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INTRODUCTION
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Philosophy

The National Highway Institute (NHI) is committed to developing and delivering quality transportation training to our customers and stakeholders. The value of any training depends upon well-designed course materials and highly qualified instructors. NHI maintains an ongoing dialogue with developers, instructors, and participants to ensure that we meet the customers’ need to address skills gap, the stakeholders’ expectations for quality training, and the stated outcomes of a course. For more information on NHI’s expectations, see Developing an NHI Course webpage.

Course materials play a significant role in the learning experience. The NHI Style and Standards Guide helps course developers prepare materials that are consistent in appearance, helpful to the instructors and participants, and useful as reference tools to enhance job performance.

Training programs that are designed and developed in accordance with currently accepted principles deliver maximum effectiveness and encourage transfer of learning. NHI expects significant contribution from experienced and credentialed instructional systems designers (ISDs) on every course development project.

To meet the above expectations, NHI requires all courses to be developed in accordance with the following approaches:

Design all courses as learner-centered and experiential.
Value participants’ experience and encourage contributions before, during, and after class.
Tie content and evaluation methods to the stated learning outcomes.
Deliver required information and provide references or resources for participants wishing to know more.
Give participants ownership in mastering the desired outcomes, provide numerous opportunities for the instructor to assess progress and for the participants to gain confidence.
Maintain compliance with the International Association of Continuing Education and Training (IACET) Standard to provide continuing education units (CEUs) for selected courses.
Deliver superior training materials and instruction for all NHI courses. (Not all NHI courses offer CEUs; refer to the task order requirements for each course.)
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INSTRUCTIONAL DESIGN STANDARDS
Taxonomy and Course Structure

Learning Taxonomy

NHI courseware should be developed using the following taxonomy:

- Course-Lesson, or
- Course-Module-Lesson

Segment the course into lessons only or into modules with associated lessons. Use the most appropriate structure for logical sequencing of course content. The amount of content may influence the taxonomy chosen, in an effort to keep the learning segments manageable and digestible. A suggested sample is provided below. Find more guidance and resources on course structure in the NHI Course Resource webpage.

![Course Title Diagram]

Figure 1: Learning Taxonomy Example Structure
The learning taxonomy is best illustrated as follows:

- **Course Title**
- **Course Goal(s)**
- **Module(s)** (grouping of lessons)
  - Terminal Learning Outcomes (TLO)
- **Topics**
  - Enabling Learning Outcomes (ELO)

**Course Goal**

A course goal describes the overall objective of the course. A goal must be both realistic and achievable but is not usually measurable. For example, a participant is able to pass a course, achieving the course goal, but the impact to the workforce and increase to their personal knowledge is not easily measurable.

**Terminal Learning Outcomes (TLOs)**

Terminal Learning Outcomes (TLOs) are the objectives for lessons (or modules) and are a statement of the course developer’s expectations of the learner’s performance at the end of a specific lesson or module, depending on the course structure. TLOs are sometimes synonymous with course learning outcomes, or what the learner is expected to do upon completion of the course.

TLOs are written from the perspective of what the learner will do (not what the instructor will do) and target the performance required when the learners are evaluated, not what they will do as part of the module. TLOs are precise, observable, and measurable, and are stated using active verbs (refer to Bloom’s Taxonomy for additional guidance).

**Enabling Learning Outcomes (ELOs)**

Enabling Learning Outcomes (ELOs) state the course developer’s expectations of the learner’s performance and the steps toward accomplishing the Terminal Learning Outcome (TLO). They are also written from the perspective of the learner. ELOs:

- Specify a detailed sequence of learner activities and typically generate the outline for the instructional phase of a lesson plan,
- Cover all the cognitive, affective, and psychomotor skills learners need to master and/or meet the TLO, and
- Are concise and state the requirement in clear, direct language and are unambiguous.

ELOs may require:

- Recall or recognition of facts
- Explanations or descriptions of procedures
- Paraphrasing of principles, theories, rules, concepts, or standards of conduct
Demonstration of psychomotor skills
Any other performance required to support the TLO

Components of TLOs and ELOs

The TLOs and ELOs consists of three parts:

1. **Condition** – under what conditions (setting, supplies, equipment, etc.) will the learner be required to perform the task?
2. **Behavior or Action** – what will the learner be able to do as a result of completing this lesson?
3. **Standard or Criteria** – how well must the learner perform the task to pass?

**Condition**

Whenever possible, state the condition under which you expect the participant to perform. Examples include:
- Given a set of data...
- Using the plan sheets for Silver Street Bridge...
- In small groups...
- Find in the reference manual...
- After researching the assigned model...
- From a concrete sample.
- In the laboratory...using the following equipment...
- Based on the case study...
- in the Excel spreadsheet.
- Using a calculator...

**Behavior or Action**

NHI recommends Bloom’s Taxonomy of performance levels when writing learning outcomes. Below are the six major levels of Bloom’s Taxonomy of the Cognitive Domain, with associated behaviors or actions and sample learning outcomes.

