



Guidelines for the Preparation and Submission of Theses, Dissertations, and Synthesis Projects

The Graduate School
University of Louisiana at Lafayette

© 2003

Revised Fall 2009, Spring 2015, Fall 2015, Fall 2017, Fall 2022, Fall 2025, Fall 2026
The Graduate School at the University of Louisiana at Lafayette
All Rights Reserved

Table of Contents

Section 1: Introduction and Initial Considerations	1
Manual of Style	2
A Note Regarding Software and Word Processing Programs	3
Presentation Style: Traditional or Compilation?	3
Previously Published Work	4
Name: Official Student Record Name or Chosen Scholarly Publication Name? .	4
Open Researcher and Contributor ID (ORCID)	5
Copyright	5
Copyright Compliance.....	5
Registering Copyright	6
Acknowledgment of Funding	7
Use and Acknowledgement of Generative Artificial Intelligence	7
To Embargo, or Not?	8
Digital Accessibility	9
 Section 2: Formatting Guidelines	 11
Font.....	12
Spacing and Paragraphing.....	12
Justification	13
Pagination	13
Tables and Figures	13
Headings and Subheadings	14
 Section 3: Manuscript Ordering and Section-by-Section Guide	 16
Item One: Title and Approval Page.....	18
Item Two: Copyright Page	20
Item Three: Abstract	22
Item Four: Dedication Page	24
Item Five: Epigraph Page	26
Item Six: Acknowledgments.....	28
Item Seven: Table of Contents	30
Item Eight: List of Tables	32
Item Nine: List of Figures	34
Item Ten: List of Abbreviations	36
Item Eleven: Foreword	38
Item Twelve: Preface.....	40
Item Thirteen: Introduction.....	42
Item Fourteen: Chapters.....	44
Item Fifteen: Endnotes	46
Item Sixteen: Bibliography	48
Item Seventeen: Appendix/Appendices.....	50
Item Eighteen: Copyright Permission(s)	52
Item Nineteen: Biographical Sketch.....	54

Section 4: Submissions and Final Approval	56
Submissions and Final Approval	57
Submission to the Graduate School	57
Submission to ProQuest	57
Number of Copies Required.....	58
Fees and Costs	58
Institutional Repository Requirement	58
Section 5: Appendix	59
Lexicon of Commonly Misused Names and Titles.....	60
Official Types and Titles of Degrees at UL Lafayette	61
Committee Member Information	63
Graduate School Guidelines for the Use of Generative Artificial Intelligence (GAI) in Graduate Education Research	65
Copyright Resources.....	69
Scholarly Publication Name Resources	69
ORCID ID Resources	69
Embargo Resources	70
Digital Accessibility Resources.....	70
Clear Prior	71
Quick Reference Formatting Checklist	72

Section 1: Introduction and Initial Considerations

[Return to Table of Contents](#)

Introduction

Congratulations on nearing the completion of your thesis, dissertation, or synthesis project!

The *Guidelines for the Preparation and Submission of Theses, Dissertations, and Synthesis Projects* is a resource for students preparing for submission of their thesis, dissertation, or synthesis project. It provides guidance on the formatting of your manuscript during the final submission and approval process. You should consult the *Guidelines* early and frequently when preparing your manuscript.

Read and follow the steps outlined in the *Guidelines*. Doing so will help to ensure that your manuscript is formatted in adherence to the requirements to be accepted and approved by the Graduate School. In addition to the *Guidelines*, the Graduate School has helpful materials available on its website and offers workshops regularly for students. Should you encounter technical issues in preparing your manuscript, don't wait to contact the Graduate School.

Note that the current edition of the *Guidelines* supersedes all previous editions, and that if there is a discrepancy in formatting between your chosen style manual and the *Guidelines*, **the regulations set forth here take precedence.**

A point to note from the outset is that you should **not** use another thesis, dissertation, or synthesis project as a model for your work since their formatting may not meet current requirements.

Be aware that if you take your work forward to the academic market for publication, you may be asked to reformat your manuscript. Your submission here to the Graduate School does not, therefore, necessarily represent the final form of your work, but instead should be seen as your fulfillment of the requirements for the conferral of your degree at the University of Louisiana at Lafayette.

Initial Considerations

Manual of Style

Given the great number of style guides accepted and recognized by academic disciplines, the Graduate School allows you, as the author, to determine the manual of style used to prepare your manuscript citations. A manual of style dictates the textual arrangement and style, including presentation of citations (i.e., the presentation of foot/endnotes and the manner in which references are cited), of a manuscript. Widely used style guides include *The Chicago Manual of Style*, *The Associated Press Manual of Style (AP)*, and *The Modern Language Association Manual of Style (MLA)*. You should consult with your graduate program to determine the preferred manual of style for your discipline.

You may instead choose a professional journal as your style guide. If you elect to do so, the Graduate School will require that you provide a sample article (including notes and bibliography) and the style guidelines from that journal.

Your chair will identify the selected manual of style on the “Preliminary Approval of Thesis, Dissertation, or DNP Synthesis Project Manuscript Webform.” The selection of this manual of style will guide the Graduate School in its review of your manuscript.

While the formatting of your citations may rely upon an alternate style guide, general formatting for the manuscript should adhere to the guidelines within this document. Many of the Graduate School’s style choices are drawn from the *American Psychological Association (APA) 7th Edition*; however, some recommendations reflect preferences unique to the publication of theses, dissertations, and synthesis projects at the University of Louisiana at Lafayette.

A Note Regarding Software and Word Processing Programs

No matter which word processing program is used, students must adhere to all specifications and guidelines set forth in the *Guidelines for the Preparation and Submission of Theses, Dissertations, and Synthesis Projects*.

The Graduate School staff and editors will view your work with Microsoft Word. The University and the Student Government Association have partnered to make it, along with the full Microsoft Office 365 ProPlus suite, free to students, faculty, and staff. Go to the [IT Service Desk website](#) to install.

Only LaTeX users are allowed to submit their work as a PDF file. For LaTeX users, the Graduate School offers a LaTeX template available on our website that meets the style guidelines contained herein, and thus, must be used when formatting.

Presentation Style: Traditional or Compilation?

The Graduate School also allows you to present your manuscript as one work or as a compilation of works. You should discuss with your committee chairperson (or Graduate Coordinator) which format will best fit the nature of your work and your academic discipline.

