



# Preparation and Filing of Dissertations and Theses

*Release date: Fall 2023*

## GREETINGS FROM THE DEANS

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.

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.

The latest innovation to improve our service to students is Vireo, an online thesis/dissertation submission tool. Thanks to the generous support of the UNT Libraries, students are now able to submit all required materials online, from anywhere in the world. Please review section 10.6 herein and the Vireo submission guide, and visit the TGS Thesis & Dissertation web page for detailed information.

Sincerely,

Victor R. Prybutok, Dean of the Toulouse  
Graduate School and Vice Provost for  
Graduate Education

Joseph R. Oppong, Associate Vice Provost and  
Academic Associate Dean

Denise Amy Baxter, Associate Dean of  
Professional Development

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## CHANGES FROM PREVIOUS EDITION

This version of the thesis manual reflects policy changes to the ProQuest deposit option. Students are now required to accept the ProQuest license agreement, in addition to the “default” UNT/TDL license agreement. Please see section [10.6](#) for detailed information.

A minimum number of tables or figures that would necessitate use of front matter lists has been set. Please see section [6.6.2](#) and [Table 4.1](#) for detailed information.

## 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*.<sup>\*</sup> 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 dissertation [and/or thesis] 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).



**If you have created intellectual property in the course of your research or are subject to a non-disclosure agreement (NDA), please contact UNT’s [Division of Research and Innovation](#) for guidance.**

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

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<sup>\*</sup>Council of Graduate Schools. (2005). *The doctor of philosophy degree: A policy statement*. Washington, DC: Author.

can download the file or how many times it can be downloaded.

## 1.2 Embargo Policy for UNT ETDs

There may be compelling reasons why an ETD should not be made immediately available. An embargo prevents any and all users from viewing or downloading the ETD PDF, for the duration of the selected embargo period. However, please be aware that the abstract and library catalog entry are available to all users throughout the entire embargo period. The current embargo policy was approved by the Graduate Council in September 2019, and amended April 2022. Please see section [10.6.2.1](#) herein for detailed explanation of the policy.

## 1.3 Using the Manual

### 1.3.1 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. However, there are three important exceptions that you should **NOT** mimic in your document:

- The title page used for the thesis manual does not follow the formatting required for thesis or dissertation title pages. Please review section [6.1](#) to ensure the correct format for that page.
- I have used a header on each page, indicating the semester in which this revision was released. Students are not permitted to use headers in theses or dissertations. Please see sections [4.7](#) and [7.3](#).
- I used green font color for the page header, and occasionally in the text. Use of colored fonts are not permitted. Please see section [4.6](#).
- The sample pages in the appendices have a page border, to indicate that these are samples and not part of the manual itself. **Do not use page borders** in your thesis or dissertation.

Please be aware that 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.

### 1.3.2 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 a full-blown Word tutorial is beyond the scope of this manual, [CHAPTER 9](#) provides instructions for the most common word-processing needs.

### 1.3.3 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.

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\*Microsoft Corporation, [www.microsoft.com](http://www.microsoft.com)

#### 1.4 Contacting the Graduate Reader

If you need clarification on the guidelines specified in this manual or have other formatting questions that are not covered here, please contact the Graduate Reader directly using email: [jill.kleister@unt.edu](mailto:jill.kleister@unt.edu)

## 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 [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 UNT's [Division of Research and Innovation](#), the UNT 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 of 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 6.003](#), chapter 6, Def. 15)

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 neglect to **format** the words in such a way that your readers know these are not yours (see sec. [3.7](#)). **IMPORTANT: This is true even if you give the citation!**



**You must ALWAYS acknowledge another person's contribution. There are no exceptions.**

## 2.2 Intellectual Property: Copyright

In addition to the material herein, the UNT Libraries has created a web page, [Copyright Quick Reference Guide](#), that covers the same information in a different way.

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!** In order to avoid plagiarism, you must **always** give credit to others for their contribution to your thesis or dissertation; 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 correct formatting (e.g., quote marks or block quote)
- Keywords = **CITATION, IDEAS**

**COPYRIGHT INFRINGEMENT**

- Legal matter – Governed by “fair use” provisions of the US federal copyright law (<http://www.copyright.gov/>)
- 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**














|                     |     | <b>COPYRIGHT INFRINGED?</b>   |  |
|---------------------|-----|---|--|
|                     |     | Yes   | No   |
| <b>PLAGIARIZED?</b> | Yes | <p> Used more than allowed under “fair use” without obtaining permissions</p> <p> Missing citations; omitting correct format</p> <p><b>Possible Effects:</b>  Civil lawsuit<br/>  University sanctions, up to and including revoking degree</p> | <p> Within “fair use” guidelines or obtained permission</p> <p> Missing citations; omitting correct format</p> <p><b>Possible Effects:</b>  University sanctions, up to and including revoking degree</p> |
|                     | No  | <p> Used more than allowed under “fair use” without obtaining permissions</p> <p> Used citations correctly; correctly formatted</p> <p><b>Possible Effects:</b>  Civil lawsuit</p>   | <p> Within “fair use” guidelines or obtained permission</p> <p> Used citations correctly; correctly formatted</p> <p><i>No worries!</i></p>   |

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\*; 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 (<https://policy.unt.edu/policy/08-003>, “Definitions” in PDF):

“Creator-Owned Intellectual Property” means Intellectual Property owned by the Creator. . . . Creator-Owned Intellectual Property also includes works of students created in the course of their education, such as *theses, dissertations*, papers and journal articles unless otherwise designated in another UNT Policy. (emphasis added, Def. 2, p. 1)

Intellectual Property that would otherwise be designated as Creator-Owned Intellectual Property shall be considered to be University-Owned Intellectual Property if the University pays for Patent, copyright or trademark protection with the *consent of the Creator*. (emphasis added, Def. 10, p. 3)

Together, these mean that the ETD is copyright protected and you, the student author, are the sole 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 sec. [11.1](#)). The reason some authors choose to register their copyright is because only registered copyright holders can sue for copyright infringement.



- ETD copyright is **\*NOT\*** the same thing as registering the ETD copyright with the US federal government. Registration is optional, requiring application and fee payment.
- ETD copyright is **\*NOT\*** the same thing as the intellectual property contained within, which may belong to or is shared with another as University-owned or sponsor-supported intellectual property.

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\*<http://www.copyright.gov/title17/92chap1.html#102>

## 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 ("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, 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://copyright.gov/fair-use/more-info.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 applicable 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 figure" – what if the figure you are using is 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!

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 can never 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, asking permission is declaring that you are using more than what is legally "fair"; if the publisher requires a fee, you either pay it or not use the material. There is very little that anyone can do to help you once you've asked and they have assessed a fee, regardless if your use is "fair."

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. To help you work through the reasoning process, an example is provided in [Figure 2.2](#). Feel free to use the questions on the form to create your own worksheet and submit along with your thesis or dissertation.



Never seek permission from copyright holders unless it is truly necessary.

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**1. What is the purpose of your project?**

*Answering this question sets the stage for making fair use determinations. Transformativeness rests, to a large extent, on using the copyrighted material for a purpose different from the intent of the original.*

*Example: I am using this image in my graduate thesis.*

**2. Who is the target audience?**

*This question also helps set the stage. Repurposing a work for a completely different audience than the original helps make the case for transformativeness.*

*Example: The target audience for this thesis is K-12 and university instructors.*

**3. I am using (describe copyrighted material here) because (provide a reason here).**

*This final stage-setting question requires you to think critically about the purpose for using the copyrighted material and will, hopefully, ensure there's a sound reason for doing so.*

*Example: I am using an image of a World War I poster because the arrangement of the text and image create an urgent and emotional experience, and achieves a strong rhetorical purpose.*

**4. Does your use of the work “transform” the material taken from the copyrighted work by using it for a different purpose than that of the original? Explain why your work does not just repeat the intent and value of the original source material.**

*You will need to describe how you've added value or repurposed the copyrighted material. Criticizing, commenting, marking up, deconstructing, making a parody, placing in context, and remixing are just a few examples of transformations.*

*Example: The original work was used to encourage community members to donate to the Bayside, New York Red Cross. I'm using the poster as a pedagogical tool for helping students understand visual literacy.*

**5. Did you use only the amount you needed to accomplish your purpose? Explain why you used the portion you did.**

*You need to review your use of the copyrighted work to make sure the amount used is proportional with the purpose of your use.*

*Example: I needed to use the entire poster to illustrate how its visual composition provides a powerful, crisp example of effective visual rhetoric, but I've used a reduced version of the image.*

If you answer 'yes' to the questions about transformativeness and amount, the use is most likely fair. If you answer 'no' to one or both questions, then you have a choice:

- i. Make changes to your use so falls under fair use
- ii. Contact copyright holder for permission

**Figure 2.2: Fair use reasoning worksheet with examples.\***

\* Adapted from Susan Kunda, USETDA 2013, <https://www.usetda.org/wp-content/uploads/2022/03/USETDA-2013.pdf>

### 2.2.2.2 Who Can Give Permission?

Simply stated, the copyright holder is the only entity that 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 downstream. 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, this does **not** mean your professor has 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 may also be sold on demand through ProQuest (formerly known as UMI).

Once you have obtained permission(s), keep the original(s) for your records. You will need to include copies of all permissions when you submit your thesis or dissertation to the Graduate School.

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.

### 2.2.3 Identifying Reproduced Material in the ETD

As noted above, according to both federal law and UNT policy, student authors are initial 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 [6.5.1](#) and [6.7.1](#); 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](#) in Appendix A).
- If you have reproduced just musical examples, tables, or figures (i.e., no text), then you can put the permission notice under each item or include as last sentence to caption or title. Alternatively, you can include the identifying information on front matter lists (see

[Example A.2](#) and [Example A.3](#) in Appendix A).

- 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 [Example A.4](#) and [Example A.5](#) in Appendix A.) 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 sec. [3.7.3](#) and [6.5.1](#)).

- 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. Governmental-type information, e.g., university email addresses, are \*not\* “personal” in this context and can remain as is. For more information, please see sections [3.6.1](#) and [6.7.2](#).

