



**Council on Technology and Engineering  
Teacher Education**

***A Preparation Manual for***

- **Yearbook Proposals**
- **Editing a Yearbook**
- **Preparing a Yearbook for  
Publishing**

**2018-2019**

# **Council on Technology and Engineering Teacher Education**

## **Developing a CTETE Yearbook Proposal and Generating a Yearbook**

### **Foreword**

The following material has been organized to help potential editors submit yearbook proposals to the Council on Technology and Engineering Teacher Education. Proposals are typically submitted to the Past President for consideration by members of the Yearbook Committee at its annual meeting at the ITEEA conference. However, general inquiries about the yearbook series and potential topics can be submitted to the CTETE Past President at any time.

Yearbooks should address current issues and topics of interest to the discipline of technology education and/or the broader context of STEM education. Generally, yearbook proposals are generated by a prospective editor or team of editors, with multiple authors contributing chapters.

This manual is organized into four sections:

- Section 1: Developing a CTETE yearbook proposal
- Section 2: Information for editors for generating a yearbook
- Section 3: Guidelines for publishing a yearbook
- Section 4: Forms: Editor/Author agreements; Duties and Responsibilities of the Author

A listing of past yearbooks and editors and digital copies of yearbooks can be found on the CTETE website: <http://ctete.org/yearbook/>

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# Council on Technology and Engineering Teacher Education

## Developing a CTETE Yearbook Proposal and Generating a Yearbook

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# **Council on Technology and Engineering Teacher Education**

## **Developing a CTETE Yearbook Proposal and Generating a Yearbook**

### **Section 1**

#### ***Developing a Yearbook Proposal***

##### **Introduction**

The success of any organization requires a commitment from its members. Most of the work of the CTETE is completed by members who are involved in various committees and/or by members who have made a personal commitment to take charge and move the profession forward.

The editing of a CTETE Yearbook is a highly challenging and rewarding experience. Although the task may be laborious and stressful at some points, most editors often look back with satisfaction at the accomplishment they have achieved on both a personal and professional level. There is perhaps no greater method for advancing the discipline of technology education than by the contributions made through scholarly efforts such as a Yearbook.

##### **The CTETE Yearbook Committee**

The Yearbook Committee has as its primary function to plan, organize, and work with the editor to publish the annual Council Yearbook. The Chairperson of the Yearbook Committee shall be the immediate Past President of the organization. The ten members of this committee shall be appointed by the Executive Committee of the CTETE. Committee Members serve for a term of five years on a rotating basis whereby each year the two members whose terms have expired will be replaced by the appointment of two new members.

##### **Yearbook Proposals**

###### *Criteria for Topic Selection*

The CTETE Yearbook Series is intended as a vehicle for communicating educational subject matter in a structured, formal series that does not duplicate commercial textbook publishing activities. An appropriate yearbook topic should:

- Make a direct contribution to the understanding and improvement of technology and engineering teacher education;
- Add to the accumulated body of knowledge of the field;
- Not duplicate publishing activities of other professional groups;
- Provide a balanced view of the theme and not promote a single individual's or institution's philosophy or practices;

- Actively seek to upgrade and modernize professional practice in technology and engineering teacher education; and,
- Lend itself to team authorship as opposed to single authorship.

*Proper yearbook themes may also be structured to:*

- Discuss and critique points of view which have gained a degree of acceptance by the profession;
- Raise controversial questions in an effort to obtain a national hearing; and,
- Consider and evaluate a variety of seemingly conflicting trends and statements emanating from several sources.

## **Types of Proposals**

### *The Concept Proposal*

There are two types of proposals that can be presented to the Yearbook Committee. A concept proposal is presented when an editor wishes to obtain feedback from the committee on a possible yearbook topic.

Generally, the Committee Members will discuss the subject matter for the intended yearbook with the potential editor. During these discussions, Committee Members will ask questions pertaining to the potential market of the yearbook, possible organizational structure, and a potential list of authors.

A concept proposal does not need to include a detailed outline for each chapter. Rather, it is more important to have a diagram and support material that symbolically illustrates the intent of the yearbook, its organizational structure, and a rationale depicting the need for the yearbook.