In most cases, authors follow a “traditional format” that presents a single work that includes an introduction and several chapters and puts forth—throughout the entirety of the work—a comprehensive argument, hypothesis, or set of questions with research and analysis.

In some cases, authors use a “compilation format” that presents several separate but related pieces of scholarship. Such compilations do not necessarily develop a single, comprehensive argument, hypothesis, or set of questions, but rather present a collection of works that demonstrates scholarly or creative contributions to the field of study. “Compilation format” is seen more often in STEM fields, though it is not restricted to such fields. If your committee has approved the presentation of your thesis, dissertation, or synthesis project in a compilation format, these requirements must be followed:

- You must be the author (or co-author with the approval of your committee) of every work included.
- There must be a single Table of Contents that treats the compilation as a whole.

- There must be a single Introduction that addresses the commonalities among the separate works included (even if the separate parts have their own introductions). A similar conclusion is recommended but not required.
- There must be a single Abstract that treats the compilation as a whole (even if additional abstracts are provided for each work included).
- Pagination must adhere to the formatting requirements set forth here, (i.e., the manuscript must be consecutively paginated without interruption.)

Previously Published Work

Some committees allow for the inclusion of previously published (or submitted, in press, or under review) journal articles or similar materials in a thesis, dissertation, or synthesis project. In all such instances, the following requirements apply:

- If the material is co-authored, the co-author must approve its inclusion.
- If the material is copyrighted (i.e., if you are the sole author but the copyright is held by the publisher), you must satisfy the requirements outlined in the “Copyright Issues” discussion below.
- If included in the body of the manuscript, the material must adhere to the formatting requirements set forth here (regardless of how the material was formatted for publication).

Name: Official Student Record Name or Chosen Scholarly Publication Name?

It is standard academic practice for scholars to publish under a name that they chose. This “scholarly publication name” is often a variation of an individual’s legal name and can reflect practical concerns, identify considerations, and personal preference.

In 2023, the Graduate Council recommended to the Graduate School that graduating students be permitted to submit a thesis, dissertation, or synthesis project with either their legal name as it appears on their official student record at UL Lafayette or a chosen scholarly publication name.

Most often, graduating students submit a final manuscript with the legal name as it appears on their official student record in order to:

- Match official records, such as transcripts, diplomas, or other certifications.
- Avoid discrepancies in funding, employment, or professional licensing records.
- Simplify citation tracking.

However, a chosen scholarly publication name can be used to help you:

- Ensure consistency across publications, especially if you have published prior to completing this graduate degree.
- Avoid confusion with other scholars or researchers who share your legal name.
- Affirm aspects of your professional or personal identity.
- Protect personal or demographic privacy.

Whatever you choose, the name used on your final manuscript should match in all places that your name appears including, for example, the Title and Approval, Copyright, and Biographical Sketch pages.

Additionally, if you choose to use a name different than the legal name that appears on your student record, it is essential that you provide this information when submitting your “Defended Manuscript Submission and Contact Information Webform.” This form serves as the link between the manuscript that will appear on ProQuest and your official student record at the University

Open Researcher and Contributor ID (ORCID)

ORCID, which stands for Open Researcher and Contributor ID, was created to resolve confusion around names and allow scholars to better navigate having published under different names.

As a non-profit organization, ORCID provides a free, unique digital identifier that links individuals to their contributions across systems. Like ISBNs for books or DOIs for articles, this identifier can be used by editors, funding agencies, publishers, and institutions to reliably recognize researchers. To learn more or to register, visit the [ORCID website](#).

If you have registered for ORCID, you may place this ID information on the Copyright Page below your name. You will also be asked to provide this information on your “Defended Manuscript Submission and Contact Information Webform.”

Copyright

A copyright is the exclusive legal right granted to an author under which they retain the sole privilege of publishing, copying, and/or selling the work. It also prevents others from doing so without permission. As such, copyright law defines both the rights of the copyright holder and the responsibilities of those who wish to use the work in any form.

Under current law, copyright is established when a work is “fixed” in a lasting form. We require the inclusion of a copyright page in your thesis, dissertation, or synthesis project to ensure that this protection is clearly documented and to avoid confusion about ownership.

Copyright Compliance

Avoidance of copyright infringement is your responsibility as an author and scholar. Given this, all graduate students sign and submit to the Graduate School the “Acknowledgment of Responsibility for Copyright Compliance” form when they advance to candidacy.

Style manuals and professional journals demonstrate appropriate procedures for documenting the inclusion of other authors’ published words and ideas in your research. For the inclusion of such materials beyond the use of brief quotations, you may be required to obtain written permission from the individual(s) or entity owning the copyright.

All permissions that you obtain for special inclusion of copyrighted material may be presented as an Appendix in your manuscript, but such inclusion is not required (see Copyright Permissions later in this document). You should include a copy of the letter granting permission for use in your Appendix and, in an explanatory foot/endnote where the material is first cited, you should provide the following statement: “Permission to include [cite the material] was obtained from [cite the grantor of permission] and is included in the Appendix here.”

Even work that you have authored or co-authored, whether published or unpublished, may require that you seek copyright permissions. Before including such work in your thesis, dissertation, or synthesis project, take care to obtain written permission from the entity owning any copyright (e.g., a publisher, a funding agency who has published any or all of the results of your research, a co-author).

1. If your authored or co-authored work has been published and the publisher holds the copyright, then you must obtain written permission from the publisher.
2. If your co-authored work has been published and the copyright is shared by the co-authors, then written permission must be obtained from each of them. In this case, seek guidance from the publisher as to the appropriate procedure.
3. If your co-authored work has not been published, then you must obtain written permission from each of your co-authors and/or any other entity owning copyright (e.g. a funding agency publishing any or all results of your research).

Registering Copyright

You may wish to take the additional step of registering your thesis, dissertation, or synthesis project with the U.S. Copyright Office, a part of the Library of Congress.

Because copyright is automatically granted when a work is fixed in a lasting form, the Graduate School does not require registration with the U.S. Copyright Office, only the inclusion of a copyright notice in your thesis, dissertation, or synthesis project. This notice provides legal protection should the date of your copyright or its ownership ever come into question.