#### 2.2.4 Informing the Graduate Reader

Students formally submit their ETD through an online application called Vireo (see sec. [10.5](#)). There is a text box within Vireo where you describe the information about reproduced material; there are “sticky notes” within the application that give detailed instructions. You must provide **all three types** of the following information.

1. Location: You must communicate to the Graduate Reader **WHERE** the reproduced material can be found in the ETD, 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 file (Word or PDF) that gives the information, then upload that into Vireo along with your ETD.
2. Original Source: You need to provide the full and complete citation for where the original material is found. This includes all authors names. In addition, **you must provide the publisher name**. For example, Elsevier publishes literally hundreds of

journals ; there is no way the Graduate Reader will be able to recognize a specific journal title as being an Elsevier publication.

3. Documentation: You will need to upload all permission documentation you have received. Alternatively, you can provide link(s) back to the publisher website, where their policies regarding author re-use is stated.

## 2.2.5 Need More Information?

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

- US copyright home page: <http://www.copyright.gov/>
- US copyright fair use: <http://copyright.gov/fair-use/more-info.html>
- UNT resources: <https://clear.unt.edu/teaching-resources/copyright-guide/resources>
- Copyright Myths: <http://www.templetons.com/brad/copymyths.html>

## 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. ([section 08.003](#), Def. 3, p. 2)

All IP matters at UNT are handled by UNT's [Research Commercialization Agreements](#) office (RCA), under the [Division of Research and Innovation](#). 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 UNT [policy manual](#), please visit the RCA website.

### 2.3.1 Proprietary Material and Non-Disclosure Agreements (NDAs)

As noted earlier in this manual (sec. [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. That said, 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. **Regardless of origin, \*ALL\* NDAs must be reviewed by the [Division of Research and Innovation](#).**

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 along with the thesis or dissertation.

### 2.3.2 Patents

"Internal" or UNT-developed intellectual property (IP) is handled by the UNT's [Research Commercialization Agreements](#) office (RCA), under the [Division of Research and Innovation](#). Students are encouraged to visit with RCA 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 Managing File Size

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. A file that is too big that it cannot be easily viewed and/or download essentially doesn't exist – that is not permitted.

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. However, most often a large file size results from images – the more images in the file, the greater the file size. Additionally, other factors such as ration of color vs. black/white images, and scan settings used can all influence file size. Theses and dissertations are not books or journal articles so you should always use the lowest possible settings that produce acceptable image quality in the final PDF. In some instances, “acceptable” means less-than-stellar quality; for example, student composers may not *want* musicians to be able to perform scores directly from the ETD. In other instances, having researchers contact student authors directly with questions about an image can lead to future collaborations.

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. 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 ensure the file size is manageable. Bottom line is do **not** select “Print Quality” just because it sounds better or you think it’s a shortcut to a better ETD.

Lastly, within Vireo, no individual file may exceed 512 MB, and the total of all files submitted must not exceed 4 GB.

### 3.2 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.

### 3.3 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 is inevitable that you will 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.

The following colleges/schools and departments have informed TGS that the *Publication Manual of the American Psychological Association, 7<sup>th</sup> edition* (APA manual) is the required supplemental guide:

- College of Education (COE)
- College of Health and Public Service (CHPS)
- College of Information (COI)
- 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. Allowable manuals include but are not limited to:

- *MLA Handbook for Writers of Research Papers*
- *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate Turabian
- *Chicago Manual of Style*

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.



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

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### 3.4 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 single large research project, theses and dissertations

document the progress and results of individual student efforts. 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 lend itself well to this goal and should be avoided.

### 3.5 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 sec. [6.5.1](#) 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 individual chapters, you must select **ONE** method to be used use for all optional formatting items (e.g., table/figure labels and titles/captions) **in all chapters**.



### 3.6 Protecting Information and Identities

Regulations and guidelines regarding protection of human subjects in research performed at UNT is governed by the [Research Integrity and Compliance](#) office under the [Division of Research and Innovation](#). Students and faculty are required to adhere to and abide by official UNT policy, as determined the [Research Integrity and Compliance](#) office. Nothing that follows here is intended to replace, supplant, refute, or revise official UNT policy, in any way. If any discrepancies exist between the information below and the official UNT policy manual, the UNT policy manual always takes precedence.

#### 3.6.1 Personal Information

Because theses and dissertations are available for download through the entire Internet, it is extremely important that you redact all **personal** information, whether your own or someone else's. Personal information could be private email addresses, private landline or cell telephone numbers, or street addresses. It is especially important to check appendix materials (see sec. [6.7.2](#)). Generally speaking, government-supported resources (e.g., my UNT email address and phone number) are not "personal" in this regard so do not need to be redacted.

#### 3.6.2 Institutional Anonymity

As noted above, students and faculty are required to adhere to and abide by official UNT policy, as determined the [Research Integrity and Compliance](#) office under the [Division of Research and Innovation](#). TGS does NOT have a requirement one way or the other for this issue, other than what the [Research Integrity and Compliance](#) office stipulates for the

protection of human subjects. However, we are concerned about protection of human subjects and study sites.

Student researchers frequently assign pseudonyms to participants, to maintain anonymity or confidentiality. This can also work for institutions or organizations that the participants are affiliated with, e.g., names of schools or school districts. The question becomes, if you assigned a pseudonym (e.g., School A or Metropolis Independent School District) but included data from their website in your paper, how do you cite it? The short answer is, you can't. You cannot include the website as an item in your reference list, because to do so will disclose the identity of the organization. Nor can you give a citation for something that doesn't appear in the reference list.

At this point, it is necessary to make special note of any online databases you may have used to obtain data about a specific organization or institution. For example, if you search the Texas Education Agency online database to search for data on a school or district by name, then it is likely the search results URL will contain the searched-for names. If you import that unaltered URL in your reference list or as a citation, then again you will have disclosed the identity of the institution.

The solution is to insert a footnote (or source note, in the case of a table or figure) that simply states [no quotes], "Data obtained from district website" or "Data obtained from Texas Education Agency." Alternatively, you could include a generalized statement somewhere in the beginning text that all data were obtained from district/school websites, and readers should contact you [the dissertation or thesis author] directly for more information.

But this brings up a second concern that you should discuss with your major professor.

Complete data disclosure (e.g., demographic breakdown) might enable a curious reader to “back track” the data to determine the institutional identity. As an example, take a look at the table below. It came from a dissertation that investigated teacher efficacy at two Title I elementary schools in a large suburban north Texas district. Given the amount of detailed information provided in the dissertation text and the data in the table, determining the identity of the schools and the district is pretty straightforward.

|                            |                  | School A<br>(n = 556)<br>% | School B<br>(n = 537)<br>% | District<br>(n = 34,999)<br>% |
|----------------------------|------------------|----------------------------|----------------------------|-------------------------------|
| Race/Ethnicity             | African American | 15.5                       | 6.1                        | 8.2                           |
|                            | Hispanic         | 21.4                       | 26.6                       | 20.7                          |
|                            | White            | 43.5                       | 56.6                       | 58.6                          |
|                            | American Indian  | 0.5                        | 0.2                        | 0.5                           |
|                            | Asian            | 14.2                       | 8.6                        | 8.0                           |
|                            | Pacific Islander | 0.2                        | 0.6                        | 0.2                           |
|                            | Two or more      | 4.7                        | 1.3                        | 3.7                           |
| Economically Disadvantaged |                  | 61.3                       | 42.1                       | 27.7                          |
| Section 504                |                  | 5.8                        | 5.2                        | 10.9                          |
| Emerging Bilinguals        |                  | 18.2                       | 10.6                       | 8.8                           |
| Students with Dyslexia     |                  | 5.6                        | 3.7                        | 7.2                           |
| Students At Risk           |                  | 39.9                       | 31.1                       | 32.8                          |
| Students with Disabilities |                  | 16.4                       | 9.3                        | 37.0                          |
| Mobility Rate              |                  | 18.9                       | 14.5                       | 9.9                           |

Source: Data obtained from the Texas Education Agency.

Title I schools receive federal monies to supplement education for low-income students so the “Economically Disadvantaged” line item was relevant. However, **none of the individual details listed in the table** played any role in the research. None were mentioned in the methodology, none were mentioned by teachers during their interviews, none appeared in analyses performed, none appeared in any reported results, and finally, none were referenced or included in any way in the discussion and recommendations. So the question becomes, if

inclusion presented a reasonable disclosure risk to participants (either at the individual or institutional level), why did this author include it at all? An better alternative might have been to dispense with the table completely and instead say something like, “According to the Texas Education Agency, approximately 60% of School A students were economically disadvantaged, while slightly more than 40% of School B students were economically disadvantaged.”

At the end of the day, how much background data to include is going to depend a great deal on your specific research questions and purposes, and will be a judgment call between you and your major professor. Please discuss any questions or concerns you have about this with your major professor first. For specific questions or concerns that go beyond the information presented here, please consult your major professor and/or the [Research Integrity and Compliance](#) office.

### 3.7 Quotes

If you are quoting someone directly, it must be absolutely clear (a) the words are not your words and (b) whose words they are. This means as an author, you have an obligation to ***format*** the words in such a way that your readers know these are not yours. ***IMPORTANT: This is true even if you give the citation!*** Otherwise, you run the risk of plagiarizism (see sec. [2.1](#)).

#### 3.7.1 Epigraphs: Quotes Introducing Chapters or Sections

*Thou mayst believe me, gentle reader, without swearing, that I could willingly desire this book (as a child of my understanding) to be the most beautiful, gallant, and discreet that might possibly be imagined...*

—Miguel de Cervantes

An epigraph is a literary device used at the beginning of chapters or sections to set the tone for what is coming in the section. It comprises two parts: (i) quoted material and (ii) an

attribution. In UNT style, the quoted material should be italicized; the attribution should not.

An example is used at the beginning of this section. As you see, the entire epigraph is single-spaced. It is not centered; instead, **both** the left and right side are indented. The problem for you will be in determining exactly how much to indent; it ends up being a judgment call, depending a great deal on the length of the quote. At the very least, the indents need to be enough that your readers do not mistake the epigraph for a regular block quote. Start with 1 inch both sides and see how it looks.