Some suggestions for presenting a topic to the Committee are to:

- Define and/or describe the idea;
- Identify what is or is not included in the concept;
- Identify the theme of the yearbook;
- State the rationale for the theme;
- Outline the major topics and subtopics related to the idea;
- Identify the potential audience or audiences;
- Describe the need for the yearbook; and,
- Identify in detail how the yearbook advances the profession.

After discussions with the Yearbook Committee, the potential editor of the yearbook may be asked to further refine the concept being presented. If this is the case, the potential editor may be asked to work with the Yearbook Committee Members via the mail or internet to refine the idea. Second, the potential editor may be asked to resubmit the proposal to the Committee at a later date after reworking the topic. Third, the Yearbook Committee Members may accept the concept being presented with the understanding that a detailed outline of the yearbook will be developed for approval by the Committee.

### *The Comprehensive Proposal*

The second type of proposal that may be submitted to the CTETE Yearbook Committee is referred to as a comprehensive proposal. This proposal details all aspects of a proposed yearbook. This would include the following elements:

- Defines and describes the concept of the yearbook;
- Identifies the theme and describes the rationale for the theme;
- Identifies the need for the yearbook and the potential audience or audiences;
- Explains how the yearbook will advance the profession;
- Diagram symbolically the intent of the yearbook;
- Explains how the yearbook will advance the profession;
- An outline of the yearbook which includes:
  - a) A Table of Contents
  - b) A brief description of the content or purpose of each chapter;
  - c) At least a three level outline for each chapter;
  - d) Identification of chapter author(s) and backup authors;
  - e) An estimated number of pages for each yearbook chapter;
  - f) An estimated number of pages for the entire yearbook; and,
- A timeline for completing the yearbook.

## **What to Expect when Presenting a Proposal**

### *Format for Discussions*

During the annual conference of the International Technology and Engineering Educators Association, the Yearbook Committee will hold a meeting to review submitted proposals. This meeting is typically held in the evening the day before the main conference begins and potential editor of a yearbook should plan to attend this meeting.

At this meeting, the CTETE Yearbook Committee will conduct its business meeting with current yearbook editors, and those proposing either a concept proposal or a comprehensive proposal.

Approximately one-month prior to the annual ITEEA conference interested editors should submit to the CTETE Yearbook Chairperson (i.e., Edward Reeve) a “concept” or “comprehensive proposal” so that it can be distributed to the committee for review.

When presenting either a concept proposal or a comprehensive proposal to the CTETE Yearbook Committee, the proposed editor or editors should be prepared to answer questions related to the topic being proposed. The Yearbook Committee Members will explore the topic which usually helps the editor to better understand the concept being proposed.

It is important to note that Committee Members are evaluating the marketability of the proposed yearbook. Committee Members are also trying to appraise the possible success of the proposed editor to complete the yearbook. Therefore, the proposed editor should be highly committed to the project he/she is undertaking. Be firm and assertive in the presentation. However, the proposed editor should be open to suggestions and constructive criticism. Further, the potential editor needs to be willing to discuss variations of the yearbook to assure that the yearbook will be successful.

After the potential editor has made his/her presentation and answered questions by the Committee Members, the potential editor may be asked to leave the room or meeting to allow for further discussion. These discussions by the Committee Members will result in a decision regarding the proposed topic.

During these discussions, the Committee Members are evaluating the:

- Timeliness of the topic;
- Quality of the proposal;
- Qualification of the editor and authors; and,
- Probable contribution of the proposed yearbook.

The editor or editors will be informed at the conference and by a letter which will be sent to the editor regarding the action taken. This letter may recommend changes in the emphasis, format, content coverage, and chapter sequence of the proposed yearbook. Further, the letter may ask for additional information and/or clarification. The potential editor may be asked to address specific issues raised by Committee Members. Discussions held by the CTETE Yearbook Committee will result in proposals being:

- Approved as presented;
- Approved contingent upon acceptance of changes suggested by the Committee;
- Returned for further development by the proposed editor; or,
- Rejected.

