Preparation and Filing of Dissertations and Theses
NOTE TO THE READER

Congratulations at having reached this stage of your graduate career! In fall 1999, the Toulouse Graduate School (TGS) at the University of North Texas (UNT) began requiring electronic theses and dissertations (ETDs) only. This made PDFs the only official version of the thesis or dissertation; bound copies became completely optional. With this change, we became the third institution in the world to require electronic dissertations, but the first to mandate electronic theses. In little over a decade, there have been enormous changes in technologies available to both ends of the ETD production line – the student author, as well as the researchers accessing the ETD collection in the UNT Libraries. One thing, however, has remained unchanged – UNT’s commitment to academic excellence.

This thesis manual revision was completed and released for public use February 2013, with a numbered heading format. The use of numbered headings permits individual sections to be edited as needed; in the future, this page will include a running list of updated sections to make it easier to verify that you are using the most up-to-date version of the manual. In addition, updated sections in the body of the manual will have a “revised date” placed at the bottom of the page.

Sincerely,

Mark Wardell, Dean of the Toulouse Graduate School
Victor Prybutok, Associate Dean of Academic Affairs
Joseph Oppong, Associate Dean of Research and Professional Development
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CHAPTER 1

INTRODUCTION

1.1 Openness and Distribution of Electronic Theses and Dissertations (ETDs)

The University of North Texas (UNT), as a member of the Council of Graduate Schools (CGS), endorses the fundamental tenet of openness and access to thesis and dissertation research as stated in the CGS publication *The Doctor of Philosophy Degree: A Policy Statement.* In compliance with CGS, it is the policy at the University of North Texas that “an essential aspect of [thesis] and dissertation research and scholarship is the free and full dissemination of research results. Restrictions, either in the conduct of [thesis] and dissertation research or in the sharing of its results, are antithetical to that spirit.” Therefore, research that is classified by a government agency or that is proprietary in nature and restricted, insofar as it must be held to secrecy and cannot be openly evaluated or published, is unsuitable for master’s or doctoral research (CGS, 2005, pp. 29-30).

As part of UNT’s commitment to openness, all UNT ETDs are placed in the UNT ETD repository and made available via the online UNT Libraries catalog for reading and/or downloading by all users, including being crawled and indexed by online search engines (e.g., Google). ETDs are available in perpetuity; in addition, there are no restrictions regarding who can download the file or how many times it can be downloaded.

There may be cases for which restricted access is appropriate; the student’s access election requires approval by the student's major professor at the time the ETD is filed with the

Graduate School. Please see section 10.7.1 for specific information regarding the current restriction policy, approved by the Graduate Council in October 2009.

1.2 Using the Manual

1.2.1 Seeing is Believing

This manual has been formatted according to UNT’s required guidelines (see chapter 4); as a result, mimicking the format used herein can save time. Be aware, however, the title page used for the thesis manual does not follow the formatting required for thesis or dissertation title pages. Please review section 5.1 to ensure the correct format for that page. Also, although this manual uses numbered headings throughout, such use is optional in theses and dissertations. The use of numbered headings facilitates the Graduate Reader’s review process (and allows referring students to the appropriate section number if corrections are needed) but the use of numbered headings is not a mandatory requirement for all theses and dissertations.

1.2.2 Navigation

This manual was written using Microsoft® Word software*, with custom-formatted styles. The advantage is that these styles are automatically converted to hyperlinks in the front matter (e.g., table of contents [TOC]) when the PDF is created. In addition, there are embedded links in the text of the manual that take you to a section of interest. These features are available only if you are accessing the manual electronically; if you have printed out a hard copy you will need to rely on the TOC. While full-blown Word tutorial is beyond the scope of this

*Microsoft Corporation, www.microsoft.com
manual, chapter 9 in this manual provides instructions for the most common word-processing needs. In addition, the Graduate School regularly hosts workshops (see section 1.3.2) during the long semesters which are designed to help students navigate the thesis/dissertation process more efficiently and effectively.

1.2.3 Terminology: Thesis, Dissertation, and ETDs

In general, “thesis” refers to documents created for master’s degrees while “dissertation” describes documents created for doctoral degrees. However, in terms of appearance, there is no difference in the formatting requirements for these two kinds of documents. For this reason, these terms are used interchangeably throughout this manual. The abbreviation “ETD” (electronic thesis and/or dissertation) is also used frequently, and refers to both documents.

1.3 Need More Help?

1.3.1 Contacting the Graduate Reader

If you have a relatively simple question or need clarification on the guidelines specified in this manual, please contact the Graduate Reader directly: email is preferred (jill.kleister@unt.edu) but you can also call the Reader’s direct line: 940-565-4933. If you wish to meet with the Reader for a consultation, please call or email ahead of time for an appointment. Office hours are Monday through Friday, 9am to 4pm; lunchtime appointments are available. The Reader’s office is located in the TGS suite of offices, third floor of the Eagle
Student Services Center (ESSC). Appointments early in the semester are always a good idea because the schedule gets crowded during deadlines such as document submission week.

1.3.2 Workshops

TGS regularly schedules workshops throughout the long semesters that you will find helpful. Some of these workshops require registration, but you should take advantage of these workshops that are provided to graduate students at no charge. Please visit the Events page on the TGS Website for more information and registration. Examples:

- *Taming the Wild Word Beast* – This workshop is designed to help students with the most common Microsoft Word issues. Students are encouraged to bring their files with them to the workshop.

- *Graduation 101* – This workshop is always held very early in the semester. It is designed to give students the information they need to prevent any last-minute challenges to graduation so is best attended at least one semester prior to the anticipated graduation semester (e.g., those planning to graduate in August and December should attend the spring workshop; those planning to graduate in May or August should attend the fall workshop).
CHAPTER 2

ACADEMIC INTEGRITY AND INTELLECTUAL PROPERTY

There are a lot of myths, as well as misinformation and confusion, about academic integrity and intellectual property. Your first stop when trying to understand your rights and responsibilities should be UNT’s official policy manual. What follows here should not be thought of as a replacement for your own review of UNT’s official policies, but rather as a general overview of the highlights of these policies as they apply to electronic theses and dissertations (ETDs). Students are specifically encouraged to read the relevant UNT policies if more detailed information is needed or any questions arise. If any discrepancies exist between this thesis manual and the official UNT policy manual, the UNT policy manual always takes precedence. In addition, none of what is said here is intended to substitute for professional legal advice. If you have specific concerns that are not addressed here or in the official UNT policy manual, please contact either the student attorney’s office or your own personal attorney.

2.1 Plagiarism

Plagiarism is a serious violation of UNT’s academic integrity policy, which is implemented and enforced under the direction of the Provost and Vice President for Academic Affairs, through the Office for Academic Integrity. Sanctions for academic dishonesty (i.e., plagiarism) include being expelled from your program or the university, or having your degree rescinded, so it’s extremely important that you know what it is and how to avoid it. In broad terms, plagiarism is using someone else’s ideas and/or works without giving credit to that
person. UNT’s policy manual specifically defines plagiarism as

Use of another’s thoughts or words without proper attribution in any academic exercise, 
*regardless of the student’s intent*, including but not limited to… [t]he knowing or 
negligent use by paraphrase or direct quotation of the published or unpublished work of 
another person without full and clear acknowledgement or citation. (emphasis added; 
section 18.1.16, chapter 7, p. 4, Item I.B)

Note that in this definition, plagiarism isn’t limited to words – if you reproduce a figure 
or a table that someone else created without acknowledging the source (even if you re-create it 
using your own software), then you have plagiarized. In addition, you are also plagiarizing if 
you use a word-for-word reproduction (i.e., a quote) *but* you fail to format the words in such a 
way that your readers know these are not yours. This is true even if you give the citation!

Direct quotes must either be enclosed in quotation marks (in the running text) or set off as a 
block quote (for lengthier passages; see section 5.5.2). If you are quoting someone directly, it 
must be absolutely clear (a) they are *not* your words and (b) *whose* words they are. The bottom 
line is **you must ALWAYS acknowledge the other person’s contribution.**

2.2 Intellectual Property: Copyright

One major reason for confusion over intellectual property is because many people use 
the terms “plagiarism” and “copyright infringement” interchangeably, as if they were 
synonymous terms. **THIS IS NOT TRUE!** You must *always* give credit to others for their 
contribution to your thesis or dissertation, in order to avoid plagiarism; however, you need 
permissions from copyright holders *only if* you have reproduced more than the law allows 
under the fair use provisions. Figure 2.1 is a side-by-side comparison of plagiarism and 
copyright infringement; please refer to the figure often as you read through this section.
### PLAGIARISM

- “Academic dishonesty”
- Not a legal matter; handled by the University
- Failing to give credit to others for their ideas, i.e., passing others’ work and/or ideas off as your own
- Failing to use quote marks or block quotes to set off words that are not your own
- Keywords = **CITATION, IDEAS**

### COPYRIGHT INFRINGEMENT

- Only the *expression* of ideas is protected; ideas themselves are not copyrightable
- Fail to obtain permission when using material beyond “fair use”
- Keywords = **PERMISSION, EXPRESSION OF IDEAS**

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<td>No worries!</td>
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*Figure 2.1. Plagiarism vs. copyright infringement.*
2.2.1 ETD Copyright

First, per federal law, copyright protection is automatically granted to any work once it becomes fixed in a tangible medium (US Copyright website); this includes the ETD files as you create and save them to a computer. Second, UNT official policy clearly states that students are the copyright holders of their thesis or dissertation as “creator-owned intellectual property” (chapter 8, section 16.13.1, p. 1, Definition 2) unless copyright belongs to another as sponsor-supported or University-owned intellectual property. Together, these mean that the ETD is copyright protected and you, the student author, are the copyright holder. You don’t have to do anything or pay anyone money to obtain a copyright for your thesis or dissertation: copyright protection to the ETD occurs at the moment you save the file. You can choose to register your copyright with the US federal government but that is not required to secure copyright protection (see section 10.8.2). The reason some authors register their copyright is because only registered copyright holders can sue for copyright infringement.

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**Do not confuse ETD copyright (automatically granted, no fee) with registering the ETD copyright with the US federal government. Registration is optional, requiring application and fee payment.**

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2.2.2 Others’ Copyrighted Material in the ETD: Fair Use

Copyright is a legal matter. If you use someone else’s copyright-protected material beyond the limits set out in the US copyright law (beyond “fair use”) without obtaining permission, then you have broken the law (“infringed”) and can be sued by the copyright holder. It doesn’t matter where you got the material from, or even if it doesn’t specifically say
it’s copyrighted... if you didn’t write/create it, then someone else owns the copyright to it.

There are some exceptions to this, e.g., items that are in the “public domain” either because the copyright expired or the source is a US federal document (which automatically become public domain from the moment of creation), but your safest bet is to assume a copyright exists unless and until the facts prove otherwise.

2.2.2.1 When are Permissions Needed?

The big question is: how much can you legally reproduce without having to ask permission from the copyright holder? The allowable limits are set out in US copyright law as the 4 “fair use” provisions [http://www.copyright.gov/fls/fl102.html]:

- The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for, or value of, the copyrighted work

There are some very important things to notice about these provisions. First, you must consider ALL 4 provisions, when trying to determine whether your use is fair under the law. There is a misconception that because theses and dissertations are educational nonprofit, then you can use as much as you want with impunity. **THIS IS NOT TRUE.** The educational nonprofit criterion is only one among 4 provisions.

Also, it’s quite obvious that these provisions don’t mention any kind of number or percentage. It is a judgment call, based on your intimate knowledge of both the source and
your own document. You cannot say “I’m only using one line of poetry,” for example, and assume your use is fair; if the original poem is a haiku, then you have reproduced 30%... by any yardstick, that’s a substantial amount. In the same way, you cannot say “I’m only using one figure” – what if the figure you are using was the only figure in the entire book? You have now reproduced 100% of the figures from that book... truly, a substantial amount by anyone’s reckoning!

Precisely because it’s a judgment call, there are going to be different interpretations of what’s “fair” and what’s not. Publishers have a vested financial interest in keeping fair use extremely limited; that way, all users have to ask permission for everything and possibly pay for the privilege of using material. Those in educational fields, on the other hand, have a vested interest in unlimited, free access so want fair use to be construed very broadly with no limits, such that everything and anything can be used as long as it’s “educational.” This tension between these two vested groups means the only way to determine whether your use is “fair” is for you to consider all 4 of the provisions and answer them honestly.

Some students think that the easiest way to deal with all of this is to ask permission for everything, as a way to hedge their bets; that way, they cannot ever run the risk of infringing. Being hyper-vigilant in this way is actually counter-productive, both collectively and individually. Collectively, if everyone is hyper-vigilant then the fair use provisions become irrelevant; this is an undesirable result, as it would stifle scholarly analysis and research. Individually, once you’ve asked for permission to reproduce, you’ve essentially admitted that your use is beyond the fair use provisions; if the publisher requires a fee, you either pay it or not use the material... and I’ve seen use fees of $500 and more for music and poems! Do not put yourself in this
position, because there is very little that anyone can do to help you once you’ve asked and they assessed a fee. The bottom line is that there are no shortcuts to determining whether your use is fair or not. Familiarize yourself with the provisions, analyze your sources and your proposed use, and then make the determination. If permissions are necessary, and only when they are necessary, obtain them.

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**Never seek permission from copyright holders unless it’s truly necessary.**

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2.2.2.2 Who Can Give Permission?

Simply stated, only the copyright holder has the authority to grant permission requests. Notice that only the copyright holder, *not the author*, can give permission. In some cases, the copyright holder is the same as the author, as with your thesis or dissertation. However, if the author has given the copyright away then they no longer have the authority to grant permission. For example, almost all publication agreements for journal articles these days specifically transfer the copyright from the author(s) to the publisher. Publishers may grant certain delineated rights back to the authors, but rarely does that include the right to grant permission to others. This comes into play between major professors and their students – if your professor has published material under an agreement that transferred the copyright to the publisher but granted back unlimited rights to reproduce the material, your professor does not have the right to give you permission. Only the copyright holder (in this case, the publisher) can grant permission to reproduce any material beyond fair use. Sometimes, publishers who own
the copyright also request that you contact the authors for their permission, but that is a professional courtesy. Only the copyright holder’s permission “counts.”

Unfortunately, identifying copyright holders isn’t always as straightforward as determining who the journal publisher is. The older the material you wish to reproduce, the more difficult it can be, especially if the material has changed hands a few times, e.g., a collection of papers from the estate of a famous artist or politician might be donated to a library or sold to a private collector. Regardless of the complexity or difficulty, you must make your best effort to identify who has the authority to grant permission. Be sure to save all correspondence related to the search; these materials can help document “due diligence” and could be valuable later if someone attempted to sue you for infringement.

2.2.2.3 Asking for Permission

Once you have identified who the copyright holder is and determined that your use goes beyond fair use, you will need to ask permission to reproduce the material in your thesis or dissertation. Requests can be made in letters, emails, or online forms. You could even ask over the phone or in person; however, you will need some kind of documentation that demonstrates you have obtained permission. If you are the author of the work, the publication agreement you signed will spell out what rights you have; you can also include a copy of the agreement or provide a URL to the publisher’s website where author rights are described.

If you are making a formal, written request, be extremely specific:

- Identify exactly what you want to reproduce, e.g., Figure 1, Table 6 from chapter 10, page 49, measures 25-76 from the first movement, etc.
• Always use the word *reproduce*; never ask if you can “use” the material in your research. The problem is that the phrase “use in the research” is ambiguous – it might mean place a copy in the ETD... but it might also mean distributing copies to participants.

• Explain that UNT theses and dissertations are electronic only, and are available to the entire Internet for free; copies are also sold on demand through ProQuest (formerly known as UMI).