Although epigraphs are someone else's words, they are more "artistic" than data-driven, so rules governing citations don't really apply. Do not include the source of the epigraph in the reference list of bibliography unless the source is cited elsewhere in the document (but see also sec. [3.7.4](#)). Because the source is not included in the reference list or bibliography, no citations (either parenthetical or footnote) can be used. Instead, author appears in the line immediately below the quoted material, flush right; it can be preceded by an en (–) or em (—) dash.

How much detail to present in the attribution is another judgment call, governed by what it is you are attempting to convey when using the epigraph. If the author is well known, e.g., Shakespeare or Einstein, then more than likely the last name alone will suffice. If the author is someone well known in your particular academic discipline, then perhaps first and last name will suffice. If you have performed a qualitative study and the quote comes from one of your participants, then perhaps no attribution is needed at all – the quote alone works to set the tone for the following section.

### 3.7.2 In the Running Text

Direct quotes in the running text are used for short phrases in the running text. The directions here are intended as very general, broad rules. When in doubt, please check your supplemental style guide (see section [3.3](#) above) or any English grammar handbook for specific guidance.

- The phrase must be enclosed in double quotation marks.
- No additional formatting (i.e., italics or bold) is needed; however, see section [3.7.5](#) for exceptions.
- Any internal, embedded quote marks should be changed to single quotes.
- Periods/commas at the end of a quote go inside the closing quote marks. If the quote is immediately followed by a parenthetical citation, please consult your supplemental guide for direction (see section [3.3](#) above).
- 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.

### 3.7.3 Block Quotes

Block quote format is needed when reproducing a lengthy chunk of text from another source. The format itself lets your readers know that these are not your words. The directions here are intended as very general, broad rules. When in doubt, please check your supplemental style guide (see section [3.3](#) above) or any English grammar handbook for specific guidance.

- Quote marks should **never** be used around the quoted material.
- The text should be single spaced, and indented 0.5 inch on the left side only.
- Retain double space before and after the quoted passage.

- Any internal, embedded quotes within the passage should use double quote marks (i.e., do not change them to single quote marks).
- The passage must end with punctuation (usually a period). If a parenthetical citation is given at the end of the block, no period follows the closing parenthesis.
- No additional format (i.e., italics or bold) is needed; however, see section [3.7.5](#) for exceptions.
- If the reproduced material includes more than one paragraph, the student has the option of either (a) indenting the first line of each quoted paragraph an additional 0.5 inch or (b) inserting a half line space (6 point) between paragraphs.

### 3.7.4 Qualitative Research: Using Quotes from Interviews

In a qualitative study, interviews, focus group commentary, blog posts, journal entries, classroom discussions can all function as data. Student authors can sometimes get confused about how to identify quotes from these data sources, so here are some guidelines.

Do not use the phrase “personal communication”; such use is incorrect because the material you are quoting is **data**. Personal communication would be a casual comment from one person to another, but by definition this material is not casual – it is your research “stuff.”

Many students try to identify the material with a citation... but what **IS** a citation? The purpose of the citation is to point back to a reference list or bibliography; the item tells readers exactly where to find the resource. However, in a qualitative study, the material you obtained from participants is not “published” like a reference item; it is your data set. This means readers will have to contact you directly to ask to see it. Because the only items in reference lists and bibliographies are those that can be found by others on their own without intervention, your interviews and/or focus group proceedings should **not** be listed in your reference list. [BTW, this is also why personal communications are not included in reference

lists.] It follows, then, that you cannot use citations, because you won't have a reference item to go with it.

So what's left? You need a way to attribute the words to a specific speaker in a specific context. And that's what these are called: **attributions**. Attributions are unique in at least a couple of different ways:

- Dates do not need to be included unless timing matters. If you hosted two focus groups, one occurring before and after a specific event, then it might be important to identify whether the comments came from the pre- or post-event discussion... but you might also be discussing this in the lead-in text. Including it again after the quoted material would be redundant and unnecessary.
- Attributions do not have to occur at the end of the quote. In other words, the lead-in text could identify who the speaker is and where it came from – in that case, there wouldn't be anything following the quote because it wasn't needed. It would be redundant and unnecessary. Here's an example from a recent dissertation, where Chris was a study participant:

. . . Chris looked prepared, so I asked him if he would like to present first. He quickly agreed. Before he began, Chris read aloud an excerpt from his proposal blog:

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

### 3.7.5 Additional Formatting

If you wish to call attention to a specific word or phrase within either a quote in the running text or a block quote, you can add italics to these items but you must let your readers know by adding a note in square brackets to the parenthetical citation or footnote: [emphasis added]. If the original quote itself has emphasis, then you let your readers know by adding a note in square brackets to the parenthetical citation or footnote: [emphasis in the original].

For more information regarding how to handle capitalization or typos, please consult your supplementary style guide (see sec. [3.3](#)) or an English grammar handbook.



### 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 this 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. Always use a numeral regardless of the value: never replace the numeral with spelled out number. For example: Table 1, Figure 2, Example 3, Chapter IV [ **not One, Two, Three, 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. 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 software calculates a value to 6 decimal places does not mean you should include 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. See also section [6.6.1](#).

### 3.9 First Person Singular (I, Me, My)

When students are first learning to write, teachers are pretty strict about prohibiting use of first person singular. This is because they are trying to encourage more complex sentences and paragraph structure. An unfortunate side effect to this early training is that many of us have gotten trapped in the “never use the I pronoun” mindset. However, 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. The common ways of avoiding first person singular each create their own new issues:

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

Problem: 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*

Problem: 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*

Problem: 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 (see sec. [3.4](#); but see also [6.5.1](#)).

## 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 sec. [3.3](#)).



*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 sec. [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.

**DO NOT USE ANY KIND OF PAGE BORDER, ON ANY PAGE.**

#### 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

| Order |              | Element                    | Mandatory   | Page #                |
|-------|--------------|----------------------------|---|-----------------------|
| 1     | Front matter | Title page                 | Mandatory   | i<br>(never displays) |
| 2     |              | Copyright notice page      | Mandatory   | ii                    |
| 3     |              | Acknowledgements           | Optional  | iii                   |
| 4     |              | Table of Contents (TOC)    | May be required: see section <a href="#">6.4</a>  |                       |
| 5     |              | List of Tables             | May be required: see section <a href="#">6.6.2</a>  |                       |
| 6     |              | List of Figures            |   |                       |
| 7     |              | List of Musical Examples   |   |                       |
| 8     |              | List of Abbreviations      | Optional  |                       |
| 9     | Body         | Text                       | Mandatory   | 1                     |
| 10    |              | Appendix/Appendices        | Optional  |                       |
| 11    |              | Bibliography or References | Mandatory<br>(Chapter references instead of separate ref section also acceptable; see section <a href="#">6.8</a> ) |                       |

### 4.3 Margins

With a couple of minor exceptions (tables and appendices; see sec. [6.6](#) and [6.7](#)), 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 sec. [9.18](#) for MS Word guidance). **DO NOT USE ANY KIND OF PAGE BORDER, ON ANY PAGE.**

### 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 sec. [9.3](#)). Full justification is permitted. Avoid large expanses of white space within chapters, especially with regard to table and figure placement

(see sec. [6.6.3](#)). 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. However, this is an “always or never” rule, i.e., if you opt to insert an extra double space for one subheading, then ALL subheadings preceded by text on the page throughout the entire document must have one.

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 sec. [6.6.3](#))

#### 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 (body of the document) 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 sec. [9.7](#) 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 default to 11 point – this must be changed to 12 point. You can either do this on the fly or change the default (see sec. [9.3](#)). Students are encouraged to use sans serif font, either Calibri or Arial; Times New Roman is also permitted. Unusual or uncommon fonts, either serif or sans serif 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.

Exceptions to font guidelines 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 sec. [6.6.3](#))
- 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/URLs can remain in blue underline. In extremely rare cases, use of colored type may be allowed; please consult with the Graduate Reader. Subtle use of color in tables is also permitted; however, refrain from using garish, bright, or neon colors. Further information can be found in section [6.6](#).

#### 4.7 Formatting of 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 [APPENDIX C](#), [APPENDIX D](#), and [APPENDIX E](#) (respectively).

##### 4.7.1 Heading Level 1 (HL1)

Heading Level 1 titles include BOTH the label (e.g., CHAPTER 1) and the title itself. **On BOTH the table of contents (TOC) and in the text, HL1 labels/titles must appear in all capital letters.** HL1 titles must be in 12 point font size, in the same font as the rest of the ETD. They should **not** be underlined, **not** in bold typeface, **not** italicized, nor have any additional formatting applied (unless title contains an embedded title; see sec. [8.3](#)). In the body of the file, 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.

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. 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.

Table 4.2: Heading Level 1 (HL1) Titles

| Document Element                   | Page # |
|------------------------------------|--------|
| ACKNOWLEDGEMENTS                   | iii    |
| TABLE OF CONTENTS (TOC)            | iv     |
| LIST OF TABLES/ILLUSTRATIONS (etc) |        |
| CHAPTER LABEL + TITLE              | 1      |
| APPENDIX LABEL(S) + TITLE(S)       |        |
| REFERENCES/BIBLIOGRAPHY            |        |

#### 4.7.2 Heading Level 2 (HL2)



If using numbered headings see sec. [4.7.4](#). Do not use formatting described here.

Heading 2 is 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 sec. [7.4](#)). 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). If you choose to use an extra space above



subheadings, then ALL subheadings, at ALL levels, must have one (as long as they are preceded by text on a page). 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 (see also sections [8.1](#) and [8.5](#)):

- 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

**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.

**On the TOC**, HL3 and lower titles on the TOC follow the same rules as those stated for HL2 titles.

#### 4.7.4 Numbered Headings

First level titles (i.e., HL1) are formatted as described in section [4.7.1](#). must always appear in 12 point font size, in all capital letters, both in the text and on the TOC. However, for all subsequent subheadings , **do NOT use formatting described above.**

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

### ABSTRACTS

- Because of Vireo online submission, separate formatted abstract files (either Word or PDF) are no longer required.
- You will need to enter abstract **text** in the appropriate area in Vireo, but do not include header information.
- The Graduate Reader will create the abstract page and insert it into the final approved PDF.
- Keep the abstract text as short as possible, preferably less than 250 words (approximately 1 page of double-spaced text). Abstracts are intended to give enough information to users so they can determine whether they need to download the entire file. Think of it this way: when you were chasing down resources for your literature review, you didn't have time to read 2, 3 or even 4 page abstracts. You probably skimmed the first page, then moved on. This is exactly what will happen to your abstract if you go longer than a page – **readers won't read it.**
- Avoid use of special symbols. Abstracts appear as TXT files and the symbols will end up replaced by empty boxes or nonsensical symbols.

