "the Crossroads" or "Crossroads," not "The Crossroads." May also be referred to as "MC Crossroads" if the location is needed. Located on the second floor of the Manwaring Center. Run and operated by BYU-Idaho Food Services.

Dean of Students Offices

- Student-service oriented and responsible for improving the quality of the student experience on campus.

English as an International Language Center (EILC)

- A student support center helps students who have English as a Second Language (ESL) adjust to their role as matriculated college students and improve and practice their listening, speaking, reading, and writing skills. They also offer courses for spouses of BYUI students called English Conversations.

Ensign College

- A higher education organization in the Church Education System. Partners with BYU-Idaho to develop programming for BYU-Pathway Worldwide. Previously known as LDS Business College.

Faculty Technology Center (FTC)

- Multimedia lab and support service for faculty as they prepare electronic instructional materials.

Financial Services

- An administrative office providing services such as payroll, travel, purchasing, personal student accounts, student insurance, accounts receivable, disbursements, etc.

Fitness Center

- BYU-Idaho's workout gym. It includes a cardio section, a circuit section, free weights, and weight machines. Trainers are also available.

Flower Center

- Retail flower outlet in 150 Benson Lab with a primary focus on flowers for campus events, faculty, and students. Students who work there provide products and expertise while earning credit for a floral shop experience.

Hart Auditorium

- Term used when Hart Main Gym is used for concerts or an audience/spectator event other than those associated with sports. See [Hart Main Gym](#).

Hart Auxiliary Gym

- This gym has four basketball hoops and houses the archery targets and classes. Students can also come here to play badminton, basketball, and volleyball. See [Fitness Center](#).

Hart Main Gym

- Use this term for sporting events, dances, special events, etc. See [Hart Auditorium](#).

Human Resources (HR)

- An administrative area on campus that supports BYU-Idaho employees. Responsible for services related to employment at BYU-Idaho, hiring employees, employee and retiree benefits, employee training, etc.

Information Technology (IT)

- An administrative department on campus that oversees all the technology on campus. It includes:
 - IT Data Services
 - IT Governance
 - IT Infrastructure
 - Network Services
 - IT Portfolio Management
 - IT Unified Support
 - Classroom and Lab Technologies
 - End-User Technologies
 - IT Service Desk
 - Platform Services
 - Software Engineering

Institutional Planning

- An administrative area on campus that helps plan the future of the university. It has five divisions:
 - Compliance Office
 - Data and Analysis
 - Strategic Enrollment Planning

- Concurrent and Strategic Enrollment
- Forecasting and Planning

Intellectual Property Office

- An administrative office on campus that has the stewardship over the management of intellectual property ownership and uses rights at the university and the review and approval of individual agreements that modify the default allocation of rights provided by the IP policy.

International Services

- An administrative area on campus that services international students at BYU-Idaho.
- Assists students in matters relating to their status with the Bureau of Citizenship and Immigration Services such as employment, eligibility, financial aid, adjustment issues, university transfers, etc.

Internships and Career Services

- An administrative area that helps to organize, develop, promote, and coordinate the internship process on behalf of students, experience providers, and the university. Internship coordinators also reside within each academic department.

Institutional Effectiveness and Accreditation

- An administrative office on campus that oversees university accreditation.

Institutional Research and Assessment

- An administrative area on campus that gathers data on the university's performance.
- Conducts studies assessing institutional effectiveness, provides data and analysis to government and non-governmental agencies, provides technical support and expertise to assessment activities of academic and administrative departments, and conducts teacher evaluations.

Learning Innovation and Technology Department

- An administrative department that supports faculty with training and technology. See [Faculty Technology Center \(FTC\)](#).

Legacy Hall

- A large display in the Manwaring Center that serves as a tribute to Ricks College and BYU-Idaho history. The display contains a compilation of photos, stories, sporting memorabilia, and quotes. Capitalize on complete reference (It's in Legacy Hall), lowercase on general reference (It's in the hall).

Life Science Museum

- Located on the second floor of the Benson Building. Features a collection of animals native to North America plus a special display from Africa.

Little Theatre

- Located in 344 Manwaring Center.

Lost and Found Office

MacLab

- Technology center located in the McKay Library.

David O. McKay Library, McKay Library, library

- The library on campus. Use full name on first reference, McKay Library in all other references. Do not capitalize library on its own.

Mentoring

- A student support area on campus that provides mentoring for students.

Observatory

- Located on roof of the Romney Building, the observatory dome and telescope is open on nights when the weather is clear. It is open to the public and free of charge. Capitalize when referring to it directly.

Online Curriculum Development

- An administrative area on campus that develops online curriculum for BYU-Idaho and BYU-Pathway Worldwide.
 - Certificates and Degrees Curriculum
 - Online Quality Assurance
 - EnglishConnect 3 (EC3)
 - Online Instruction
 - Systems and Innovation
 - Online Contingent Instructors

Online Learning/Support

- An administrative area on campus that supports BYU-Idaho and BYU-Pathway Worldwide's online programs.
 - Online Academic Support
 - Online Employment and Scheduling
 - Online Instructional Support

Outdoor Resource Center (ORC)

- Located under BYU-Idaho Stadium at the corner of First West and Second South. The student-run business is a source for equipment rental, sales, and information relating to the outdoors.

Payroll Office

- Handles the disbursement of pay for students, faculty, administrators, and staff. Maintains appropriate records in compliance with federal regulations.

Physical Facilities Complex

- A series of buildings and shops located southwest of the main campus between First West and Physical Plant Way.

plant shop

- Located in the Benson building and at a booth in the MC, students can buy foliage, cacti, succulents, herbs, produce, flowers, tillandsias, and more.
- Not The Plant Shop or Plant Shop

Print Services

- Provides color and black-and-white copiers and printers for use of students, employees and the public. Other services include laminating, banner printing, faxes, posters, canvas photo prints, binding, and paper orders.
- Oversees Print & Copy.

Purchasing Office

- Handles vendor bids and contracts, major purchases of capital equipment, and purchase requisitions for various entities of the university.

Public Safety Office

- Seeks to maintain a peaceful, secure, and safe campus environment for all students and employees.

Recreational Services

- Facilitates overseeing the recreational activities on campus.
- Not recreational services unless used in a general sense of the term.

Registrar's Office

- An administrative office overseeing registration, records, and transcripts.

Rexburg, Idaho

- Refer to as "Rexburg, Idaho," or "the city of Rexburg," not "Rexburg City."

Ricks College

- From 1902 to 2001 the university now known as Brigham Young University-Idaho operated under the name of Ricks, first as an academy and later as Ricks College. Ricks College became the largest privately owned junior college in the United States prior to the transition to a baccalaureate university.
- Do not refer to as "Ricks" alone, unless in the phrase "Spirit of Ricks."

Risk Management

- Office on campus that handles risk management, safety, compliance, and fire safety and protection.

Romney Geology Museum

- Capitalize when using full name. "Geology Museum" is acceptable on second reference.
- A collection of rocks, minerals, and other evidence of prehistoric life. The museum also houses the Keith and Mauna Proctor mineral collection. Museum tours may be scheduled.

Romney Planetarium

- A dome-shaped room with specialized equipment that projects panoramic images of the wonders of the universe. Public shows are given on a weekly basis. Private group shows can be arranged.