Once you have obtained permission(s), keep the original(s) for your records. Submit either a hard copy of all permissions in the filing envelope when you submit your document to the Grad School for graduation, or forward copies of permission emails directly to the Graduate Reader (be sure to identify yourself by full name, department, and type of ETD in the forwarded message). In addition, be sure to identify where in the ETD the reproduced material can be found, e.g., Figure 6 in chapter 3, chapter 5 in its entirety, sections 5.2 to 5.6, etc. If you prefer, you can create a list on a separate paper/file that gives the information. It is not necessary to include permission letters in ETD appendices but if your committee requires it, be sure to remove any personal information from the permission letter – yours or the author of the permission – before inserting into the ETD.

Some students request permission from survey authors to either use or modify the instrument for “use” in their own research, then submit that permission letter as copyright permission. This is insufficient for at least two reasons. First, the survey author may not be the copyright holder – if you found the survey in a published article, it is likely the author(s) signed their copyright over to the publisher. As noted earlier, only the copyright holder can give permission. Second, permission to “use in the research” is not the same thing as permission to reproduce a copy in an ETD appendix.
2.2.2.4 Identifying Reproduced Material in the ETD

As noted above, according to both federal law and UNT policy student authors are copyright holders to the ETDs; therefore, it is imperative that any material you bring in from outside sources that is already copyright protected by someone else be properly identified. Otherwise, your readers could mistakenly assume that you own the copyright for the reproduced material.

There are many correct ways to identify the material, depending on how much you have brought in and from how many sources. Detailed explanations can be found in sections 5.5.1 and 5.7.1; in addition, examples have been included in Appendix A. Notice, however, in all cases, you must identify both the source and the copyright holder. As has been noted on more than one occasion, only copyright holders have authority to grant permission; acknowledging the source and/or author(s) merely tells your readers where to find the original material.

- Simplest of all is to acknowledge permission to reproduce in the Acknowledgements page to the ETD (see Example A.1).
- If you have reproduced no text, just musical examples, tables, or figures, then you can put the permission notice under each item or include as last sentence to caption or title. You can include the identifying information on front matter lists (see Example A.2 and Example A.3).
- If an entire chapter is a reproduction of a published article, then a footnote on the first page of the chapter usually suffices. If you have reproduced only parts of the article or inserted new material, then identification is more complex and detailed but footnotes can still suffice. (See Examples Example A.4 and Example A.5). You may also need to format text such
that it is clear to readers which is reproduced and which is new (i.e., block quotes; see section 5.5.2).

2.2.3 Need More Information?

Here are some links to Internet sources you may find helpful:

- UNT resources: [http://copyright.unt.edu/](http://copyright.unt.edu/)
- Copyright Bay: [http://www.stfrancis.edu/content/cid/copyrightbay/](http://www.stfrancis.edu/content/cid/copyrightbay/)

2.3 Intellectual Property: Other Than Copyright

Copyright is discussed in detail in the previous section; here, the focus is on the other kinds of intellectual property (IP). According to UNT’s policy manual,

“Intellectual property” means any new and useful process, scientific or technological development, technology, machine, composition of matter, life form, article of manufacture, software, tangible property, research data, or any work that is subject to protection by patents, copyrights, trademarks, or trade secrets. It includes such things as new or improved devices, circuits, chemical compounds, drugs, genetically engineered biological organisms, data sets, software, musical processes, or unique and innovative uses of existing inventions. Intellectual Property may or may not be patentable, copyrightable or subject to a trademark. ([chapter 8, section 16.13.1, p. 2, Item 3](#))

All IP matters at UNT are handled by the Office of Research and Economic Development (ORED), headed by Dr. Geoff Gamble, Vice President of Research and Development (VPRED).

What follows here is a very general and broad overview of IP as it relates to theses and
dissertations. If you have specific concerns that are not addressed here or in the official UNT policy manual, please visit the ORED website.

2.3.1 Proprietary Material and Non-Disclosure Agreements (NDAs)

As noted earlier in this manual (see section 1.1), UNT is committed to open access of all theses and dissertations. For this reason, it is best if students can avoid using proprietary material as the basis for their research. Sometimes, students are employed at companies where non-disclosure agreements (NDAs) are required as a condition for employment; even certain internships may require NDAs. In other cases, NDAs result from collaborations between corporate entities and UNT, on behalf of faculty members. However, in any and all cases, it is the student’s responsibility to know whether their research is covered by an NDA and, if so, ensure all legal obligations have been met. This may involve obtaining documented waivers and/or approvals from the owner of the proprietary material, which will need to be submitted with the thesis or dissertation.

2.3.2 Patents

“Internal” or UNT-developed intellectual property (IP) is handled by the Office of Technology Transfer (OTT). Students are encouraged to visit OTT early in their research career, long before the thesis or dissertation is prepared for submission to the Toulouse Graduate School (TGS). As with NDAs, in any and all cases it is the student’s responsibility to inform TGS when submitting a thesis or dissertation that patent concerns exist, and provide any necessary documentation indicating whether release of the ETD should be delayed.
CHAPTER 3

GENERAL GUIDELINES

3.1 Avoid Using Old Theses and/or Dissertations

It is generally a bad idea to follow documents submitted in past years as models, and the Toulouse Graduate School (TGS) has always discouraged the practice. Changes in university policy and in style manual requirements can sometimes render past practices obsolete so using older documents as a guide frequently creates more work in the long run.

Students are also strongly discouraged from using former students’ Word files as templates. You cannot know how many times the file(s) have been re-used, nor can you know the Microsoft Word proficiency level of the previous users. Frequently, embedded settings and features cause trouble, creating more work and frustration compared to the effort needed if you had started completely fresh.

3.2 Supplemental Style Guides

The purpose of this manual is to ensure that all UNT electronic theses and dissertations (ETDs) have a recognizable format; however, the manual cannot address every possible formatting question. It will be necessary to use another style guide to supplement the thesis manual, but bear in mind that university guidelines always take precedence. That is, if any instruction in your guide conflicts with the guidelines specified herein, you must follow the thesis manual.

For the following colleges/schools and departments, the Publication Manual of the American Psychological Association, 6th edition (APA manual) is the required manual:
• College of Education (COE)
• College of Information (COI)
• College of Public Affairs and Community Service (CPACS)
• College of Merchandising, Hospitality, and Tourism
• Department of Psychology

For all other departments and colleges, choice of supplemental guide is student choice, subject to committee approval. Students must indicate their choice on the submission filing envelope.

Allowable manuals include but are not limited to:

• *MLA Handbook for Writers of Research Papers* (7th edition; MLA)
• *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate Turabian (7th edition; Turabian)
• *Chicago Manual of Style* (15th edition; Chicago)

In addition to these manuals, students can also use a style manual published by a professional organization (e.g., *IEEE Editorial Style Manual, Style Manual for Political Science*) or a particular journal style. For students using a journal, you must (a) write down the name of the journal on the filing envelope and (b) include a hard copy of a recent article from the journal in the filing envelope. The Graduate Reader will use the article as a template when reviewing the ETD.

If questions arise which are not answered by either by this manual or the selected style guide, students should consult the Chicago manual. Students are also encouraged to contact the Graduate Reader for guidance and advice. Regardless of which style guide or journal you use, please remember:

*If a given style guide or journal recommendation is in conflict with the manual, the UNT manual always takes precedence.*
3.3 Collaborative Writing

Although it is not uncommon for a group of students under a single major professor to be working on different aspects of a larger research project, theses and dissertations document the progress and results of individual student efforts. The Toulouse Graduate School (TGS) encourages each student to write their own introduction, as well as literature review and materials/methods sections, in a manner that shows how the study, set up, sample frame, etc. were relevant to their individual research. Co-authorship does not lends itself well to this goal and should be avoided.

3.4 Format Consistency

Consistency in formatting is crucial. Your readers depend on your formatting to give them clues about what’s going on in the ETD. In other words, early in the reading process the document format sets up expectations in their minds – once they have figured out your method, their attention is focused on the information itself instead of its appearance. If format changes mid-stream, your readers will switch their focus away from what you are saying to how it appears. These documents are the result of years of dedication and effort, and it is not in anyone’s best interest to make your readers struggle for the information contained within.

Some formatting decisions are out of your hands because you must adhere to UNT’s university style (see chapter 4). However, in those instances where you have the authority to make formatting choices (subject to your committee’s approval), make a selection then use it consistently throughout the entire document. If you are reproducing published journal articles
as chapters (see sections 5.5.1 and 7.2), you will need to update the article format to match UNT’s university style. If you have more than one article acting as chapters, for optional formatting (e.g., table/figure labels and titles/captions) you need to select one method to use for all chapters.

3.5 Serif vs. Sans Serif Fonts

There are generally two styles of font typefaces: serif and sans serif. A serif is the little extra stroke found at the end of main vertical and horizontal strokes of some letterforms. This manual is written in Calibri, a sans serif (without serifs) font; other common sans serif fonts include Arial and Tahoma. The most common serif font is Times Roman, but Garamond and Courier are also used.

A great deal of research supports the contention that sans serif typefaces are easier to read on-screen and online, compared to serif typefaces. This research was partially responsible for Microsoft’s switch to Calibri as the default font for the entire Office suite. Given that ETDs are born electronic, students are encouraged to use sans serif fonts, either Calibri or Arial. Please see the section on font styles (section 4.6) for more information.

3.6 First Person Singular (I, Me, My)

When children are learning to write, they tend to write the same way as they talk – it’s all “I, me, my” – so teachers are pretty strict about prohibiting use of first person singular. Because most of us learned to write in elementary school and haven’t re-visited the issue since then, an unfortunate side effect is we have gotten trapped in the “no I!” prohibition mindset.
There are three ways to avoid using first person singular but each of these “solutions” can work against the goal of good, clear writing:

i. Passive voice, e.g., *the book was placed on the table*

   The problem is that sentences written in passive voice are usually wordy and oftentimes “clunky”; in addition, the overall effect can sometimes be confusing.

ii. Refer to yourself in third person, e.g., *the author, the researcher, the investigator*

   Sentences written in third person sound archaic. This is a problem for theses and dissertations because these documents represent the cutting edge of research. Ambiguity is a more serious problem because it isn’t always clear exactly who “the author,” “the researcher,” or “the investigator” is; confusion is almost inevitable in the literature review section when you really are discussing others’ work.

iii. Refer to yourself as first person plural, e.g., *we, our*

   An important milestone for many students is to have authored a published journal article by the time they graduate. It is not unusual for students to include their major professor as co-author, and there may be other co-authors as well. However, a thesis or dissertation is a report of an individual student’s research activities; there are no co-authors. ETDs are not journal articles.

Bottom line is that it’s perfectly acceptable, even desirable, to use first person singular in your writing. It’s just another tool in your writing toolbox, to be used when necessary and appropriate.

3.7 Managing File Size: Scan Settings

Although file size is not as big a challenge as it once was, it is still an area that requires attention. Most often, a large file size results from images – the more images in the file, the greater the file size. There are two main ways to control file size as it relates to images: scan
settings (when the image is first made) and Word-to-PDF conversion settings (see section 10.5.4).

There comes a point at which increasing dpi [dots per inch] settings results in a dramatic growth in file size but minimal improvement in image quality; the result is a huge file (that most machines will have trouble downloading), with very little benefit. Always use the lowest possible settings that produce acceptable image quality in the final PDF: 300 dpi is recommended for black and white images. In some instances, “acceptable” means less-than-stellar quality; for example, regarding musical scores in creative theses and dissertations, student composers may not want musicians to be able to perform from the score contained in the ETDs. Also, keep in mind that embedding all fonts during PDF conversion (see section 10.5.3) results in a larger file size than a PDF in which the fonts are not embedded; because embedding fonts is mandatory, you will need to account for this when determining what is “acceptable.”

3.8 Numbers

There is a “rule” in formal writing that authors should spell out numbers ten and less, using numerals for all others, but this is really a guideline, not a rule. There are so many exceptions that it would be impossible to list them all; instead of looking to the thesis manual for instruction, please follow the guidance given in your supplemental style guide. Having said that, students need to be aware of a few issues:

- When you assign numbers to items in a series, to show an item’s place in the series, you have created a label. Never replace the label numeral with a spelled-out number,
regardless of the value: Table 1, Figure 2, Musical Example 3, Chapter IV [not Table One, Figure Two, Example Three, Chapter Four].

- If giving a decimal number that is less than 1, always use a leading zero, e.g., 0.5, 0.025. This is because it is easy for readers to overlook the decimal point, and that can have a negative impact on their understanding of your research. The only time you would not use a leading zero is if the value of the number is always less than 1, e.g., correlations, proportions, levels of significance (p).

- Many students are using statistical software to run analyses, and that can be very accurate. Students sometimes have the mistaken impression that displaying more decimal places (accuracy) conveys greater precision but this is an erroneous assumption. In other words, just because the program calculates a value to 6 decimal places does not mean you should reproduce all 6 decimal places in your document. Strictly speaking, what governs the decision on how many digits to display in a final result is how many significant figures (or digits) were present in the original calculation values – you should round the final result so that it uses no more significant figures than the least number of significant figures used in the original measurements.
CHAPTER 4

UNIVERSITY STYLE

Always follow commonly accepted rules of good writing as well as the stylistic conventions of your discipline. If specific format instruction is not stated here, you should follow the guidelines laid out in your selected supplemental style guide (see section 3.2).

**WATCH OUT!** If a given style guide or journal recommendation is in conflict with the manual, the UNT manual always takes precedence.

4.1 Page Size and Orientation

In general, page size should be American standard letter (8½ x 11); A4 page size is also permitted. Portrait orientation is the accepted standard but landscape is also permitted. In landscape orientation, page numbers remain bottom center (see section 4.5).

One of the advantages of ETDs is that page size is virtually unlimited. In other words, if you have a table that would fit in its entirety on a larger page, then you have the option of customizing page size (subject to committee approval). Be aware, however, that this has consequences for printed copies of the ETD; some printers cannot handle unusual page sizes.

4.2 Order of Arrangement

All ETDs should be arranged in the order shown in Table 4.1. Tables of contents (TOCs) are required for all ETDs which are divided into chapters, and are advised for all but the
shortest and simplest of documents. Any document with a tables and/or figures list must also have a TOC.

Table 4.1

Order of Arrangement for Document Elements

<table>
<thead>
<tr>
<th>Order</th>
<th>Element</th>
<th>Mandatory/Optional</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Title page</td>
<td>Mandatory</td>
<td>i</td>
</tr>
<tr>
<td></td>
<td>(never displays)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Copyright notice page</td>
<td>Mandatory</td>
<td>ii</td>
</tr>
<tr>
<td>3</td>
<td>Acknowledgements</td>
<td>Optional</td>
<td>iii</td>
</tr>
<tr>
<td>4</td>
<td>Table of contents</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>List of Tables</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>List of Figures</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>List of Musical Examples</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>List of Abbreviations</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Text</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Appendix/Appendices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Bibliography or References</td>
<td>Mandatory</td>
<td></td>
</tr>
</tbody>
</table>

4.3 Margins

With a couple of minor exceptions (tables and appendices; see sections 5.6 and 5.7), every page should have 1 inch margins on all sides. Page number listings in the front matter lists (see Table 4.1) should be aligned 1 inch from the right edge of the page (see section 9.7 for MS Word guidance).

4.4 Spacing

The entire document must be double spaced throughout. First line of paragraphs should
be indented 0.5 inch; you will need to change the defaults in Word to ensure paragraphs do not have an extra space between them (see section 9.1). Avoid large expanses of white space within chapters, especially with regard to table and figure placement (see section 5.6.3). An extra double space can be inserted above subheading titles that are preceded by text on a page; this has the advantage of “setting off” subheadings to make them more easily seen. Full justification is permitted.