Above all, do not become discouraged. The CTETE Yearbook Committee has both the profession and the proposed editor interest at heart. The Committee Members are willing to work with each of the editors to assure that a quality product is achieved.

## **Developing and Refining Chapter Outlines**

### *The Function of the Editor*

The editor or editors sets the tone and direction for the yearbook. He or she establishes the theme and purpose of the yearbook, determines the content, and selects the authors of the chapters. The editor is held responsible to CTETE and the profession for the quality and format of the yearbook and meeting publication deadlines.

The editor is responsible for selecting competent chapter authors. The authors must have a documented track record for authoring published refereed articles and an understanding of the editing process. The selected authors must understand the purpose, role, and theme of the yearbook and have the expertise to intelligently address the topics outlined in their chapters.

The editor is responsible for the format, content, narrative style, and final approved copy of each chapter and the completed yearbook. The editor:

- (a) defines the expected outcomes for each chapter,
- (b) establishes deadlines for drafts of each chapter,
- (c) reviews completed drafts and provides feedback to the authors,
- (d) makes the final decision of what will or will not be in each chapter,
- (e) edits all of the chapters so they conform to one narrative style for the entire yearbook, and
- (f) informs authors of changes that have been made in their chapter before the yearbook is printed.

Authors are expected to make changes in their chapter based upon feedback received from the editor. The editor is also responsible for establishing a timeline and schedule for generating the yearbook. The editor will use the established schedule for holding authors responsible for meeting deadlines. This is an important task for an editor in order for the yearbook to be published on time.

The editor is held responsible for making appropriate professional decisions in generating the yearbook. Hence, the editor is expected to use his/her leadership skills and professional judgment to address problems or unusual circumstances. Possible resolutions to difficulties experienced with authors may require the editor co-authoring a chapter, assigning another person to co-author a chapter, or selecting a new author for a chapter. Further, the editor may wish to use other experts to edit part or the complete yearbook.

### *Chapter Author Responsibilities*

Authors of chapters have been selected because of their understanding of the theme and purpose of the yearbook. Authors should also be selected based upon their documented writing ability, their expertise of the chapter assigned, and their understanding of the editing process for generating a yearbook.

Before an author agrees to write a specific chapter or chapters, he or she is expected to be informed by the editor of the purpose, theme, length, writing style, and expected outcomes of a chapter. An author will expect to know the writing schedule for the completion of the yearbook and the deadlines for the first, second, and third drafts of his or her chapter (Refer to Appendix A). Within these defined parameters, the author is expected to prepare a complete draft of the assigned chapter by the predetermined deadlines.

Authors must meet the assigned deadlines so that the editor can review all chapters related to a given section of the yearbook or the whole yearbook at one time. This allows the editor to determine what needs to be done to present the major concepts in the proper sequence, how the different writing styles are merging into one style, and how the overall theme and purpose of the yearbook is being developed. It is expected that throughout the writing of each chapter, the editor and authors will have constant dialogue regarding the purpose of the chapters, the expected outcomes, the topical outline of the chapters, the technical accuracy of the content, the writing styles being used, the length of the chapters, the use of illustrations, and other technical details.

An author can expect the editor to have to make extensive changes to their work if he or she did not follow the outline for the chapter, achieve expected outcomes, meet designated deadlines, and follow pre-established guidelines. In situations where expectations are not being met, the editor may need to co-author the chapter, assign another co-author, or assign a new author for a chapter.

### *Recommended Ways for Establishing Working Relationships with Potential Authors and Generating Chapter Outlines*

There are two methods for refining chapter outlines. One method that has worked successfully in the past is to provide an author with the title of a chapter, a brief outline of major elements, and a series of questions that need to be addressed.

The author of this chapter should then be asked to further refine the chapter with the editors to be sure that it fits within the coherent theme established. This method may take several rounds of refinement before both the editor and the author are satisfied.