1. **Knowledge (remembering information)**: Define, identify, label, state, list, match. Examples include:
   - Identify the six components of a quality assurance program.
   - Define precision, accuracy, and bias.
   - On the given diagram, label the parts of a bridge.

2. **Comprehension (explaining the meaning of information)**: Describe, generalize, paraphrase, summarize, estimate. Examples include:
   - Explain normal distribution.
Describe the meaning of data on a given control chart.
Explain how transportation processes can affect the plastic properties of concrete.
Describe viscoelastic response of asphalt binders to traffic loads and service climate.

3. Application (applying concepts to actual situations): Determine, chart, implement, prepare, solve, use, develop. Examples include:
   Using given data, calculate the area under the curve.
   Determine the appropriate HMA mixture type for a variety of given highway applications.
   Establish threshold values based on local or regional parameters.

4. Analysis (breaking down a whole into component parts): Differentiate, distinguish, discriminate, compare. Examples include:
   Compare and contrast the processes for project-based and system-based IA programs.
   Differentiate between structural and functional pavement performance.
   Compare and contrast the investigation process of a mineral deposit versus that of a processed aggregate.
   Relate given mix design properties to the selection of reinforcement types.

5. Synthesis (putting component parts together to form a greater whole): Design, develop, organize, generate, construct, create. Examples include:
   Using the guidelines defined in class and a given position with associated job responsibilities, develop an effective personnel qualification program.
   Based on best implementation practices from the U.S., generate a quality assurance program recommendation document for your state.

6. Evaluation (judging the merits of ideas or materials): Weigh, evaluate, select, critique, assess, recommend. Examples include:
   Recommend an appropriate corrosion mitigation technique for a given scenario.
   Using a case study document, assess the feasibility of three pavement rehabilitation activities in terms of potential success and economics.
   Select appropriate surface treatment types based upon existing pavement conditions.

Standard or Criteria
Some NHI courses require 70 percent or better as a passing grade (criteria). Unless another benchmark is required, the 70 percent may be assumed and does not need to be written into every learning outcome.

When a performance-based outcome will be assessed by rubric, make sure the learning outcome criteria includes specific, observable, and measurable descriptors that define proficiency. It is acceptable to assign a numeric value to a proficiency level, but it is not necessary.

All TLOs must be assessed and each assessment question should align to a TLO/ELO.
Learning Outcomes Examples

Best instructional practice includes escalating the Learning Outcome (LO) through the levels of Bloom’s Taxonomy to determine if a learner fully grasps the topic and its application.

Below is an example of a lesson aligned with a variety of taxonomical levels.

Lesson: Performance Tests for Hot Mix Asphalt Mixtures

- Match given examples to field or laboratory tests.
- Using laboratory data, describe potential adjustments to correct deficiencies identified by performance testing.
- Establish threshold values based on local or regional parameters.
- Differentiate between fundamental and empirical tests.
- Based upon criteria provided, determine the type of testing needed to evaluate future pavement distress and possible modes of failure.
- Analyze test results to determine potential future pavement distress and possible modes of failure.
Evaluations and Assessments

NHI administers a Level 1 evaluation and a Level 2 evaluation (assessment) per the four levels described in Donald Kirkpatrick’s Evaluating Training Programs. A Level 3 evaluation is required only if the contract specifies it.

Level 1 Evaluation

Level 1 measures the degree to which the participant was satisfied with the training. NHI requires this post-course evaluation for each course. (NHI provides this Level 1 evaluation as a standard element of its course administration process. The course developer is not required to produce or administer this evaluation.)

Level 2 Evaluation (End-of-Course Assessment)

Level 2 measures the degree to which the participant acquired the intended knowledge, skills, and attitudes as a result of training. The participant must demonstrate the learning, and the instructor must confirm the learning. NHI requires an end-of-course assessment for most courses.

Format

The assessment must evaluate the course learning outcomes.

The assessment may consist of objective methods, such as multiple choice or matching questions. Where appropriate, the method might be presented in performance-based formats, such as skill demonstrations, case studies, or presentations.

Scoring and Feedback

The minimum passing score is 70 percent, unless the project contract specifically states otherwise.

Assessment answer keys include a justification of the correct answer, as well as information on the relevant reference location within the training materials. Where necessary, it should include tools to mitigate subjectivity in grading or scoring. For case studies, presentations, and other performance-based formats, create a rubric that clearly details assessment criteria, parameters, and levels.

The specific method for handling assessment feedback (information on correct answers) will be handled on a case-by-case basis for each program or course and may differ depending on course format (instructor-led, web-based, etc.)
IACET Continuing Education Units (CEUs)

The International Association for Continuing Education and Training (IACET) is an independent, internationally recognized non-profit association whose goal is to ensure quality continuing education for professionals.

NHI is an Accredited Provider of IACET CEUs and has demonstrated that it complies with the American National Standards Institute (ANSI) and IACET Standard. As a result of the Accredited Provider status, NHI is authorized to offer IACET CEUs for its programs that qualify under the ANSI and IACET standard.

NHI inserts the IACET logo and accreditation statement on its training materials.