Block quotes should be single spaced, but maintain a double space above and below.

Additionally, you can use single spacing for the following (subject to committee approval):

- Titles and subtitles that run over to a second line
- Items in a bulleted or numbered list (maintain double space between items)
- Figure captions
- Footnotes/endnotes
- Items in reference list or bibliography (maintain double space between items)
- Table rows, if this would enable a table to fit on a single page (see section 5.6.3)

4.5 Page Numbering

Every page of the thesis must bear a number, except the title page. Page numbers should appear bottom center, 0.5 inch above the bottom edge of the page. Landscape oriented pages can remain landscape, with page numbers bottom center (i.e., on the long side).

Front matter pages (see Table 4.1) receive small Roman numerals for page numbers: ii, iii, iv, etc. Note that the first page to bear a number in university style is always page ii (the copyright notice page); the title page is included in the page count but the page number should never appear. The first page of the first chapter is numbered with Arabic numeral 1. Page
numbering should continue sequentially, without break, to the last page of the ETD.

You will need to insert a **SECTION BREAK** between the last page of the front matter and the first page of the first chapter (i.e., the body of the document) if you wish to use the automatic numbering features of Microsoft Word (see section 9.5 for guidance).

4.6 Fonts

Use one typeface (size and style) throughout your document for all text, figures, tables, and other word processed or computer generated materials. Bold or headline typeface, small caps, script, handwriting, or decorative fonts are not allowed.

The entire document should be in 12 point font size. Newer versions of Microsoft Word (Office 2007 and 2010) default to 11 point – this must be changed to 12 point. You can either do this on the fly or change the default (see section 9.1). Students are encouraged to use sans serif font, either Calibri or Arial (see section 3.5); Times New Roman is also permitted. Unusual or uncommon fonts, either serif or sans serif (e.g., Garamond, Verdana) are discouraged because potential readers may not have this font on their machines when they download the ETD; in such cases, blank boxes could replace symbols used in your text. Courier is strongly discouraged. Exceptions to font size include (but are not limited to):

- Footnotes can be 10 point (subject to committee approval)
- Smaller font size in a table can be used if reduction enables the table to fit on a single page; however, the data must remain legible (see section 5.6.3)
- Bold typeface can be used if journal conventions warrant its use, e.g., *Biochemical Journal* uses bold for volume numbers in reference section, American Chemical Society journals uses bold font for scheme numbers
- Courier or Unicode can be used when reproducing computer code in the text
• Math designators such as axiom, corollary, lemma, proposition, theorem, etc., can be in the traditional typefaces (e.g., as used in journals).

Text color should be black, but hyperlinks and URLs can remain in blue underlining. In extremely rare cases, use of colored type may be allowed; please consult with the Graduate Reader. Figures can be in full color. Subtle use of color in tables is also permitted; refrain from using garish, bright, or neon colors. Further information can be found in section 5.6.

4.7 Headings and Subheadings

Running heads, such as the abbreviated titles printed at the tops of the pages in some journal articles, are forbidden in university style. Skeleton documents (no text, headings/subheadings only) for a traditional ETD, an expanded journal format, or a creative works document can be found in Appendices C, D, and E (respectively).

4.7.1 Heading Level 1 (HL1)

On the table of contents (TOC) and in the text, HL1 titles must appear in all capital letters. In the text, these titles must begin on a new page.

Always, always, always start HL1 titles on a new page by inserting a page break. The keyboard shortcut for a page break is <ctl+enter>. Inserting a page break means that no matter what changes you make inside a major section or chapter, you are absolutely guaranteed that this will have no effect on any other major section or chapter. This can save lots of time and frustration. Never keep inserting hard returns (i.e., hitting the Enter key) until the title goes over to the next page.

If the title runs over to a second line, it should be in inverted pyramid form, with both lines centered on the line; it is student choice (subject to committee approval) whether to use single or double spacing for titles that run over to a second line. HL1 titles must be in 12 point
font size, in the same font as the rest of the ETD. They should not be underlined, in bold typeface, italicized or have any additional formatting applied (unless title contains an embedded title; see section 8.3).

For chapters, you can assign either Arabic or Roman numerals (1 or I) but you must use the same style of numeral everywhere for chapters. Both the label (CHAPTER 1) and the title (e.g., INTRODUCTION) together comprise HL1. They must be double spaced, both in all capital letters and centered on the line. Do not use colons or periods after the chapter number.

Table 4.2

*Heading Level 1 (HL1) Titles*

<table>
<thead>
<tr>
<th>Document Element</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS (TOC)</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES/ILLUSTRATIONS (etc)</td>
<td></td>
</tr>
<tr>
<td>Chapter labels and titles</td>
<td>1</td>
</tr>
<tr>
<td>Appendix labels and titles</td>
<td></td>
</tr>
<tr>
<td>REFERENCES/BIBLIOGRAPHY</td>
<td></td>
</tr>
</tbody>
</table>

4.7.2 Heading Level 2 (HL2)

These are the first level of subheadings beneath HL1. In the text, HL2 titles do not need to begin on a new page (unless using the creative works format; see section 7.3). Students are permitted to insert an extra double-space above these subheadings, if they are preceded by text on a page; however, if they appear at the top of the page, no extra space should be inserted (i.e., should have a 1-inch top margin). HL2 titles should not be underlined, in bold typeface, or italicized. HL2 titles must be centered on the line, and appear in headline style
capitalization. “Headline style” is the common form of title capitalization, where the following should have the first letter capitalized:

- First word
- First word following a colon
- Last word
- Proper nouns, proper noun phrases
- All major words

On the table of contents (TOC), it is student author choice whether to display HL2 titles. If they are used on the TOC, they should appear in headline style capitalization. In addition, if you opt to show HL2 titles for one chapter on the TOC, then you must show HL2 titles for every chapter that has them. In other words, if any chapter on the TOC shows HL2 titles, their absence in any other chapter indicates that chapter does not have that level. If this is not true, then in this case you must either remove all HL2 titles from the TOC, or show them for all chapters that have them.

4.7.3 Heading Level 3 (HL3) and Lower

HL3 and lower titles on the TOC follow the same rules as those stated for HL2 titles. In the text, it is student author choice how these levels should appear. You should follow the guidelines set forth in the selected style guide, provided these rules do not violate university format (e.g., no bold typeface allowed). In addition, formatting in the text is subject to the following two rules:

i. Each heading level must be unique, e.g., HL3 formatting must be different from HL4, which must be different from HL5, etc.
ii. You must use the same formatting for the same level in EACH chapter. In other words, if you choose to center, italicize, and use headline style capitalization for HL3 titles in chapter 2, then ALL HL3 titles in ALL chapters in the entire ETD must appear centered, italicized, with headline style capitalization.

4.7.4 Numbered Headings

If you are using numbered headings, then do NOT use formatting described above in addition to the numbering: it would be redundant and unnecessary. First level titles (i.e., HL1) must always appear in 12 point font size, in all capital letters, both in the text and on the TOC. In the text, these should also be centered on the line, and each should begin on a new page. There should be no bolding and no italics.

For all subsequent levels, in the text the titles should appear flush left and in headline style capitalization. They should NOT appear on a new page. There should be no bolding, no italics. On the table of contents (TOC), titles should appear with headline style cap, and no other formatting. This manual uses the correct formatting for numbered headings.
CHAPTER 5

DETAILED DESCRIPTION OF INDIVIDUAL DOCUMENT ELEMENTS

5.1 Title Page

The first page of the finished document is the title page. There are no signatures on the title page; approval signatures are placed on the oral defense form (ODF; see section 10.3). Although the title page is numbered as small roman numeral i, it should not appear. A sample title page can be found in Appendix B.

There are four parts to the title page: title/author couplet, degree couplet, UNT/graduation date couplet, and approved block. The first and last items should use the same margins as the rest of the ETD, i.e., first line of first couplet should be 1 inch from top of page, and last line of approved block should be 1 inch from bottom of page. The middle couplets should be spaced evenly between the other two. It may be easiest for you to create four text boxes for each of these parts, so they can be easily moved up or down.

5.1.1 Title/Author Couplet

The document title should be in all capital letters and be centered on the line; it should not be underlined or in bold. If the title runs over to a second line, use double space and an inverted pyramid structure, i.e., top line is the longest, second line shorter than the top line, last line is the shortest. Scientific terms such as genus and species names are exceptions to the rule requiring all capitals; these names should be treated as they are normally treated in the scientific literature (e.g., Alligator mississippiensis). If the title contains a quotation, do not use quotation marks around the quote. If the title contains the title of a published long source
(e.g., book, movie, opera, magazine/journal, music CD, TV series, etc), the embedded title should be italicized/underlined (see section 8.3); this is different from how embedded titles are handled in the abstract (see chapter 6). If the embedded title is from a short published work (e.g., chapter, article, poem, song title, episode), then it should be in double quotes. There are special rules for formatting certain kinds of music titles: please review *Chicago Manual of Style* for guidance.

The author’s name and degrees held follows the title after a double space. You may not list the degree for which your dissertation or thesis is a requirement. The way your name appears is entirely your choice (e.g., no middle initial, middle initial, spelled out middle name, etc) but it must appear the same way everywhere in the ETD: title page, copyright notice page, and abstract.

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**WATCH OUT!** Your name will appear on the diploma and in the commencement program exactly how you formatted it on the graduation application. If you want to make changes, there are deadlines involved – please contact the graduation division at the Toulouse Graduate School for more information.

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5.1.2 Degree Couplet

This couplet is composed of a preparation phrase and name of the degree. Both should be centered on the line, double space between. The preparation phrase is as follows (not all capitals, in black; use “Dissertation” if applicable):

*Thesis Prepared for the Degree of*

The name of the degree follows after a double space, in all capital letters. There are only six possible choices for name of degree, for a thesis or dissertation.
Table 5.1

Degree Names for Use on Title Page

<table>
<thead>
<tr>
<th>Degree Name</th>
<th>Degree Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTER OF ARTS</td>
<td>DOCTOR OF EDUCATION</td>
</tr>
<tr>
<td>MASTER OF FINE ARTS</td>
<td>DOCTOR OF MUSICAL ARTS</td>
</tr>
<tr>
<td>MASTER OF SCIENCE</td>
<td>DOCTOR OF PHILOSOPHY</td>
</tr>
</tbody>
</table>

5.1.3  UNT and Graduation Date Couplet

Both items should be centered on the line, double space between. The name of the university should be spelled out in all capital letters. The graduation date appears on the next line. Use only month and year for date, no comma in between. Regardless of when you submitted your document to TGS, there are only three possible months to use for the graduation date: May, August, or December.

5.1.4  Approved Block

The last item on the title page is the approved block, which contains the names of all faculty who approved the ETD. The entire block should be aligned at center of the page, NOT center justified (see sample title page in Appendix B). Names are preceded by APPROVED: (be sure to include the colon), in all capital letters, followed by a double space. The list of names should be single spaced with a hanging indent; each name should be followed by the person’s title as it relates to their position on your committee. First name should be your major professor/committee chair (use only one of these titles – ask professor for their preference), followed by minor professor if one has been appointed. Next list all committee members, using “Committee Member” as their only title; then give the name of the department chair, using the
formal name of the department in the title, e.g., Chair of the Department of Biological Sciences (NOT Biology Dept Chair). If your committee chair is also the department chair, do not list the name twice. Instead, add the formal department chair title after the committee chair title, using an “and” (without quotes) to connect the two titles.

Each college sets the policy of whether additional approval is necessary; please check with the graduate advisor in your department to find out which other names/titles are required. Examples include, but are not limited to: program coordinator, director of graduate studies for the department/division, and/or dean of the author’s college. The last name listed must be the dean of the Toulouse Graduate School. Please visit the TGS webpages to make sure you have the most up-to-date and accurate information.

5.2 Copyright Notice Page

All UNT theses and dissertations must have the copyright page as page ii, immediately following the title page. Copyright notice page has nothing to do with whether you have registered your copyright with the federal government (see section 2.2.1). The way your name appears on this page must be the same way it appears on the title page and abstract. The page should bear the following text, with the author’s name and the correct year substituted, double spaced, and centered on the line and page:

Copyright 2013

by

Phillip C. McGraw
5.3 Acknowledgements

An acknowledgements page is optional; a separate dedication page is not permitted. If you use an acknowledgements page, it must follow the copyright notice page, as page iii. This is a HL1 title (see sec. 4.7.1) so it must appear at the top of the page in all capital letters. Text is limited to a single page. The diction and contents of any acknowledgments must be restrained and appropriate to scholarly work.

Acknowledgments may be required when the research which the thesis reports was funded in whole or in part by an agency outside the University of North Texas (for example, the National Science Foundation, another Texas state agency, or a private foundation), or when the author has received assistance from a faculty member of another institution, or a scientist or scientific establishment not a part of UNT. It is also appropriate to give acknowledgement to any copyright holders that gave you permission to reproduce protected material in your ETD.

5.4 Table of Contents (TOC)

A table of contents (TOC) must be included in any thesis which is divided into chapters, and should be included routinely except with the simplest documents. “Table of Contents” itself is a heading level 1 (HL1) title so must begin on a new page, and appear at the top of the page in all capital letters. Do not, however, include it as a line item in the contents listing. Following the title, insert one double space, then type the word “Page” (no quotes) flush right (i.e, against the right margin) so it acts as a column header to the page number listings.

The document organization displayed on the TOC must mirror the document organization found in the ETD exactly, and vice versa; titles must appear exactly the same way
in both the text and on the TOC. Heading levels must also match up; in other words, if a title is an HL3 in the text and you have opted to show this heading level on the TOC (see next paragraph), then it must appear as an HL3 title on the TOC.

At minimum, you must display all HL1 titles on the TOC, in all caps. Be sure to use the same style of numerals for chapters on the TOC as you used in the body of the document. It is student author choice how many other levels will be displayed; however, if you opt to display HL2 and HL3 for one chapter, then you must display these levels for all other chapters that contain these levels of titles. In other words, if you show HL2 titles for chapters 1 and 2, but not for chapters 3-5, then by their absence readers will assume that chapters 3-5 do not have any HL2 titles. If this is not true, then you must either show the titles for all chapters or remove them from the TOC listings for chapters 1 and 2. If you have a single appendix in the ETD, it is a HL1 title and must appear on the TOC. If you have more than one appendix, you can either list them individually on the TOC as HL1 titles or use a single line item, APPENDICES.

Page numbers must appear for each line item displayed on the TOC, aligned on the right margin (see section 9.7). As already noted, HL1 titles must appear in all capital letters; all other subheading titles must appear in headline style capitalization (see section 8.5), and no other typeface formatting applied (even if they have other formatting in the text where they appear). However, indentions are needed to differentiate the heading levels displayed in the TOC. First word of titles in the same heading level should align. If a title runs over to a second line, single space is permitted (subject to committee approval).
5.5 Chapters

The first page of the first chapter should be page 1 (Arabic). Chapter labels/titles are heading level 1 (HL1), so must always begin on a new page. The label (e.g., CHAPTER 1) and the title (e.g., INTRODUCTION) should appear on two separate lines, double spaced, both centered on the line. Do not use any punctuation following chapter number. Select one numeral style (Arabic or large Roman) and use for chapter labels everywhere in the entire document. Never replace chapter numerals with spelled-out numbers. If the title itself runs over to a second line, use an inverted pyramid shape (i.e., top line is the longest, second line shorter than the top line).