**Do not use citations in the text. Abstracts are stand-alone documents without reference lists or bibliographies, so citations in the text are non-informative, dead-end orphans.**



- Do not insert the abstract in the final thesis or dissertation file.
- Do not include a PDF version of the abstract.
- Do not use citations in the abstract.

## CHAPTER 6

### DETAILED DESCRIPTION OF INDIVIDUAL DOCUMENT ELEMENTS

#### 6.1 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 sec. [10.3](#)). Page number 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 top/bottom 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.

##### 6.1.1 Title/Author Couplet

The document title should be in all capital letters and be centered on the line; do not underline or 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. 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 sec. [8.3](#)); this is different from how embedded titles are handled in the abstract (see

[CHAPTER 5](#)). 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 *already held* follows the title after a double space. You may **not** list the degree for which your dissertation or thesis is a requirement. **Your name must appear exactly the same way as it does in your UNT records (either official or "chosen")**. This is also how your name should appear on the copyright page and the abstract.

Your "official" name as it appears in UNT records will automatically pre-fill in Vireo. If you cannot change it to your recorded "chosen" name, then please send the Graduate Reader an email so she is aware ([jill.kleister@unt.edu](mailto:jill.kleister@unt.edu)) and can change Vireo on her end.

#### 6.1.2 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 seven possible choices for name of degree, for a thesis or dissertation – see Table 6.1:***

**Table 6.1: Degree Names for Use on Title Page**

| Masters              | Doctorate              |
|----------------------|------------------------|
| MASTER OF ARTS       | DOCTOR OF EDUCATION    |
| MASTER OF FINE ARTS  | DOCTOR OF MUSICAL ARTS |
| MASTER OF JOURNALISM | DOCTOR OF PHILOSOPHY   |
| MASTER OF SCIENCE    |                        |

### 6.1.3 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 the actual month you create the Vireo record to submit, there are only three possible months to use for the graduation date: May, July, or December.***

### 6.1.4 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***. 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"; 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. The last two names/titles appearing in the list should be the dean of your college, then TGS dean (do not include vice provost title). Please see sample title page in [APPENDIX B](#).

## 6.2 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 sec. [2.2.1](#)). The way your name appears on this page must be the same way it appears on the title page and abstract (see sec. [6.1.1](#)). 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 2024  
by  
Phillip C. McGraw

## 6.3 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. "ACKNOWLEDGEMENTS" 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 typically one page or less, double spaced. 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. If you wish, it is also appropriate to give acknowledgement to any copyright holders that gave you permission to reproduce protected

material in your ETD (see [APPENDIX A](#)).

#### 6.4 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 on the TOC, then you must display these levels for **all** 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 an 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 (all caps) 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 sec. [9.18](#)). As already noted, HL1 labels/titles must appear in all capital letters; all other subheading titles must appear in headline style capitalization (see sec. [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).

## 6.5 Chapters

The first page of the first chapter must 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).

### 6.5.1 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 student 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 separate list of what has been reproduced and its location in the ETD, along with copies of any permission letters received, in Vireo.

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 sec. [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 sec. [6.6.5](#)).

#### 6.5.2 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.

NOTE: 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.

#### 6.5.3 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.

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 sec. [9.16](#)).



- 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. For endnotes, the separation and continuation bars that Microsoft Word automatically inserts must be removed (see sec. [9.16](#)).

## 6.6 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 should 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. (6<sup>th</sup> ed., sec. 5.10)

#### 6.6.1 Reproducing from Outside Sources vs Creating Brand New

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.

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 sec. [2.2.2](#)).

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.

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 sec. [3.1](#)).

#### 6.6.2 Front Matter Lists

Tables/figures lists in the front matter are required if you have **5 or more** of either type. 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. 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. Do not list tables and figures located in appendices (unless a table or figure comprises the entire appendix; see sec. [6.7.3](#)).

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 sec. [4.7.2](#)); the table group should appear first.

### 6.6.3 Placement

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 sec. [6.7.3](#)).

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 nor desirable**. 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, or place it on the page before its first mention. Alternatively, tables and figures can be collected together at the end of the text, *before* the first appendix.

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 sec. [4.1](#)); page numbers remain bottom center in landscape orientation
- Margins can be reduced to 0.75 inch

#### 6.6.4 Tables Running Over to Second Page

If one of your tables does run over to a second page, your readers need to know this is occurring. If your supplemental style guide (sec. [3.3](#)) does not prescribe or demonstrate a method for handling this, then follow these guidelines:

- 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 the top of the second page, repeat all column headers

#### 6.6.5 Numbering

All tables and figures must have both a label and a title/caption (unless the table or figure comprises the entire appendix; see sec. [6.7.3](#)). 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 sec. [6.5.1](#) and/or [7.2](#)) or if the ETD



is formatted with numbered headings (see sec. [4.7.4](#)), students are encouraged to use an **x.y** format, where **x** is the number of the chapter and **y** is the consecutive number in order of appearance in the chapter. The advantage to using the **x.y** format for journal article kinds of chapters is that reformatting the chapter for submission to a journal is simply a matter of removing the “**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 **x**-period in front of all table and figure labels.

## 6.7 Appendices

The Toulouse Graduate School has no requirements about what should or should not be in appendices. Presence of and contents within 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, assigning a letter is not necessary.

**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. Please see appendices contained herein, or skeleton documents in Appendices C, D, and E.

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 the first

appendix as the page number listing.

#### 6.7.1 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 sec. [2.2.2](#)). 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 say “**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.

### 6.7.2 Permission Documentation

As noted above, TGS has no requirements regarding what should or should not be included in appendices. If you choose to include any kind of permission documentation in an appendix, then be aware of the following:

- Any *personal* information present in the documentation should be redacted. Please see section [3.6.1](#) for details.
- If research includes participating institutions (e.g., schools or school districts), it is likely you have obtained a formal permission letter from the entity allowing you to perform the research. Almost always this documentation was written on official letterhead. The problem is that if you include them in the appendix, you will have disclosed the institution's identity. If maintaining anonymity at the institutional level is important, then you should ***not*** include these letters in an appendix.

### 6.7.3 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  $x = A$ .

## 6.8 Reference List or Bibliography

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. 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. Follow your supplemental style guide's instructions in how to format individual items within the list.

In certain academic disciplines, it is common to divide the bibliography into primary and secondary sources; treat these subheadings as HL2 titles (see sec. [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 title, beginning on a new page, or treated as a subheading within the bibliography (HL2), subject to committee approval.

Subject to major professor approval, students can use include a reference section after each chapter, instead of a single comprehensive list at the end of the document. In this case, the reference section title would be formatted as heading level 2 (see section [4.7.2](#)).

## 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 sec. [4.7.1](#)).

**Table 7.1: Samples of Heading Level 1 (HL1) Titles for ETDs without Chapters**

| Title   | Page # |
|---|--------|
| ACKNOWLEDGEMENTS                                  | iii    |
| TABLE OF CONTENTS                                 | iv     |
| LIST OF TABLES/ILLUSTRATIONS/MUSICAL EXAMPLES/etc |        |
| DOCUMENT TITLE                                    | 1      |
| REFERENCES/BIBLIOGRAPHY                           |        |

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 may 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 sec. [6.5.1](#)). 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 sec. [4.7.1](#)). Within each chapter are the following items, in this order, formatted as HL2 titles (see [sec. 4.7.2](#)):

- Introduction
- Methods
- Results
- Discussion
- References

Numbered headings for the above items are also permitted (see sec. [4.7.4](#)). Tables and figures can be included after the Discussion section (before the references) or inserted in the text where first mentioned. If using numbered heads, students are encouraged to use an **x.y** numbering scheme for these tables and figures (see sec. [6.6.5](#)).

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 sec. [6.7](#)). At the end of the entire dissertation, following all appendices, there should be a comprehensive reference list that lists all resources used throughout the entire document.

### 7.3 APA Documents

As has been stated numerous times before in this manual, if formatting instructions given in a supplemental journal or style guide conflict with university guidelines, the university guidelines always take precedence and must be followed. This section is designed to alert you to (i) common errors to avoid and/or (ii) places where the APA manual may conflict with university guidelines. The following list is not intended as complete or comprehensive.

- 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; no bold.
- D. HL2 titles should be in headline style capitalization (see sec. [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 sec. [4.7.3](#)).
- 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.
- 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.
- 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.
- L. Likert scale anchors need italics.

- M. Statistical symbols need italics wherever they appear; Greek letters used as symbols and superscript/subscripts acting as identifiers should *not* be in italics.
- P. 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 sec. [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.

#### 7.4 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. The actual title assigned to these parts is student author choice; this means that you do not have use “CRITICAL ANALYSIS” as the Part I title. **You can title it whatever you like.** You can add a subtitle if you like, e.g., CRITICAL ANALYSIS: NO ONE KNOWS WHY CAGED BIRDS SING.

Each part must have its own title page, which mimics the title page used for appendices (see sec. [6.7](#)). 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 sec. [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 sec. [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.

## 7.5 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 sec. [4.7.2](#)) but begin on a new page.

## 7.6 LaTeX

The Toulouse Graduate School (TGS) has LaTeX style files available for student use. Please send an email to the Graduate Reader requesting the files; be sure to use a UNT email address. The style files are designed to produce a PDF document that closely 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.