Ropes Course

ROTC

- Preferred name is the Department of Military Science. ROTC is run by personnel from the U.S. Army and is designed to train future Army officers. Acceptable in first reference for Reserve Officers Training Corps.

Scheduling Office

- An administrative office that coordinates reservations and usage of university facilities.

Snow Black Box Theatre

Snow Drama Theatre

Snow Recital Hall

Special Collections and Archives

- An archive of historical collections in the David O. McKay library, particularly related to BYU-Idaho and Rexburg history.

Special Events Room

- Located in 387 Manwaring Center. Area often reserved and rented for receptions, banquets, meetings, etc.

Spori Art Gallery

- Located in the Spori Building. Displays art from the permanent collection, faculty, and visiting shows. Open to the public.

Student Activities

- An administrative area on campus that organizes activities and events for students. They have three focus areas: activities and events, involvement and service opportunities, and recreation and wellness.
- Includes:
 - Campus Life
 - Campus Recreation
 - Activities and Involvement
- The Student Activities and Involvement Center is under Student Activities.

Student Health Center

- Medical facility serving students and their dependents.

Student Honor Office

Student Housing

Student Living

Student Records and Registration

Study Skills Center

- A center within Academic Success and Tutoring.

Support Center

- An office that helps connect students to needed resources. They provide the One Stop Shop (OneStop), a self-help resource.

Technology Support Center

tennis courts

- University-owned tennis courts are located at 312 South 1st West, Rexburg, ID 83460.

Testing Center

- A center on campus where students take proctored tests and exams.

Thomas E. Ricks Gardens, Ricks Gardens

- A landscaped quad encompassed by the Benson, Ricks, Hinckley, Kimball, and Taylor Buildings. Originally established as an outdoor teaching lab for the Department of Horticulture, the gardens are used for

academic purposes by numerous departments and students, and are also used by the surrounding community.

- Ricks Gardens is acceptable on second reference.
- Previously known as Horticulture Research and Demonstration Gardens from 1979-2005.

Title IX Office

Tutoring Center

- The Tutoring Center includes the Math Lab, Writing Center, and Reading Center. Services are free to BYU-Idaho students seeking assistance.

University Food Services

University Operations

- A university resource that deals with campus safety and facilities management.
 - Architecture and Construction
 - Facilities Management Operations
 - Auxiliary Maintenance
 - Campus Maintenance
 - Carpenter Shop
 - Electrical
 - HVAC
 - Mechanical/Plumbing
 - Facilities Management Services
 - Grounds
 - Fleet Services
 - Groundskeepers
 - Grounds Operations, Landscape, and Signs
 - Housing and Student Living
 - University Operations Business Services

University Relations

- An administrative department on campus that is responsible for appropriate marketing, branding, and communications on behalf of the university. Also coordinates special events, hosting, and performance tours.
 - Event Management
 - AV Productions
 - Events Services
 - Media Creation
 - Scheduling Office

- University Public Affairs
 - Media Relations
 - Arts Performances and Tours
- University Communications
 - Marketing and Channel Data
 - Creative Services
 - Strategic Communication
 - UX and Web Development

University Resources

University Store

- Outlet for textbooks, university clothing and memorabilia, classroom supplies, etc. Previously known as the University Bookstore.
- For off-campus audiences, clarify the university's association by using BYU-Idaho Store.

Upper Playfields

Welcome Center

- Center in the MC that hosts campus tours and visiting groups.

Wellness Center

- A student support center on campus that provides a variety of health and fitness assessment and educational services to all members of the BYU-Idaho campus community. The center is run by students in various majors, such as nursing, health science, and biology.

The Writing Center

- An academic student support center that helps tutor students on their writing assignments.

5.8 Programs and Events

Automotive Program

BYU-Pathway Worldwide

- A higher education institution in the Church Education System that is focused on providing affordable, online degrees. Their programming is developed by BYU-Idaho and Ensign College. See [PathwayConnect](#).
- When describing BYU-Idaho's relationship with BYU-Pathway, use the phrasing "served in association with BYU-Pathway Worldwide" (not "served in partnership").
- When referencing BYU-Pathway in written documents, the first reference should be "BYU-Pathway Worldwide," and any reference after that can be shortened to "BYU-Pathway." References using "BYU-PW" are incorrect.

Commit to Be Fit

- A wellness program for BYUI employees and their spouses. Participants log their time spent exercising and are entered to win raffle prizes.
- Do not capitalize as Commit to be Fit or Commit To Be Fit.

Collegiate Dancers

- An auditioned dance company that is directed, choreographed, and performed entirely by students. The company represents BYU-Idaho as they regularly perform for the community, schools, and other organizations.
- See [Extravadance](#) and [Dance Alliance](#).

Dance Alliance

- A tour team that runs two semesters out of the three-track semester year (either Fall/Winter or Winter/Spring). The first semester it runs, the team shares their show (Extravadance) with the Collegiate Dancers. The second consecutive semester it runs, they have their own show for Extravadance.
- The group performs multiple styles of dance and tours either nationally or internationally each year. The Department of Dance full-time faculty take turns directing the show.
- When referencing the group, refer to as “Dance Alliance.”
- See [Extravadance](#) and [Collegiate Dancers](#).

Disciple-Leader Conference (DLC)

- A conference on campus that helps inspire students to come closer to Jesus Christ and learn how to rely on Him.
- Capitalize when using the full name. Do not capitalize in informal references such as “conference.”
- When using the abbreviation DLC, always define the full term first, unless the audience is very familiar with the conference and the meaning of this abbreviation (such as internal materials for conference volunteers).

EnglishConnect

- A three-part program that helps learners develop English proficiency. EnglishConnect 1 and 2 are taught under the direction of local Church leaders. EnglishConnect 3 is provided through BYU-Pathway Worldwide. See [PathwayConnect](#) and [BYU-Pathway Worldwide](#).

eRefund

- A system for students to receive remaining financial aid funds via direct deposit.

Extravadance

- Extravadance is a dance performance held each semester by the Dance Alliance and/or Collegiate Dancers. Refer to as “Extravadance.” See [Collegiate Dancers](#) and [Dance Alliance](#).

Freshman Connection

- A summer break program for incoming freshmen to take classes early as a cohort.

Get Connected

- Orientation provided for new students upon their arrival to Rexburg the weekend prior to the first week of school.

Idaho International Dance and Music Festival, Idaho Summerfest

- An annual event hosted by the Rexburg Chamber of Commerce featuring invited dance teams from around the world. Many of the events are held on the BYU-Idaho campus, Main Street, and the local junior high and high schools (depending on the locations they can reserve). This is also known as “Idaho Summerfest.”

Integrated Business Core (IBC)

- An intensive, hands on experience that combines running a business and reporting efforts and results back to the IBC faculty.

Online Programs

PathwayConnect

- A non-matriculated program that makes higher education more attainable. It provides an affordable, online entrance to higher education that can build into degrees and certificates through BYU-Pathway Worldwide and BYU-Idaho. See [BYU-Pathway Worldwide](#).

Philanthropies

- The central coordinating agency that (under the direction of the Presiding Bishopric of the Church) correlates contributions beyond tithes and offerings to assist those in need throughout the world. Capitalize if referring to this central coordinating agency.
- Use the word “philanthropist” (lowercase) to identify a generous individual who gives to organizations.
- Previously known as LDS Philanthropies.

Rec Fest

- An annual event hosted by Campus Recreation in the summer. Always write as two words, not RecFest or Recfest.