5.5.1 Using Published or Submitted Journal Articles as Chapters

The decision whether to allow students to use submitted and/or published articles written by the student as chapters (or parts of chapters) in the thesis or dissertation rests with the student’s committee; departmental policy can also play a role. However, such use is constrained by the fair use provisions of the US copyright law. Students will need to review the publication agreement that was signed when the article was accepted for publication (in some cases, signed agreements are required when submitting an article) to determine whether reproduction of the article in whole or in part is permitted; author rights are also frequently made available on the publisher’s website. See section 2.2.2, for more information.

If such use is permissible under the publication agreement and allowed by the student’s committee and department, it is the student’s obligation to ensure (a) reproduced parts are clearly identified and distinguishable from material for which the students is the sole copyright
holder and (b) a permission statement giving both citation AND copyright holder identity exists. The simplest and most straightforward case is if the article comprises the entire chapter, with no additions or deletions – the student should place a footnote on the first page of the chapter with the following permission statement, inserting specific information:

This entire chapter is reproduced from [complete citation], with permission from [copyright holder].

Examples can be found in Appendix A. The permission statement should be modified as needed, to accurately reflect what has been reproduced from where, and with whose permission. Students will need to provide a list of what has been reproduced and its location in the ETD, along with copies of any permission letters received, in the filing envelope when they submit the document to the Toulouse Graduate School.

In most cases, this kind of ETD will need introduction and conclusion chapters that explain how the individual chapters relate to each other and to the overall goal of the research. An alternative document arrangement is also permitted whereby appendices can take the place of traditional literature review and/or methods chapters (see section 7.2 for more information). In all cases, format of the published article will need to be changed to adhere to the university guidelines described in this manual. Students are encouraged to use an x.y numbering scheme for tables and figures (see section 5.6.4).

5.5.2 Block Quotes

If a student wishes to insert lengthy blocks of text from another source, block quote formatting should be used. The quoted material should be single spaced, and indented 0.5 inch on the left side only (retain the double space before and after the material). If the material is a
single paragraph, no further indention is required. If the material includes more than one paragraph, the student has the option of either (a) indenting the first line of each paragraph an additional 0.5 inch or (b) inserting a half line (6 points) or full line space between paragraphs.

5.5.3 Bulleted and Numbered Lists

Use of bulleted and/or numbered lists is permitted in theses and dissertations, subject to committee approval. Use numbered lists when the amount of items is relevant and you will be referring back to items by their number; otherwise, use bullets. Students are permitted to use single spacing for individual items, but retain double space between items in the list. Unless the item is a proper noun, only the first word should have the first letter capitalized. Lists given in column format should not have ending punctuation after any item, unless each item is a complete sentence; do not use a conjunction (and, or) with the penultimate item. Numbered lists given in the running text will need commas or semi-colons between items, as well as a final conjunction (and, or) at the end of the penultimate item.

5.5.4 Footnotes and Endnotes

Use of footnotes and/or endnotes is up to your committee. Specific format should follow the student’s supplemental style manual, but there are some university guidelines and options.

Footnotes can be 10 point font size and single spaced, with committee approval; however, both the footnotes and their numbers must be in the same font style as the rest of the document. Formatting used to differentiate between individual notes is student choice,
with committee approval: allowable options include indenting first line, using a hanging indent, inserting half- or full-line between items, or any combination thereof. If you are using Microsoft Word to create your thesis or dissertation, changing footnote format is a relatively simple matter (see section 9.9).

- Do not insert a hard return (i.e., hit “Enter”) at the end of footnotes.
- Do not override Word’s spacing and force footnotes to the next page by inserting one or more hard returns.

Endnotes should appear at the end of each chapter, or at the end of the body of the document (before the reference or bibliography). However, if you opt to place them together at the end of the body, the reference list/bibliography will need to be a separate file – MS Word cannot insert them ahead of the final section. Endnotes must be 12 point font size, and in the same font style as the rest of the ETD. Students have the option of using single spacing within each note (maintain double space between notes), with committee approval. The separation and continuation bars that Microsoft Word automatically inserts must be removed (see section 9.9).

5.6 Tables and Figures

Generally speaking, there are only two kinds of non-text material that can appear in theses or dissertations: tables or figures. Anything that is not a table should be labeled as a figure, including such items as charts, graphs, diagrams, or pictures. Exceptions to this general guideline are chemical schemes, equations, maps, and musical examples; specific mathematical labels such as axiom, lemma, or theorem are also allowed.
Tables and figures should be able to be understood as stand-alone items, without having to read the text; however, each table and figure must be referenced in the text. What the APA manual has to say about relationship between tables and text is equally applicable to figures:

An informative table supplements – rather than duplicates – the text. In the text, refer to every table and tell the reader what to look for. Discuss only the table’s highlights; if you find yourself discussing every item of the table in the text, the table is unnecessary. (6th ed., sec. 5.10)

Although the learning curve can be rather steep, it is imperative that students learn how to create tables in Microsoft Word using the built-in features. Word is a word-processing software program, not a typewriter – do not try to create columns by tabbing over and/or using the space bar to align items in a column. Inevitably, changes to the tables will be needed as you are writing the thesis or dissertation, and changes may be needed later during the Graduate Reader’s review – if you create the table with tabs-spacing and drawing lines, you will spend a lot more time trying to fix things than you ever would have spent learning how to use MS Word’s table features.

5.6.1 Reproducing from Outside Sources vs Creating Brand New

There are many outside sources for tables and figures (vs. creating them anew in the Word file itself). They could have been created in another computer program and imported (e.g., SPSS statistical tables or figures produced from Excel spreadsheets); used in a previously published article (you as author or someone else); scanned from a book; or found on the Internet. Each of these methods has pros and cons, as well as practical considerations to be
aware of. Reproducing copyrighted material, as anywhere else in the ETD, is governed by the fair use provisions of the US copyright law (see chapter 2).

If you are importing a table that was generated using statistical software such as SPSS or SAS, it is very likely that you will need to edit the table. The first issue is font style – you must be sure that the table uses the same font style as the rest of your ETD. Secondly, be aware that you don’t have to use every column and row that exists in an SPSS or SAS table. There may be “canned” statistical results that always appear in the output but were not something that you were investigating. However, your committee has every right to question all items in the final thesis or dissertation – including statistical figures that were not relevant to your research. You must be prepared to discuss and defend everything on the table so if SPSS generates an item that you don’t need, it might be a good idea to remove it from the final ETD table.

If you are generating tables or figures in Excel, be sure to use the same style font as the rest of the thesis or dissertation. If you are using MS Word to write the document, import the final Excel figure/table directly; do not bring these items in as scanned images. You have much greater control over size and position. In some cases, a scanned image is the best or only option (e.g., music examples); please be aware of how settings will ultimately affect the final file size (see sections 3.7 and 10.5.4).

5.6.2 Front Matter Lists

Students are not required to have a List of Tables or List of Figures in the front matter but if you have more than just a few of these items, front matter lists can be very helpful for your readers. If you use a tables and/or figures list, you must also create a table of contents
(TOC). If you have both tables and figures in your ETD and you want to list the tables, you must also create a figures list. These lists come after the TOC in the front matter, with the tables list appearing before the figures list (see Table 4.1). List titles are treated as heading level 1 (HL1) so must begin on a new page, with the LIST OF TABLES title appearing in all caps at the top of the page. and have the title in all capital letters at the top of the page. As with the TOC, following the title insert 1 double space then type the word “Page” (no quotes) flush right (i.e, against the right margin), so it acts as a column header to the page number listings.

On the front matter list, show all tables and figures that appear in the document, giving both the label number and the title/caption. If the caption is particularly lengthy, provide an abbreviated version of the caption in the list. Each item in the list must display a page number. You must also list tables and figures located in appendices (unless a table or figure comprises the entire appendix; see section 5.7.2).

If you have only a few of each kind of item, or lots of one kind but only a couple of the other, you can create a single list entitled LIST OF TABLES AND FIGURES. In this case, never intermingle the item types. Separate the types, using an HL2-style title to identify each group (see section 4.7.2); the table group should appear first.

5.6.3 Placement

Once a manuscript has been accepted for publication in a journal, it is sent to a typesetter who formats the entire work for the journal. This is why style guides and journal instructions frequently instruct authors to collect all tables and figures at the end of the text, on separate pages; this makes it easier for the typesetter to place the items on the journal pages.
to optimize page layout. However, UNT electronic theses and dissertations (ETDs) are “publication-ready” – no further manipulation of the document occurs after the file has been approved.

Because there is no functional reason to group tables and/or figures at the end of the text, table and/or figures that are directly relevant should appear in the text where first mentioned. When inserting tables or figures in the text, avoid excessive white space, i.e., placing tables and/or figures on separate pages is not necessary. You may insert a table/figure within a paragraph; however, avoid inserting a table/figure mid-sentence. If you prefer to keep the table all on one page, instead of letting it break across pages, you can place the table at the top of the page following its mention in the text on the previous page. Alternatively, tables and figures can be collected together at the end of the text, before the first appendix. Do not sequester tables and figures in an appendix. Only supplemental tables and/or figures (i.e., those that are informative but not directly relevant to the research), should be placed in an appendix (see section 5.7.2).

Because the ideal situation is having an entire table or figure fit on a single page, rather than breaking across pages, students are permitted a certain amount of latitude with regard to formatting (subject to committee approval). However, no matter what you do, readability of the data is paramount. Options include:

- Single spacing in the table (shade alternate rows)
- Single spacing for figure captions or table titles that run over to a second line
- For the table or figure itself, font size can be reduced to 9 or 10 pt (use the largest size that still achieves the goal)
- Change page size and/or orientation (see section 4.1); page numbers remain bottom center in landscape orientation
• Margins can be reduced to 0.75 inch (do not change margin used for any text accompanying the table, e.g., table notes, labels, titles)

5.6.4 Numbering

All tables and figures must have both a label and a title/caption (unless the table or figure comprises the entire appendix; see section 5.7.2). Tables and figures should be numbered consecutively, in the order they appear in the document. Never replace the numeral in the label with a spelled-out number, regardless of value.

If a chapter has been written as a journal article (see sections 5.5.1 and/or 7.2) or if the ETD is formatted with numbered headings (see section 4.7.4), students are encouraged to use the \text{x.y} format, where \text{x} is the number of the chapter and \text{y} is the consecutive number in order of appearance in the chapter. The advantage to using the \text{x.y} for journal article kinds of chapters is that reformatting the chapter for submission to a journal is simply a matter of removing the “\text{x-period}” using Microsoft Word’s Find feature; a complete renumbering will not be necessary. If students are using an already-published journal article as a chapter in the dissertation or thesis, re-formatting is equally simple, i.e., merely add an “\text{x-period}” in front of all table and figure labels.

5.7 Appendices

The Toulouse Graduate School has no requirements about what should or should not be in appendices. Presence and contents are at the committee’s and student’s discretion. If more than one appendix is used, each must be labeled with a capital letter; the first appendix is Appendix A. If only one appendix appears in the document, do not assign a letter.
Each and every appendix must have a title page that carries both the appendix label and title. On the title page, the label and title should appear in two separate lines, double spaced, and in all capital letters. These should be centered both on the line and on the page.

On the table of contents (TOC), appendices are treated as heading level 1 (HL1) titles so must appear in all capitals, as well. If there is more than one appendix, students can either list them separately, or use a single line item, APPENDICES, using the page number from Appendix A as the page number listing.

5.7.1 Reproducing Survey Instruments

Reproducing copyrighted material in appendices, as anywhere else in the ETD, is governed by the fair use provisions of the US copyright law (see chapter 2). If a student wishes to reproduce an entire instrument in an appendix, s/he must first determine who owns the copyright for the instrument; if the instrument has been published in a journal article, it is likely the journal publisher is the copyright holder, not the author(s). Once the copyright holder has been identified, permission must be obtained and a copy of the permission provided to the Toulouse Graduate School when the thesis or dissertation is submitted for graduation.

Students must be extremely careful in their permission request to use the phrase “reproduce in an appendix”; the phrase “use in my research” in a permission letter is ambiguous and insufficient. [The copyright holder for the instrument has the right to know exactly where the instrument will be reproduced and under what conditions it is made available.] The permission phrase should be added to the appendix title page, underneath the title, in sentence style capitalization.
If a student wishes to reproduce an instrument that is a compilation created from many other instruments (either in part or in total), then the student must review the fair use provisions of the US copyright law to determine whether permissions are necessary any or all identified copyright holders.

If the survey instrument is completely the student’s creation, then the student owns the copyright for it and no further permissions are needed. However, if you think you might try to market the instrument later, your best option is to leave it out. UNT theses and dissertations are available for free download to the entire Internet, and it might be hard to obtain a sales contract when your instrument is being given away for free.

5.7.2 Tables and Figures in Appendices

Supplemental tables and/or figures (i.e., those that are informative but not directly relevant to the research), should be placed in an appendix. If a single table or figure comprises the entire appendix, do not assign it a table/figure label; instead, assign it an appendix label and refer to it only by the appendix label throughout the entire ETD. In other words, the appendix label/title is used in lieu of a table/figure label and title. Do not list this kind of appendix in the front matter tables or figures list; it should only show on the table of contents (TOC) as a line item, if you are listing appendices individually.

Numbering for appendix tables and figures must be in an $x.y$ format, where $x$ is replaced with the appendix letter in which the table or figure is located and $y$ is the consecutive number in order of appearance. For example, the first table in Appendix A would be Table A.1; the fifth figure in Appendix D would be Figure D.5. If there is only one appendix, then $x = A$. If you are
using front matter lists, appendix tables and figures must also be listed (unless a single
table/figure comprises the entire appendix; see first paragraph in this section).

5.8 Reference List or Bibliography

Reference lists are distinguished from bibliographies in that the reference list contains
only items that were actually cited in the body of the document, whereas a bibliography lists all
items relevant to the research even if these items were not cited in the text. These titles are
treated as heading level 1 (HL1) – they must begin on a new page, and appear in all capital
letters both on the TOC and on the page where they occur. Follow your supplemental style
guide’s instructions in how to format individual items.

In certain academic disciplines, it is common to divide the bibliography into primary and
secondary sources; treat these subheadings as HL2 titles (see section 4.7.2). If further
subdivision is necessary (e.g., books vs. articles vs. newspapers), apply the same formatting to
these headings as used in the body of the document for HL3 titles. A discography can be treated
as an HL1 1 title, beginning on a new page, or treated as a subheading within the bibliography
(HL2), subject to committee approval.
CHAPTER 6

ABSTRACTS

Students must also include an abstract when they submit their thesis or dissertation to the Toulouse Graduate School (TGS). Students will need to submit the Word file (or text file) and the PDF, as well as the reading (paper) copy. Do not insert the abstract in the ETD; before ETDs are released, the Graduate Reader will insert the abstract where it belongs. There is a Word file template available on the TGS Webpage, for student review and use. You can also see a sample abstract in Appendix B.

The abstract is a completely separate document from the thesis or dissertation. It does not receive page numbers; it is not included in any page count nor listed on the table of contents (TOC). Use the same margins for the abstract as used for the ETD, i.e., 1 inch, all sides. The abstract is double spaced; the first line of each paragraph, including the header paragraph, is indented 0.5 inch. Do not place any title at the head of your abstract; abstracts are not heading level 1 (HL1) titles. Do not use notes, references/citations, or subheadings in your abstract. The abstract is limited to a single page; this includes the required header paragraph described next.