The primary benefit of registering your copyright with the U.S. Copyright Office arises if you need to enforce your rights against unauthorized use of your work. If the work bears a copyright notice and has been registered, you may be eligible to seek statutory damages and attorney’s fees in court (though these are not guaranteed) in addition to other remedies. Without registration, your ability to recover damages is limited.

There are two primary ways to register your copyright:

1. You may empower ProQuest to file your copyright application on your behalf for a service fee. Currently \$75, this fee includes preparing the application in your name, submitting the application fee, depositing the required copy of the manuscript, and mailing you the completed certificate of registration from the Library of Congress.

2. You may also file for copyright directly with the U.S. Copyright Office. The service begins at \$45 but can increase depending on the method of registration and protection requested. Go to www.copyright.gov for more information.

Regardless of the method, the Graduate School encourages you to file with the U.S. Copyright Office if you desire full copyright protection. We have included articles providing varying opinions on the topic in the Appendix for those who would like more information.

Acknowledgment of Funding

Students are expected to recognize all grants, fellowships, and funding sources that directly supported their thesis or dissertation research. Proper acknowledgment not only gives credit to the organizations and institutions that made your work possible, but it also fulfills many funding agencies' requirements and reflects well on the university.

If your project was supported by one or more external or internal funding sources—including national agencies, state-level initiatives, university fellowships, or private organizations—you should include a sentence or paragraph either on your acknowledgments page or at the conclusion of the supported chapter naming each source clearly and including relevant grant numbers when applicable.

Here is an excellent example adapted from a graduating doctoral student's manuscript:

"This dissertation was partially funded by the National Science Foundation under [grant number], the Louisiana Board of Regents Fund [fund number], and the University of Louisiana at Lafayette Graduate School through the Doctoral Dissertation Completion Fellowship, as well as a generous contribution from Cisco. I am truly grateful for their support."

Be sure to list all funding agencies accurately and confirm the correct format for citing grant numbers or program titles. If you are unsure whether a particular source of support should be acknowledged, consult your advisor or the Graduate School for guidance.

Use and Acknowledgement of Generative Artificial Intelligence

In response to the growing role of Generative Artificial Intelligence (GAI) in academic research, scholarship, and creative works, the **Graduate School has established Guidelines for the Use of Generative Artificial Intelligence (GAI) in Graduate Education Research** to help graduate students, graduate faculty, and graduate programs navigate the use of GAI in graduate capstone projects, theses, dissertations, and synthesis projects. Below is a summary focused on use, disclosure, and documentation. While the complete guidelines can be found in the [Appendix](#), here are some key considerations.

Student Responsibilities:

- Conducting research ethically and ensuring scholarly integrity in their work.
- Understanding and adhering to discipline standards and program-specific, college-level, and university-wide guidelines on GAI use.

- Anticipating potential impacts on research dissemination (e.g., publication, presentation, patent disclosure, or creative works) and addressing potential repercussions if accuracy, originality, or intellectual ownership of AI-generated data or content cannot be established.

Prohibited Practices:

- Generating substantive sections of a manuscript without acknowledgment.
- Using GAI tools to replace original critical thinking, analysis, or argumentation central to the graduate student's academic or scholarly contribution.
- Inputting sensitive, confidential, or proprietary data into GAI tools unless their compliance with robust data privacy policies has been verified.

Transparency and Disclosure:

- **Faculty Engagement:** Graduate students must engage with their faculty, chairs, and committee members early in the research process to ensure mutual understanding and alignment on the acceptable use of GAI tools and standards set by their graduate program.
- **Full Disclosure:** Graduate students must disclose the use of GAI tools in their research and writing. This includes specifying the tools employed, their purpose, and the scope of their application (e.g., for brainstorming, organization, data analysis, and revision).
- **Documentation and Placement of Disclosure:** While disclosure and documentation requirements may vary by discipline, disclosure must be prominently included in the manuscript, either in the introduction, methods section, or a dedicated GAI disclosure statement following the acknowledgements section. Appendices that document the use and include work product (e.g., text of prompts and queries, prompt evolution, post-generation editing) also may be required.

Example General Disclosure Statement:

“Generative Artificial Intelligence (GAI) tools, including [specific tools], were utilized in this [capstone project/thesis/dissertation/synthesis project] for [specific uses]. While AI-generated outputs were reviewed for accuracy, relevance, and integrity to align with academic standards, I am responsible for the integrity, originality, and academic validity of this scholarly work.”

To Embargo, or Not?

As a public research institution, the University of Louisiana at Lafayette is committed to making theses/dissertations/synthesis projects produced at the University openly available to the scholarly community and the wider public to share and advance knowledge. There are, however, circumstances when a thesis, dissertation, or synthesis project may contain information that is sensitive for creative, academic, or professional reasons.

It is important to note that there are pros and cons (sometimes significant) to embargoing your work, and we have provided a set of resources in the Appendix of the Guidelines for you to consider if you believe your work may need to be embargoed. It is recommended that

you also discuss the possible need for an embargo with members of your committee, your graduate coordinator, and, if necessary, the Graduate School.

Here's some general guidance on the question on whether or not to embargo:

No – Making a dissertation available has many advantages beyond promoting the dissemination of research, which is a guiding principle of our mission as a public research university:

- it clearly establishes when your work was created, a powerful resource as scholars combat plagiarism, and enforces copyright
- it helps build your academic reputation and can facilitate scholarly collaboration
- it makes your work more visible, more findable, and more easily citable

Yes – An embargo may be warranted when:

- your work includes sensitive or proprietary information and/or is subject to a nondisclosure agreement for a specified period of time
- your work includes research that you are seeking to patent
- a book or journal publisher has demanded the work be embargoed, which is rare for anything outside of creative works that will be published in their entirety

If it is decided that an embargo may be necessary, students must complete the “Request for Thesis/Dissertation Embargo” form found on the Graduate School website. Students who request an embargo must still submit to ProQuest. If the embargo request is approved by the Graduate School, then the thesis, dissertation, or synthesis project will be stored within the ProQuest database until the scheduled lift date of the embargo.

Digital Accessibility

As part of our commitment to making graduate research and creative works more accessible, the Graduate School requires that all electronic theses/dissertations/synthesis projects (ETDs) meet WCAG 2.1 Level AA digital accessibility requirements.

As the author, you are responsible for ensuring that your manuscript content is navigable and readable by screen readers or other assistive technology, but you are not alone. The Graduate School is here to help. The resources identified here will be important as you prepare to submit your defended manuscript for final review and approval.