Not all NHI courses qualify for IACET CEUs. Consult page 52 for more information on IACET requirements.
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STYLE AND LANGUAGE USE
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When preparing training materials, it is important to use clear and concise language to minimize confusion and maximize learning. When updating an older course, make the necessary style changes so that the course conforms to NHI style and language usage expectations.

**Font**

Use a sans serif font, such as Arial, Verdana, or Helvetica and maintain consistent font sizes and type throughout the course. Below are typical preferred font sizes for NHI instructor guides and participant workbooks, or any other material that may be created.

Reference manuals may be guided by other publishing criteria; consult contract documents for specific requirements.

<table>
<thead>
<tr>
<th>Content Type</th>
<th>Font Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication: first-level headings</td>
<td>14pt bold</td>
</tr>
<tr>
<td>Publication: second-level headings</td>
<td>12 pt bold</td>
</tr>
<tr>
<td>Publication: content</td>
<td>No smaller than 10 pt</td>
</tr>
</tbody>
</table>

Table 1: Font size

**Fonts for Web Based Training and Web Conference Training**

Use a sans serif font, such as Arial or Verdana and maintain consistent font sizes and type throughout the course. Do not use a condensed or narrow font, for example Arial Narrow.

Below are typical preferred font sizes for web-based training and web-conference training or any other similar materials that may be created. The contractor may adjust the font size and spacing between the lines, but the content must be readable and easy to follow.

<table>
<thead>
<tr>
<th>Content Type</th>
<th>Font Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication: first-level headings</td>
<td>40 pt bold (at least 20 pt size larger than the second-level headings)</td>
</tr>
<tr>
<td>Publication: second-level headings</td>
<td>20 pt bold (at least 2 pt sizes larger than the content font)</td>
</tr>
<tr>
<td>Publication: content</td>
<td>18 pt</td>
</tr>
</tbody>
</table>

Table 2: Font Size
Mechanics

Emphasis
Do not use underlining or italics to emphasize words. Underlining is reserved for hyperlinks, and italics are used for titles of published works or words appropriated from other languages.
Use bold font for emphasis sparingly; do not use all capital letters.

Punctuation
Do not use the slash, stroke, or solidus (/).
Apply the following guidelines when using a comma:

- Use the serial, or Oxford, comma: Insert a comma after each item within a series of three or more words, phrases, letters, or figures used with “and,” “or,” or “nor.”
- Insert a comma before the conjunction in a compound sentence containing two or more independent clauses.
- Add a comma after the year in complete dates that appear within a sentence.

Differentiate between the em dash, en dash, and hyphen according to the table below:

<table>
<thead>
<tr>
<th>Type</th>
<th>Length</th>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Em dash</td>
<td>Same as lowercase “m”</td>
<td>Do not use a space before or after it. Use it to set off a non-essential element</td>
<td>There are three basic variables—time, wick drain spacing, and surcharge—that can be manipulated to achieve the desired result.</td>
</tr>
<tr>
<td>En dash</td>
<td>Same as lowercase “n”</td>
<td>Use it to connect a span of numbers</td>
<td>2003–2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pp. 28–72</td>
</tr>
<tr>
<td>Hyphen</td>
<td>Smaller than en dash</td>
<td>Use to hyphenate a word</td>
<td>Rock-forming minerals</td>
</tr>
</tbody>
</table>

Table 3: dashes and hyphens

Numerals
Use the Arabic numeral for most cases, but spell the number in words when:

- Counting nine or fewer objects
- Beginning a sentence, title, or heading in print content
- Representing large numbers such as “million” and “billion.” (Write “24 million” instead of “24,000,000.”)
When 2 or more numbers appear in a sentence, and 1 of them is 10 or larger, use the numeral for each. Below are examples of this application:

   Each of 15 major commodities (9 metal and 6 nonmetal) was in supply.
   That man has 3 suits, 2 pairs of shoes, and 12 pairs of socks.

Use the symbol “%” (instead of the word “percent”) only when representing a mathematical formula. “Percent” and most other symbols (e.g., “&” and “#”) should be spelled out in the text. Some symbols may be used in figures, tables, and references if there is not space to spell them out.

Do not pluralize numbers with an apostrophe. Spelling, Grammar, and Language

NHI adheres primarily to the GPO Style Manual. While the Chicago Manual of Style and the Federal Plain Language Guidelines can be used for additional style guidance or reference. Consult “Webster’s Third New International Dictionary” for spelling guidance.
Spelling, Grammar, and Language

NHI adheres to the GPO Style Manual. While the Chicago Manual of Style and the Federal Plain Language Guidelines can be used for additional style guidance or reference. Consult Webster’s Third New International Dictionary for spelling guidance.

Abbreviations and Acronyms

Write out the first instance of a word and put the abbreviation or acronym in parentheses. Use the abbreviation or acronym alone only if it is more recognizable than its written-out form. Examples of this include IBM, FBI, and FedEx.