The abstract header paragraph begins with your name (surname-comma-first name), with a period at the very end. Next is the ETD title, either underlined or italicized, ending with a period (unless the title itself ends with some other kind of punctuation, e.g., question mark). Note that your name and the title of your thesis as noted in the abstract header paragraph must be the same as those shown on the title page, with the exception that your surname appears first in the abstract. It is student choice whether to use headline or sentence style.
capitalization for the title. Some special circumstances to watch out for:

- If the title contains a quotation, do not use quotation marks around the quote.
- If the title contains a published title (either long or short work) within it, the embedded title should be enclosed in double-quotes: this is different from how embedded titles are handled on the title page of the thesis (see section 5.1.1)
- There are special rules for formatting certain kinds of music titles: please review *Chicago Manual of Style* for guidance.
- If the title contains terms that would normally be italicized in the running text (e.g., species, names of ships, etc), you have additional options:
  - If the entire title is in italics, then either un-italicize the term (i.e., set it roman typeface) OR underline
  - If the entire title is underlined, then either remove the underlining OR italicize

The last “sentence” of the header paragraph contains all of the following elements, separated by commas:

- Name of degree followed by student’s major in parentheses – there are only 6 degree names that are allowed: Master of Arts, Master of Fine Arts, Master of Science, Doctor of Education, Doctor of Musical Arts, and Doctor of Philosophy
- Month/year of graduation – regardless of when you submitted your document to the Graduate School, there are only three possible months to use for the graduation date: May, August, or December; use only month and year with no comma in between
- Number of pages, followed by “pp.” – the number that appears here must be exactly the same number as appears on the very last page of the ETD; neither the abstract itself nor the front matter are included in the page count
- Number of tables in the document (omit if no tables used)
- Number of figures in the document (omit if no figures used)
- The term References or Bibliography (should match what appears in the document)
- Number of titles in the reference list or bibliography, followed by the word “titles” (do not use quote marks)
CHAPTER 7

SPECIAL KINDS OF ETDs

7.1 No Chapters

If the thesis is not divided into chapters, the following elements are treated as heading level 1 (HL1) titles (see section 4.7.1).

Table 7.1

Samples of Heading Level 1 (HL1) Titles for ETDs without Chapters

<table>
<thead>
<tr>
<th>Title</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES/ILLUSTRATIONS/MUSICAL EXAMPLES/ etc</td>
<td></td>
</tr>
<tr>
<td>DOCUMENT TITLE</td>
<td>1</td>
</tr>
<tr>
<td>REFERENCES/BIBLIOGRAPHY</td>
<td></td>
</tr>
</tbody>
</table>

Notice that the document title itself is treated as an HL1. It should appear in all capital letters at the top of page 1, centered on the line. All other sections are treated as HL2 titles. These sections include, but are not limited to, Introduction, Materials and Methods, Results, and Discussion. Remember, any document which contains a list of tables/illustrations must also have a table of contents (TOC).

7.2 Expanded Journal Style

Earlier in this manual, instructions were provided for formatting the thesis or dissertation using published or submitted journal articles as individual chapters (see section 5.5.1). In the expanded journal style, chapters in the body of the dissertation function as
“publishable units,” requiring little to no text re-writing and only minor style adjustments. In addition, there are also a number of substantive appendices where the extended literature review, detailed methodology, and complete and/or unabridged results can be found. Multiple chapters may be included, each as stand-alone publishable units; however, students must select one journal style to use for all chapters. See Appendix D for a skeleton sample of this kind of ETD.

Theses and dissertations written in the expanded journal style must follow the overall university guidelines (see chapter 4). Chapter titles (i.e., titles of the publishable unit) are treated as heading level 1 (HL1) titles (see section 4.7.1). Within each chapter are the following items, in this order, formatted as HL2 titles (see section 4.7.2):

- Introduction
- Methods
- Results
- Discussion
- References

Numbered headings for the above items are also permitted (see section 4.7.4). Tables and figures can be included after the Discussion section (before the references) or inserted in the text where first mentioned. Students are encouraged to use an x.y numbering scheme for these items (see section 5.6.4).

Appendices contain information necessary for the thesis or dissertation, but not needed for published articles. Examples include an extended literature review, detailed methodology, complete or unabridged results, and any other material the committee deems necessary for inclusion. Each appendix is handled according to university guidelines (see section 5.7). At the
end of the entire dissertation, following all appendices, there should be a comprehensive reference list that lists all references used throughout the entire document.

7.3 Creative Theses and Dissertations

Creative theses and dissertations are those documents in which a creative work, e.g., collection of poems or short stories, or a musical score, is a significant portion of the final product. Although the document organization for these kinds of documents is slightly different from what is required for all other ETDs, they must still follow the overall university guidelines (see chapter 4).

The creative ETD is divided into two parts, numbered with large roman numerals. Part I is the critical analysis or explanatory section; Part II is the creative product. Title assigned to each of the two parts is student author choice. Each part must have its own title page, which mimics the title page used for appendices (see section 5.7). Part I title page is always page 1 Arabic; pagination does not start anew with Part II. Please see Appendix E for a sample TOC.

Within Part I, chapters or major section headings (including Works Cited, References, or Bibliography) are treated as HL2 titles (headline style capitalization [see section 8.5], centered on the line); however, these titles must begin on a new page. Subsections within chapters are treated as HL3 titles, and do not begin on a new page. See sections 4.7.2 and 4.7.3 for guidance.

Within Part II, students are given the maximum amount of freedom possible, so as to allow the opportunity to craft a document that best expresses their ideas and creativity. If Part II contains “traditional” poems or short stories, the titles of each of these should be handled the
same way as chapters in Part I, i.e., HL2 titles (see section 4.7.2), but should begin on a new page. Also, pagination should continue uninterrupted. If you have other types of creative works, e.g., Prezis, please contact the Graduate Reader for guidance.

7.4 Musical Scores

Any instructions to musicians and/or “table of contents” (if present) should be titled as such, and formatted the same way as chapters in Part I, i.e., HL2 titles (see section 4.7.2) but begin on a new page.

7.5 LaTeX

The Toulouse Graduate School (TGS) has LaTeX style files available for student use, which can be found on the website; instructions in how to use the style files can also be found there. The style files are designed to produce a PDF document that follows the thesis manual guidelines. However, because there are so many possible sources of error (e.g., type of machine running the LaTeX software, PDF conversion software, individual level of expertise), TGS cannot provide individual support to students who are experiencing problems with LaTeX.

7.6 APA Documents

As has been repeated multiple times in this thesis manual, if formatting instructions given in a supplemental journal or style guide conflict with university guidelines as set out in this manual, the university guidelines always take precedence and must be followed. Given that the *Publications Manual of the American Psychological Association*, 6th edition (APA
manual) is required by a significant number of departments across campus (see section 3.2), this section is designed to alert you to (i) common errors to avoid or (ii) those places where the APA manual conflicts with university guidelines. The following list is not intended as complete or comprehensive: you will still need to review the university guidelines. Unless otherwise indicated, all APA references in the following list refer to the 6th edition.

Unlike this thesis manual, the APA manual does not always follow the formatting described in the text, which means you cannot merely mimic what you see in the APA manual. Students using the APA manual are strongly encouraged to review what APA says about this: Introduction, p. 7, Footnote 1 at bottom.

A. Page numbers must be bottom center of the page
B. Do not use running heads
C. Heading level 1 (HL1) titles must begin on a new page, and must be in all caps, centered on the line
D. HL2 titles should be in headline style capitalization (see section 8.5), centered on the line, no other formatting
E. When selecting formatting for subsequent heading levels, you must be consistent across the entire ETD, regardless of how many levels occur in specific chapters (see section 4.7.3 in this thesis manual)
F. Insert tables and figures in the text where mentioned; do not sequester these items in appendices
G. Tables can be single spaced; shade alternate rows (subject to committee approval)
H. Names of theories, laws, models, etc. are not proper nouns so should not be capitalized in the running text (APA, bottom of p. 102)
I. “Constructs, dimensions, and domains are not set with initial caps in APA Style because they are neither exact names of scales (or subscales) nor factors” (S. Lazer, APA Manuscript Editor/Journals, email, 4 Dec 2012)
J. Names of experimental groups or conditions are not proper nouns so should not be capped in the running text (APA, sec. 4.19)
K. Labels (i.e., noun + numeral) are treated like proper nouns and must be capitalized no
matter where they appear; never replace numerals with spelled-out numbers: Table 1, Figure 2, Condition 3 (APA, sec. 4.17)

L. Likert scale anchors need italics. (APA, bottom of p. 105)

M. Statistical symbols need italics wherever they appear; Greek letters used as symbols and superscript/subscripts acting as identifiers should not be in italics (APA, p. 118)

N. Table labels (e.g., Table 1) and titles must be placed above the table, on two separate lines, double space, both flush left. The label does not receive italics, and there should not be any kind of punctuation following the numeral. Table title needs headline style capitalization (see section 8.5) and italics. (APA, Table 5.1, p. 129)

P. Figure labels and captions must appear beneath the figure. Begin label flush left, in italics, period following the numeral. Caption begins on same line, following the label, in sentence style (see section 8.5) with no italics. (APA, sec. 5.23)

Q. If a table runs over to a second page (or more), APA has special rules:
   • A bottom line indicates the table is complete; if the table runs over to a second page, you should not have a line at the bottom of the first page
   • At the bottom of the first page, place the following phrase in parentheses and italics, flush right, no capital letters, no punctuation: (table continues)
   • At top of second page, repeat label only; immediately following, on same line, place the following word in parentheses and italics, no capitals, period outside the closing parenthesis: (continued).
   • At the top of the second page, repeat all column headers

R. Titles in the reference list are handled differently than when mentioned in the running text:
   • In the reference list, only journal titles receive headline style capitalization (see section 8.5); all other titles receive sentence style. Titles of long works (journals, books, reports) are italicized; titles of short works (articles, chapters) do not receive any kind of formatting (no quotes, no italics). In journal articles, both the title of the journal and the volume number receive italics; the issue number (i.e., the number in parentheses following volume number).
   • In the running text, ALL titles receive headline style capitalization). Titles of long works are in italics; titles of short works are placed in double quote marks.

7.7 Non-Traditional Theses and Dissertations

One of the prime virtues to electronic theses and dissertations is that we are no longer
constrained to the traditional “book” format. With committee encouragement, students from other institutions around the world are pushing the limits, using available technologies to create theses and dissertations that were unheard of even 10 years ago! If you are interested in a non-traditional document, please discuss it with your committee very early in your career; you are also encouraged to meet with the Graduate Reader. Students are also encouraged to visit the Networked Digital Library for Theses and Dissertations Website*, to see award-winning ETDs. To give you some ideas, here are some examples of what other students have done (some of these are NTLTD award winners):


- Pete Souza, Kansas State University, *A Photojournalist on Assignment* (photograph documentary): [http://krex.k-state.edu/dspace/bitstream/2097/254/1/PeteSouza2006.pdf](http://krex.k-state.edu/dspace/bitstream/2097/254/1/PeteSouza2006.pdf)

- Evan Dorn, California Institute of Technology, *Universal Biosignatures for the Detection of Life* (linked from the main dissertation file, entire set of files used for his scientific experiments that included video clips, original data sets and software code): [http://resolver.caltech.edu/CaltechETD:etd-05272005-071800](http://resolver.caltech.edu/CaltechETD:etd-05272005-071800)

- Christopher Spaw, Kansas State University, 1219 Colorado (ultra-wide panoramic view): [http://krex.k-state.edu/dspace/handle/2097/78](http://krex.k-state.edu/dspace/handle/2097/78)

- Andrew Barnes, West Virginia University, *Humans for Sale: Using Multimedia to Spread Social Awareness of Human Sex Trafficking in Southeast Asia* (video clips of interviews supplement the research project documentation): [http://hdl.handle.net/10450/10569](http://hdl.handle.net/10450/10569)


* [http://www.ndltd.org/events_and_awards/awards/NDLTD%20ETD%20Awards%20Case%20Studies%202004-2010.pdf](http://www.ndltd.org/events_and_awards/awards/NDLTD%20ETD%20Awards%20Case%20Studies%202004-2010.pdf)
CHAPTER 8
COMMON ERRORS TO AVOID

8.1 Proper Nouns

Textbook definition of a proper noun is that it is the name of unique, specific individuals, events, or places. Proper nouns must always have first letter capitalized, no matter where the word appears; proper noun phrases must have first and last words, plus any major words capitalized. In a sentence style heading or title, proper nouns and proper noun phrases must be capitalized.

In practical terms, it isn’t easy to determine what is a proper noun and what is a common noun. In the examples and the table that follows, blue = proper; red = common:

• The exact same noun can be common in one context but proper in another. Here’s an example using the word “president”:

    The president of the United States is a very powerful person. President Clinton and President George W. Bush were both two-term presidents.

• Just because an acronym is correctly given in all capital letters does not mean the phrase for which it stands is a proper noun phrase:

    UNT = University of North Texas but SEM = scanning electron microscopy

• Just because a phrase or term holds special meaning within a given discipline does not elevate its status as common noun to proper. Only those words and phrases which are specific, unique titles or names of things are proper. For example, names of departments and colleges are proper noun phrases so entire title should be capitalized, but the academic discipline itself isn’t a proper noun; job descriptions based on academic disciplines aren’t proper nouns, either. See Table 8.1 for examples.
Table 8.1  

*Comparison of Proper vs Common Nouns*

<table>
<thead>
<tr>
<th>Proper</th>
<th>Common</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Library and Information Science</td>
<td>library and information science, librarian</td>
</tr>
<tr>
<td>College of Information</td>
<td>information science</td>
</tr>
<tr>
<td>Department of Computer Science</td>
<td>computer science, software engineer</td>
</tr>
<tr>
<td>Department of Behavior Analysis</td>
<td>behavior analysis, behavior analyst</td>
</tr>
<tr>
<td>Department of Chemistry</td>
<td>organic chemistry, chemist</td>
</tr>
</tbody>
</table>

- The US federal government treats many common nouns as proper, i.e., capitalizes them in the running text. Do not assume that capitalization used in a federally-published document is automatically correct and should be imitated. Check a reliable dictionary or grammar handbook if you are unsure whether the word should be capitalized.

8.2 Apostrophe-s

An apostrophe-s at the end of a word indicates possession. Do *not* use an apostrophe-s to show plurals for acronyms or abbreviations; use just the s by itself: ETDs, IQs, Eds, GPAs. Similarly, do *not* use an apostrophe-s when giving decades in numeric form: 1960s, 1900s.

8.3 Italics vs. Underlining

Years ago, before the advent of computers, the only people who had access to italics typeface were typesetters, the workers who actually created the printed matter. When manuscripts were submitted for publication, the only way an author could let a typesetter know that italics were needed was to underline. In other words, italics and underlining are
functional equivalents. For this reason, you cannot use both italics and underlining in the same document – you have to pick ONE style and use it exclusively in the entire document. [Being functional equivalents also means you can change the formatting style used in direct quotes with no problem, i.e., change italics to underline, or underline to italics.] There are two exceptions to the rule about using only one style in the entire document: (i) URLs (Web addresses) are always underlined, no matter what style of formatting you select and (ii) abstract titles that contain an embedded term that would normally be italicized (see chapter 6).

8.4 Verbs

- Tense: Students frequently use some or all of their proposals in the final thesis or dissertation product, but you have to be careful with verb tenses. In the proposal, you discussed what you were going to do, in the future; however, the final product reports what you ended up actually doing (past tense). Be extra careful with terms like “this study” or “this research”: if the terms are referring to the research activities, it will need past tense because these were performed in the past. However, if these terms refer to the thesis or dissertation document, it will need present tense because the ETD resides perpetually in the present. Any internal self-referents in the ETD to the ETD need present tense, e.g., “Chapter 4 presents the research results.”

- Choice: Because students are needlessly trying to avoid using first person singular (see section 3.6), they will sometimes attribute actions to inanimate objects that cannot perform actions. For example, experiments or research cannot “attempt” or “interpret” anything, nor can tables or figures “compare” items – only humans can perform these kinds of
cognitive tasks. However, all of these can show or indicate: the experiment shows, the research indicates, the table shows, the figure indicates.