Although the end goal for every ETD is an accessible PDF, you should address manuscript accessibility in your authoring tool (e.g., Microsoft Word or LaTeX).

Below are four essential components for an accessible PDF file:

1. **Alternative Text:** Alt-Text is descriptive text for figures that conveys image meaning in digital content. When assistive technology like screen readers come to an image, they read the alt-text. [Refer to Section508.gov for guidance on authoring meaningful alt-text.](https://www.section508.gov/guidance/authoring-meaningful-alt-text)

2. **Tables:** Use your document's built-in table tool rather than creating tables as images or other visual elements. Include clear row and column headings, and use tables only for presenting data. [Review best practices for developing tables through the ADA National Network.](#)
3. **Colors:** Colors need sufficient contrast and should not be relied upon solely to convey information or links. [Use a color contrast checker like this one available from Web Accessibility in Mind \(AIM\).](#)
4. **Links:** Descriptive text should be used for all active hyperlinks. Links must meet color contrast ratios and must be underlined to distinguish from surrounding text. [Refer to Section508.gov for an overview on active hyperlinks.](#) URLs included as plain text for citation or source information do not need to be active hyperlinks. [See APA's accessibility guide for more information.](#)
5. **Metadata:** Accessibility metadata is structured information that opens your content to a broad audience by improving discoverability, usability, and interoperability. Ensure your document properties identify the author, a clear title and file name, and the language of your document. [This resource offers a good introduction to what accessibility metadata is and why it matters \(DubBot\).](#)
6. **Tags:** Tags allow assistive technology like screen readers to navigate a PDF document and support a logical reading order. Tags include Headings, Lists, Links, Tables, Paragraphs, and other components designed to create document structure. Of the four essential components identified here, ensuring PDF tag accessibility is likely to require the most time and attention. [The University has compiled training and tutorials that address these components.](#)

Although PDF remediation for accessibility is possible, it is not our recommendation to plan for it. Addressing accessibility after a document has been converted to a PDF is harder. Plus, you're likely already using Microsoft Word (or LaTeX) as your authoring tool.

Resources and tutorials for Microsoft Word and LaTeX users can be found in the [Appendix](#).

Section 2:

Formatting Guidelines

[Return to Table of Contents](#)

Formatting Guidelines

All theses, dissertations, and synthesis projects must be formatted in adherence to these requirements except as noted below where variation is permitted.

LaTeX users should visit the Graduate School's website for a template that meets the style guidelines contained herein. We strongly recommend you use the template when formatting your manuscript.

Paper Size and Margins

- Manuscripts must be prepared for submission with standard **8½" x 11"** paper settings. The Graduate School must approve any exception.
- Margins must be a **1" margin** on the top, bottom, and right side.
- The left margin must be **1.25"** to allow for binding.

Font

- A font size of **12-point** must be used throughout the manuscript with the exception of foot/endnotes, tables, figures, or illustrations, which may be in 10-point font if preferred.
- The following font types may be used: **Times New Roman, Arial, Calibri, Garamond, and Courier New**. These TrueType fonts are required as they ensure clear, legible texts that provide for optimum readability in print and on screen.
- **The same font must be used throughout the manuscript, which includes all captions (for images, figures, etc.) and page numbers.**
- All regular text must be in a printed font. Script/italics should be used sparingly and is allowed for only special types of text (e.g., book titles, non-English words).

Spacing and Paragraphing

- In general, the text of the manuscript (including headings and body text) must be **double-spaced**, with no "extra space" added before or after headings or paragraphs.
- To ensure no extra space has been added in Microsoft Word, navigate to the Home tab and select the arrow in the Paragraph section to open Paragraph Settings. Confirm that both the Before and After spacing values are set to zero.
- Long or block quotations must be **single-spaced** and should follow the same indentation method used for body paragraphs, unless your discipline's style guide specifies otherwise.
- The Title and Approval, Epigraph, and Dedication pages should be **single-spaced**, as should all footnotes/endnotes, bibliographies, tables, and captions. Leave a **double space** after tables, between separate footnotes/endnotes, and between individual bibliography entries.
- Use only **one space** following a period.
- Paragraphs may be formatted in either **traditional format** (indented 0.5" with no extra space between paragraphs) or **block format** (no indentation with white space created manually by pressing Enter twice between paragraphs). Whichever format is selected must be used consistently throughout the document.

- Avoid “widows and orphans” by ensuring that you have at least two lines of a paragraph at the top and bottom of your chapter pages.

Justification

- The text must be **left-aligned** (or left-justified) to the page, leaving it aligned on the left margin with the right-hand side ragged at the margin (as in this document). The text may not be centered, right aligned, or justified.

Pagination

- Every page in the document is counted, though not all are numbered. Each page must be numbered, with the exception of the Title and Approval Page and Copyright Page.
- **Center** all page numbers at the **bottom** of the page.
- For the preliminary materials (i.e., the Front Matter), use **lowercase Roman numerals** (iii, iv, v, etc.), beginning with “iii” on the Abstract Page. The Title and Approval Page and Copyright Page count as “i” and “ii” but the numbers do not appear.
- For the remainder of the manuscript (beginning with the Body of the manuscript and including all text, illustrations, and Back Matter), use **Arabic numerals** (1, 2, 3, etc.). The numbering begins with “1” on the first page of chapter one or the introduction, if applicable, and continues consecutively to the end of the manuscript.
- If your manuscript contains landscape pages (pages that are horizontal rather than vertical), the page numbers should still appear in the same position and direction as they would on pages with standard portrait orientation. (You will know that your page number on a horizontal landscape page is correct if you rotate the page to a vertical portrait orientation and see the page numbers at the bottom of the page after doing so.)
- Refer to the Manuscript Components and Ordering Table on page 17 for a guide to pagination.

Tables and Figures

- Tables and Figures vary widely by academic discipline. Formatting of these components, therefore, should follow the style guide common to their field. Whatever format is chosen, it must be consistent throughout the manuscript.
- Headings and captions may appear above or below Tables and Figures, but they must appear on the same page as these components.
- These components may be placed within the manuscript’s text or grouped together in a separate section as in an appendix following the body of the document.
- The presentation of these components must be in compliance with the margin and pagination requirements set forth here.