Below are guidelines on common abbreviations and acronyms:

- Use abbreviations to represent units, such as lb and kg, but omit internal punctuation. Do not abbreviate “inch” except where an abbreviation saves space in tables and figures.
- Do not include spaces or periods for acronyms.
- Use “email” instead of “e-mail.”
- Use lowercase letters for file extensions: e.g., .jpg, .gif, .doc.
- If the training materials include numerous abbreviations or acronyms, include a list after any lists of tables and figures.

Capitalization

Do capitalize:

- “State” when referring to one of the 50 states
- “Federal” but not “federally”
- “Government”
- “Contractor” and “Agency” only when they refer to specific legal or contractual roles

Do not capitalize common nouns used for reference, such as table 1, chapter 2, reference 4, and appendix A.

Plain Language

The Plain Writing Act of 2010 requires that Federal agencies provide “clear Government communication that the public can understand and use.” The Federal Plain Language Guidelines emphasize the importance of writing in active voice, and in a concise, organized format tailored to the audience.

Guidelines are available at plainlanguage.gov.
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COLORS AND GRAPHICS
**Color**

NHI’s colors reflect its brand personality — optimistic, innovative, competitive, and friendly.

### Primary colors:

- **NAVY**
  - CMYK: 100/50/0/60
  - RGB: 0/53/98
  - HEX: #003562

- **COOL GRAY**
  - CMYK: 65/46/36/8
  - RGB: 100/119/135
  - HEX: #647787

- **DARK GREEN**
  - CMYK: 70/29/100/13
  - RGB: 87/130/59
  - HEX: #57823B

### Secondary colors:

- **RED**
  - CMYK: 12/100/92/3
  - RGB: 206/32/46
  - HEX: #CE202E

- **YELLOW**
  - CMYK: 0/31/98/0
  - RGB: 253/183/27
  - HEX: #FDB71B

- **TEAL**
  - CMYK: 100/3/50/3
  - RGB: 0/158/148
  - HEX: #009E94

- **LIGHT COOL GRAY**
  - CMYK: 10/4/4/0
  - RGB: 226/233/237
  - HEX: #E2E9ED

### Samples:

- **DARK GREEN**
  - CMYK: 70/29/100/13
  - RGB: 87/130/59
  - HEX: #57823B

- **MED. COOL GRAY**
  - CMYK: 34/20/18/0
  - RGB: 169/184/193
  - HEX: #A9B8C1
Section 508 Compliance

The navy may be used as a background color and it can have white text on top, this will still allow it to remain 508 conformant. The navy may also be used for headlines, subheads, and other text elements. The dark green and cool gray may be used for large and bold text elements. A contrast ratio of at least 4.5:1 for normal text and 3:1 for large text (14 point, bold or higher or for non-bold, 18 point or higher) is recommended to maintain 508 conformance. It is important to check that the product’s color contrast between text and the background is sufficient and passes the color contrast ratio.

Most body text is encouraged to be on a white or a light-colored background.

Navy

<table>
<thead>
<tr>
<th>Color</th>
<th>CMYK</th>
<th>RGB</th>
<th>HEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAVY</td>
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<td>0/53/98</td>
<td>#003562</td>
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</tbody>
</table>

Dark Green

<table>
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<th>CMYK</th>
<th>RGB</th>
<th>HEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>DARK GREEN</td>
<td>70/29/100/13</td>
<td>87/130/59</td>
<td>#57823B</td>
</tr>
</tbody>
</table>

Cool Gray

<table>
<thead>
<tr>
<th>Color</th>
<th>CMYK</th>
<th>RGB</th>
<th>HEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>COOL GRAY</td>
<td>65/46/36/8</td>
<td>100/119/135</td>
<td>#647787</td>
</tr>
</tbody>
</table>

NHI’s color system is flexible, but should be limited to some, not all, of the colors for any given project. Most NHI materials will be printed in black and white.

Red

<table>
<thead>
<tr>
<th>Color</th>
<th>CMYK</th>
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<th>HEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED</td>
<td>12/100/92/3</td>
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<td>#CE202E</td>
</tr>
</tbody>
</table>

Orange

<table>
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<th>Color</th>
<th>CMYK</th>
<th>RGB</th>
<th>HEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORANGE</td>
<td>0/72/100/0</td>
<td>243/107/33</td>
<td>#F36B21</td>
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</table>

Yellow

<table>
<thead>
<tr>
<th>Color</th>
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<th>RGB</th>
<th>HEX</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Light Green

<table>
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Teal

<table>
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<th>RGB</th>
<th>HEX</th>
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<tr>
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<td>0/158/148</td>
<td>#009E94</td>
</tr>
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</table>

Blue

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<tr>
<th>Color</th>
<th>CMYK</th>
<th>RGB</th>
<th>HEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLUE</td>
<td>100/30/0/0</td>
<td>0/146/213</td>
<td>#0092D5</td>
</tr>
</tbody>
</table>

Med. Cool Gray

<table>
<thead>
<tr>
<th>Color</th>
<th>CMYK</th>
<th>RGB</th>
<th>HEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED. COOL GRAY</td>
<td>34/20/18/0</td>
<td>169/184/193</td>
<td>#A9B8C1</td>
</tr>
</tbody>
</table>

Light Cool Gray

<table>
<thead>
<tr>
<th>Color</th>
<th>CMYK</th>
<th>RGB</th>
<th>HEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIGHT COOL GRAY</td>
<td>10/4/4/0</td>
<td>226/233/237</td>
<td>#E2E9ED</td>
</tr>
</tbody>
</table>
Image Style

The imagery for NHI combines photos of engaged professionals with those of dynamic environments. Photos depict energetic students and instructors participating in discussions in a classroom and on the job. These images connote skill, leadership, and collaboration, highlighting the valuable insight NHI provides to the transportation industry.