8.5 Headline vs Sentence Style Capitalization

Headline style capitalization is what we commonly think of for titles. The first word, first word following a colon (i.e., first word of subtitle), proper nouns, major words and last word are all capitalized. Ending punctuation is not required but can be used. In sentence style, only the first word and proper nouns are capitalized; there must be a punctuation mark at the end (usually a period). If you are using sentence style for a subheading title, the text that follows must begin on the same line as the subheading; do not start the text on a new line.

Headline style -
Formal Devices of Trance and House Music: Breakdowns, Buildups, and Anthems

Sentence style -
Formal devices of trance and house music: Breakdowns, buildups, and anthems.

8.6 Table/Figure Labels and Title Consistency

Students should follow the directions in their supplemental guide, on how to format table/figure labels and titles/captions. If the supplemental guide does not specify, then it is student choice (subject to committee approval). Tables and figures can have similar formatting. However, in all cases, you must select one style of formatting for each group of items (i.e., all tables or all figures) and apply it consistently throughout the entire thesis or dissertation.
8.7 Foreign Words and Phrases

- Individual words or small phrases used in the running text that have not entered the English lexicon need to be italicized.

- Proper nouns in foreign languages should never be italicized, e.g., Arc de Triomphe de l’Étoile, Plaza de Toros de Las Ventas, Hagia Sophia.

- Quotations incorporated into the text are treated like English quotations – not italicized, and either enclosed in quotes or set off as block quote (if lengthy). Please check the Chicago Manual of Style for guidance in translation placement and treatment.

- If you use the phrase “et al.” in the text, be aware that the “et” never receives a period; however, the “al.” must always have a period. Neither word should be capitalized, nor italicized. If only a single author is used before the phrase, do not insert a comma after the author (e.g., McGraw et al., 2002).

- Many terms have entered the English lexicon such that italics are no longer needed. This includes such terms as in vivo, in vitro, and ibid. If you are not sure whether italics are needed, please check any good college dictionary.

8.8 Punctuation for Quoted Material

- In the running text, use double-quotes; any internal, embedded quote marks should be changed to single-quotes. A period or comma at the end of a quote must go inside the closing quote marks. Question marks or exclamation points can go inside or outside, depending on whether they are part of the quote or something you are adding. Colons and semicolons should go outside the closing quote marks.
• In block quotes, the format itself tells readers that these are not your words so quote marks should never be used around the block. Any internal quotes remain as double-quotes. The passage must end with punctuation (usually a period). If a parenthetical citation is given at the end of the block, it does not receive any punctuation.

8.9 Subheadings Alone at Bottom of Page

Do not leave a subheading title alone at the bottom of the page. If there is no room for at least one line of text to follow the subheading, force the subheading over to the top of the next page.
CHAPTER 9

MICROSOFT® WORD TIPS AND TRICKS

The goal of this section is to try to help you avoid the most common areas of frustration, but this is not intended as a full-blown Word tutorial. The Toulouse Graduate School (TGS) offers Word workshops during the fall and spring semesters (see section 1.3.2); in addition, there are many, many resources online that can help you. The focus in this chapter is on Word 2010; if you are using an earlier version you may need to use the built-in Help to locate the same features in your version. Also, there is usually more than one way to get the result described; if you have an alternative method that you prefer and works for you, then continue using it!

A note about terminology: At the top of window is a menu bar showing all the available tabs. Selecting a tab will display the ribbon; within the ribbon, you will find groups. Each group has a small arrow at the bottom right called the dialog box launcher because it launches the dialog box for that group. The dialog box is where you find the options and settings for that particular group. In some cases, a command will let you split the screen into more than one pane. In the directions that follow, a command is sometimes given as a series of labels separated by a forward slash; this is a shorthand way of guiding you to the correct place to make the desired change. For example, “Select Page Layout/Page Setup/Margins” means:

- Select Page Layout from the menu bar
- In Page Layout ribbon that appears, find the Page Setup group
- In the Page Setup group, click the dialog box launcher (the small arrow located in the bottom right corner)
- In the Page Setup dialog box, select the Margins tab
9.1 Changing the Normal Style

The Normal style is where Word sets the defaults that govern how everything is to appear. The latest versions of Microsoft Word (2007 and 2010) have unusual default settings in the Normal style that are causing a lot of trouble for students, and the best and most reliable solution is to change the Normal settings before you begin to type. However, if you have an existing file you can still change the Normal settings, but the results may be less predictable; you will need to examine the document carefully for unintended format changes.

- Select Home/Styles/Launcher – this will cause the Styles dialog box to appear at the right side of the window; styles are usually listed alphabetically.

- Find the Normal style and float your cursor over it; this will cause a drop-down menu arrow to show at the right of the style listing. Click the arrow.

- In the dropdown menu box, select Modify. This will cause the Modify Style dialog box to appear.

- In the formatting section of the dialog box, you will see the default font style and size: Calibri, 11 point. Point size must be changed to 12. Font style is student choice but sans serif fonts are encouraged (see section 3.5).

- At the bottom left of the dialog box, there is a Format button with a drop-down arrow; click the button. This will cause a floating menu box to appear; select Paragraph...

- In the Paragraph dialog box that appears, select Indents and Spacing tab, if not already selected. In the third section, Spacing, change “After” spacing to 0 (from default of 10 pt); change “Line Spacing” to double (from default of single).

- Click OK; this will close the Paragraph dialog box. Click OK in the Modify Style dialog box.
If you wish, you can also set an automatic first line indent, in the Paragraph dialog box. This means that every time you insert a hard return (the Enter key), the next line will always be indented. However, you choose this setting, you will need to remember to manually remove the indent when not needed, e.g., when the line needs to be centered.

9.2 Showing the Ruler/Tabs

It is a big advantage to have the rulers displayed while working in a file. For example, you can tell with just a glance whether the measurement you used for one set of bullets is exactly the same as used later. You can also change tab and indent settings on the fly, which can speed things up.

- To show the rulers, place a check in the View/Show/Ruler box.

- To set a tab, first select the kind of tab you need (left, center, right, decimal, etc) using the tab selector. The tab selector is a small square button found at the far left of the ruler. Hovering the cursor over the tab selector button shows a tooltip that describes which tab is selected; click on the tab selector to change the selection. Once you have the correct type of tab selected, click on the ruler where you want the tab to appear.

- To remove a tab, click on the tab symbol on the ruler and drag it down and off the ruler. Highlighting text before you drag/drop the tab symbol with limit the change to just that text.

- To change the setting, click on the tab symbol and drag it to the new position. Highlighting text before you drag/drop the tab symbol with limit the change to just that text.

9.3 Changing Letter Case

If you have to change the uppercase/lowercase status of a number of words, it can sometimes be quicker to use the built-in features of Word to accomplish this task. In the Home/Font group, there is a button on the upper line that showing “Aa” with a dropdown
arrow; if you click on the arrow, a menu box appears displaying the various options. Highlight text that needs capitalization changed, then select the option from the menu.

**WATCH OUT!** Word is very powerful but also very stupid. If you select “Capitalize Each Word,” it will do exactly that – it doesn’t know the rules for headline style capitalization (see section 8.5) or proper nouns. You may need to go back and remove capitalization from some words.

9.4 Inserting a Page Break

Heading level 1 (HL1) titles must begin on a new page. The best way to do this is to insert a page break; never add hard returns (Enter key) to force title to next page. The advantage is that no matter what changes you make to the document before the page break, you are guaranteed that the formatting following the page break will never change – one less thing to worry about, as you continue to make changes to the document. To insert a page break, place the cursor in the document where you want the page break to occur, then **CTL+Enter.**

9.5 Inserting a Section Break

In Microsoft Word, “section” is a term with a very precise meaning; it is not the same thing as chapters or pages. When you employ “global” formatting, e.g., inserting page numbers or changing page size/orientation, Word applies the command to the section; if you have not inserted any section breaks in the document, Word applies the format command to the entire document. Section breaks function independently of page breaks, although you can instruct Word to insert both a page break and a section break simultaneously. To insert a section break:
• Place the cursor in the document where you want the section break to occur

• Select Page Layout/Page Setup/Breaks/. Clicking on the dropdown arrow causes a menu to appear. Select “Next Page” (occurs simultaneously with a page break) or “Continuous” (no page break).

**WATCH OUT!**

Never select “Even” or “Odd” page section breaks. This will affect page numbering in very odd ways, as well as have unexpected effects on text placement.

Once you have inserted section breaks, you have control over how different section footers will relate. Word’s default is that footers are “linked”; unless you tell Word otherwise, each section’s footer mimics the appearance of the footer in the section immediately preceding it. This is a very important point! If you make a change to a section in the middle of the document, it won’t affect footers downstream unless they have all been linked to the previous one. If you are getting strange results with your page numbers, it may be because of the relationship between section footers. You can turn on or off linking by toggling Header & Footer Tools/Design/Navigation/Link to Previous. To see whether footers are linked, activate a footer; if you see a tab at the far right of the footer that says “Same as Previous,” then the footers in the section are in are linked to the previous one.

9.6 Seeing the Break Commands

When you are applying formatting to existing documents, occasionally Word can perform unexpectedly. It can get very frustrating trying to figure out what went wrong; that’s when being able to see what Word “sees” can be helpful. In the Home/Paragraph group, there is a button that looks like this: ¶. This is the “Show/Hide” command; it toggles on/off to show
or hide simple formatting marks in the file, like page or section breaks. This is especially helpful when trying to locate continuous section breaks; these kinds of breaks are only apparent by the [sometimes undesirable] effect they have on the text.

9.7 Aligning Page Number Listings in Front Matter

If you are creating the front matter lists (e.g., table of contents) manually instead of having Word create them for you from styles, you will need to align the page numbers on the right margin. To do this, you will need to set a right tab with dot leaders (“dot leaders” are the series of dots or periods running between the last word of the title and the page number listed on the right margin). Place the cursor where you want the setting to take effect, then:

- Select **Home/Paragraph/Launcher**
- In the Paragraph dialog box, click **Tabs...** button at bottom right
- In the Tabs dialog box:
  - “Tab stop position:” enter 6.5.
  - Alignment area, select “Right.”
  - Leader area, select Option “2” [.....].
  - Click **Set**.
  - Click **OK**.

If you have opted to show the ruler at the top of the window (see section 9.2), this will appear as a backwards “L” at far right. To use this tab, just press the Tab button on your keyboard – the cursor will automatically go to the right margin, filling in with dots from the place where the cursor was to the right margin. Caution: When you press the Tab button, Word automatically
goes to the next tab; this means that if there are any intervening tabs set between where the
cursor is and the right tab you just created, Word will stop at the intervening tabs. You can
remove them by click/dragging them off of the ruler.

9.8 Page Numbers

In order to have the page numbering work the way it’s supposed to (small Roman
numerals in the front matter; Arabic numerals in the body), you will need to insert a section
break between these two parts (see section 9.5). If numbering isn’t working the way you
expect, you will need to check for extraneous section breaks (section 9.6) and check for linking
between sections’ footers (section 9.5).

If you have changed the Normal style (section 9.1), then page numbers should appear in
the correct font style and size. However, you will need to correct line spacing. Activate the
footer and highlight the page number. Open the Styles pane – the Footer style should be
highlighted. Using the same method as described in section 9.7, change the line spacing from
double to single space and remove the indent. When you have finished making changes to the
Footer style, do not close the footer yet. Word default adds an extra hard return following the
number that will also need to be removed (use whatever method you are most comfortable
with).

9.9 Footnotes and Endnotes

Other than table formatting, nothing seems to give students more trouble than
footnotes and endnotes. The usual cause is students trying to ‘out-think’ Word’s placement
and formatting of the notes, by inserting hard returns and page breaks (aka, the brute force method). Luckily, Word has a much easier way. In what follows, the term “footnotes” is used exclusively but endnotes function the same way; Word “knows” if you have footnotes or endnotes, and uses the correct term in the menus.

- Select **View/Document Views/Draft**

- Select **References/Footnotes/Show Notes**.

This will cause a new pane to open at the bottom of the window, the footnote pane, which is quite useful. First, be aware that you control which pane is “active” merely by clicking in the pane. Second, be aware that the text pane and the footnote pane are linked – moving around in the active window will cause changes in the passive window so it matches the place where you are in the active window. In other words, if the footnote pane is active and you scroll down to Footnote 101, the text in the passive pane will change to reflect the page on which Footnote 101 appears (and vice versa).

In the Footnote pane, you can easily see if you have inadvertently inserted hard returns after footnotes – remove them, if you did. At this point, you can change the formatting of the entire group of footnotes by making sure the footnote pane is active, then clicking **CTRL+A** (“Select All”). With everything highlighted, changing font size and spacing is a simple matter of a few selections in the **Home/Paragraph group**. To see how the changes you made appear in the document, select **View/Document Views/Print Layout**. If you don’t like the way it looks and want to try a different spacing scheme, repeat the steps to get the Footnote pane to appear, select all, then make the desired changes.

Notice that at the top of the footnote pane there is a small menu bar showing a textbox
with a dropdown arrow. “All Footnotes” is the default selection. Click on the dropdown arrow and select “Footnote Separator” – this is the line that appears between the last line of text on a page and the footnotes. Highlight the line and set to single spacing. Switch view to “Footnote Continuation Separator” and make it single spacing, as well. If you are using endnotes, these lines need to be removed entirely; make sure you set the line spacing to single for both separator line and continuation separator line to single space before deleting the lines.

9.10 Tables and Figures Text Wrapping

“Text wrapping” is how the text appears in relation to the table or figure. Unless you are using the Caption style, Word doesn’t differentiate between labels/titles and other kinds of text and will wrap all of it according to the directions you give. To prevent frustration, it is best if you do not wrap text around tables and figures during the writing process; wait until you are completely finished with all possible edits, then go through the document one last time to edit for table and figure placement. At that time, if needed, you can change the wrapping options. Once you highlight the table or figure to get the Tools ribbon to appear, text wrapping options are handled slightly different:

- Tables – Select Table Tools/Layout/Table group/Properties/Table tab/Text wrapping/None.

- Figures – Select Picture Tools/Format/Arrange group/Wrap Text/[dropdown arrow]/Top and Bottom.

**WATCH OUT!** It is extremely important that you do NOT select Position/In Line with Text for figures! It will cause text to behave in unpredictable ways.
9.11 Using Heading Styles

Once you identify headings and subheadings, Word can create the table of contents for you automatically – one less detail you have to keep track of, when you are trying to finish up your edits by the submission deadline. Using heading styles also allows you to use the navigation pane during the writing and editing process (see section 9.12). Lastly, Adobe Acrobat can pull those same headings into the PDF, creating navigation aids for your readers without any extra work on your part.

Word has built in the format choices for heading styles, just as it did for the Normal style. You need to change the format so it reflects the university style described in this manual. As with changing the Normal style, the best and most reliable solution is to change the settings before you begin typing anything; in existing files, making these changes is less predictable so it is important to examine the document carefully for unintended format changes.

- Select Home/Styles/Launcher – this will cause the Styles dialog box to appear at the right side of the window; styles are usually listed alphabetically.
- Find Heading 1 and float your cursor over it; this will cause a drop-down menu arrow to show at the far right of the style listing. Click the arrow.
- In the dropdown menu box, select Modify. This opens the Modify Style dialog box.
- At the bottom left of the dialog box, there is a Format button with a drop-down arrow; click the button. In the floating menu box, select Font...
- In the Font dialog box, you will see the Word defaults. Change to the university guidelines: black, Calibri, 12 pt. If you prefer, you can also check the “All caps” box; this will save you from having to remember to do this in the text.