A second method for the development of the individual chapters would have the editor develop each of the chapters for the yearbook. Once developed, the editor would submit the chapters to each of the authors and ask them to alter the chapters to suit their own style and research interests. As the editor receives these chapters back from the authors, they will again have to assure that they form a coherent theme. Again, the editor will have to work through several rounds of revisions before this task is complete. Regardless of the method selected, authors will need to know the maximum number of pages that need to be submitted for their particular chapter. Where controversial topics are being presented in the chapters, instruct the author(s) to provide a balanced perspective.

#### *Establishing Communication with Authors*

The editor or editors of a proposed yearbook may find it beneficial to use a variety of communication methods (e.g., e-mail or phone calls) to refine the chapter outlines. An editor may find it beneficial to utilize electronic communication methods to allow authors the opportunity to interact with each other as the yearbook chapters are developed. This may be accomplished by using conference calls or Internet services such as Skype, a website, or a chat group.

## **Section 2**

### ***Editing a Yearbook***

#### **Planning a CTETE Yearbook Proposal**

##### *The Early Stages*

After the topic, title, and theme have been selected for the yearbook, it will be necessary to clarify these for yourself and your authors. This is best accomplished by conducting research and speaking with professionals in the discipline. As chapter outlines are developed, carefully check to make sure that the yearbook will retain a coherent theme. The development of a diagram and support material that symbolically illustrate the intent of the yearbook are highly valuable in this stage of development.

Establish a format for each of the chapters that provides consistency. The editor should establish a format to present definitions. One method of doing this is to include the majority of definitions in an early chapter to aid in reading the text. If the yearbook is to have a wider audience than that of technology and engineering education, alert authors to avoid using discipline-specific terms. In the development of a standard format, consideration should be given about the use of discussion questions, debate topics, case studies, or scenarios at the end of each chapter.

The editor(s) must identify a way of generating the outlines for the chapters and selecting authors for each chapter. Interaction with each potential author before selecting and assigning authors will enable an editor to determine the knowledge and expertise of each author, their ability to meet deadlines, and their ability to interchange ideas to meet a common goal in the generation of a quality yearbook.

Insights by outsiders are desirable for they often provide a broader perspective and help to challenge the dominant beliefs held by the discipline. Additionally, it is highly recommended that the editor limit him/herself to the writing of one chapter in the yearbook. The editing and manuscript preparation will require a great amount of time and effort. These tasks will hamper the ability of the editor to write more than one chapter in the yearbook.

The yearbook must conform to the length requirements established by the CTETE Yearbook Committee working with the editor(s). Recently published yearbooks have been approximately 250-350 pages in length.

#### **Yearbook Development Stage**

##### *Controlling Chapter Length*

The editor of a yearbook should use character counts to control for chapter length. Character counts should be based on the number of characters that are used on a standard page. There are about 375-380 words per page and an average of about 2200 characters per page throughout a yearbook. Section 3 of this document provides a method of estimating the length of a yearbook in a published format.

### *Use of Illustrations*

Encourage the use of illustrations, tables, and photographs within the individual chapters. However, do not include illustrations when they are not needed. While some chapters will require more illustrations, others may not require any. On average, two to three illustrations per chapter are usually sufficient. An excessive number of illustrations and tables will place a burden on the editor and the publisher during the production process. Acceptable illustrations include line drawings, tables, charts, and photographs.

Provide authors with guidelines for the submission of their work. The following is an example of guidelines that were used for one of the yearbooks:

- Page setup: 8.5 X 11 inch page with a one inch margin (all sides);
- Font: Times;
- Font size: 10 point for body text;
- Line spacing: Double space;
- Chapter titles: 18 point italic, flush left, set in upper and lower case;
- Major division headings: 14 point, bold, set in all caps, and flush left;
- Secondary headings: 12 point, bold, upper and lower case, flush left;
- Word Processor: Microsoft Word
- Artwork: Camera ready
- Required writing style guide: *Publication Manual of the APA* (6<sup>th</sup> edition).

Do not assume that the work of an experienced author will be flawless and ready to publish. Even those with an established reputation can come in late and with poor quality.

## **Establishing a Timeline**

### *The Necessity to Keep on Schedule*

Above all else, it is imperative for the editor to establish a timeline and stay on schedule. When working with authors it is necessary to clearly communicate the absolute need to receive a manuscript by a specific date. Should an author consistently miss the timelines established by the editor, remove them from the project. The yearbook editor should develop a list of backup authors (one per chapter) in case someone fails to complete their work.