## 7.7 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):

- Stacey Barelos, University of Wisconsin-Madison, *Henry Cowell -- piano music* (Website): <http://minds.wisconsin.edu/handle/1793/32316>
- Pete Souza, Kansas State University, *A Photojournalist on Assignment* (photograph documentary): <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>
- Christopher Spaw, Kansas State University, 1219 Colorado (ultra-wide panoramic view): <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

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\*[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)

interviews supplement the research project documentation):

<http://hdl.handle.net/10450/10569>

- Matthew G. Kirschenbaum, University of Virginia, LINES FOR A VIRTUAL T[y/o]POGRAPHY: *Electronic Essays on Artifice and Information* (Website):  
<http://www2.iath.virginia.edu/mgk3k/dissertation/main.html>

## CHAPTER 8

### COMMON ERRORS TO AVOID

#### 8.1 Proper Nouns

In American style English, 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 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, **green = proper**; **blue = 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** Bill 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 from common to proper noun. 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

| Proper                            |    | Common                              |
|-----------------------------------|----|-------------------------------------|
| Department of Information Science | vs | information science, librarian      |
| College of Information            | vs | information science                 |
| Department of Computer Science    | vs | computer science, software engineer |
| Department of Behavior Analysis   | vs | behavior analysis, behavior analyst |
| Department of Chemistry           | vs | organic chemistry, chemist          |

- 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 or phrase 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

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. Exception: web addresses are always underlined.

## 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*, they 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 sec. [3.9](#)), 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 presents, etc.

## 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. Compare this to sentence style, in which 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 (see sec. [3.3](#)) 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). 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. If you wish, you can format titles/captions for tables and figures the same way, i.e., all headline cap or all sentence style cap.

8.7 Foreign Words and Phrases

- Proper nouns in foreign languages should not 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, or follow accepted practice from your

academic discipline.

## 8.8 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.

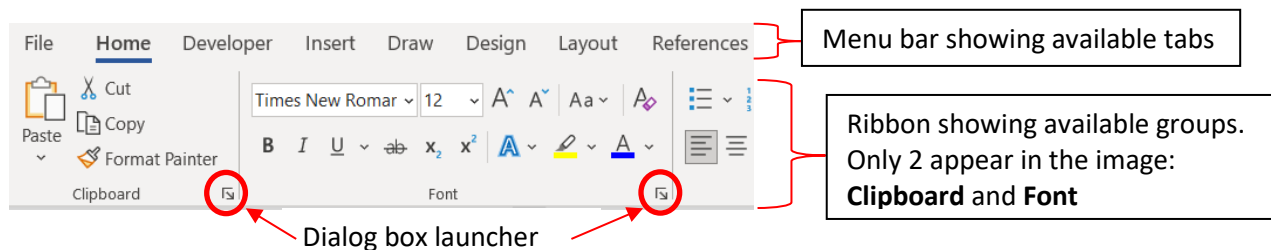


## CHAPTER 9

## 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 focus in this chapter is on the most current version of Word; 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! In addition to the material found here, there are many online resources if you search “MS Word” with the name or description of your issue or problem.

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 **Layout/Page Setup/Margins**” means:

- Select *Layout* from the menu bar
- In Page Layout ribbon that appears, find the *Page Setup* group

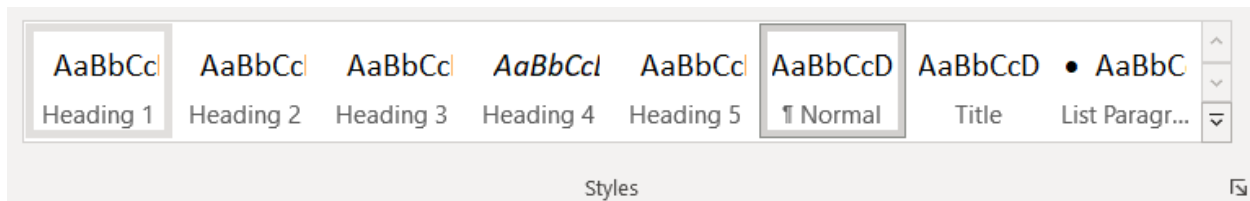
- In the Page Setup group, click the dialog box launcher
- In the Page Setup dialog box, select the *Margins* tab



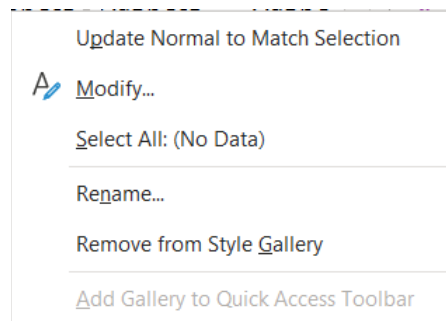
If you are making any of these changes to an existing file, **ALWAYS** use “Save As” to save the file under a new name first! This is especially important if you are trying some of these commands for the first time. If the changes you are making go too far off the expected path, you can always delete the file and start again.

## 9.1 Styles Group in the Home Ribbon

This is going to become your new best friend. This is like the cockpit of an airplane, where you can at a glance what is going on everywhere. This group contains the style gallery. The styles appear in the same format as they will in your text.



Right-clicking on any of the styles in the Style gallery opens up a pop-up menu:



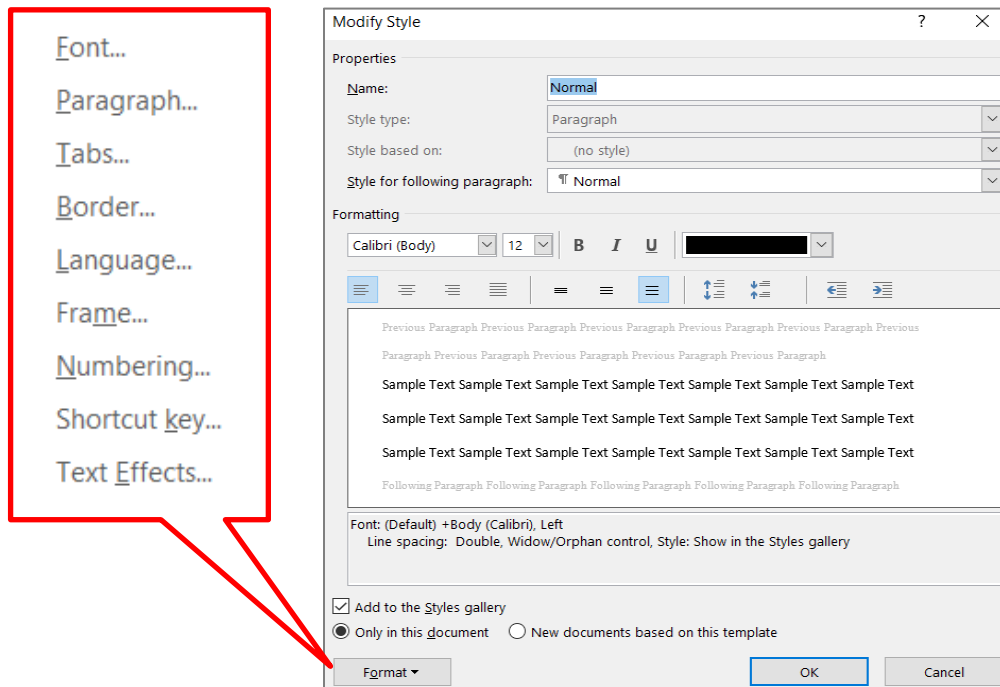
- If you have applied a format to text on the fly, you can instruct Word that this is how you want that style to always appear in the future by selecting “Update [Normal] to Match Selection” (“Normal” will be replaced with the name of the style you have selected with the right-click). You will either need to highlight the text, or make sure the cursor is in/on the text for that style.
- You can also change the format of the style by selecting “Modify...” – this will open

the Modify Style dialog box (see sec. [9.1](#)).

- If there are styles in the gallery that you never use, then select “Remove from Style Gallery.” The style itself remains in Word if you ever need it in the future, but it won’t clutter up your own personal gallery.

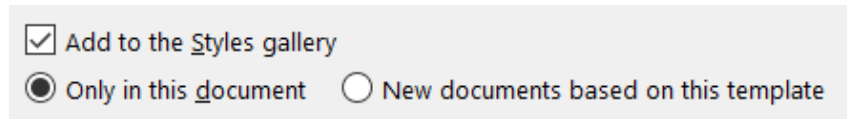
## 9.2 Modify Style Dialog Box

If you have selected “Modify...” in the pop-up menu from right-clicking on one of the styles in your gallery, the Modify Style dialog box will open. This is going to become your second best friend. It’s the way to change things globally, so you don’t have to keep changing things on the fly, ensuring consistent results time after time.



Some of the more basic options appear in the box that you can change immediately. However, at bottom left is the **Format** button. Clicking on this button opens a pop-up menu box: selecting one of the items opens the regular dialog box you are used to seeing when **Menu bar/Tab/Ribbon/ Group** is launched. For example, if I select “Font” in the menu, I will get the same dialog box as if I had selected **Home/Font/**.

Just above the Format button are some options you can use to customize your instance of Word.



In section 9.1, you were shown how to remove a particular style from your style gallery. However, there may be times when you wish to have a particular style ***always*** appear in your gallery, either in the current file only or everytime you open a new Word file. For example, in the Microsoft Word default, Normal style always appears in the gallery, but Caption style does not. I use captions all the time, in just about every file I open, so it makes sense that Caption style would become a fixed option in my style gallery. Checking the “Add to the Styles gallery” is a way to make that happen.

However, selecting “Only in this document” means that I have to add it to my style gallery every time I open a new file, because new files revert to the Word default. The way I ensure the Caption style remains permanently in my style gallery for every single file I open, no matter what, is to change the selection to “New documents based on this template. In addition, whatever format choices I made for that style will ALSO become the default in any new file I open. For example, Word’s default for the Normal style is Calibri 11 pt, with 1.08 line spacing. This means that every time you open a new file, it will show up as Calibri 11 pt with 1.08 line spacing. But let’s say my personal default is Times New Roman 12 pt, double line space. If I select “New documents based on this template,” then from this point forward every time I open a file, it will be set to Times New Roman 12 pt, double line space; I won’t ever have to change it again and that saves time and energy.

### 9.3 Changing the Normal Style

The Normal style is where Word sets the defaults that govern how everything is to appear. The latest versions of MS Word have unusual default settings in the Normal style that are causing a lot of trouble for students. 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 you will need to examine the document carefully for unintended format changes.