Scroll

- A student-run multimedia newspaper. Write as BYU-Idaho *Scroll* on first reference, *Scroll* or the *Scroll* on second reference; not The Scroll. Italicize in all formal uses, such as a Newsroom article, but leave in Roman in less formal uses, such as an Instagram post.

Spirit Week Activities:

- Founders Day (no apostrophe)

Stadium Singing

- A long-held tradition that occurs every Sunday where students come together under the bleachers to sing hymns and feel the Spirit.

5.9 Majors

5.9.1 Bachelor's Degrees

- Accounting
- Advanced Vehicle Systems
- Agribusiness
- Animal Science
- Apparel Entrepreneurship
- Art Education Composite
- Automotive Engineering Technology
- Automotive Technology Management
- Biochemistry

- Biology
- Biology Education
- Biomedical Science
- Business Analytics
- Business Finance
- Business Management
- Business Management Operations
- Chemistry
- Chemistry Education
- Child Development
- Civil Engineering
- Cloud Computing
- Communication
- Computer Engineering
- Computer Science
- Construction Management
- Cybersecurity
- Dance
- Data Science
- Early Childhood Education/Early Childhood Special Education
- Earth Science Education
- Economics
- Electrical Engineering
- Elementary Education
- English
- English Education
- English Education Composite
- Environmental Geoscience
- Exercise Physiology
- Family and Consumer Sciences Education Composite
- Family and Consumer Sciences Extension
- Financial Economics

- Fine Art
- Fisheries, Range, and Wildlife Management
- Food Sciences
- General Studies
- Geology
- Graphic Design
- Healthcare Administration
- History
- History Education
- Horticulture
- Humanities
- Illustration
- Interdisciplinary Studies
- International Studies
- Manufacturing Engineering Technology
- Marriage and Family Studies
- Mathematics
- Mathematics Education
- Mathematics Education Composite
- Mechanical Engineering
- Music
- Musical Arts
- Music Education Composite
- Nursing
- Occupational Safety and Health
- Physics
- Physics Education
- Plant Science & Technology
- Political Science
- Psychology
- Public Health
- Public Policy and Administration

- Recreation Management
- Social Studies Education Composite
- Social Work
- Sociology
- Software Engineering
- Spanish Education
- Special Education K-12 Generalist
- Statistics
- Supply Chain Management
- Theatre Education
- Theatre Studies
- Therapeutic Recreation
- Virtual Design and Construction
- Web Design and Development
- Welding and Fabrication Technology
- Welding Engineering Technology

5.9.2 Associate Degrees

- Allied Health
- Animal Science
- Architectural Technology
- Automotive Technology
- Child Development
- Cloud Computing
- Construction Superintendency
- Data Science
- Electrical and Computer Engineering
- Engineering Technology
- Floral Design
- General Studies
- Horticulture
- Marketing
- Marriage and Family Studies

- Physical Therapy Assistant
- Plant Science and Technology
- Theatre Studies
- Web Design and Development
- Welding and Fabrication Technology

5.10 Housing

When referring to space within housing, refer to number of **contracts**, not number of **beds**.

6. Punctuation

This punctuation overview is based on Chicago. If the content requires a different style guide, such as AP Stylebook, refer to that source for specific punctuation guidelines. In all cases, strive for consistency and accuracy in grammar and usage.

6.1 Quick Reference

✓ Correct	✗ Incorrect
✓ email	✗ e-mail
✓ online	✗ on-line
✓ campus-wide [noun]	✗ campus-wide [noun]
✓ résumé (a job document)	✗ resume (a job document)
✓ '20s	✗ 20's
✓ 1950s	✗ 1950's
✓ Jan., Feb., January, February	✗ Jan, Feb
✓ I-Card, I-Learn	✗ icard, ilearn
✓ 10 percent, a percentage	✗ 10 percentage

6.2 Apostrophes

Apostrophes have two main functions in English: to indicate possession and to indicate the break or omission of letters or numbers (contractions).

Outside of these two functions, apostrophes should not be used.

6.2.1 Possession

The possessive of most singular nouns is formed by adding an apostrophe and an "s." The possessive of plural nouns is formed by adding an apostrophe only.

See [Chicago 7.16](#) for examples and further explanation.

6.2.2 Contractions

Contractions are abbreviated forms of a word or words. Apostrophes indicate the omission of letters in these words. It is acceptable to use contractions in BYU-Idaho content, but avoid uncommon or informal contractions such as "ain't," "'twas," or "mightn't." And don't use contractions of interrogative phrases such as "how'd," "why'll," or "when's."

6.2.3 Decades

Decades are only spelled out when the century is clear. Lowercase spelled out decades.

- 1940s
- '40s
- 1940's
- 40's

See [Chicago 9.35](#) for clarity on the treatment for the first decade of a century and further explanation or examples.

6.3 Quotation Marks

Quotation marks set quoted text apart from original text. They may also be used to express irony, but this is discouraged.

Quotation marks should only be used to set apart direct quotes and titles of short works. They should not be used to emphasize a word or phrase.

Always use the quotation marks on the keyboard rather than two apostrophe marks next to each other.

6.3.1 Punctuation and Quotation Marks

Ending punctuation that coincides with a quotation mark should always go *inside* the ending quotation mark, not outside.

- She said, "I don't know."
- She said, "I don't know".

6.3.2 Quote within a Quote

Begin and end quotations with double quotation marks. Quotes within quotations should begin and end with single quotation marks.

For more clarification and an example see [Chicago 12.30](#).

6.4 Titles of Major and Minor Works

See Chicago [8.157–8.204](#) for specific guidelines.

6.5 Colons

Never use a colon after the words "include," "including," or "such as" in a sentence prior to a list. See [Chicago 6.6 8](#) and [6.141–6.142](#).

See also [Chicago 6.65](#).

6.5.1 Capitalization after Colons

Capitalize the first word after a colon when what follows is a complete sentence. When what follows the colon is not a complete sentence, lowercase the first word after a colon.

- The teacher made an announcement: Class would be canceled next Friday.
- She loves baking: cookies, pies, and cakes are her specialties.

See [Chicago 6.67](#).

6.6 Commas

6.6.1 Coordinating Conjunctions

When two complete sentences are joined with a coordinating conjunction (for, and, nor, but, or, yet, or so), they must have a comma before the conjunction except when the subject is not present in the second phrase.

- He studied three hours for his final exam, and he raised his grade.
- He studied three hours for his final exam and raised his grade.

If the clauses are very short and closely connected, the comma may be omitted.

- He ran and he loved it.

See [Chicago 6.22](#).

6.6.2 Comma Splices and Coordinating Conjunctions

A comma splice is when nothing but a comma separates two independent clauses. To correct a comma splice, insert the appropriate conjunction or change the comma to a more accurate punctuation mark.

- A comma splice doesn't have to be difficult, because it just takes practice.
- A comma splice doesn't have to be difficult. It just takes practice.
- A comma splice doesn't have to be difficult, it just takes practice.

6.6.3 Commas with Introductory Phrases

Always use a comma after a long introductory word or phrase. If the introductory phrase is short (three or fewer words) and there is no risk of confusion, the comma may be omitted (see [Chicago 6.36–6.38](#)).

6.6.4 Oxford Comma, Serial Comma

Items in a series are separated by commas including the comma before the conjunction preceding the last item in the series.