The editor is clearly dependent upon authors providing the material in a timely format. An example of a yearbook timeline is illustrated below:

- July 1, 201X: Begin writing individual chapters
- September 30, 201X: Submit first draft to editor
- October 1, 201X: Editor reviews the first round drafts and make suggestions to authors
- October 31, 201X: Editor sends reviews and suggestions back to authors
- November 1, 201X: Authors begin second round of writing
- February 15, 201X: Authors submit second draft to editor
- February 16, 201X: Editor reviews the second round drafts and make suggestions to authors
- March 20, 201X: Reviews and suggestions are sent back to the authors
- March 21, 201X: Authors begin third and final manuscript revisions
- April 28, 201X: Authors submit final manuscripts to editor

- April 29, 201X: Editor starts final proofreading and edits
- June 15, 201X: Editor/author agreements sent out and signed by each author (Refer to Appendix A)
- August 1, 201X: Editor to send final edited chapters for final review by authors
- August 28, 201X: Editor prepares Preface, Foreword (written by the CTETE President), Yearbook Overview, and Table of Contents
- August 28, 201X: Editor begins to prepare final manuscript for publishing
- December 30, 201X: Final edits are complete and the manuscript is sent to the Chairperson of the Yearbook Committee for technical editing and final layout

### *Editor/Author Agreements*

As a means for finalizing arrangements, the editor is required to develop an editor/author agreement form signed by each author. The agreement form will include a synopsis of the yearbook proposal approved by the Yearbook Committee; the theme, rationale, and need for the yearbook; the potential audience or audiences; how the yearbook will advance the profession; a symbolic diagram of the intent of the yearbook; the table of contents for the yearbook; the timeline for generating the yearbook (i.e., July x, 201X: submit first draft to editor, etc.); author guidelines for submitting their work (i.e., page layout, font specifications, line spacing, etc.); chapter the author is responsible for; the chapter outline and any special requests; and the length of the chapter.

The agreement should include the major topics noted in Appendix A and must include the author's duties and responsibilities. Copies of signed editor/author agreements will be sent to the Chairperson of the Yearbook Committee. The material for generating the editor/author agreements involves the editor combining all of the materials that already exists into a single document for each author. The agreement finalizes what is expected of the author and the editor for generating a yearbook.

Let author(s) know that they can expect to go through several drafts and revisions before the project will be complete. Some authors may think that their work is done when they submit their initial drafts.

The editor(s) should communicate regularly with their authors. Make sure that the authors keep their chapters a priority in their daily schedules. This communication can be accomplished by asking authors to submit progress reports to the editor (e.g., via e-mail).

## **Editing the Manuscript**

### *Preparing for Publication*

The editor(s) should add comments referencing work in other chapters. This will help to connect the various chapters and the overall concept of the yearbook. Please note that the editor is responsible for the final format and content of the yearbook. It is therefore important for the editor to ensure that:

- There is a continuity in content;
- The presentation of material complies with the style and format outlined in the latest version of the *Publication Manual of the American Psychological Association*;
- The text is free of grammatical and spelling errors;
- All necessary copyright clearance is provided for quoted materials;

- The yearbook contains factual information; and,
- The yearbook is presented in a professional manner.

The editor may want to consider hiring a proofreader to assist in the editing process. Be sure to use the *Publication Manual of the APA* for formatting reference materials.

Please refer to previous published yearbooks for the design and layout of the preface, foreword, table of contents, and other necessary material. It may be helpful to contact the previous editor for files of these sections so that most of the material will not have to be retyped.

The front textual material will take more time than one might anticipate to prepare. Contact the CTETE President about three months before the yearbook is ready to go to press for a foreword statement. At this time it will be necessary to verify the officer list, yearbook committee list, CTETE yearbook guidelines, and previously published yearbooks.