- From **Home/Styles/Style Gallery**, right-click on **Normal** style. In the pop-up menu, select “Modify.” This will cause the Modify Style dialog box to open.
- In the formatting section of the Modify Style 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.
- 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 pop-up menu box to appear; select **Paragraph...**
- In the Paragraph dialog box that appears, select **Indents and Spacing** tab, if not already selected. Change line spacing to double and remove any extra added spacing.
- Determine whether you wish this to become your default for any future files or just the current file (see sec. [9.2](#)), and make your selection.
- Click **OK**; then click **OK** in the Modify Style dialog box.

### 9.4 Showing the Ruler/Tabs

It is a big advantage to have the rulers displayed; 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. Once the ruler appears:

- 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 will 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 will limit the change to just that text.

## 9.5 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. 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**. You can also insert a page break using **Insert/Pages/Page Break**.

## 9.6 Inserting Text Wrapping Break

Text wrapping breaks are really handy, in the correct circumstances. What happens when you insert a text wrapping break is that the text immediately following the break will appear on the next line, but the break itself will be ignored when creating front matter lists like contents, tables, or figures lists.

Place the cursor in the document where you want the section break to occur. Select

**Layout/Page Setup/Breaks/**. Clicking on the dropdown arrow causes a menu to appear. Select “Text Wrapping.”

## 9.7 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 **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).



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 footers in different sections 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.

## 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 sec. [9.7](#)). If numbering isn't working the way you expect, you will need to check for extraneous section breaks and check for linking between sections' footers. Once you have activated the footer (usually by double-clicking in the footer area, you can toggle linking between sections with **Header & Footer/Navigation/ Link to Previous**.

If you have changed the Normal style (sec. [9.3](#)) **before** you inserted page numbers, 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. Select **Home/Paragraph/Indents and Spacing** to change the line spacing from double to single space. Because Word also adds a hard return after the number, you will also need to remove the that before exiting the footer. If you changed Normal style after you inserted page numbers, then it is likely you will also need to change font style and size.

## 9.9 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. If you are in the Print



Layout view, this button 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 become apparent only by the [sometimes undesirable] effect they have on the text.

## 9.10 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 sec. [9.11](#)). 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. Following the directions given in sections [9.2](#) and [9.3](#), modify the built-in styles as needed for as many heading levels as you need. (Guidance for heading level format can be found in sec. [4.7](#).)

*Special note regarding HL1:* 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 (see sec. [9.6](#)).

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 from the Style gallery.

### 9.11 Using the Navigation Pane

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. In the Page Setup dialog box, select the *Margins* tab

Another neat feature of the navigation pane is that you change heading levels just by right-clicking on the title in the navigation pane. In the pop-up menu that appears, the top two items are “Promote” and “Demote.” Promoting a heading means it move up in your heirarchy, i.e., HL3 would be become HL2 – and because you have used Word styles, its formatting will automatically be corrected to what it needs to be. Demoting a heading level works exactly the same except in the opposite direction, i.e., HL3 would become an HL4.

Lastly, you can actually move complete sections of your file merely by dragging-and-dropping in the navigation pane! If you are just moving a paragraph or two, it’s no big to

highlight and drag in the page view... but let's say your professor wants you to move entire section that encompasses many pages and maybe even a table or figure (or two or three). You will find it much easier and simpler just to drag and drop in the navigation pane... and Word will automatically keep up with any numbered formatting you have going on (e.g., numbered headings or captions)!



As mentioned before, Word is very powerful but also very stupid. If you have subheadings in the section that you are promoting, demoting or moving, Word includes those. If you don't want those to change or move, you will need to modify their style level temporarily so they are no longer sub-headings. This way, Word will ignore them as being outside the section. Once your changes are complete, you can correct them as needed.

## 9.12 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 (but see also sec. [9.2](#)).

- 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. Once inserted and you have returned to the regular file, you will need to modify appearance of the Caption style using the Modify Style dialog box (see sec. [9.2](#)).
- If you are using the APA manual as your supplemental guide, table/figure labels and titles must appear on 2 separate lines. Insert a text wrapping break before the title – see sec. [9.6](#).
- 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.
  - Click anywhere in the document and press **CTRL+A** to select the entire document.
  - Right-click, and then click Update Field on the shortcut menu.

### 9.13 Tables and Figures Text Wrapping

“Text wrapping” is how the text appears in relation to the table or figure. 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.

## 9.14 Creating Front Matter Lists from Caption Style

Having Microsoft Word create front matter lists can be an amazing time saver.

However, you can use this feature only if you have used Word's Caption style. It is best to create front matter lists before creating the table of contents.

- Place cursor on the exact spot where you want the list to appear.
- Select **References/Captions/Insert Table of Figures**. This will open the Table of Figures dialog box.
- At the bottom left of the dialog box, there is a dropdown textbox for "Caption Label:". This is where you choose which list will be created.

At the bottom right are two buttons labeled **Options...** and **Modify...** Generally speaking, you do not need to change any options, so ignore this button. Default appearance for items in the list are based on the Normal style so if you want it to be different (e.g., single space instead of double space), you will need to use **Modify**. When you click the **Modify** button, a Style dialog box will appear; in this new box, click the **Modify** button at bottom right. This will open the usual Modify Style dialog box (see sec. [9.2](#)), where you can make any necessary format changes.

You will need to inspect the list once you have inserted it, to make sure you do not have any unintended text or figures displaying. This can happen if you inadvertently included these items in the caption. text following a heading. To correct this:

- From the item in the list, use **CTL+Click** to navigate to the text.
- Highlight the text/item that should not be on the list, and change to Normal style. Save the file.
- Update the list.

You can update the lists 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 caption text or moved items, then updating numbers should be enough; otherwise, update the entire list.

### 9.15 Creating a TOC from Heading Styles

Having Microsoft Word create the table of contents (TOC) for you can be an amazing time saver. 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/** and use the dropdown arrow on **Table of Contents** to open the dropdown menu. Select "Custom Table of Contents." This will open the Table of Contents dialog box.
- At the bottom right are two buttons labeled "Options..." and "Modify..."

Clicking the **Options...** button opens a dialog box that allows you to control exactly how many levels will appear on the TOC. If you do not want a given level to appear on the TOC, then simply clear the number from the box in the "TOC level:" 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**.

Clicking the **Modify...** button opens a dialog box that allows you to control how the various levels of the TOC get 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. 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.

- 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.

## 9.16 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

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

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 **CTL+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.

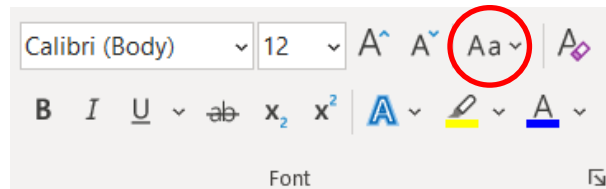
Notice that at the top of the footnote pane there is a small menu bar showing a textbox with a dropdown arrow. “All Footnotes” is the default selection. Click on the dropdown arrow and select “Footnote Separator” – this is the line that appears between the last line of text on a



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.

### 9.17 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 (circled in red in the image below). This is the “Change Case” button.



Highlight the text you wish to change capitalization on. Click on the down arrow of the Change Case button. This causes a drop-down menu box to appear with various options. Select your preferred option.



Word is very powerful but also very stupid. If you select “Capitalize Each Word,” it will do exactly that. It doesn’t know about grammar rules (see sec. [8.5](#)) or proper nouns. You may need to go back and remove capitalization from some words.

### 9.18 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 sec. [9.4](#)), 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 using the ruler by click/dragging them off.

## 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 to the published deadlines. In addition, some colleges and/or departments have established internal deadlines that are even 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**. Applying to graduate has nothing to do with whether you intend to participate in commencement exercises. **YOU MUST HAVE AN ACTIVE AND ACCURATE DEGREE PLAN ON FILE**. Please check to be sure all is in order when you apply.

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 is 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. The ODF usually also needs the department chair signature. 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.

## 10.4 Thesis/Dissertation PDF

### 10.4.1 Final Defended Version

The files that you submit into Vireo 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 Vireo submission.

### 10.4.2 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. You may need to check the default settings in Adobe Acrobat to ensure all fonts are embedded in the final PDF. Please use the Help feature in either Word or Acrobat to locate the default settings.

### 10.4.3 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.

#### 10.5 Mandatory Fee

Students are required to pay a one-time \$20 “archive” fee. All monies generated from this fee go to the UNT Libraries, to help cover the costs of maintaining and archiving the ETD collection. The archive fee will be posted to the student account when the student completes their Vireo submission and the major professor has recorded approvals in Vireo.

Please be on the look-out for an email from [graduation@unt.edu](mailto:graduation@unt.edu) that will inform you that the fee has been posted to your account. Payment is due immediately upon receipt of the email. You can pay the fee through the portal, <https://my.unt.edu>. If you would prefer to pay the fee in cash, you will need to visit the Student Cashier on the first floor of the Eagle Student Services Center (ESSC).

#### 10.6 Vireo Submission

Thanks to the generous support of the UNT Libraries, students will have the capability to submit all required materials online, from anywhere, using an online thesis/dissertation submission tool called Vireo. All materials that used to be hard copy are now handled electronically in Vireo – this includes filing forms, major professor’s document approval, ProQuest forms, copyright permissions, journal samples, restriction approval, etc. A detailed Vireo instruction guide has been created for student and faculty use that covers all aspects of submission, which can be downloaded from the same webpage you obtained this manual.

### 10.6.1 Mandatory License Agreements

Beginning with the Fall 2023 submissions, students are required to accept both the UNT and the ProQuest license agreements. If you do not, you will receive an error message at the top of the page, and cannot move forward with the Vireo record until you accept both license agreements; however, you will be given an opportunity to opt out later in the Vireo submission process (see section [10.6.2.2](#)).

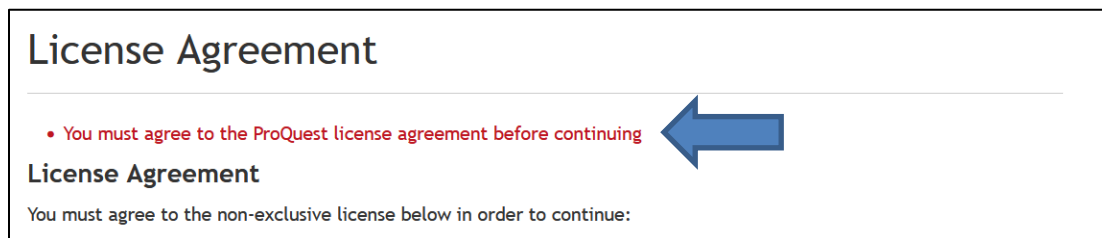


Figure 10.1: Vireo error message if ProQuest license agreement box not selected (i.e, left unchecked).