- We love the Oxford comma, periods, and semicolons.
- We love the Oxford comma, periods and semicolons.

See [Chicago 6.19](#) for exceptions and more explanation and examples.

6.6.5 Commas with Dates

When writing a date, always use month-day-year style, as outlined in [Chicago 6.41](#).

See 7.2.5 Ordinal numbers, 2.5.8 Months of the year, and 2.5.9 Days of the week for other rules related to writing dates.

6.7 Hyphens

For hyphens and dashes compared, see [Chicago 6.79](#).

Hyphens should be used to separate two-word adjectives, especially when it's necessary to prevent misreading (see [Chicago 7.96](#)).

- He is a small-business owner. [Meaning that his business is small.]
- He is a small business owner. [Meaning that he is small and owns a business.]

Hyphens are also required with certain prefixes. Verify with [Merriam-Webster](#) or [Chicago 7.96](#) to know when to use a hyphen and when not to use a hyphen; Chicago 7.96 has a hyphenation guide that is very helpful to keep on hand.

No hyphen is needed in words like online, email, setup and set up, or login and log in.

For the word “e-book,” a hyphen is preferred. According to Chicago, only capitalize the E when beginning a sentence.

For the word “campus-wide,” use a hyphen when modifying a noun. Omit the hyphen in all other cases.

- Devotional is a campus-wide event. (Here, “campus-wide” is modifying the noun “event.”)
- The announcement spread campus wide. (Here, “campus wide” is describing where the announcement spread and is therefore not modifying a noun.)

It is incorrect to use a hyphen as a visual spacer between text or segments of a title.

6.8 En Dashes

En dashes are longer than hyphens and are the width of a capital N. They are used with ranges, including date ranges and page ranges.

Do not include spaces around the en dash.

- The event is May 12–13, 5–7 p.m.
- The event is May 12-13, 5-7 p.m.
- The event is May 12—13, 5—7 p.m.

See [Chicago 6.83](#).

Formatting tip: En dashes must be manually inserted. On Windows, you can usually add an en dash by holding down the **Alt key** and typing **0150** on the numeric keypad. On Mac, select **Opt** and **hyphen** to add the en dash.

6.9 Em Dashes

Em dashes are longer than en dashes and are the width of a capital M. Most often, em dashes are used to set off an amplifying or explanatory element. They can function as an alternative to parentheses, commas, or a colon—especially when an abrupt break in thought is called for.

Don’t include spaces before or after the em dash.

- Athena’s student—well, former student—was in big trouble.
- My husband did everything on his list today — all the housework.

See [Chicago 6.91–6.98](#).

Formatting tip: The use of two hyphens in the place of an em dash is not proper. Microsoft Word will automatically format two hyphens into an em dash if you type without leaving a space before or after the two hyphens. On Windows, you can also insert an em dash manually by holding down the **Alt key** and typing **0151** on your numeric keypad. On Mac, select **Opt**, **shift**, and **hyphen**.

6.10 Semicolons

A semicolon is most commonly used between two independent clauses not joined by a conjunction to signal a closer connection between them than a period would.

See [Chicago 6.60–6.64](#) for more examples, explanation, and exceptions.

6.10.1 Super Commas, Semicolons in a Run-in List

When items in a series contain internal punctuation, separating the items with semicolons can add clarity. Only use this method when it is necessary to improve readability.

- When you turn in your homework assignments, which are due on Monday; your projects, which are due next week; and your quizzes that are due by Friday, don't forget to make sure your name is clearly written.

See [Chicago 6.64](#) for more explanation.

6.11 Slashes

A slash can be used to signify alternatives (see [Chicago 6.113](#)), but use it only to separate terms that are commonly separated by a slash or are well established within a certain industry or subject area, such as and/or. In all other situations, do not use the slash as a way to simply show alternatives or options, as this construction can be confusing. Instead of using a slash, join alternatives with the words "and" or "or."

- Read or watch the presentation.
- Read/watch the presentation.

6.12 Ellipses

Ellipses are the set of three dots that signify an omission in quoted material (see [Chicago 12.59–12.69](#) and 10.3 Omissions).

Write ellipses using the special character ... with a space before and after. Google Docs and Microsoft Word will automatically replace three dots with the character.

- "Jesus said ... I am the resurrection and the life" (John 11:25).
- "Jesus said...I am the resurrection and the life" (John 11:25).

In informal writing, an ellipses can also signify a trailing off of thought, but this method should be avoided in formal writing.

Ellipses should never be placed at the beginning or ending of quoted material unless the sentence quoted has been deliberately left incomplete and the ellipses are present to make that clear (see [Chicago 12.62](#)).

For guidelines on how to structure ellipses after a sentence with a period, see [Chicago 12.62](#).

6.12.1 Bracketed Ellipses

Bracketed ellipses are only appropriate when differentiating between ellipses that are already in the quote and ellipses that are added by the author.

See [Chicago 12.67](#) for examples and further explanation.

6.13 Accent Marks on Foreign Words

Do not use accent marks if a foreign word has become common in English and if the word will not be misunderstood if the accent is dropped, such as cafe, fiance, or cliche. Use accents if the word could be mistaken for another word, such as résumé (a noun) that could be mistaken for resume (a verb).

6.14 Special Characters

Special characters (@, #, \$, ~, *, %) have varying uses and may be applied when appropriate.

1. The amperset (@)

- May be used in reference to social media, specifically for tagged names (@TheRealOscarWilde)
- It should not be used for an abbreviation (I'll see you @ 2:30). Instead, use the full spelling (I'll see you at 2:30) unless space restrictions require it.

2. The pound sign (#)

- May be used in reference to social media, specifically for tagged phrases (#EditingIsGreat).
- It may also be used to reference sharp notes in music (C#).

- c. It may be used as an abbreviation in reference to placement (We're #1!).
 - d. It should not be used in reference to weight (three # of flour). Instead, use the full spelling (three pounds of flour).
3. The dollar sign (\$)
- a. May be used in reference to monetary amounts (\$12). For international audiences, additional context may be necessary (\$12 USD).
4. The tilde (~)
- a. This sign is meant to represent an approximation. It is more appropriate to spell out "approximately," "about," "roughly," etc. to be more accessible and clear.
5. The asterisk (*)
- a. The asterisk is used as a reference point.
 - b. Do not use the asterisk for emphasis.
 - c. For multiple points of reference on a single page, numbered notes are preferred.
6. The percent (%)
- a. The percent sign is used to show a percentage (50%). Spell out "percent" in most cases (50 percent), unless it's used in a technical context, such as a table.
 - b. Use the word "percent" as an adverb or adjective (10 percent of the class). Use the word "percentage" as a noun (a significant percentage of the class). See [Chicago 3.83](#).
7. The plus sign (+)
- a. May be used in technical contexts, such as mathematical equations ($40+5=45$) and infographics.
 - b. In running text, such as a sentence or paragraph, do not use either in symbol form or spelled out (10,000+ students are enrolled, 10,000-plus students are enrolled). Instead, write out as "or more" or "over" (10,000 or more students are enrolled, over 10,000 students are enrolled).

6.15 Emojis

Emojis can be used in less formal contexts (such as a social media post or a student activities email). They can be used as gestures (It's finally Friday 🙌) or for emphasis (We love fall 🍁).