In addition to human subjects, NHI’s photography style features transportation related photos with dramatic curves and angles.

The photography style should be consistent across all materials and generally should be:

- engaging
- natural
- dynamic
- professional

Icons

Icons should be suggestive of the functionality with which they are associated. The best icons will suggest to the users the primary purpose of the program or operation without having to read the text to understand the icon. Users recognize functionally suggestive icons more rapidly than other forms because they directly associate with a physical object of action. For example, a pen or pencil icon may be used to indicate the user should take notes, whereas a disc suggests the user may save a file, and a magnifying glass suggests a zoom function.
Graphics

Graphics, including photographs, charts, and illustrations, can help a participant understand complex concepts. Effective graphics support the text and add content value, whereas ineffective graphics detract from learning.

To optimize graphics, keep the treatments, effects, quality, and perspective consistent throughout the course. Make sure that all complex and detailed graphics are large and sharp enough to be decipherable. Some best practices for graphics configurations are listed below:

- Use graphics that are current and relevant.
- Avoid using cartoons.
- Avoid unnecessary effects, such as dark shadows or decorative borders. Avoid using shaded or patterned backgrounds, as NHI’s training materials are mostly printed in black and white.
- Photographs and other raster images must have a resolution of at least 300 dpi.
- Remove or blur all branding (such as logos) or identifying content.
- All graphics must comply with Section 508 of the Rehabilitation Act.
- Submit all original source files in their native software configuration (for example: .psd, .ai, .eps, .pdf, etc).

Do not use copyrighted graphics without explicit written permission. When using graphics covered under licenses, such as Creative Commons (CC) licenses, follow all related attribution guidelines. Ensure that graphics received from subject matter experts (SMEs) are not copyrighted and have the proper permission for use.
Graphic Styles (Examples)

Cutout Examples

Patterns

Color overlay with texture

Color overlay with photo

Layout Examples
LOGOS
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Marks and Logos

**US Department of Transportation - Federal Highway Administration**

Note that the NHI cover template includes a suggested size, with the appropriate amount of space around it, and a color option of the logo.

Obtain the logo image file directly from NHI, to ensure it is the official logo. Do not attempt to obtain logo image files from internet sites.

**National Highway Institute**

Note that the NHI cover template includes a suggested size, with the appropriate amount of space around it, and a color option of the logo.

Please obtain the NHI logo image file directly from NHI.

The logo can be printed in black and white or in color. You can enlarge or shrink the size of the logo, but you must keep the same design proportions.

**IACET Logo and Accreditation Statement**

NHI provides a cover sheet for training materials, which incorporates the IACET accredited provider logo.
Federal Highway Administration Logo

The Federal Highway Administration (FHWA) logo is a key graphic element in the uniform graphic identification system of the Department of Transportation. Its spinning triskelion shape has been adapted from the traditional symbol used by the Department since its inception and is based on the theme of motion. Use of this mark is required on all NHI digital and print materials. It is a unique graphic element and must not be corrupted or modified in any manner, or for any reason.

Never should the FHWA logo, or any portion of it, be recreated/redrawn or altered.

FHWA Logo Space Requirement

The FHWA logo should always be placed on a clean white background. A minimum distance equal to one “T” should always surround the FHWA logo. The “T” measurement equals the height of the triskelion shape. No artwork, imagery or text should ever encroach into this space, regardless of the utilized size of the marks.

Minimum Logo Size

The minimum print size for the logo is 2.5 inches wide. The minimum screen size for the logo is 180 x 22 pixels. The FHWA logo should be scaled proportionally width/height-wise.
FHWA Unacceptable Logo Usage

These examples represent some of the possible misuses. The FHWA logo should not be altered, modified, or corrupted under any circumstance. These logo examples are non-compliant representations of the FHWA logo.

- Do not add elements to the logo
- Do not alter logo colors
- Do not place the logo on complex images

- Do not recreate elements of the logo
- Do not distort or change the proportions of the logo
- Do not place the logo on an angle

- Do not add a drop shadow or filter effect
- Do not screen or make the logo transparent
- Do not place the logo within another shape
National Highway Institute Logo

The NHI logo is the most visual symbol of the organization’s brand identity. Use of this mark is required on all NHI digital and print materials. It is a unique graphic element and must not be corrupted or modified in any manner, or for any reason.

At no time should the NHI logo, or any portion of it, be recreated/redrawn or altered.

NHI Logo Space Requirement

The NHI logo should be placed on a solid background. When placing over photography or a pattern, ensure contrast by placing over a dark area and/or negative space.