### 10.6.2 Availability Options

After you agree to both licenses and click the “Save and Continue” button at the bottom of the page, the next page is the Document Information screen where you enter all information about the document and your committee. At the bottom of the page are the availability choices. You must make a selection for both the UNT copy AND the ProQuest copy. If you do not, Vireo will give place an error message at the top of the page.

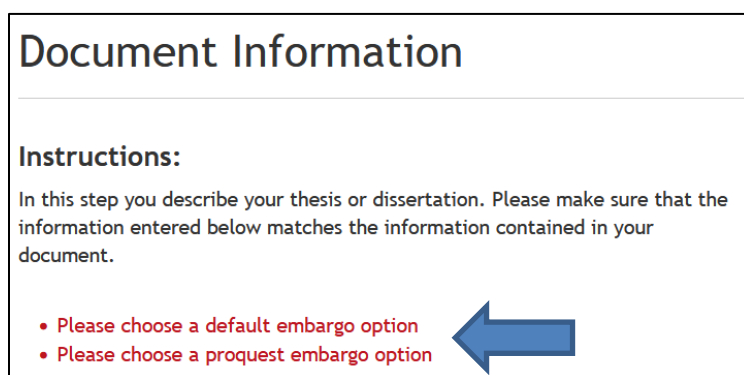


Figure 10.2: Vireo error message if embargo options not selected.

An embargo prevents any and all users from viewing or downloading the PDF, for the duration of the embargo period. The availability options are:

- None [both UNT and ProQuest]: The file will be immediately and openly available to all users upon publication.
- UNT embargo choices: 6 months, 1 year, 2 years, or 5 years
- ProQuest embargo choices: 6 months, 1 year, 2 years, Opt-Out

These are discussed in more detail in the following sections.



**UNT availability selection has absolutely no effect on ProQuest selection; similarly, ProQuest availability selection has absolutely no effect on UNT selection. UNT and ProQuest do NOT share information about ETD availability. You must record separate selection for each location.**

***Please be aware that your availability selections will need to be approved by your major professor/advisor so it is important that you discuss your choices with them ahead of time.***

#### 10.6.2.1 UNT Embargo Policy

As noted in section 1.1, UNT is committed to openness of theses and dissertations. Students need to be aware their document will be available to the entire Internet for free download via the UNT Libraries catalog. However, there may be compelling reasons why an ETD should not be made immediately available. An embargo prevents any and all users from viewing or downloading the ETD PDF, for the duration of the selected embargo period. Please be aware that the abstract and library catalog entry are available to all users throughout the entire embargo period. The current restriction policy was approved by the Graduate Council in September 2019, and amended April 2022:

- Authority to grant restricted access rests with a student's major professor; approval is recorded in the online submission system, Vireo.

- **Accessibility:** If an embargo is requested and approved by the major professor, the ETD will not be available to anyone, anywhere, including the UNT community, for the duration of the embargo period. Distribution via interlibrary loans is not permitted during the embargo period. However, as noted above, the abstract and library catalog entry are available to all users throughout the embargo period.

- **Duration:** At the time of submission, students will select one of four embargo periods: 6 months, 1 year, 2 years or 5 years. Embargo period begins on the 1<sup>st</sup> day of month following the graduation month. At the end of the selected embargo period, the ETD becomes available to the entire Internet for viewing and/or download.

Table 10.1: UNT Embargo Expiration Dates

|         | December  |        | May        |        | July       |        |
|---------|-----------|--------|------------|--------|------------|--------|
|         | Day       | Year   | Day        | Year   | Day        | Year   |
| 6 month | July 1    | GY + 1 | December 1 | GY     | February 1 | GY + 1 |
| 1 year  | January 1 | GY + 2 | June 1     | GY + 1 | August 1   | GY + 1 |
| 2 years | January 1 | GY + 3 | June 1     | GY + 2 | August 1   | GY + 2 |
| 5 years | January 1 | GY + 6 | June 1     | GY + 5 | August 1   | GY + 5 |

*GY = Graduation Year, i.e., the year the student's degree is conferred*

In addition to the embargo periods just described, students have the option of adding a period of restricted access, lasting 5 years, after the embargo expires. Students will need to notify Toulouse Graduate School (email acceptable) **within 30 days** prior to the expiration of the embargo, if optional restriction is desired. Requests for restriction extension made after embargo period expires cannot be fulfilled. Faculty approval is not required for extension requests. During the restricted access period, the ETD is available to the UNT community only (i.e., users with a valid UNT login). Distribution via interlibrary loans is not permitted; however, the abstract and library catalog entry continues to be available to all users.



### 10.6.2.2 ProQuest Embargo Options

ProQuest offers 3 standard embargo time limits: 6 months, 1 year, and 2 years. The 5-year embargo option is unique to UNT alone. If the standard ProQuest embargo options are not sufficient for your needs or you wish to match the UNT 5-year option, students must contact ProQuest directly to discuss alternatives. ProQuest is very responsive to student author requests; however, **you must wait until after UNT copy has been published to contact them.** If you try to communicate your needs to ProQuest before then, you will not yet exist in their database. Their number is 800-521-0600.

There is yet one more option available to students: **ProQuest Opt-Out** (see [Figure 10.3](#)). Although you were required to accept the ProQuest license agreement earlier in the Vireo process, you now have the opportunity to change that.

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**ProQuest Opt-Out:** ☐ Selecting this option means that a copy of your work **\*WILL NOT\*** be deposited with ProQuest, at all, in any way. The Graduate Reader will amend your Vireo record after submission is confirmed, to reflect this choice.



**Figure 10.3: ProQuest opt-out embargo option in Vireo.**

If you select this option, the Graduate Reader will update your Vireo record (see [Figure 10.4](#)), then send a confirmation email from Vireo to advise you that it has been done.

The confirmation email urges students to log back into Vireo, to check that all is correct. When you log back in, at the bottom of the View Application page you will see the “Submission Action Log.” Actions are logged in with the most recent at the top of the list. You will see the actions taken by the Graduate Reader to accommodate your request. [Note: The “Custom action” setting is for internal use only, as a way for the Reader to monitor opt-out activities, so you will not be able to view it.]

| Submission Action Log |  |                        |
|-----------------------|--|------------------------|
| Name                  | Action   | Time                   |
| Jill Kleister         | LICENSE file 'PROQUEST_LICENSE.txt' (5 KB) removed | 17/08/2023 10:01:07 AM |
| Jill Kleister         | UMI Release changed to 'No'                        | 17/08/2023 10:00:53 AM |
| Jill Kleister         | Custom action ProQuest Opt-Out set                 | 17/08/2023 10:00:36 AM |

**Figure 10.4: Submission Action Log showing "opt out" actions performed by the Reader to the student Vireo record, preventing publication with ProQuest.**

## CHAPTER 11

### GRADUATION AND BEYOND

#### 11.1 Copyright Registration

As noted 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](http://www.copyright.gov); as of this writing, the fee is \$45. Students can do this at any time during their lifetime.

#### 11.2 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.

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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.

The **Registrar** is responsible for notifying students about commencement. About 4 weeks prior to the end of the spring and fall semesters, students who are approved for graduation will begin to receive information about commencement. [August graduates are invited to participate in the fall ceremony.] The most likely communication medium is **email to your official MyUNT address**. Keep a close eye on that account, as the end of the semester approaches, so you do not miss any important information. In addition, the [Commencement webpage](#) is a very good source for the most up-to-date information.

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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 the TGS Graduation Coordinator or the Registrar, not the Reader.

## 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.

| LIST OF MUSICAL EXAMPLES  |      |
|---|------|
| All musical examples are reproduced with permission from the Peter Presser Company. |      |
|   | Page |
| 1. <i>Makrokosmos</i> IV – I: page 6, beginning.....                                | 13   |
| 2. <i>Makrokosmos</i> IV – I: page 9, rehearsal 5 .....                             | 14   |
| 3. <i>Makrokosmos</i> IV – II: page 16, rehearsal 15.....                           | 15   |
| 4. <i>Makrokosmos</i> IV – III: page 20, beginning.....                             | 16   |
| 5. <i>Makrokosmos</i> IV – III: page 22, rehearsal 27.....                          | 17   |
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| 7. <i>Makrokosmos</i> IV – III: page 9, rehearsal 42.....                           | 18   |

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**Example A.3: Permission notice in front matter list, multiple sources.**

## LIST OF MUSICAL EXAMPLES

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\*1969 Ongaku No Tomo Sha Corporation, Tokyo, Japan

†1995/2006 Norsk Musikforlag A/S, Oslo, Norway

‡1969 Minoru Miki, Komae-shi, Tokyo, Japan

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**Example A.4: Chapter notice at bottom of page, entire chapter reproduced.**

## CHAPTER 3

HIGHLY ENERGETIC NITROGEN SPECIES: RELIABLE ENERGETICS VIA THE CORRELATION  
CONSISTENT COMPOSITE APPROACH<sup>†</sup>

## 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.<sup>67</sup> 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.<sup>68</sup> 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.<sup>69</sup> 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).<sup>67</sup> 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

---

<sup>†</sup> 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.

**Example A.5: Chapter notice at bottom of page, portions identified.**

## 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.

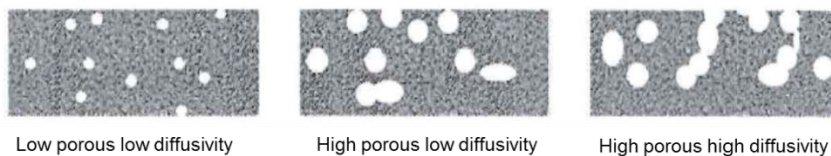


Figure 2.1: OSG materials of different  $k$  values and diffusivity.