## **Additional Communication**

### *Keeping the CTETE Yearbook Committee Informed*

Keep the Chairperson of the Yearbook Committee informed of the progress being made. This is particularly true if problems arise. The Chairperson and the Committee take their responsibility very seriously, and they will work with the editor as problems arise.

Follow the leadership and guidance of the Yearbook Committee. The membership of the Committee is there to assist editors, and their advice will prove to be extremely valuable. Most have been authors or editors of previous yearbooks.

Each year the yearbook is in process, the Yearbook Committee requires the editor to give an annual, verbal report of the progress being made to date. These reports should include the status of the yearbook compared with the timeline used for generating the yearbook. Be honest with the Yearbook Committee in your report.

The Committee depends upon an editor to provide an accurate accounting of the progress being made. Further, the Yearbook Committee Members want you to be successful in generating and editing the yearbook and will help editors to overcome problems.

## **Section 3**

### ***Preparing a Yearbook for Publishing***

#### **Preparing the Manuscript**

##### *Goal of the Editor*

The goal of the editor in preparing the manuscript is to prepare a clean and complete manuscript that the composer can follow without hesitation. This manuscript should be submitted as an electronic file containing the various chapters and front matter.

**NOTE:** The CTETE publishes the yearbook and will work a selected printer to make sure the yearbook is published in a consistent format of previous yearbooks.

##### *Applying Text Styles*

The editor needs to apply uniform styles to every component of the chapters submitted. Consistency is a necessary and important consideration when dealing with both the textual material and illustrations. The editor and authors must utilize the latest version of the *Publication Manual of the American Psychological Association*.

**NOTE:** Since the yearbook will be placed electronically on the CTETE website, consider placing active “hypertext” in your chapters, and enhanced content. For example, see the CTETE website at: <http://ctete.org/yearbook/>

##### *Layout of Textual Material*

All chapters will be brought into the existing design parameters established by the publisher. Final layout of manuscripts will be completed by the Technical Editor.

##### *Photographs and Illustrations*

All photographs and illustrations should be of good quality (i.e., high contrast). If photographs or graphics are used, they must be clear and readable in black-and-white format. Yearbooks do not include color images.

### *Estimating the Length of a Yearbook*

It can often be difficult to estimate the finished length of a yearbook from the manuscript copy. The following offers some guidelines for estimating the length of a yearbook.

On average, one page of the printed yearbook contains 2200 characters. Chapter-opening pages and other pages that include headings will have fewer characters, as do pages with illustrations. To estimate how many printed pages a chapter will fill:

1. Determine the number of printed pages that the text matter will fill. Do not count illustrations (i.e., tables, charts, etc.). The computer's word processing program will estimate text matter length. In Microsoft Word®, for example, find the feature 'Word Count' under the 'Tools' menu. By selecting the Word Count option, it is possible to select 'Character Count' in the dialogue box. Divide the total character count by 2200, and it is possible to obtain a rough estimate of the number of pages for a chapter. Continue this procedure for each of the individual chapters.
2. Determine the amount of space needed for the illustrations. To do this, estimate the printed size of each illustration. Most illustrations will need between 1/3 and 1/2 of a page. Think of the space needed for illustrations in terms of pages and fractions of a page. For example, if a chapter will have three illustrations of 1/3-page size and two of 1/2-page size, add these and estimate 2 pages for the illustrations in the chapter.
3. Add the number of text pages to the number of illustration pages. In the actual layout, the illustrations will be interspersed with the text. Also, some pages will have more white space than others. All of these factors tend to increase the length of the chapter. It is therefore necessary to always estimate high rather than low. Round up fractions to the next whole number. Thus, if your chapter has four illustrations of 1/3- page size and three of 1/2-page size, allow 3 pages for illustrations. Then add ten percent to the total to account for white space, pages running short, etc.

### *Front and Back Matter*

Front and back textual matter use considerable space in a yearbook. Estimate at least 16 printed pages for front matter, and 14 pages for an index. If there is other back matter, such as the list of participants in the yearbook, be sure to take this into account. The following example illustrates a calculation for determining chapter length.

Example: Suppose the yearbook is to have 12 chapters, and the total length of the yearbook is expected to be 250 pages.