The approved NHI logo will have the correct amount of spacing around it.

A minimum distance equal to one “N” should surround the NHI logo at all times. The “N” measurement equals the height of one of the symbols in the NHI logo. No artwork, imagery or text should ever encroach into this space, regardless of the utilized size of the marks. The clear space requirement is used to preserve the logo’s integrity and legibility.

Minimum Logo Size

The minimum print size for the logo is 1.5 inches wide. The minimum screen size for the logo is 95 pixels wide. The NHI logo should be scaled proportionally width/height-wise.
National Highway Institute Unacceptable Logo Usage

These examples represent some of the possible misuses. The NHI logo should not be altered, modified or corrupted under any circumstance.

Do not add elements to the logo
Do not alter logo colors
Do not place the logo on complex images

Do not recreate elements of the logo
Do not distort or change the proportions of the logo
Do not place the logo on an angle

Do not add a drop shadow or filter effect
Do not screen or make the logo transparent
Do not place the logo within another shape
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STANDARDS FOR DELIVERABLES
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Intellectual and Legal Property Rights

Ownership Rights

The Federal Government has unlimited rights in all course material produced in the performance of a contract. The National Highway Institute (NHI) retains all ownership rights, title and interest in and to all programs, procedures, information, and documentation associated with a training/learning. Materials, products used during a training or learning event, are property of NHI, and any use of such materials without the express written permission of NHI is strictly prohibited.

Instructors will not infringe any patent, copyright, trade secret or other proprietary right of any person or entity. All works prepared together by the Instructor and NHI, shall remain property of NHI, except in the case that the materials are copyrighted and are known to be the property of another party. Works created prior to the contract are property of the creator. Intellectual property produced in the course of employment/contract belongs to NHI.

Copyrighted Material

Do not use copyrighted material without explicit written permission of the copyright owner. Cite the copyright source in course materials. (An email citing the exact allowable content from a named source and stated purpose is adequate.)

NHI takes copyright issues very seriously. Ensure that any subject matter experts (SMEs) with whom you are working, or from whom you are receiving content, understand and comply with relevant copyright guidelines for all content, including graphics and other media.

Images and Videos of People

When using image or videos of individuals submit a completed FHWA Multimedia Model Release Form, as found on page 57 of this document.

Mark and Signature

Use only the training material front cover and spine templates provided by NHI; these templates include the required FHWA, NHI, and IACET logo where applicable. The IACET logo is not added to every material. No other logos or marks may be added to the training products unless specified in the project contract or directed by the NHI Training Program Manager or Contracting Officer’s Representative.

Do not mark course materials with the developer’s or contributor’s corporate name, logo, or symbol; do not use graphics with such logos or symbols embedded in them.
Section 504 and Section 508 Compliance

NHI complies with Section 508 of the Rehabilitation Act of 1973, as amended, in its training design, development, and delivery efforts.

The Act requires that all electronic products prepared for the Federal Government be accessible to persons with disabilities, including those with vision, hearing, cognitive, and mobility impairments.

Information and Communication Technology (ICT) Refresh

On January 18, 2017, the Access Board published a final rule that jointly updates requirements for information and communication technology covered by Section 508 of the Rehabilitation Act and Section 255 of the Communication Act. The Section 508 Standards continue to apply to training media, support services, and documentation.

Contractor Responsibility

NHI expects contractors developing courseware to be fully competent in the knowledge and practice of Section 508 compliance. For those seeking related guidance, refer to the resources below.

Section 508 Resources

FHWA Section 508
File Format

Unless specified otherwise, all work must be deliverable in Microsoft operating system (MS OS) editable file formats. Any Web-based application must be compatible with the FHWA Common Operating Environment (COE). Refer to your task order or COR instructions for the latest specifications.

Deliver final electronic files to NHI via acceptable media, as specified by NHI. Do not secure files with a password. Printable files must be print-ready.

Provide source files in one folder and PDFs in another folder. Source files may include files such as:

- Documents
- Presentations
- Graphics
- Animation
- Video
- Audio
- Other resource materials, such as spreadsheets

If the final deliverables include layered raster elements, include the original layered version of the element (for example, a layered Photoshop file).

Supplement the deliverables with:

- A complete “readme.txt” file and help file that have been proofread and tested
  - Include printing and tabbing instructions for print documents, such as instructor guides, participant workbooks, and reference manuals.
  - Include installation instructions, minimum hardware system requirements, additional software needed, file structure breakdown, and any potential troubleshooting information for all electronic media.
  - Explain any elements or complex programming of elements, functions, resources, etc., if applicable.

- Information on all intended operating system platforms
  - Include technical details about file size and other information in the installation instructions.

- An “about.txt” file that gives a general overview of the purpose and content of the materials
  - Include any copyright, software, trademark, and patent information and release documents.
PowerPoint Slides

When using the NHI PowerPoint slides, remember to refer to the NHI PowerPoint/Web-Based Training Guide. Take a moment to read through the file as it provides some helpful information.

Below is a list of points to ensure continuity within the design plan of future PowerPoint presentation slides supporting all NHI course development projects or when using the slides.