Headings and Subheadings

- To aid consistency and uniformity, the Graduate School requires that all theses, dissertations, and synthesis projects, regardless of discipline, conform to the following level headings format:

Level	Format
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.
2	Flush Left, Bold, Title Case Heading Text begins as a new paragraph.
3	<i>Flush Left, Bold Italic, Title Case Heading</i> Text begins as a new paragraph.
4	Indented, Bold, Title Case Heading, Ending with a Period. Text begins on the same line and continues as a regular paragraph.
5	<i>Indented, Bold Italic, Title Case Heading, Ending with a Period.</i> Text begins on the same line and continues as a regular paragraph.

- This level heading format supersedes any other formats specific to the author's selected manual of style or professional journal.
- Level headings must appear sequentially.
- Spacing before and after headings should follow the requirements outlined on [page 12](#), with one exception: add extra space before a heading **only** if needed to keep the heading with the paragraph that follows.
- For title case, all major words are capitalized, and most minor words are lowercase. Nouns, verbs (including linking verbs), adjectives, adverbs, pronouns, and all words of four letters or more are considered major words. Meanwhile, articles and words of three letters or less not noted here are considered minor words. The first word should always be capitalized, whether major or minor.
- See sample headings on the following page.

Method (Level 1)

Site of Study (Level 2)

Participant Population (Level 2)

Teachers (Level 3)

Students (Level 3)

Results (Level 1)

Spatial Ability (Level 2)

Test One (Level 3)

Teachers with Experience. (Level 4)

Classroom Experience. (Level 5)

Teachers in Training. (Level 4)

Test Two (Level 3)

Kinesthetic Ability (Level 2)

Section 3: Manuscript Ordering and Section-by-Section Guide

[Return to Table of Contents](#)

Manuscript Ordering and Section-by-Section Guide

The following components and order are required for all theses, dissertations, and synthesis projects unless noted below as “optional” or an exception has been approved by the Graduate School.

A full section-by-section, page-by-page guide to these items follows the table below. Some sample pages are intentionally left blank due to major differences in style guide guidance for those components, or to ensure side-by-side comparisons can exist between instructions and sample pages.

Manuscript Components & Ordering	Pagination	Listed in Table of Contents?
Preliminary Material (i.e., Front Matter)	Use Lower Case Roman Numerals	Yes or No
1. Title and Approval Page	Count but do not Number	No
2. Copyright Page	Count but do not Number	No
3. Abstract	Count and Number	Yes
4. Dedication (optional)	Count and Number	Yes
5. Epigraph (optional)	Count and Number	Yes
6. Acknowledgments (optional)	Count and Number	Yes
7. Table of Contents	Count and Number	No
8. List of Tables (if applicable)	Count and Number	Yes
9. List of Figures (if applicable)	Count and Number	Yes
10. List of Abbreviations (if applicable)	Count and Number	Yes
11. Foreword (optional)	Count and Number	Yes
12. Preface (optional)	Count and Number	Yes
Body	Use Arabic Numbers starting at 1	
13. Introduction (optional)	Count and Number	Yes
14. Chapters	Count and Number	Yes
References/Supplemental Material (i.e., Back Matter)	Use Arabic Numbers continued from body	
15. Endnotes (optional)	Count and Number	Yes
16. Bibliography	Count and Number	Yes
17. Appendix/Appendices (if applicable)	Count and Number	Yes
18. Copyright Permission(s) (if applicable)	Count and Number	Yes
19. Biographical Sketch	Count and Number	Yes

Item One: Title and Approval Page

REQUIRED

The Title and Approval Page is the first page of your manuscript and is required for all students. It's a simple enough page to construct, but exact spacing matters, so we strongly recommend that you use the Title and Approval Page template on our website.

When you have downloaded and opened the template, replace the generic information with your own. Also, check that your font type and size are consistent when you replace information. Earlier versions of Microsoft Word may default to something other than the Graduate School's approved fonts.

Once you have the template, do the following:

1. **Replace** "Title" with your manuscript title.
2. **Replace** "Student Name" with your full name.
3. **Replace** "Thesis/Dissertation/Synthesis Project" with your project type.
4. **Replace** "Degree Type" with your official degree title.
5. **Replace** "Choose an item" under the university with your graduation semester and year.
6. **Replace** the remaining prompts with appropriate committee member information, removing or adding entries as needed.
7. **Maintain original spacing.**
 - a. This page is single-spaced with no "extra space" between paragraphs.
 - b. There are four single-spaced lines above the title.
 - c. There are two single-spaced lines separating the title and student name, student name and project type, and the degree title and university name.
 - d. There are eight single-spaced lines between graduation information and the word "Approved."
 - e. There is one single-spaced line separating each committee member listing.
8. **Do not remove** the Dean of the Graduate School from your list of approvers.
9. **Do not add** a page number. This page is included in your overall count, but no number will appear on the page. It also shouldn't be listed in your Table of Contents.
10. **Adjust:** If your list of approvers doesn't fit on one page, then you may reduce the number of lines between graduation year and the word "Approved" until it does.

For a full breakdown of which pages are numbered, see the [Manuscript Ordering and Section-by-Section Guide](#) on the previous page. It provides a handy table for reference.

See Section 5 charts for guidance on [Official Titles of Graduate Degrees at UL Lafayette](#) and [Committee Member Information](#).

[Next up: Copyright Page](#)

An Analysis of the Pedagogical Techniques to Support
Graduate Student Writers in Final Manuscript Submission

Cayenne A. Pepper

A Dissertation Presented to the Graduate Faculty
in Partial Fulfillment of the Requirements for the Degree
Doctor of Philosophy

University of Louisiana at Lafayette
Fall 2024

APPROVED:

Ray P. Authement, Co-chair
Department of Mathematics

E. Joseph Savoie, Co-chair
Department of Educational Foundations and Leadership

James R. Oliver
School of Computing and Informatics

Kim Hunter Reed
Commissioner of Higher Education
Louisiana Board of Regents

Mary Farmer-Kaiser
Dean of the Graduate School

Item Two: Copyright Page

REQUIRED

The Copyright Page follows the Title and Approval Page. To protect the right of copyright, it is only necessary under current law to affix a notice of copyright. The copyright notice should give the full name of the author, year, and notation of all rights reserved as the example here illustrates. If you have registered for ORCID, you may place this ID information on the Copyright Page below your name.