- Desired length of yearbook (250)
- Subtract front and back matter (-30)
- Pages available for chapters (220) -- Divide 220 by 12 chapters = 18.3 pages per chapter, including photographs and illustrations.

Therefore, allow 18 pages per chapter. This would be 39,600 characters per chapter, if there were no illustrations.

### **A Final Note**

This document outlines many of the aspects to preparing a yearbook proposal, but when editing and preparing a yearbook for publishing, questions are sure to arise. Therefore, when necessary contact the Chairperson of the Yearbook Committee for clarification.

**Section 4 Appendix A**  
***Editor(s)/Author(s) Agreement***

A completed and signed copy of the Author Agreement must be returned from each chapter author, including co-authors (see attached template). Permissions must be obtained for any graphics from other sources that are used in the yearbook. If images include photographs of individuals, written permission for use of their images is required. Contact the Chairperson of the Yearbook Committee for more information.



**Council on Technology & Engineering Teacher Education**  
***Guidelines and Agreement for CTETE Yearbook Chapter Authors***

**Duties and Responsibilities of the Author**

By signing this document, the author is agreeing to provide completed drafts of the assigned chapter at the designated due dates. The chapter will cover the topics identified in the chapter outline and give emphasis to those major topics that will achieve the purpose, theme, and expected outcomes of the yearbook as described by the yearbook editor(s). The author will meet the identified author guidelines, including those related to the length of the chapter or any other special conditions. The author will proofread and edit his or her own chapter before submitting each draft by the designated due date. The author understands that (s)he will be responsible for producing a minimum of two sequential drafts for each chapter.

Additional drafts for the whole or sections of a chapter may be required by the editor(s) to address specific concerns. It is understood the purpose of the sequential drafts is to interrelate the content, the application of the content, and the writing styles of the different authors to accomplish the purpose of the yearbook. It is also understood the editor has the authority to change the wording of major thoughts, ideas, and concepts without changing the meaning in order to achieve consistency throughout the yearbook.

Each author's chapter draft will be reviewed and accepted or rejected for fulfilling the outline and meeting designated standards. The editor is required to identify changes in each draft based upon the purpose of the yearbook, chapter outline, writing style, consistency of the chapters, and flow of ideas. The author agrees to make changes as requested by the editor, unless the author feels the integrity of the content or process is inaccurate. In such cases, the author will discuss with the editor the request being made and agree upon a resolution.

It is understood that an author who does not provide quality and completed chapter drafts by designated deadlines may be forfeiting the ownership to his or her thoughts, ideas, and processes; especially if the editor has to rewrite sections of the chapter to achieve pre-determined outcomes as identified in the chapter outline and purpose of the yearbook. Also, if the author does not meet deadlines and/or does not make changes requested, the editor has the right to assign a coauthor or a new author to complete the chapter. If a new author is assigned, it is understood the original author will give up ownership to his or her work.

*(Continued on next page)*



# Council on Technology & Engineering Teacher Education

## Duties and Responsibilities of the Author, cont.

It is understood that the editor will provide a copy of the final edited chapter for the author to review before the yearbook is prepared for publication. Any concerns the author has about the ownership of the content, ideas, or processes in the chapter will be discussed with the editor before the designated date to prepare final copy for the publisher. Based upon guidelines outlined in this agreement, the editor has final jurisdiction regarding what does or does not get published.

It is understood that the preparation of the chapter by the author will not violate any copyright or other intellectual property right, or any personal right of any person entity; and the chapter does not contain any libel information, any obscenity, or harmful formulas; or invade the privacy of any person.

Each chapter will contain a bibliography giving ownership to ideas, thoughts, processes, and direct quotes by other people. The bibliography may include references that may not reflect the philosophy or the intent of the author of the chapter or the editor of the yearbook for the reference and convenience of readers.

Signed this date \_\_\_\_\_

by the author \_\_\_\_\_

of chapter \_\_\_\_\_

and the editors \_\_\_\_\_

of the yearbook entitled:

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**Please immediately return a copy of your signed author agreement as a scanned PDF document or via FAX to Editor at XXX-XXX-XXXX**