For accessibility purposes, emojis should not be used to replace words (We ❤️ fall), and the use of spelled-out emoticons (>:(, :, :P) should be avoided, as these will confuse screen readers.

6.16 Ampersands (&)

The use of the ampersand (&) is appropriate in titles, headings, and graphics when used consistently and sparingly. This includes department titles, job titles, graphics, signage, etc.

Avoid using ampersands (&) in running text. Even if text utilizes an ampersand in a heading or graphic, the ampersand should not be used in running text unless the ampersand is an official part of the text.

- Heading: Mission & Core Themes
- Running Text: We are guided by our mission and core themes.
- Heading: Print & Copy Services

Running Text: You can print your poster at Print & Copy.

7. Formatting

This formatting section is based on Chicago and contains several formatting principles to ensure consistent content within and across BYU-Idaho content.

7.1 Quick Reference

✓ Correct	✗ Incorrect
✓ seven projects	✗ 7 projects
✓ 29 students	✗ twenty-nine students
✓ Your package will take 5–6 days to arrive.	✗ Your package will take five to six days to arrive.

7.2 Numbers

Spell out numbers between zero and nine. Use numerals for 10 and above. (See [Chicago 9.3](#) rather than 9.2.). However, there are some exceptions to this rule:

- Numbers are always spelled out at the beginning of sentences.
- If there are multiple numbers in a section that vary, make them all numerals. (see [Chicago 9.7](#))

Numbers (whether spelled out or in numbers) only need to appear once per reference. Do not include the number in several formats:

- The answer is 42.
- Read nine pages.
- The answer is 42 (forty-two).
- Read nine (9) pages.

7.2.1 Page and Number Ranges

The en dash should be used between number ranges that imply *up to and including* or *through*. However, do not use the en dash on pairs of numbers that follow the words “from” or “between.”

- Your package will arrive in 5–6 days.
- You can’t stand up straight from 80 to 100.
- Your package will arrive in five to six days.
- You can’t stand up straight from 80–100.

See [Chicago 9.28](#) and [9.62](#).

7.2.2 Decimals

When writing a decimal, use numerals.

- 20.5 percent

7.2.3 Chapter Numbers

If a book uses numerals in chapter titles, such as Chapter 1 and Chapter 2, then use numerals when referencing those chapters. When the original book isn't available for reference, use numerals to refer to the chapter numbers.

Only spell out the numerals in chapter titles if the book has them spelled out, such as Chapter One and Chapter Two.

See [Chicago 9.28](#).

7.2.4 Numerals in Mathematics

Always use numerals in math descriptions, problems, or equations. Numbers in math equations should never be spelled out.

7.2.5 Ordinal Numbers

Avoid using ordinal numbers in most cases, especially in regards to dates.

- The play is on April 2.
- The play is on April 2nd.

If you do use ordinals, be consistent in either spelling the numbers out or using numbers. For example, 2nd vs. second. Don't mix the two methods. In running text, spelling out ordinals is preferred.

- It was their seventy-fifth anniversary on the first of July.
- It was their 75th anniversary on the 1st of July.

When using numerals, use lowercase suffixes after the number, not superscript (see [Chicago 9.6](#)).

- March 9th
- March 9th

7.2.6 Phone Numbers

Always include the area code when giving numbers to those off campus. Including the country code "+1" is only necessary for international materials.

- "For more information, call 555-555-5555."

For on-campus calls and internal communication, only the four-digit extension number is required. Capitalize and abbreviate extension when preceding a specific number:

- "For more information, call Ext. 5555."

Use dashes between numbers when writing out a phone number in most materials:

- 555-555-5555
- 555.555.5555

The parenthesis style is okay to use for printed materials:

- (555) 555-5555

7.3 Horizontal (run-in) Lists

Horizontal (run-in) lists are part of regular sentences (see [Chicago 6.140](#)). Keep horizontal lists short and concise. If a list requires long phrases or sentences, it's best to use vertical format (see [Chicago 6.139](#)).

If introductory material is not a complete sentence, no colon is needed to introduce the list.

7.3.1 Numbered or Lettered Horizontal Lists.

For numbered or lettered horizontal lists, follow the rules listed above, but also lowercase each item, letter, and number and enclose them in parentheses as illustrated below.

- Please complete the following assignments each week: (1) journal entries, (2) discussion board posts, (3) two replies to classmates' posts, (4) all reading assignments, and (5) a weekly quiz.

7.3.2 Semicolons in Horizontal Lists

See [Chicago 6.64](#) and 6.10.1 Super Commas, Semicolons in a Run-in List.

7.4 Vertical Lists

There are two basic types of vertical lists: numbered (best for ordered items) and bulleted (best for unordered items). Capitalize all items in a numbered or bulleted list, even one-word items.

Keep list items as concise as possible. If list items start to get cluttered with long sentences, consider formatting it in regular paragraphs (or numbered paragraphs) instead.

7.4.1 Introducing a Vertical List

Vertical lists should be introduced by either a complete sentence and a colon, or a noun phrase and a colon (see [Chicago 6.130](#)).

7.4.2 Vertical List Punctuation

If the list is a mixture of complete sentences and one-word items, put a period at the end of every item for consistency.

Vertical lists should not be punctuated as or phrased as one continuous sentence. Though Chicago does offer this option, it is rarely used and often confusing to read, so this format should be avoided. If this is the preferred phrasing, the list should be written in horizontal list format instead.

Similarly, a vertical list should never be placed in the middle of a sentence.

See [Chicago 6.141](#).

7.5 Addresses

Do not abbreviate in addresses. Spell out every all words in addresses. When writing a mailing address, include the zip code and US Postal Service state abbreviation. On postal addresses, it is preferable not to use any punctuation.

- 33 West Viking Street Rexburg ID 83460
- 33 West Viking Street, Rexburg, ID 83460
- 33 W Viking St, Rexburg, ID 83460

The campus address should always appear as 525 South Center Street, Rexburg, ID 83460.

7.6 Headings and Subheadings

Headings and subheadings organize content for readers. They should include the most relevant keywords and cover the main point(s) of the page.

Headings and subheadings make content more scannable and easy to read. This is important for accessibility as well as SEO, as it allows screen readers and search engines to more easily read and categorize the content. Organize headings and subheadings hierarchically, with headings first, followed by subheadings in order (an H2 will nestle under H1, an H3 under H2, and on down).

See section 4.2 Capitalizing Titles of Works for capitalization rules for titles and headlines.

7.7 Quotations, Citations, Block Quotes

See 10. Quotation and Citing Sources for information on how to format quotes, citations, and block quotes.

8. Web and Computer Elements

The Microsoft Style Guide can be a helpful reference for computer terminology. However, it does not trump the rules in this style guide.

8.1 Quick Reference

✓ Correct	✗ Incorrect
✓ JPEG, PDF, PNG	✗ jpeg, pdf, png
✓ Word document	✗ Word doc, word document
✓ HTML, CSS	✗ html, css
✓ PowerPoint	✗ Powerpoint, Power Point

8.2 File Names

Capitalize all acronyms for file formats: JPEG, PNG, GIF, PDF, etc. unless expressing them as extensions. See [Chicago 7.82](#).

8.3 Computer Keys

Capitalize names of keys on the computer, even if they are not capitalized on the keys themselves. See [Chicago 7.82](#).

8.4 Software Names

Capitalize the names of software, such as Word in Microsoft Word and Word document. Do not abbreviate *document*.