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

\* Parts of this chapter have been previously published, either in part or in full, from M. A. Goldman, D. Graves, G. A. Antonelli, S. P. Behera, and J. A. Kelber, *Journal of Applied Physics*, 106, (2009) 013311. Reproduced with permission from the American Institute of Physics. Figure 2.10 is reproduced from [11] Swayambhu P. Behera, Qing Wang, Jeffry A. Kelber, *Journal of Physics D: Applied Physics*, 44 (2011) 155204 [doi:10.1088/0022-3727/44/15/155204], with permission from the IOP Publishing, Ltd.

## APPENDIX B

### SAMPLE TITLE PAGE

RHEUMATOID ARTHRITIS: A PSYCHOLOGICAL INTERVENTION

Phillip C. McGraw

Dissertation Prepared for the Degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

December 2023

APPROVED:

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Ann Stricklin, Committee Member  
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Joel Butler, Committee Member and  
Chair of the Department of  
Psychology

David Holdeman, Dean of the College of  
Arts and Sciences

Victor Prybutok, Dean of the Toulouse  
Graduate School

## APPENDIX C

### SKELETON DOCUMENT: TRADITIONAL

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Black = Heading level 1

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## CHAPTER 1

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Statement of the Problem

Purpose of the Study

Research Questions

Assumptions

Rationales

A Framework for Social-Wide Writing

Transfer and Student Learning

Transfer and Program Implementation

Sustainability

A Framework for Examining Writing Instruction

Research Methods

Operational Definitions

Limitations

Summary

*[next chapter must begin on a new page –CTRL+ENTER]*

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Historical Background

Current Practice

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Other Writing Programs

Teacher Training and Staff Development

Providing Adequate Time for Writing

Creating a Writing Community

Explicit Instruction

Use of Rubrics and Scoring Guides

What Factors Facilitate Transfer?

What Factors Contribute to the Sustainability?

Summary

*[next chapter must begin on a new page –CTRL+ENTER]*

## CHAPTER 3

### CASE STUDY OF SCHOOL 1

#### Description and Analysis

#### Developing a Writing Program for School 1

##### School 1: Setting and Population

*Year 1: 2001-2002*

*Year 2: 2002-2003*

*Year 3: 2003-2004*

*Year 4: 2004-2005*

*Year 5: 2005-2006*

*Year 6: 2006-2007*

*Year 7: 2007-2008*

*Summary of School-wide Writing*

#### Summary

*[next chapter must begin on a new page –CTRL+ENTER]*

## CHAPTER 4

### CASE STUDY – SCHOOL 2

#### Data Collection and Analysis – Introduction and Research Questions

##### Method

##### Setting of the Study

##### Participants

Staff Development Program for School 2: 2006-2007

Initial Two-Day Workshop

Staff Development Follow-Through: Meeting 1

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##### Timeline

##### Trustworthiness

##### Summary

*[next chapter must begin on a new page –CTRL+ENTER]*

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Research Question 1.b

Research Question 2

Research Question 3

*[next chapter must begin on a new page –CTRL+ENTER]*



## CHAPTER 6

### DISCUSSION

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Case Study of School 2

Factors Affecting Transfer

Factors Affecting Sustainability

Assumptions

Limitations

Recommendations for Future Research

Conclusion

*[next section must begin on a new page]*

APPENDIX A

STUDENT CHOICE OF MATERIALS (USE APPROPRIATE TITLE)

Appendix material begins this page. Do not repeat appendix label and/or title.

APPENDIX B

STUDENT CHOICE OF MATERIALS (USE APPROPRIATE TITLE)

Appendix material begins this page. Do not repeat appendix label and/or title.

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### SKELETON DOCUMENT: EXPANDED JOURNAL FORMAT

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# RETIREEES' ATTITUDES TOWARD MENTAL ILLNESS TREATMENT

## Introduction

[text]

## Methods

[text]

## Results

[text]

Table 1

*Income Scale Using Mid-points*

| Original Value       | Mid-point | Coded Value |
|----------------------|-----------|-------------|
| Under \$10,000       | \$5,000   | .500        |
| \$10,001 to \$20,000 | \$15,000  | 1.500       |
| \$10,001 to \$20,000 | \$15,000  | 1.500       |
| \$10,001 to \$20,000 | \$15,000  | 1.500       |



*Figure 1. The hypothesis of low income toward mental illness treatment.*

## Discussion

[text]

## References

- Broome, J. L. (2007). *Toward a systematic method of evaluating favorable conditions in a parent training program: The pursuit of happiness*. Unpublished master's thesis, University of North Texas, Denton, Texas.
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*[next section must begin on a new page]*

## TITLE OF SECOND PUBLISHABLE UNIT IN ALL CAPS

### Introduction

[text]

### Methods

[text]

### Results

[text]

Table 2

*Distribution of Independent Variables of Gender, Race/Ethnicity, Education, and Prior Mental Health Experience*

| Variable | <i>n</i> | %    |
|----------|----------|------|
| Yellow   | 145      | 64.4 |
| Orange   | 80       | 35.6 |
| Green    | 12       | 23.5 |



*Figure 2.* Visual depiction of the direction of the study's variables and how they interact with one another.

### Discussion

[text]

### References

- Cooke, T. P., & Apolloni, T. (1976). Developing positive social-emotional behaviors. *Journal of Applied Behavior Analysis*, 9, 65-78.
- Favell, J. E., Realon, R. E., & Sutton, K. A. (1996). Measuring and increasing the happiness of people with profound mental retardation and physical handicaps. *Behavioral Interventions*, 11, 47-58.

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APPENDIX A  
EXTENDED LITERATURE REVIEW



## History of Competency to Stand Trial Evaluations

[text]

### Historical Basis for Competency Determinations

[text]

### Confusion of Competency with Criminal Responsibility

[text]

### Psychologists Role in Competency Evaluations

[text]

### Evolution of Competency Evaluations

[text]

## The Legal Framework

[text]

### Rationale for Competency to Stand Trial

[text]

### Operationally Defining Dusky

[text]

## Assessment of Competency

[text]

### Evaluation of Competency to Stand Trial (ECST)

#### *Development and Administration*

[text]

#### *Reliability*

[text]

#### *Criterion-Related Validity*

[text]

## *Construct Validity*

[text]

## Use of Forensic Measures in Competency Evaluations

[text]

*[next section must begin on a new page]*

APPENDIX B  
DETAILED METHODOLOGY

## Introduction

[text]

## Setting

[text]

## Population and Sample

[text]

## Protection of Human Subjects

[text]

## Measures

### Wechsler Abbreviated Scale of Intelligence (WASI)

[text]

### Wechsler Adult Intelligence Scale - Third Edition (WAIS-III)

[text]

### Wechsler Memory Scale - Third Edition (WMS-III)

[text]

### Stroop Color and Word Test

[text]

### COGLAB, Version 3.5 revision

### *Wisconsin Card Sorting Test (WCST)*

[text]

### *Asarnow Continuous Performance*

[text]

### Social Knowledge Questionnaire (SKQ)

[text]

## Procedure

[text]

## Order of Administration of Measures

[text]

## Classification of Criterion Groups

[text]

## Variables

[text]

## Data Collection

[text]

## Summary

[text]

*[next section must begin on a new page]*

APPENDIX C  
UNABRIDGED RESULTS

## Introduction

[text]

## Hypotheses

[text]

## Independent, Intervening, and Dependent Variables

[text]

## Independent Variables

[text]

Table C.1

*Binary Logistic Regression Analysis for All Independent and Intervening Variables on Attitude Toward Mental Illness Treatment*

Table C.2

*Binary Logistic Regression Analysis for Fear, Education, Gender, and Prior Mental Health Experience Variables on Attitude Toward Mental Illness Treatment*

Table C.3

*Binary Logistic Regression Analysis for Fear, Education and Race/Ethnicity Variables on Attitude Toward Mental Illness Treatment*

*Figure C.1.* The hypothesis of gender toward mental illness treatment.

*Figure C.2.* The hypothesis of low good-will attitude toward mental illness treatment.

*Figure C.3.* The hypothesis of high fear attitude toward mental illness treatment.

*[next section must begin on a new page]*

## COMPREHENSIVE REFERENCE LIST

- Broome, J. L. (2007). *Toward a systematic method of evaluating favorable conditions in a parent training program: The pursuit of happiness*. Unpublished master's thesis, University of North Texas, Denton, Texas.
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## APPENDIX E

### SKELETON DOCUMENT: CREATIVE WORKS

## KEY

Black = Heading level 1

Format (**prescribed**) - All caps, centered on the line, must begin on new page, no italics, no bolding.

Blue = Heading level 2 [DO NOT USE COLOR IN THE FINAL DOCUMENT!]

Format (**prescribed**) - Headline style capitalization, centered, no italics, no bolding. Begins on a new page.

Green = Heading level 3 [DO NOT USE COLOR IN THE FINAL DOCUMENT!]

Format (**author's choice**) - Headline style capitalization, flush left, no italics

Orange = Heading level 4 [DO NOT USE COLOR IN THE FINAL DOCUMENT!]

Format (**author choice**) - Headline style cap, flush left, italics.

Important notes to bear in mind about the following:

1. **Do not use page border**. I have used this merely to identify these as sample pages within the appendix, and not part of the thesis manual itself.
2. The format of the first two heading levels are **prescribed by the UNT Thesis Manual**. They must appear this way, in both the table of contents (TOC) and the body of the document.
3. The format of levels 3 and below are **author choice**. The key above merely describes what is found in the skeleton, but you can change formatting of these levels. However, you must be consistent throughout the body of the document, i.e., **if you choose to make heading level 4 titles with sentence style cap and no italics, the heading level 4 titles in ALL chapters must appear that way.**
4. Regardless of formatting that appears in the document, all titles appearing on the TOC must be in headline style cap, no italics.
5. There is no rule about how many heading levels must appear on the TOC - except for consistency. In other words, if you choose to list heading level 3 titles on the TOC for chapter 1, then you must list heading level 3 titles on the TOC for all chapters that have level 3 titles

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| Title of Second Short Story .....              | 7   |

### [Sample B]

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| Title of Second Short Story .....              | 7   |

PART I  
CRITICAL ANALYSIS

## Title of First Chapter or Major Section

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## Title of Second Chapter or Major Section

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PART II  
SHORT STORIES

### Title of First Short Story

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