It's important that you do this because otherwise your thesis/dissertation/synthesis project will become part of the public domain immediately after acceptance by the Graduate School and delivery to ProQuest. Make sure to review Section 1 of the Guidelines where we discuss taking the additional step of registering your thesis/dissertation/synthesis project with the U.S. Copyright Office, a department of the Library of Congress.

Here's your quick checklist for the Copyright Page:

- ☐ Create a Copyright Page by spacing down 42 single-spaced lines from your top margin (or 41 spaces if you are including an ORCID ID). Doing so ensures that the last line of your copyright information is also the last line of the page.
- ☐ Include your name after the copyright symbol, ensuring that it matches the name on your Title and Approval Page.
- ☐ Include your ORCID ID beneath your name, if applicable.
- ☐ Ensure that the text appears single-spaced.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that the page number on the Copyright Page is suppressed (i.e., counted but not numbered).
- ☐ Ensure that the Copyright Page does NOT appear in the Table of Contents.
- ☐ Ensure that the year listed on this page matches your year of graduation.

Next up: Abstract

example

© Your Full Name
ORCID: 0000-0002-1825-0097 [if applicable]
2025
All Rights Reserved

Item Three: Abstract

REQUIRED

The Abstract is a required component of your thesis/dissertation/synthesis project.

It's a concise statement of the goals and/or central issues of your work, a brief description of your process or reaching those goals/issues, and a statement of your conclusions/final observations. Essentially, it's a summary of what you did, how you did it, and what you found. It allows a reader to scan quickly to see if a work may be of interest or use to them

The example here is from J. Bruce Fuller's dissertation, "The Woodman's Son," which was completed in 2015 at UL Lafayette.

Here's your quick checklist for the Abstract:

- ☐ Create a Level 1 Heading for the title "Abstract."
- ☐ Ensure that the text is left aligned.
- ☐ Ensure that the text is double-spaced.
- ☐ Ensure that the text does not exceed 300 words (thesis) or 350 words (dissertation or synthesis project).
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a Roman numeral page number on the Abstract. This page number should be "iii" because the Abstract will be the third page of your manuscript.
- ☐ Ensure that the Abstract appears in the Table of Contents and is counted.
- ☐ Include an English translation of the abstract if the thesis or dissertation is written in French.

Next up: Dedication Page

Abstract

This dissertation is a hybrid project that includes a critical paper and a collection of creative writing. Both sections of the dissertation deal with nature poetry. The critical portion of the dissertation focuses on two major examples of animal poetry, William Blake and Galway Kinnell, and draws parallels between their work and other examples of animal poetry. The creative portion of the dissertation is a full-length collection of poetry entitled *The Woodsman's Son*. This collection addresses themes of nature as they manifest in childhood. The natural environment, the woods, the water, and the animals that inhabit them all have a powerful effect on the various speakers' development, both during their formative years, and into their adulthood. Against this backdrop, the collection explores the weight of family. Each section explores family in the contexts of history, experience, and recollection. The history of family can be burdensome, and the speakers are often bound by expectation and tradition. Exploring the heritage of the speaker, the boy around whom these poems revolve, we see the pressures inherited from birth and how they shape his life. His experiences as a child, too, shape his psyche. When combined, all of these factors form a picture of a life that is not entirely within the boy's control.

Item Four: Dedication Page

OPTIONAL

The Dedication Page is optional, but, if you choose to include it, it should be counted and numbered, and it should be the second page listed in your Table of Contents. Make sure to check the corresponding sample page to see how it should look in physical form. Note that the word “Dedication” does not appear on this page. Simply center your italicized text in the middle of the page and you’re done.

The Dedication Page gives you a chance to dedicate your work to a person, cause, etc. There is no set requirement for the dedication’s content, but most dedications are just a few lines. Some dedications contain humor, some honor loved ones or those who have passed away, and some, like Mark Danielwski’s dedication in *House of Leaves*, are mysterious: “This is not for you.”

Be aware that the Dedication Page is different from the Acknowledgments Page, where you will specifically thank those who helped you with your thesis/dissertation/synthesis project.

Here’s your quick checklist for the Dedication Page:

- ☐ The word “Dedication” should NOT appear on this page.
- ☐ Center your italicized text in the middle of the page.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that your Dedication Page is single-spaced.
- ☐ Ensure that there is a Roman numeral page number on the Dedication Page.
- ☐ Ensure that the Dedication Page appears in the Table of Contents and is counted.

Next up: Epigraph Page

*To Mom,
Who took me to the library.*

Item Five: Epigraph Page

OPTIONAL

An Epigraph Page includes a motto or quotation that captures the spirit or meaning of your work or somehow illuminates what follows. Formatting is the same as that for the dedication page. If you choose to include an Epigraph Page, you do not need to include a formal reference apart from including the author and source on this page. Look to the example provided here but also look at other examples for reference.

Here's your quick checklist for the Epigraph Page:

- ☐ The word "Epigraph" should NOT appear on this page.
- ☐ Center your italicized text in the middle of the page.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that your Epigraph Page is single-spaced.
- ☐ Ensure that there is a Roman numeral page number on the Epigraph Page.
- ☐ Ensure that the Epigraph Page appears in the Table of Contents and is counted.

Next up: Acknowledgments Page

“All seats provide equal viewing of the universe.”
– Museum Guide, Hayden Planetarium

Item Six: Acknowledgments

OPTIONAL

The Acknowledgments Page is a more formal thank you to those who have helped you in the construction of your thesis/dissertation/synthesis project. The example used here to illustrate is Stephen Hawking's acknowledgments section in *A Brief History of Time*.

Here's your quick checklist for the Acknowledgments Page(s):

- ☐ Create a Level 1 Heading for the title "Acknowledgments."
- ☐ Ensure that the text is left aligned.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a Roman numeral page number on the Acknowledgments Page(s).
- ☐ Ensure that the Acknowledgments Page appears in the Table of Contents and is counted.

Next up: Table of Contents Page

Acknowledgments

Many people have helped me in writing this book. My scientific colleagues have without exception been inspiring. Over the years my principal associates and collaborators were Roger Penrose, Robert Geroch, Brandon Carter, George Ellis, Gary Gibbons, Don Page, and Jim Hartle. I owe a lot to them, and to my research students, who have always given me help when needed.