If you opt to have Word place heading 1 titles in all caps, then Word will *ALSO* place the page numbers in all caps when you create the TOC. This causes an issue for the front matter listings, which have small roman numerals for page numbers. You will need to remember to change the page numbers to lowercase before creating the final PDF.
• Click **OK** to return to the Modify Style dialog box.

• Using the Format button again, select **Paragraph**...

• In the Paragraph dialog box that appears, select **Indents and Spacing** tab, if not already selected.
  
  o In the first section, **General**, change “Alignment” to center.

  o In the second section, **Indentation**, remove “first line indent” (if you selected this in the Normal style).

  o In the third section, **Spacing**, change “Before” and “After” spacing to 0; change “Line Spacing” to double.

  o Click **OK** to return to the Modify Style dialog box.

The directions listed here explain how to change Heading 1 to university guidelines; you repeat the process for as many other headings as you need. Once you have created all the heading styles you need, you need to apply them correctly in the text. If you are starting with a brand new document, just click the appropriate heading style in the **Home/Styles** group, then start typing. When finished typing the heading, insert a hard return; Word will automatically return to the Normal style for the next line. If you have an existing document, you will need to highlight the text then click the appropriate style. A couple of cautions:

(i) Be extremely careful that you select the text *only*, not any hard returns at the end of the line. If you include the hard returns, these will be used in the TOC which causes problems.

(ii) When using Heading 1, type the label (CHAPTER 1) and the title (e.g., INTRODUCTION) all on the same line; *do not use a hard return*! Instead, once you have finished typing both the label and the title, you will need to insert a text wrapping break before the title: **Page Layout/Page Setup/Breaks/Text Wrapping**

9.12 File Navigation

If you have used styles, then navigating around the document is quite easy. Placing a
check mark in the **Navigation Pane** option under **View/Show** causes a new pane to open at the left of the screen. All the heading and subheading titles appear in the pane: you have the option of showing either an expanded or collapsed view for each title (white triangle = collapsed; black triangle = expanded). Clicking on any heading in the Navigation pane will send you to that section of your document. It also gives you a birds-eye view of the document organization that can be very helpful.

9.13 Creating a TOC from Heading Styles

Having Microsoft Word create the table of contents (TOC) for you can be an amazing time saver. You can do it while you are still writing the dissertation, updating along the way, or wait until you are completely done with the document and do it last thing. However, you can use this feature only if you have used Word’s heading styles.

- Place cursor on the exact spot where you want the TOC to appear.
- Select **References/Table of Contents/Table of Contents/arrow/Insert Table of Contents...** This will open the Table of Contents dialog box.
- At the bottom right are two buttons labeled “Options...” and “Modify...”
  - Click **Options...** button. The dialog box that opens allows you to control exactly how many levels will appear on the TOC: clear the number from the box in the “TOC level:” if you do not want that level to appear on the TOC. In other words, if you used 4 heading levels in the text but want only 2 levels to appear on the TOC, make sure the Heading 3 and Heading 4 boxes are blank. This dialog box is also where you specify at which level headings will appear on the TOC. Most times, it’s just a one-to-one correspondence, i.e., heading 1 titles in the text show as heading 1 titles on the TOC. When done, click **OK**.
  - Click **Modify...** button. The dialog box that opens allows you to control how the TOC itself is formatted. The levels that show here are linked to the heading styles you selected in Options (above), e.g., TOC1 is Heading 1. Click on the TOC level you wish to modify, then click the **Modify** button near the
bottom. This will open the Modify Style dialog box; this is the same box you used when you changed the Normal style. The font size and style should be fine (those were changed when you customized your Heading 1 style earlier) but here is where you can change the line and indent spacing permanently for the TOC. Make the desired changes, then click **OK**; this returns you to the Style dialog box. Repeat these steps until you have made all selections for all levels that will appear on the TOC.* Click **OK** to return to the Table of Contents dialog box.

If you did NOT change heading 1 to all caps when you modified the style, then you can make the change here so you do not have to keep changing the titles to all caps every time you update the TOC. **Be aware that Word may *ALSO* place the page numbers in ALL CAPS when you create the TOC.** If this occurs, highlight JUST the page numbers that appear in all caps on the TOC, then change to lowercase. Do this before creating the final PDF for submission.

* If you have opted to show only 2 levels, then it serves no purpose to modify style for Levels 3 and 4.

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**Watch Out!**

- In the Table of Contents dialog box, click **OK** to insert the TOC.
- Inspect the TOC, to make sure you do not have any unintended text displaying. This can happen if you inadvertently included text following a heading. To correct this:
  - Use **CTL+Click** to navigate to the text.
  - Highlight the text that should not be on the TOC, and change to Normal style. Save the file.
  - Return to the TOC and update the entire table (see below).

You can update the TOC at any time by highlighting the entire table (usually a single click anywhere on the contents will do this), then **RIGHT** click. From the pop-up menu, select **Update Field**. A dialog box will open where you select whether you want to update just the page numbers or update the entire table. If you haven’t changed headings or moved text around, then updating numbers should be enough; otherwise, update the entire table.
If you instructed Word to place heading 1 titles in all caps, then Word will *ALSO* place the page numbers in all caps when you create the TOC. This causes an issue for the front matter listings, which have small roman numerals for page numbers. On the TOC, highlight JUST the page numbers that appear in all caps, then change to lowercase. Do this before creating the final PDF for submission.

9.14 Using Caption Style to Track Tables and Figures

Captions are a special kind of Word style that can be very helpful if you have a large number of tables and figures. You can also customize this feature for any other kind of non-text item you wish to track, such as musical examples. It will keep up with numbering, and can be used to create front matter lists (just like TOC). Be aware that the Caption style will not show up in the Styles box until you use it for the first time.

- Place cursor in the document where you wish to insert the caption.
- Select References/Captions/Insert Caption. This will cause the Caption dialog box to open.
- The top textbox comes pre-filled with a label and number; the first time you use this feature it should be Figure 1. You will type the title/caption directly in the Caption textbox, following the number. This is a pretty “dumb” textbox and will not allow any special formatting or symbols. You can add these later if needed. Do not use hard returns in the text; you can separate the label and the title into 2 lines after, using the text-wrapping break.
- The next line is the Label textbox. There are 3 pre-set labels: Equation, Figure and Table. Use the dropdown arrow to select the one you need. If you need something other than these 3, you can create one by clicking the New Label… button and entering the label in the dialog box that appears.
- When finished creating the caption, click OK.

Word will insert the caption in the text. If you need to add any special formatting or symbols, you can do it now. The next time you need to insert a label and caption, Word will increase the
number for you, keeping separate counts for the different types of items. Some cautions to be aware of:

- The first time you insert a caption, it will appear in the default font. You will need to modify appearance of the Caption style using the methods described in section 9.11.

- If you are using the APA manual as your supplemental guide, table labels and titles must appear on 2 separate lines. Insert a text-wrapping break before the title: Page Layout/Page Setup/Breaks/Text Wrapping

- If you need to change the placement of items, i.e., move existing Table 4 ahead of existing Table 1, so old Table 4 becomes new Table 1, old Table 1 becomes new Table 2, and so on, you can highlight captions and table, then drag and drop to new location (or cut/paste). Once the item is in the new location, however, you must manually update the captions.
  
  o Click anywhere in the document and press CTRL+A to select the entire document.
  
  o Right-click, and then click Update Field on the shortcut menu.

9.15 Creating Front Matter Lists from Caption Style

Creating front matter lists using the caption styles operates very similarly to creating a TOC from heading styles; students are encouraged to review section 9.13. The biggest difference between the two is the command to insert the lists.

- Place cursor on the exact spot where you want the TOC to appear.

- Select References/Captions/Insert Table of Figures. This will open the Table of Figures dialog box.

- At the bottom of the dialog box, in the General section, there is a dropdown textbox for “Caption Label:”. This is where you choose which list will be created.
CHAPTER 10
READY TO GRADUATE?

10.1 Deadlines

The graduation calendars are available on the Toulouse Graduate School (TGS) website, and usually posted at least one semester ahead. Graduation application deadlines occur early in the semester and extensions are rarely granted so please pay close attention. In addition, some colleges and/or departments have established internal deadlines, earlier than the TGS deadlines. Please check with your major professor and/or the graduate advisor in your department to be sure.

10.2 Applying to Graduate

All students must apply to graduate. At the time of this writing, the graduation application can be found online, on the Toulouse Graduate School (TGS) website. Do not wait until you have scheduled your defense to apply to graduate; in fact, it’s in your best interest to complete the graduation application early in the semester. When the TGS Graduation Coordinator receives the graduation application, she will create a customized oral defense form (ODF) and send it to department.

10.3 The Defense

Students schedule their defense through the academic department (not TGS). Once the date has been set, the department notifies TGS so the date can be added to our website. Upon successful completion of the oral defense, your committee members will sign the ODF (this was
sent to your department shortly after you applied to graduate). The ODF will also need to be signed by the department chair. Any other mandatory signatures are determined by college deans and departments. The signed ODF must be submitted to TGS within 48 hours of the defense; it will be kept as part of the student’s official academic record.

Once TGS receives the signed ODF and has a chance to process it, the Graduation Coordinator will send a second form, the final document approval form (FDA), to the major professor as an email attachment. The purpose of the FDA is to certify that the student has successfully completed all required edits to their thesis or dissertation. The only signature required on the FDA is the major professor or his/her designate. Ideally, the FDA will be returned to TGS prior to submission of the final thesis or dissertation submission, but may also accompany your ETD submission.

10.4 ETD Submission

The following list of items **MUST** be included when students submit their filing envelope to the Graduate School. This list can also be found on the thesis and dissertation webpage; detailed explanations of required items are discussed in the following sections.

- A CD or flash drive (thumb drive) containing the following as three separate files –
  - PDF version of your dissertation/thesis (see section 10.5.2)
  - PDF version of your abstract
  - Word-processing version of your abstract, e.g., MS Word or .txt file
  - **Optional:** Students are encouraged to submit a copy of the dissertation/thesis Word file. It is not required but can be a real life-saver if your machine crashes between submission and final document approval.
• Hard copy of both the dissertation/thesis and abstract, printed from the PDF. This is a reading copy to assist review, so does not have to be color or good quality paper and can be printed on both sides of the page; it will be discarded after the Reader performs the review. The hard copy must be completely "loose," i.e., not bound in any way. This means no paper clips, no binder clips, no staples, etc.

• Electronic document filing form (see section 10.7.1)

• Final document approval form (may be submitted directly by your department or major professor)

• ProQuest agreement form (see section 10.7.2)

• Copies of any copyright permission letters you have received. Copies can be hard copy or digital (included on the CD)

• Survey of Earned Doctorates (doctoral students only). [Mac users: Open the form in Adobe Acrobat and use the “save via email” link at the bottom.]

10.5 Thesis/Dissertation PDF

10.5.1 Final Defended Version

The files that you submit to the Graduate School must be the absolute final, no further changes needed, version. Any committee-, departmental-, or college-level requested edits must be made to the file prior to TGS submission.

10.5.2 Converting to PDF

UNT has had mandatory electronic theses and dissertations since fall 1999. This means that the only official version of the document is the PDF, and students are required to submit PDF(s) by the graduation deadlines. Special software installed on your machine is required to make the conversion to PDF; there are many online applications, as well, that will usually let users have a limited number of free conversions. UNT has made Adobe Acrobat available on all
general access computer lab machines, for student use.

10.5.3 Embedding Fonts in Adobe Acrobat

Because the UNT Libraries is keeping accurate and detailed statistics on how the ETD collection is being accessed, we know that users all over the world are viewing and downloading UNT theses and dissertations, enhancing not only individual researchers’ reputations, but the reputation of the institution as a whole. In order to ensure that the PDF version of your thesis or dissertation looks the same on all machines, you must make sure that your document carries its own copies of the fonts you have used. In technical terms, this is referred to as "embedding" your fonts. To embed all fonts, you will need to change the default settings in Adobe Acrobat before making the conversion. From the Word file:

- Select Acrobat/Create Adobe PDF/Preferences. This will open the Acrobat PDFMaker dialog box.

- From the Settings tab, click the Advanced Settings button. This will open the Adobe PDF Settings dialog box.

- In the pane on the left, you will see a list of options: click Font.

- Make sure Embed all fonts checkbox is selected. Also, make sure the selection for When embedding fails: is set to “Warn and continue” (this way you will know if there were problems during conversion).

- At bottom right, there is a pane labeled Never Embed. Select all fonts that appear in that pane by clicking on the first one and dragging cursor; if done correctly, all font names should be highlighted.

- With all fonts highlighted, click Remove button at bottom of the pane. All fonts listed should disappear and pane should be blank.

- Click OK button at very bottom of Fonts dialogue box. A new dialogue box will open, prompting you to save the new settings as “Standard(1).joboptions.” [If you are using your own machine and have changed preferences before, Acrobat may assign different number; it does not affect functionality.] Click OK.
• The Acrobat PDFMaker dialogue box returns, displaying “Standard(1)” in the Conversion Settings dropdown text box. Click OK.

If you are using your own machine, from this point on whenever you create a PDF, Standard(1) will be the default, which means all fonts will always be embedded. The option setting will not change unless you go into the Acrobat/Preferences dialogue box and make another selection.

10.5.4 Managing File Size

Students can manage file size by selecting the lowest conversion settings that result in a quality file of reasonable size. In other words, do not select “Print Quality” just because it sounds better than “Standard.” With the growth in technology, file size does not present the same problems as it did 10 years ago but it still must be managed. If files get “too big” then machines won’t be able to download the file without choking. What is “too big”?

Unfortunately, there isn’t a precise number that acts as an upper limit – there are too many variables that come into play. For example, how many images there are in the file, how many are color vs. black/white, and the scan settings used when the image was created (see section 3.7) can all influence how easily the file opens. A student with very few or no images in their document might be able to select higher conversion settings than another student with a large number of color images. If you have a large number of color images but want to use higher conversion settings, then you may need to remove some of the images; alternatively, you may need to re-create or re-scan the images so that they are smaller. You (and your committee) must decide what the priorities are, then take the appropriate steps to get you to the most desirable outcome.
10.5.5 No Protected Files

Students must make sure that the final PDF file has no protections that prevent access or changes to the file. ETDs are intended to live on in perpetuity, so must be open to preservation techniques – both the ones known now, and the unknown ones that may become available in the future.

10.6 Mandatory Fees

There are two graduation fees required when students graduate: “archive” and “microfilm.” These fees cover the costs associated with the ultimate destination of approved ETDs: the UNT Libraries and ProQuest (formerly known as UMI). The archive fee stays here at UNT, going to the library to cover the cost of maintaining and archiving the ETD Web servers. The microfilm fee is the fee that ProQuest charges UNT to process and archive their copy of the ETD. UNT collects the money up front for this; when the Graduate Reader sends a semester’s group of ETDs to ProQuest, ProQuest processes them and sends UNT an invoice for each ETD. The ProQuest invoice is paid from the microfilm fees collected from students.

Beginning with the fall 2012 submissions, the Graduation Coordinator will post the required $25 microfilm and $20 archive graduation fees to student accounts when students submit their final paper to TGS. [Students who originally applied to graduate in previous semesters have already paid the fees, so will not be charged a second time.]

If you do not pay these fees, you will not graduate.
If you would like to pay the fees the same day you submit your materials, you will need to visit the Student Cashier windows on the first floor of the Eagle Student Services Center (ESSC; the same building that houses TGS). The Student Cashier staff will be able to post the fees to your account. If paying with cash, you can complete the transaction at the window. If paying with other forms of payment, the cashiers will direct you to pay via the student portal, https://my.unt.edu, using one of the machines available in the lobby and elsewhere in the building.