- It is permitted to rearrange the location of the text box, the font size, and spacing between the lines. Make sure that items are legible and easy to follow.
- New styles may be added to the master layout, but the slides must use the same color schemes, recommended fonts, banner, etc.
- The FHWA and NHI logos do not need to appear on every slide, but it must appear on the title/cover slide and at least in the section intros. Contractors can determine other locations to use the logos based on the slide content.
- Bullets are permitted on other layouts as needed to provide clarity or aid in reading the text.
- Button placement is typically at the bottom of the page, contractors can determine button placement based on the best use of slide/screen space for content being delivered.
File-Naming Conventions

Name the files according to the following conventions:

- Course number_Publication type_Publication number (if any available)_Revision date_
- File description.Application extension

Example:

141031_EX_0712_032418_ExamA.doc

Publication Type

Use the following abbreviations for various publication types:

- IG (instructor guide)
- PW (participant workbook)
- RM (reference manual)
- PP (PowerPoint presentation)
- EX (exam, test, assessment, evaluation instrument, answer key)
- SM (simulation)
- VD (video)
- AU (audio)
- BK (book)
- OM (other materials)

Revision Date (month, day, year)

05022018 (May 2, 2022)
12132018 (December 13, 2022)

Application Extension Examples

- pdf (Adobe Acrobat)
- doc; docx (Microsoft Word)
- ppt; pptx (Microsoft PowerPoint)
- ppc (auto-generated audio file by Adobe Presenter)
- wav or MP3 (audio file)
- flv; avi (video file)
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APPENDICES
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Appendix A: Standards for IACET CEUs

NHI Responsibility

The National Highway Institute (NHI) is the entity within Federal Highway Administration (FHWA) with the authority and responsibility for administering CEUs. They ensure that quality materials and qualified instructors are provided for learners attending a learning program or single learning event. NHI has the responsibility for documenting continuing education or training within the organization.

Qualifying for CEUs

A course must meet several requirements to be offered for CEUs:

- The marketing material for the course must clearly identify the course learning outcomes.
- The course must include an official assessment at the end.
- The course instructors must be technically competent and possess good training delivery skills.

Courses without an official end-of-course assessment will not receive CEUs. Participants will receive credit for attending the course, but no CEUs will be awarded.

In addition, participants must meet certain requirements to earn the CEUs:

- Participants must score at least 70 percent on the assessment.
- Participants must attend 100 percent of the training event.

Specific requirements are explained in more detail below.

Calculation of CEUs

One CEU is awarded for every ten contact hours of training led by a qualified instructor. Lunch periods and breaks are not calculated when determining the number of contact hours. Therefore, in an eight-hour day, there are approximately six contact hours of instruction, for an award of 0.6 CEU per day.

The CEUs will be calculated by the ISD or TPM at the end. The checklist used to make this determination is filled out, signed, and submitted to the IACET Administrator for signature.

On occasion, there may be adjustments to the course length to accommodate course hosting location conditions. In that event, the number of CEUs awarded will be adjusted to reflect the actual contact hours.
Clear Communication of Course Content

Course descriptions, as well as other marketing materials, must reflect the outcomes and the method of assessment to be used for measurement.

Course Assessment Requirements

Instructors will advise participants at the beginning of the session that an assessment of individual learning will take place by the end of the class. This assessment may consist of a post test, a case study, or a project/demonstration. It is expected that all participants will take an active role in this assessment.

The assessment is designed to measure the achievement of course learning outcomes. Instructors commonly facilitate question-and-answer sessions, quizzes, and pre-assessments for courses. The course learning outcomes dictate the form of assessment used to measure the learner’s knowledge, skill, or ability gained during the course. The assessment of outcomes can be formal (e.g., post test) or informal (e.g., group activity), as long as the instructor(s) can measure that the course outcomes were met by the participants.

If a post test is given, the participants will be considered to have “passed” the assessment if they score a 70 percent or higher. If the assessment is in the form of a post test, only one in ten questions can be phrased in such a way to solicit a response of true/false or yes/no.

Course Attendance Requirements

In addition to the assessment, to receive CEUs, a participant must attend and initial the sign-in sheet each morning and afternoon of the class. Our goal is to have 100 percent attendance.

If participants miss a short segment, they will be required to make up the work and demonstrate achievement of the outcome to meet the intent of the IACET requirements. Participants absent for more than 5 percent of the course and who do not make up the course work, will not receive CEUs. (Participants must address the absence with the instructor in advance and make up the work prior to the end of the course.)

Instructor Qualifications

As NHI is a technical training organization, all instructors must be technically proficient. In addition to professional competencies, they must exhibit an awareness and practice of the principles of learner-centered delivery and adult education theory.

To ensure a minimum understanding of the concepts and their application, NHI offers an Instructor Development Course (IDC) that each instructor will attend and successfully complete. The instructors will also request certification from NHI during the first year of course delivery.
Appendix B: Policies

Anti-Discrimination Policy

Those involved in the developing, administering, or delivering NHI learning events must also demonstrate high standards of professional conduct and do not discriminate against learners on the basis of gender, age, socioeconomic or ethnic background, religion, sexual orientation or disability. In the event any of the key personnel are unable to perform as proposed for any reason during the performance of the Task Order, the contractor shall immediately notify the COR and Contracting Officer in writing.