One of my students, Brian Whitt, gave me a lot of help writing the first edition of this book. My editor at Bantam Books, Peter Guzzardi, made innumerable comments which improved the book considerably.

I could not have written this book without my communication system. The software, called Equalizer, was donated by Walt Waltosz of Words Plus Inc., in Lancaster, California. My speech synthesizer was donated by Speech Plus, of Sunnyvale, California. The synthesizer and laptop computer were mounted on my wheelchair by David Mason, of Cambridge Adaptive Communication Ltd. With this system I can communicate better now than before I lost my voice.

I have had a number of secretaries and assistants over the years in which I wrote and revised this book. On the secretarial side, I'm very grateful to Judy Fella, Ann Ralph, Laura Gentry, Cheryl Billington, and Sue Masey. My assistants have been Colin Williams, David Thomas, and Raymond Laflamme, Nick Phillips, Andrew Dunn, Stuart Jamieson, Jonathan Brenchley, Tim Hunt, Simon Gill, Jon Rogers, and Tom Kendall. They, my nurses, colleagues, friends, and family have enabled me to live a very full life and to pursue my research despite my disability.

Item Seven: Table of Contents

REQUIRED

The Table of Contents lists each item in your thesis/dissertation/synthesis project, and there are two specific components you'll be dealing with: dot leaders and headings. We recommend you take a quick look at our sample version of the page here and have it in your mind as we proceed.

Dot leaders, if you haven't heard of them before, are essentially dots that lead from the end word of your listed item to its corresponding page number (and this page number is aligned exactly on the right side of the page). We know that Microsoft Word can be temperamental with dot leaders, so reach out to the Graduate School if you need help with formatting.

Refer back also to the formatting guidelines in [Section 2](#) if you're unsure about the different levels and requirements for headings and subheadings. In general, the example below demonstrates how they should look (notice that the level headings in the Table of Contents mimic the formatting of the headings in the text):

Here's your quick checklist for the Table of Contents:

- ☐ Refer to the Manuscript Ordering Chart and Section-by-Section guide to correctly order the sections of your manuscript in the Table of Contents.
- ☐ Refer to our Headings and Subheadings guidance to ensure that your items are properly formatted. In general, remember to:
 - Include all first- and second-level headings in the Table of Contents. (It is optional to list third, fourth, or fifth level headings.)
 - Indent each sub-chapter one tab (.5") beneath the chapter to which it belongs.
 - Indent sub-sections of sub-chapters another tab (1.0"). Follow this pattern for any additional sub-sections.
 - Ensure that dot leaders lead out from the end word of each listed item to its corresponding page number. Page numbers should be aligned exactly on the right side of the page.
 - Ensure that all level headings are sequential.
 - Bold all headings (but do not bold dot leaders or page numbers).
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a Roman numeral page number on the Table of Contents Page.
- ☐ Ensure that the Table of Contents Page does NOT appear in the Table of Contents.
- ☐ Review your Table of Contents for accuracy against the manuscript contents before submitting the manuscript to the Graduate School.

Next up: List of Tables Page

Table of Contents

Abstract	iii
Dedication [list if included in manuscript]	iv
Epigraph [list if included in manuscript].....	v
Acknowledgments [list if included in manuscript].....	vi
List of Tables [required if tables in text].....	vii
List of Figures [required if figures in text]	viii
List of Abbreviations [required if abbreviations in text]	ix
Introduction	1
Chapter 1	10
1.1 Subsection	10
1.2 Subsection	12
1.2.1 Subsection	13
Chapter 2 [etc.]	15
Conclusion	85
Bibliography [or alternate title like “References” or “Works Cited”]	90
Appendix [optional]	98
Biographical Sketch	111

Item Eight: List of Tables

REQUIRED*

*Required only if you include tables in your document.

A List of Tables Page should be included if you have any tables in your text—even if it's just one table. Look at the example List of Tables Page that follows. The List of Tables Page is similar to the Table of Contents Page.

Here's your quick checklist for the List of Tables:

- ☐ List the word “Table” followed by the number you have assigned it for each table; bold **both** the word “Table” and the associated number (e.g., **Table 1.**, **Table 2.**, etc.).
- ☐ When numbering tables:
 - You may use Arabic or Roman numerals.
 - You may number items in order of appearance (i.e., 1, 2, 3, etc.) or according to their chapter (i.e., 1.1, 1.2, etc.).
 - We recommend that you include punctuation (a period, a colon, etc.) after the number, but this is not required.
- ☐ Single space the lines of a table entry if that entry takes up more than one line, but double space between separate entries.
- ☐ Use a hanging indent for any table title that extends to a second line, as shown in the example.
- ☐ Show the exact caption of the table as it appears in the body text.
- ☐ Do NOT use bold or italic typeface for the caption of each table.
- ☐ You may render table captions in title case or in sentence case but use the same method of capitalization for all table captions. Also, ensure that the captions match in all sections of the manuscript.
- ☐ Ensure that dot leaders lead out from the end word of each listed item to its corresponding page number. Page numbers should align on the right side of the page.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a Roman numeral page number on the List of Tables Page.
- ☐ Ensure that the List of Tables appears in the Table of Contents and that it is counted.
- ☐ Double check your List of Tables for accuracy against the manuscript contents before submitting the manuscript to the Graduate School. Double check that every table has its number, its caption, and its page number.

Next up: List of Figures

List of Tables

Table 1. Characteristics of people ages ten to fifteen who rely on traditional words of wisdom.....	8
Table 2. Characteristics of people ages sixteen to twenty who rely on traditional words of wisdom.....	19
Table 3. Characteristics of people ages twenty-one to twenty-five who rely on traditional words of wisdom.....	24
Table 4. Characteristics of people ages twenty-six to thirty who rely on traditional words of wisdom.....	32
Table 5. Characteristics of people ages thirty-one to thirty-five who rely on traditional words of wisdom.....	40
Table 6. Characteristics of people ages thirty-six to forty who rely on traditional words of wisdom.....	48
Table 7. Characteristics of people ages forty-one to forty-five who rely on traditional words of wisdom.....	56
Table 8. Characteristics of people ages forty-six to fifty who rely on traditional words of wisdom.....	65

Item Nine: List of Figures

REQUIRED*

*Required only if you include figures in your document.