If you do not pay on the day you submit, then please be on the look-out for an email from graduation@unt.edu that will advise you that the fees have been posted to your account. Payment is due immediately upon receipt of the email. You can pay the fees through the portal, https://my.unt.edu

10.7 Mandatory Forms

Students will need to sign and submit a release agreement for each destination: an electronic document filing form (EFF) for UNT and a ProQuest agreement. Both of these forms can be found on the TGS Website.

10.7.1 UNT Electronic Document Filing Form (EFF)

As noted in section 1.1, UNT is committed to openness of theses and dissertations. Students are required to sign and submit an electronic document filing form (EFF) when submitting their documents, that acknowledges they understand their document will be available to the entire Internet for free download via the UNT Libraries catalog. There may be
cases for which restricted access is appropriate; restrictions must be approved by the student’s major professor at the time the ETD is filed with the Graduate School; approval is indicated by the professor’s signature on the EFF.

If restriction to the UNT copy of the ETD is not required, the professor signature line should remain blank. Signature is needed only if restriction is required.

The current restriction policy was approved by the Graduate Council in October 2009:

- **Duration:** If restricted access is requested, the ETD will be restricted for 5 years. It will be made available automatically to the entire Internet, via the UNT Libraries online catalog, beginning on the 1st day of the month following the 5th anniversary of your graduation month.

- **Restriction:** Campus and community members with a valid UNT EUID will be able to access the full document. Distribution via interlibrary loans will not be permitted. The document will not be available to the scholarly community at large.

- **Approval:** To allow students the opportunity to receive guidance from their faculty advisor, restricted access is approved by the major professor at the time the ETD is filed with the Graduate School. Approval is indicated by the professor’s signature on the EFF.

- **Extension:** Students are permitted a one-time extension for an additional 2 years. Students will need to notify the Graduate School (email acceptable) within 90 days of the scheduled release date, if an extension is needed.

10.7.2 ProQuest Agreement Form

In addition to the UNT Libraries, copies of all ETDs are also sent to ProQuest. All
students must sign and submit a ProQuest publication agreement as part of their required paperwork for graduation. As copyright holders, students earn royalties on every copy sold of their thesis or dissertation so students must include their social security number on the ProQuest forms. The "microfilm" graduation fee covers ProQuest's Traditional Publishing option; ProQuest’s Open Access Publishing option is discussed below, as an optional fee. Access choices are listed on the ProQuest agreement form but if these are not sufficient, students must contact ProQuest directly to discuss alternatives.

UNT’s restriction policy has no bearing on the ProQuest copy of the ETD. You will need to contact ProQuest directly to discuss any restriction requests you have for their copy of your ETD.

10.8 Optional Services and Fees

10.8.1 ProQuest’s Open Access (OA) Publishing Option

The “microfilm” fee that students pay as part of their graduation fees covers ProQuest’s (PQ) Traditional Publishing option. However, students do have the option of selecting Open Access (OA) Publishing, for an additional fee; as of this writing, the PQ OA fee is $95. If a student selects OA, then PQ will not charge users for a copy of your thesis or dissertation obtained from their website; additionally, you will not earn any royalties on copies obtained from PQ. If you are interested in this option, please contact PQ directly after the document has been delivered (see section 11.2) to arrange for payment. Please keep in mind that UNT is already making free copies of your thesis or dissertation available to the entire Internet, so you may be paying extra for a service you do not need.
10.8.2 Copyright Registration

As noted earlier in section 2.2.1, students already own the copyright to their thesis or dissertation. No fees need to be paid and nothing further needs to be done. However, if a student wants to register their copyright with the US federal government, then a fee is required. The primary reason a copyright holder would register their copyright is because only holders who register their copyright can sue someone for infringement; if the work is not registered, then no suit can occur.

Students can register their copyright themselves using the online application at www.copyright.gov; as of this writing, the fee is $35. Students can do this at any time, up to the day they die. Alternatively, ProQuest can register the copyright on behalf of the student. They add a handling fee of $55 to the US government fee, for a total as of this writing of $90. If students wish to have ProQuest do this for them, there is a small window of time. Students must let ProQuest know within days of delivery (see section 11.2).

10.8.3 Bound Copies

When UNT switched over to mandatory electronic thesis and dissertation submission in fall 1999, this meant that the only official version of the document is the PDF. Bound copies are no longer made available through the Graduate School. Any bound copies must be ordered and paid for by the student. Please contact the Graduate Reader if you would like to receive a list of available binderies. You can also order bound copies through ProQuest, but please remember that a ProQuest bound copy is no more official than a bound copy created anywhere else.
11.1 Submission Confirmation

Once you have submitted your document for graduation, three separate individuals/entities initiate contact with you, to either notify when problems arise or confirm receipt of graduation materials: (i) Graduation Coordinator, (ii) Graduate Reader, and (iii) Registrar. Please keep in mind that many students submit their documents on the Friday of submission week; commonly, the Toulouse Graduate School (TGS) receives 60 or more filing envelopes on that day alone. In that case, it may be as long as 5 days before you receive any communication from us. If you have questions about the status of your document, please contact the TGS graduation section at 940-369-5162 or graduation@unt.edu.

Table 11.1

Approximate Time Line Following Submission

<table>
<thead>
<tr>
<th>Graduation Coordinator</th>
<th>Issues with Submission</th>
<th>5 days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No issues</td>
<td>[no contact]</td>
</tr>
<tr>
<td>Graduate Reader</td>
<td>5 days</td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td>3 weeks prior to commencement</td>
<td></td>
</tr>
</tbody>
</table>

11.2 Document Review Process

The entire document review process occurs via email so you do not have to remain on campus after you have submitted your graduation materials. As long as you have access to
email, a computer, and your files, there will not be a problem. The Graduate Reader will review the files you have submitted; any required edits will be noted as redline edits on the hard copy and sent back to the student as a PDF attachment to an email. Students will make the changes to their Word file, make a new PDF, then send that back to the Graduate Reader as an email attachment; a hard copy of the revised file is not needed. The Reader will review the revised file; if further corrections are required, the Reader will send another redline PDF to the student. When no further corrections are needed, the Reader will send the student an email confirming the document status as “pending.”

All documents require some behind-the-scenes additions that require Reader attention. After all documents for the semester have been reviewed, the Reader will go back to all the pending documents and perform the necessary actions. At the end of this process, the Reader will send the student an “approved” email with the final version of the thesis or dissertation attached. This final version is the file that will be sent to the UNT Libraries and to ProQuest; if a student wishes to order bound copies, this is the official version from which bound copies should be made.

When all documents for the entire semester have been approved, the Reader will prepare the documents for release. The documents are sent to the UNT Libraries first, for final page review. Once the Libraries has notified the Reader that all documents have been reviewed, the Reader will send the documents to ProQuest. This is the time when students should contact ProQuest with any special instructions or optional service orders. Students are kept informed of these dates, so will be able to contact ProQuest in plenty of time for any time-sensitive kinds of services, such as copyright registration.
11.3 Commencement, Graduation and Transcripts: Three Important Tips

First, there is a difference between “commencement” and “graduation.” Commencement is a very special and very meaningful ceremony... but it is not “graduation.” Graduation is when the Registrar posts the degree to the student record, and it can take up to 8 weeks after commencement ceremonies for the entire semester’s worth of students to get degrees posted.

Second, the document review/approval process is separate and independent of the Registrar’s activities. Any questions or concerns about degree-posting (i.e., graduation) should be addressed to the Registrar, not the Graduate School or the Reader.

Third, grades for thesis and dissertation hours must be assigned by your major professor at the end of the semester in which you are graduating. If your professor neglects to assign the grade, this will delay the Registrar being able to post the degree to your transcript. In addition, grades are only assigned to the last 6 (thesis) or 12 (dissertation) hours; all the rest of the hours will remain on the transcript as “PR.”
APPENDIX A

PERMISSION TO REPRODUCE: SAMPLES
Example A.1. Permission notice in Acknowledgements page.

ACKNOWLEDGEMENTS

Appreciation is extended to Schott Music Corporation, European American Music Distributors LLC. All the musical examples in this dissertation are excerpts from the original Orff score and the *Mas Quiles* arrangement and are used with their permission.
Example A.2. Permission notice in front matter list, single source.

<table>
<thead>
<tr>
<th>LIST OF MUSICAL EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>All musical examples are reproduced with permission from the Peter Presser Company.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Makrokosmos IV – I: page 6, beginning .................................................... 13</td>
</tr>
<tr>
<td>2.</td>
<td>Makrokosmos IV – I: page 9, rehearsal 5 .................................................. 14</td>
</tr>
<tr>
<td>3.</td>
<td>Makrokosmos IV – II: page 16, rehearsal 15 ............................................. 15</td>
</tr>
<tr>
<td>4.</td>
<td>Makrokosmos IV – III: page 20, beginning .................................................. 16</td>
</tr>
<tr>
<td>5.</td>
<td>Makrokosmos IV – III: page 22, rehearsal 27 ............................................. 17</td>
</tr>
<tr>
<td>6.</td>
<td>Makrokosmos IV – III: page 26, rehearsal 34 ............................................. 17</td>
</tr>
<tr>
<td>7.</td>
<td>Makrokosmos IV – III: page 9, rehearsal 42 ............................................. 18</td>
</tr>
</tbody>
</table>
Example A.3. Permission notice in front matter list, multiple sources.

LIST OF MUSICAL EXAMPLES

All music examples are used by permission from these copyright holders:

*1969 Ongaku No Tomo Sha Corporation, Tokyo, Japan
†1995/2006 Norsk Musikforlag A/S, Oslo, Norway
‡1969 Minoru Miki, Komae-shi, Tokyo, Japan

<table>
<thead>
<tr>
<th>Page</th>
<th>Example Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>*Time for Marimba, m. 1 ................................................... 11</td>
</tr>
<tr>
<td>2.</td>
<td>*Time for Marimba, first part of m. 3 .................................. 11</td>
</tr>
<tr>
<td>3.</td>
<td>*Time for Marimba, last part of m. 311 ................................ 12</td>
</tr>
<tr>
<td>4.</td>
<td>†Concerto for Marimba and Orchestra, Mvt. 1 formal outline .......... 20</td>
</tr>
<tr>
<td>5.</td>
<td>†Concerto for Marimba and Orchestra, Mvt. 1, mm. 1-19 ............ 21</td>
</tr>
<tr>
<td>6.</td>
<td>†Concerto for Marimba and Orchestra, Mvt. 1, portion of m. 78 ...... 22</td>
</tr>
<tr>
<td>7.</td>
<td>†Concerto for Marimba and Orchestra, Mvt. 1, m. 79-80 .............. 23</td>
</tr>
<tr>
<td>8.</td>
<td>†Concerto for Marimba and Orchestra, Mvt. 1, mm. 97-108 ............ 24</td>
</tr>
<tr>
<td>9.</td>
<td>†Concerto for Marimba and Orchestra, Mvt. 1, mm. 147-148 .......... 25</td>
</tr>
<tr>
<td>10.</td>
<td>*Time for Marimba, mm. 29 .................................................... 44</td>
</tr>
<tr>
<td>11.</td>
<td>*Time for Marimba, mm. 30 .................................................... 44</td>
</tr>
<tr>
<td>12.</td>
<td>*Time for Marimba, mm. 31 .................................................... 44</td>
</tr>
</tbody>
</table>
CHAPTER 3

HIGHLY ENERGETIC NITROGEN SPECIES: RELIABLE ENERGETICS VIA THE CORRELATION
CONSISTENT COMPOSITE APPROACH

3.1 Introduction

One of the most complicated tasks that confronted the major powers during the World
Wars was the development of explosives, propellants and projectiles. Of the many energetic
compounds developed around the time, RDX (1,3,5-trinitro-1,3,5-triazacyclohexane) has proven
to be of high brisance (shattering power) but is also known to be extremely sensitive to shock,
impact and friction. Although RDX is still widely used for military and non-military purposes,
for instance in Composition H-6 and Cyclotol explosives, it is prone to premature deflagration
and detonation when employed in delayed-action payload dropped from high altitude. The
risks of catastrophic explosions during manufacture, storage, destruction, demilitarization and
disposal of many common sensitive explosives have prompted continuing research on the
discovery and synthesis of insensitive high explosives for military and commercial uses (such as
fireworks, demolition, excavation, and mining). Such compounds are characterized by the
swiftness with which their decomposition, detonation or explosion occur supersonically but are
surprisingly insensitive to triggering stimuli such as impact, friction and electrostatic discharge.
Potential alternatives to the existing shock and friction-sensitive energetic compounds include
caged polynitropolycycloalkanes, polynitramines and many N-heterocycles due to their high
nitrogen content. These compounds exhibit high endothermicity, a property that is suggestive
of their incredible insensitivity, and high densities, i.e. large amount of energy can be liberated

---

1 This chapter is presented in its entirety from K. R. Jorgensen, G. A. Oyedepo, and A.K. Wilson, “Highly energetic
nitrogen species: Reliable energetics via the correlation consistent Composite Approach (ccCA),” J. Hazard. Mater.
2011, 186, 583 with permission from Elsevier.
CHAPTER 2

DESCRIPTIONS OF THE SAMPLES AND CHARACTERIZATION METHODS

2.1 Chapter Introduction

The different metrology tools techniques used for sample characterizations and the kind of materials used to study the plasma effects are discussed in this chapter. The details of the experimental methods are discussed in the individual chapter. OSG/SiCOH materials of different dielectric (k) values, and different porosity and pore diffusivity/interconnectedness exposed to plasma are discussed in here. A schematic of the set of materials used for oxygen plasma study is shown in Figure 2.1.

![Figure 2.1: OSG materials of different k values and diffusivity.](image)

The low-k films were provided by Novellus and deposited by plasma enhanced chemical vapor deposition (PECVD) technique in a capacitively coupled reactor. The deposition chamber uses a RF source (13.56 MHz) using alkoxysilane based precursors and other gases. The diffusivity corresponds to the diffusion of isopropyl alcohol (IPA) are measured. Diffusivities were measured according by optical

---

APPENDIX B

SAMPLE TITLE PAGE AND ABSTRACT
RHEUMATOID ARTHRITIS: A PSYCHOLOGICAL INTERVENTION

Phillip C. McGraw

Dissertation Prepared for the Degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

May 2013

APPROVED:
Frank Lawlis, Major Professor
Jack Haynes, Committee Member
Ann Stricklin, Committee Member
Jeane Achterberg, Committee Member
Joel Butler, Committee Member and Chair
of the Department of Psychology
Mark Wardell, Dean of the Toulouse
Graduate School

[100]
McGraw, Phillip C. *Rheumatoid Arthritis: A Psychological Intervention*. Doctor of Philosophy (Clinical Psychology), May 2013, 122 pp., 23 tables, 11 figures, references, 149 titles.

Lorem ipsum dolor sit amet, consecetuer adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis autem vel eum iure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue duis dolore te feugait nulla facilisi. Lorem ipsum dolor sit amet, consecetuer adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis autem vel eum iure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue duis dolore te feugait nulla facilisi. Lorem ipsum dolor sit amet, consecetuer adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.
APPENDIX C

SKELETON DOCUMENT: TRADITIONAL
KEY

Black = Heading level 1
Format (prescribed) - All caps, centered on the line, must begin on new page, no italics, no bolding.

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SKELETON DOCUMENT: EXPANDED JOURNAL FORMAT
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<td>$10,001 to $20,000</td>
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Figure 1. The hypothesis of low income toward mental illness treatment.

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Figure C.3: The hypothesis of high fear attitude toward mental illness treatment.
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APPENDIX E

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CRITICAL ANALYSIS
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