Proprietary Interest Policy

The NHI follows the Government policies that are clearly stated in FEDERAL GOVERNMENT REGULATIONS AND LEGISLATION (FAR 52.227-11). Task Order statements are available to get the exact verbiage.

However, the task orders state that all materials created for NHI projects belong to the Government and can be used without reservation. It also states that no vendor developing training can use their own logo or name or otherwise promote their organization. These requirements are also provided to all developers and through NHI website via Style and Standards Guide (July 2018 version, page 23: update this source as needed).

All name brands and identifying marks must be removed from photographs (even though photos are used with permission of owner and models) in order to avoid the idea that the Government (NHI) is promoting a particular brand.

Intellectual Property

The NHI follows the Government Policies that are clearly stated in: FEDERAL GOVERNMENT REGULATIONS AND LEGISLATION (FAR 52.227-14).

The Government cannot take private property without permission or remuneration. The USDOT has substantial protections in place, of course. The Office of Chief Council provides enormous amounts of information and guidance. FHWA provides guidance for intellectual property rights on the California Division website.

The NHI task orders state that all materials created for NHI projects belong to the Government and can be used without reservation. It also states that no vendor developing training can use their own logo or name or otherwise promote their organization. These requirements are also provided to all developers and through NHI website via Style and Standards Guide (July 2018 version, page 23: update as needed).

All name brands and identifying marks must be removed from photographs (even though photos are used with permission of owner and models) in order to avoid the idea that the Government (NHI) is promoting a particular brand.

According to NHI Style and Standards, all copyright, respect for of intellectual property of others, recognizable faces and features must be respected and the rights to them must be released in writing for the Government’s use.
Appendix C: Style, Language Use, and Standards Authorities

NHI adheres to the following guidelines for language use, graphic design, formatting, and accessibility:

- Chicago Manual of Style
- Section 508 of the Rehabilitation Act of 1973, as amended
- Federal Plain Language Guidelines from the Plain Writing Act of 2010
- International Association for Continuing Education and Training (IACET)
- “Webster’s Third New International Dictionary” (for spelling guidance)

When the “GPO Style Manual and Chicago Manual of Style” present conflicting guidance, the “GPO Style Manual” supersedes the “Chicago Manual of Style.”

Contractual requirements supersede this guide. Consult your development contract for specific requirements.
Appendix D: FHWA Multimedia Model Release Form

(as taken from APPENDIX M of the Turner-Fairbank Highway Research Center R&D Communication Reference Guide)
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FHWA MULTIMEDIA MODEL RELEASE FORM

U.S. DEPARTMENT OF TRANSPORTATION
FEDERAL HIGHWAY ADMINISTRATION (FHWA)
NATIONAL HIGHWAY INSTITUTE

NAME: ___________________________ LOCATION: ___________________ DATE: ________________

I hereby grant to FHWA the absolute and irrevocable right and permission, in respect of the photographs or audio or videotape recording and their transcripts, that it has taken or has had taken of me or in which I may be included with others, to copyright the same, in its own name or otherwise (and assign my rights throughout the world in such photograph and audio and video recordings and their transcripts), to use, reuse, publish, and republish, and otherwise reproduce, modify and display the same, in whole or in part, individually or with other photographs, and with any copyrighted matter, in any and all media now or hereafter known, for illustration, promotion, art, advertising and trade, or any other purpose whatsoever; and to use my name in connection therewith if it so chooses.

I hereby release and discharge FHWA from any and all claims and demands arising out of, or in connection to, the use of the photographs, including without limitation any and all claims for libel or invasion of privacy. FHWA may sell, assign license, or otherwise transfer all rights granted to it hereunder.

This authorization and release shall also inure to the benefit of the specific legal representatives, licensees, and assigns of FHWA, as well as the staff representative(s) (if any) for whom it took the photographs.

I am of full age and have the right to contract in my own name. I have read the foregoing and fully understand the contents thereof. This release shall be binding upon me and my heirs, legal representatives and assigns. I further release FHWA from any responsibility for injury incurred during the photography or audio or videotaping session.

Signed: ____________________________________________

(If minor, parent or legal guardian must sign.)

Printed Name: ____________________________________________

Address: ____________________________________________

City, State, Zip: ____________________________________________

Phone: ____________________________________________

Fax Number: ____________________________________________

Date: ____________________________________________
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Appendix E: Technical Report Documentation

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15. Supplementary Notes

Abstract

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Form DOT F 1700.7 (8-72) Reproduction of completed page authorized
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Appendix F: Metric Conversion Factors

(Include this table in training materials if relevant.)
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### SI* (Modern Metric) Conversion Factors (approximate conversions)

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SI is the symbol for the International System of Units. Appropriate rounding should be made to comply with Section 4 of ASTM E380.

NOTE: Volumes greater than 1000 L shall be shown in m³. (Revised March 2003)