8.5 User-Interface Instructions

Follow Microsoft's preferences for formatting user-interface instructions. When instructions state the name of a button or tab to click on, the names of those buttons or tabs should be in bold, not in quotation marks. (See "Formatting text in instructions" in the Microsoft Style Guide.)

- Select **Reply** to participate in the discussion board.

Generally, use the term "select" instead of "click," since users may be viewing pages on a device that doesn't require a mouse. Reserve the term click for actions that can only be completed with a mouse.

8.6 Web Address (URL)

First preference is to hyperlink the URL in the body copy to avoid a lengthy link, see 9.3 Use Descriptive Links. If the full URL must be worked into the copy, try to word the sentence so the address isn't at the end of a sentence, which would require a period to follow it. If such placement does occur, end the sentence with a period as is grammatically correct.

Do not include http:// or https:// in written communication, but keep www. and .com. Lowercase the address.

- Visit www.byui.edu for more information.
- For more information, visit www.byui.edu.

8.7 Email Address

Don't italicize or capitalize an email address. First preference is to work the address into body copy using parentheses. If the address can't be worked into the copy parenthetically, try to word the sentence so the address doesn't fall at the end of a sentence, which would require a period to follow it. If such placement does occur, end the sentence with a period as is grammatically correct. The same rules apply to website addresses.

- For more information, contact [Full Name] ([address]@byui.edu or 000-000-0000).
- His email address is [address]@byui.edu.

8.8 Alt Text

Alt text is a way to label images, and it's especially important for people who can't see the images on our website. Alt text should describe the image in a brief sentence or two.

For more on how and why we use alt text, read section 9. Accessibility.

8.9 SEO

The best way to improve how our content ranks in search engine results is to create content with our readers in mind—not computers. To do this, make sure your content is:

- **Focused.** Organize your content around one topic/keyword. Use clear, descriptive terms in titles and headings that relate to the topic at hand. Make sure your content has a clear purpose and audience in mind.
- **Organized.** Use descriptive headings to structure your content and highlight important information. Make sure the content is readable and scannable.
- **Valuable.** The goal of search engines is to provide users with results that are relevant and will add value to their lives. To meet this goal, make sure your content adds value to readers and is worth their clicks and time.
- **Accessible.** Use descriptive headings and hyperlinks and give every image descriptive alt text. This will make the content more accessible for both users and search engines.

8.10 Digital Ads

8.10.1 Google Ads

There are specific rules for writing Google ads. Here are some general guidelines. (Adapted from the article [How to write successful online ads with Google](#).)

There are two types of ads: search ads and display ads. Search ads are text-based and appear in search results. Display ads are image-based and appear on websites where Google has ad space.

Display ads follow the same best practices as other image-based ads, such as billboards and posters. Size is limited. See [About common sizes for responsive display ads](#) for display ad proportions.

A search ad is made up of these parts:

Headlines. The most prominent part of your ad. It should clearly state what your business is, or the product or service that you're offering.

Description lines. These two lines should give more detail about what you offer or why the customer should visit your website.

Final URL. This is the page your site users will actually land on after clicking your ad. This should always be the most relevant page of your site, in terms of what the user searched for.

Each of these parts has length limits measured by character count. Please note that the character counts include spaces:

- Headline 1: 30 characters
- Headline 2: 30 characters
- Headline 3: 30 characters
- Description 1: 90 characters
- Description 2: 90 characters
- Path (2): 15 characters each

8.10.2 Facebook and Instagram Ads

There are four ad formats on Facebook and six formats on Instagram.

Generally, primary text is recommended to not exceed 125 characters. More than 125 characters is allowed, but text may be truncated.

Primary text for ads appear in most placements, though the position varies depending on ad placement.

Links to other accounts and websites can be included in the primary text, but Meta prefers to show ad copy that keeps viewers in their feed.

Description text is optional, additional text that appears in some placements. Its position on the ad varies by placement.

Ads manager allows several variations of primary text, headlines, descriptions, videos, and images to be submitted under one ad listing. Meta learns what content works well for different viewers and chooses which combinations to show.

- Image Ads
 - Primary Text: 125 characters
 - Headline: 27 characters
 - Description: 27 characters
- Video Ads
 - Primary Text: 125 characters
 - Headline: 27 characters
 - Description: 27 characters
- Carousel Ads
 - Primary Text: 125 characters
 - Headline: 32 characters
 - Description: 18 characters
 - Landing Page URL: Required
- Collection Ads
 - Primary Text: 125 characters

- **Headline:** 40 characters
 - **Landing Page URL:** Required
- **Explore Page Ads**
 - Instagram specifications follow the same suggestions as Facebook ads
 - Instagram captions can have a 2,200 character limit

Each of these formats have their own specifications. The Meta Business Center has in depth explanations of design, text, and technical requirements:

- [Facebook Ads Guide: Ad Format Specs & Recommendations](#) | [Facebook Ads Guide](#)
- [About Instagram ad formats](#) | [Meta Business Help Center \(facebook.com\)](#)

8.11 Social Media

BYU-Idaho has an official presence on the major social media platforms (excluding TikTok): [Facebook](#), [LinkedIn](#), [Twitter](#), [Instagram](#), and [YouTube](#). We have an official BYU-Idaho account on each platform, and many departments and organizations within the university have additional accounts that they manage on these platforms as well.

While each platform has a slightly different audience and purpose, maintain BYU-Idaho's voice.

8.11.1 Audiences for Social Media Platforms

Each social media platform draws a slightly different audience demographic that you need to be aware of while writing captions.

- **Facebook:** Parents, alumni, some older current students, prospective international students
- **LinkedIn:** Employees, alumni, current students, donors, prospective employees, Church members
- **Twitter:** General population
- **Instagram:** Current and prospective students, younger
- **YouTube:** Alumni, employees, Church members

Read 8.11.6 Caption Example to see how these different audiences impact a caption.

8.11.2 Word and Character Count in Captions

Each social media platform has its own best practices and restrictions regarding word and character count limits.

- **Facebook:** Maximum character limit is 63,206, but short paragraphs of 2–3 sentences receive much better engagement than longer posts.
- **LinkedIn:** Maximum character limit is 3,000, but save longer captions for informative blog-style posts and mainly stick to 2–3 sentence captions.
- **Twitter:** Maximum character limit is 280.
- **Instagram:** Maximum character limit is 2,200, but captions are cut off at 125 characters, so try to keep all important info within 125 characters.
 - Instagram Reel captions should be especially short, about 50 characters, with 1–2 strong sentences and a handful of relevant hashtags.

- **YouTube:** Maximum character limit is 5,000, but try to keep the main substance of the description with your target keyword(s) to a short paragraph of 2–3 sentences.
 - YouTube Short captions should follow the same format as Instagram Reel captions.

Make sure to include the character counts of any links or hashtags you want to use when considering your caption length. There are tools available to shorten the length of URLs.

8.11.3 Linking in Captions

Each social media platform handles links a little differently. In general, the platforms don't allow you to hyperlink to outside sources and require you to include the URL in your caption (except for Instagram, which doesn't allow functional links in captions). However, most platforms do allow internal linking to other accounts and content within the platform through @-ing and hashtags.

Here are some platform-specific guidelines on links:

- **Facebook:** Allows outside links through full URLs in the caption (for example, Learn more at <https://www.byui.edu>).
- **LinkedIn:** Allows outside links through full URLs in the caption (for example, Learn more at <https://www.byui.edu>).
- **Twitter:** Allows outside links through full URLs in the caption (for example, Learn more at <https://www.byui.edu>).
- **Instagram:** Does not allow outside links in captions. Outside content must be linked to using either the “link in bio” or as a link sticker in an Instagram Story.
- **YouTube:** Allows outside links through full URLs in the video description (for example, Learn more at <https://www.byui.edu>).

Whenever you include a full URL in the caption of a social post, try to make the URL as short and simple as possible to improve the caption's look and give more space for the character count (this is especially important for Twitter). Social post scheduling software will often do this automatically, but it's good to keep in mind.

8.11.4 Engagement

Social media is a conversation. The best way to drive engagement is by creating opportunities for followers to engage in conversation.

Here are some ideas for how to create those opportunities:

- Use stickers in Instagram Stories, such as questions, quizzes, polls, and more
- Ask relevant, thought-provoking questions in your captions, such as, “What's your favorite hike in Rexburg?”
- Ask for user-generated content, such as posting pictures they've taken with a certain hashtag for a chance to win some BYU-Idaho swag
- Use likes and other reactions as a poll, such as asking users to tap the like button if they want it to be spring
- String viewers along with an interesting series that is posted over a series of weeks with posts in between (“follow along to see what happens next,” “like this video if you want to see part 2”)

Follow the [BYU-Idaho Social Media Managers](#) account on Instagram for weekly ideas.

For information on emojis, see 6.15 Emojis.

For information about hashtags, see 4.7 Hashtags and Joined Words.

8.11.5 YouTube Titles and Descriptions

For devotionals, use the following template for YouTube titles, don't include author titles such as Sister, Brother, Elder, or President: **Title | Speaker | Month Year**

For example:

- See with Grace | Becky Roesler | May 2024
- The Temple, an Evidence of God's Love | Alvin F. Meredith III | May 2024

Use the following template when writing YouTube descriptions:

[Short, engaging 2–3 paragraph description of the video's content, focused on 1–2 long tail keywords]

[For devotional-related videos, include this paragraph: "Brigham Young University-Idaho is a private, Christian, four-year university sponsored by The Church of Jesus Christ of Latter-day Saints. The university hosts weekly spiritual devotionals to inspire students, staff, and faculty and bring the Holy Ghost to campus."]

[For general videos, include this paragraph: "Brigham Young University-Idaho is a private, Christian, four-year university sponsored by The Church of Jesus Christ of Latter-day Saints. Ranked #1 in the nation for return on investment, BYU-Idaho offers high-quality and affordable programs in over 100 majors."]

Follow BYU-Idaho on social media

Instagram: <https://www.instagram.com/byuidaho/>

Facebook: <https://www.facebook.com/BYUID/>

LinkedIn: <https://www.linkedin.com/school/byu-idaho/>

Visit our website: <https://www.byui.edu>

Apply for free: <https://www.byui.edu/admissions/apply>

[3-10 Relevant hashtags]

8.11.6 Caption Example

Here is an example of how the same caption concept could be adjusted for each of these platforms and the different areas within each platform:

Facebook

What is your favorite book?

At this morning's devotional, William Brugger, an English faculty, taught us how to seek out the best books.

Read some of the highlights below and tag someone who needs to hear this.

We love gathering with the campus community for devotional each week!

#byui #byuidaho #takeabreakfordevo #gathertogether

LinkedIn

We love our faculty! Thank you William Brugger [@ LinkedIn profile if they have one], English faculty, for sharing your insights on seeking out the best books during this week's devotional.

Our student-focused culture is a vital part of what makes BYU-Idaho, well, *BYU-Idaho*. And gathering for devotional each week is an amazing part of that!

Twitter

Here is a thread of our favorite quotes from this morning's devotional with English faculty member William Brugger. Add your favorite quote in the comments. [quotes posted into the thread]

Instagram

Instagram Post

Share your favorite devo quote to your story and comment your favorite book!

➡ Swipe for highlights from this morning's #byuidevo with William Brugger. At devotional, he taught us how to seek out the best books.

We love #gatheringtogether with all of you for devotional each week!

#byui #byuidaho #takeabreakfordevo #gathertogether

Instagram Reel

["Eye-catching quote from the video"] Watch the full devotional for more amazing snippets like these! #byui #byuidaho #takeabreakfordevo #gathertogether

Instagram Story

Check out these highlights from today's devotional! [quote post]

[Could also call for pictures of people at the day's devo with the #takeabreakfordevo hashtag and share any relevant posts]

YouTube

YouTube Short

["Eye-catching quote from the video"] Watch the full devotional for more amazing snippets like these! #byui #byuidaho #takeabreakfordevo #gathertogether

YouTube Video

How can we gain the most intellectual, social, and spiritual benefits from our learning?

BYU-Idaho English faculty William Brugger shares simple tips to improve learning-through studying and through faith-by talking about books.

Follow BYU-Idaho on social media

Instagram: <https://www.instagram.com/byuidaho/>

Facebook: <https://www.facebook.com/BYUID/>

LinkedIn: <https://www.linkedin.com/school/byu-idaho/>

Twitter: <https://twitter.com/byuidaho>

Visit our website: <https://www.byui.edu>

Apply to BYU-Idaho: <https://www.byui.edu/about/>

8.11.7 Frequently Used Emojis

- Blue heart: 
- Light blue heart: 
- White heart: 
- Link in bio: 
- Winter:  

9. Accessibility

We strive to ensure that the content we publish is accessible and usable to users of all mental and physical capabilities. This requires us to go beyond making everything on the page available as text and rethink the way that we organize our content and guide readers through a page.

9.1 Use Headers

Where possible, break up information into subheadings that make the content easy to skim and understand at a glance.

This is helpful for users using screen readers, general readers who want to find information quickly, and search engines ranking the page's optimization.

9.2 Employ a Hierarchy

Put the most important information first. Place similar topics in the same paragraph, and clearly separate different topics with headings.

Starting with a simple outline that includes key messages can help you create a hierarchy and organize your ideas in a logical way. This improves scannability and encourages better understanding.

9.3 Use Descriptive Links

Links should provide information on the associated action or destination. Try to avoid “click here” or “learn more.”

This will also improve the content’s SEO performance, as search engines use hyperlinks to scan and navigate websites.

See also [8.6 Web Address \(URL\)](#).

9.4 Use Plain Language

Write short sentences and use familiar words. Avoid jargon and slang. If you need to use an abbreviation or acronym that people may not understand, explain what it means on first reference.

- The Society of Automotive Engineers (SAE) participates annually in a racing contest, helping SAE members gain hands on experience.
- The SAE participates annually in a racing contest, helping SAE members gain hands on experience.

9.5 Use Alt Text

All images should include a brief description that makes it accessible to users who are unable to see the image. The language of the alternate text or “alt text” will depend on the purpose of the image; people who don’t see the image should come away with the same information as if they had.

9.6 Make Sure Closed Captioning is Available

Closed captioning or transcripts should be available for all videos to make it accessible for people who are unable to hear.

The goal is to make content equally accessible to all audiences, regardless of how they are receiving the content.

10. Quotation and Citing Sources

This section outlines the preferred method for quotes and citations. See [6.12 Ellipses](#) for information on how to use ellipses in quotes.

Common phrases, proverbs, expressions, and readily verifiable facts do not need to be cited unless the wording is taken directly from another source (see [Chicago 12.5](#)).

10.1 Attribution, Dialogue Tags

Use *said* in dialogue tags for quotations from live sources, not *says* or more descriptive terms like *sighed* or *exclaimed*.

- “I love BYUI,” [Name] said.
- “I love BYUI,” [Name] says.
- “I love BYUI,” [Name] exclaimed.

When choosing to order “said [Name]” versus “[Name] said,” default to the name-first form, unless the speaker has a long title that would work best in the said-first form. Try and keep the subject (the speaker’s name) and the verb (said) as close together as possible for clarity.

- “I love BYUI,” Smith said.
- “I love BYUI,” said [name], [title].

Reserve “according to” for written sources. “According to police reports ...”

10.2 Block Quotations

When a direct quote takes four or more lines (or 100 or more words), the double quotation marks surrounding the quote are removed, and the text is indented from the left margin (block quote format). Closing punctuation comes after the last sentence, before the parenthetical citation.

If the text throughout has a first-line indent, do not indent the first line of the block quote; the entire quote should be indented the same. Block quotes consisting of multiple paragraphs should maintain the breaks in the original source text.

See [Chicago 12.22](#).

Correct formatting example:

President Russell M. Nelson recently spoke about the need for Church members to settle differences and avoid contention, saying,

My dear brothers and sisters, how we treat each other really matters! How we speak to and about others at home, at church, at work, and online really matters. Today, I am asking us to interact with others in a higher, holier way. Please listen carefully. “If there is anything virtuous, lovely, or of good report or praiseworthy” that we can say about another person—whether to his face or behind her back—that should be our standard of communication. . . .

Contention drives away the Spirit—every time. Contention reinforces the false notion that confrontation is the way to resolve differences; but it never is. Contention is a choice. Peacemaking is a choice. You have your agency to choose contention or reconciliation. I urge you to choose to be a peacemaker, now and always. We should all strive to be peacemakers.

10.3 Omissions

If an omission is necessary to shorten a quote or to focus on pertinent information, care must be taken not to skew the original meaning or intent of the quote. Never omit critical content from quoted material. Never use an ellipsis to join phrases that are far away from each other in the original. (See also 6.12 Ellipses).

10.4 Formatting Citations

Chicago offers several styles for formatting citations, including notes style, author-date style, and bibliography style. **At BYU-Idaho, we always use notes style.**

There are different formatting rules based on the source type (book, magazine, academic journal, website, etc.). Each source includes different information (such as page numbers for printed materials), but the format stays essentially the same.

Full notes should be used on first reference, and short notes can be used on subsequent references.

The format for endnotes and footnotes is the same. The only difference is the location. Footnotes are included on the page that they are referenced, while endnotes are compiled at the end of the document.

As websites are the most common source that we reference, here is the general format for both full notes and short notes:

This is the format of a full note,¹ and this is the format of a short note.²

1. Author first name last name, “Page Title,” Website Title, publication date, URL.

2. Author last name, “Shortened Page Title.”

Use Arabic (1, 2, 3) numerals, not Roman (I, II, III) for reference numbers.

- Johnson argues that “the data is unconvincing.”⁴
- Johnson argues that “the data is unconvincing.”^{IV}

The reference number appears in superscript at the end of the clause or sentence it refers to. It is placed after any punctuation except a dash.

- Johnson argues that “the data is unconvincing.”¹
- Johnson argues that “the data is unconvincing”¹—but Smith contends that . . .

For a complete overview of Chicago’s guidance on footnotes and endnotes, read the Scribbr article “[Chicago Style Footnotes | Citation Format & Examples](#)” or Perdue OWL’s “[CMOS Formatting and Style Guide](#).”

10.5 Quoting Church Sources

Exact quotes must be used, the Church does not give permission to alter quotes.

See the [Church Style Guide](#), section 13.3.

When quoting Church material, the title of the work or talk must be given.

- “Salvation could not come to the world without the mediation of Jesus Christ” (*Teachings of the Presidents of the Church: Joseph Smith*, 2011).

10.5.1 Church Leaders’ Titles in Citations

See [Church Style Guide](#), **section 14.11**.

See 4.4.1 Use of Church Titles for more information on the differences between the titles president, elder, brother, and sister.

10.5.2 Endnotes in the Original Copy

Do not copy the endnote superscript or link from the original text. Endnotes (such as scripture references) must be added in brackets. Length endnotes may be shortened or omitted. (See [Church Style Guide](#), section 13.5.)

10.5.3 Material Quoted by Another Source

As much as possible, cite quotes from the original source. If no original source be found, cite the material as “quoted from” the secondary source. This is often an issue when using quotes from Church conference talks. The [Church Style Guide](#) gives this example: President McKay is often quoted as saying “No other success can compensate for failure in the home.” But he was quoting someone else when he said that, so the appropriate source needs to be cited:

- President David O. McKay taught: “No other success can compensate for failure in the home” (quoted from J.E. McCulloch, *Home: The Savior of Civilization*, in Conference Report, Apr. 1935).

10.5.4 Scripture References

See the [Church Style Guide](#), section 14.22.

However, references to verses in the Doctrine and Covenants can be abbreviated as D&C.

- “Hereby perceive we the love of God, because he laid down his life for us: and we ought to lay down our lives for our brethren” (1 John 3:16).

Only official Latter-day Saint editions of the scriptures should be quoted in BYU-Idaho materials. Do not quote the New International Version, New World Translation, or any other version of the Bible unless the topic warrants a discussion or comparison of various versions.

10.5.5 Common Quotes

“This special and sacred and and set apart place” (David A. Bednar, “Brigham Young University-Idaho: A Disciple Preparation Center,” BYU-Idaho Speeches, Aug. 31, 2004, <https://www.byui.edu/speeches/devotionals/david-a-bednar/brigham-young-university-idaho-a-disciple-preparation-center>)

10.6 Citing Devotionals

10.6.1 BYU-Idaho Devotionals

Always use the following format when citing a BYU-Idaho Devotional:

- [First Name] [Middle Name or Initial (optional)] [Last Name], "[Title]," BYU-Idaho Speeches, [Date], [URL (always link to the transcript if available, otherwise link to the video)].

For example:

- Susan H. Porter, "So Great a Cloud of Witnesses," BYU-Idaho Speeches, June 6, 2023, <https://www.byui.edu/devotionals/president-susan-h-porter>.
- Henry J. Eyring, "Honor in Tough Times," BYU-Idaho Speeches, Jan. 11, 2022.

10.6.2 BYU-Idaho Foundational Addresses

Always use the this format when citing BYU-Idaho Foundational Addresses:

- [First Name] [Middle Name or Initial (optional)] [Last Name], "[Title]," BYU-Idaho Foundational Addresses, [Date], [URL (always link to the transcript if available, otherwise link to the video)].

For example:

- David A. Bednar, "Inaugural Response from President David A. Bednar," BYU-Idaho Foundational Addresses, Feb. 27, 1998, <https://www.byui.edu/speeches/inaugurations/inaugural-response-david-a-bednar>.

10.6.3 BYU Devotionals

Always use this format when citing a BYU Devotional:

- [First Name] [Middle Name or Initial (optional)] [Last Name], "[Title]," BYU Speeches, [Date], [URL (always link to the transcript if available, otherwise link to the video)].