The List of Figures should be included if you have any figures (e.g., graphs, diagrams, maps, photos, or drawings) included in your text. The construction is similar to the List of Tables. That means, the word “Figure” should replace that of “Table” with the page following the same rules the List of Tables.

Make sure to include a listing for every single figure that you have included in your thesis/dissertation/synthesis project. A sample version of this page follows.

Here’s your quick checklist for the List of Figures:

- ☐ List the word “Figure” followed by the number for each figure. Bold *both* the word “Figure” and the associated number (e.g., **Figure 1.**, **Figure 2.**, etc.).
- ☐ When numbering figures:
 - You may use Arabic or Roman numerals.
 - You may number items in order of overall appearance (i.e., 1, 2, 3, etc.) or according to their appearance within a particular chapter (i.e., 1.1, 1.2, etc.).
 - We recommend that you include punctuation (a period or a colon) after the number, but this is not required.
- ☐ Single space figure captions and double space between each separate entry.
- ☐ Use a hanging indent for any figure title that extends to a second line, as shown in the example.
- ☐ Show the exact caption of the figure as it appears in the body text.
- ☐ Do NOT use bold or italic typeface for the caption of each figure.
- ☐ You may render figure captions in title case or in sentence case but use the same method of capitalization for all.
- ☐ Ensure that dot leaders lead out from the end word of each listed item to its corresponding page number. Page numbers should be aligned exactly on the right side of the page.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a Roman numeral page number on the List of Figures Page.
- ☐ Ensure that the List of Figures appears in the Table of Contents and that it is counted.
- ☐ Double check your List of Figures for accuracy against the manuscript contents before submitting the manuscript to the Graduate School. Double check that every table has its number, its title, and its page number.

Next up: List of Abbreviations

List of Figures

Figure 1. Skyscraper Types in Great Britain	8
Figure 2. Skyscraper Types in Canada	19
Figure 3. Skyscraper Types in China.....	24
Figure 4. Skyscraper Types in the United States	32
Figure 5. Skyscraper Types in Japan	40
Figure 6. Skyscraper Types in the United Arab Emirates.....	48
Figure 7. Skyscraper Types in Australia.....	56
Figure 8. Skyscraper Types in France	64

Item Ten: List of Abbreviations

REQUIRED*

*Required only if you include abbreviations in your document.

The List of Abbreviations should be included if you use abbreviations in the body, the notes, or the footnotes of your document. Remember that a reader may not be familiar with every single abbreviation you are using, so this List of Abbreviations provides an easy reference guide for any reader to look at. Simply follow the example on the next page.

There are a few specific things to keep in mind on this List of Abbreviations Page. First, abbreviations of state names and publishing companies, as well as commonly used and recognized abbreviations (“cm” for centimeter, for example), do NOT need to be listed.

Here’s your quick checklist for the List of Abbreviations:

- ☐ Make abbreviations flush with the left margin of the page.
- ☐ Use one tab space between the abbreviation and the explanation.
- ☐ Do NOT use dot leaders between each abbreviation and its explanation.
- ☐ Order abbreviations alphabetically. If you are using Greek symbols and Roman letters, then you should consult your style guide’s guidance on the alphabetical ordering of these, as that ordering can differ.
- ☐ Double space between each abbreviation entry.
- ☐ Show the exact abbreviation as it appears in the text.
- ☐ Do NOT use bold typeface for abbreviations.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a Roman numeral page number on the List of Abbreviations Page.
- ☐ Ensure that the List of Abbreviations Page appears in the Table of Contents and is counted.
- ☐ Double check your List of Abbreviations for accuracy against the manuscript contents before submitting the manuscript to the Graduate School.

Next up: Foreword

List of Abbreviations

CAPEX	Total capital expenditure (\$)
D	Depth with respect to a datum plane (ft)
FOE	Field oil efficiency
g	Local gravitational acceleration (ft/sec ²)
i	Discount rate (%)
p	Pressure (psi)
Δt	Change in time or time-step (seconds)
λ	Total fluid mobility (1/cp)
μ	Viscosity of fluid (cp)
ρ	Density (lb/ft ³)
Ω	Spatial map, matrix containing x, y, and z coordinates of reservoir grid

Item Eleven: Foreword

OPTIONAL

The Foreword is sometimes confused with the Preface. The key difference is that the Foreword is usually a note written by someone other than the author, usually an expert in the field, putting the work that follows in context (how it contributes to the field of study in question, for example). Forewords are permitted, although the Graduate School rarely sees them.

The example included is from Paul Virilo's *A Landscape of Events*. This example Foreword is two pages long and is written by Bernard Tschumi. The example includes the opening two paragraphs, with Tschumi putting the work in temporal context, and also in the context of its content and themes.

Here's your quick checklist for the Foreword:

- ☐ Create a Level 1 Heading with "Foreword" as the title.
- ☐ Ensure that the text is left aligned and indented to match your other paragraphs.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a Roman numeral page number on all pages of the Foreword.
- ☐ Ensure that the Foreword appears in the Table of Contents and is counted.

Next up: Preface

Foreword

Through a series of texts written between 1984 and 1996, P.V., or Paul Virilio, establishes the P.V., the *procès-verbal* of our contemporary society. In French, the “P.V.,” as it is referred to colloquially, is an official report, a journal, the minutes of a proceeding, a police report, even a parking or speeding ticket. I have always been struck by the coincidence of these initials. In these essays, P.V. reports on a series of occurrences, incidents, accidents of all sorts—in short, on events—ranging from the World Trade Center bombing to the Gulf War, from the demolition of a social housing project (a French equivalent to Pruitt-Igoe) to the fiftieth anniversary of D Day. The aim is to discuss major transformations in today’s society.

Time, rather than space, is the theme of this book: the collapse of time, the acceleration of time, the reversal of time, the simultaneity of all times. Another title for Virilio’s *A Landscape of Events* could have been “Mediated Blitzes.” Indeed, rarely has a contemporary writer so engaged in an exacerbated analysis of the acceleration of time, to the point where space itself becomes engulfed in time. Space becomes temporal.

Item Twelve: Preface

OPTIONAL

The Preface is a statement preliminary to the body of your thesis/dissertation/synthesis project. The Preface has a very particular purpose: It allows you (usually speaking in the first-person “I”) to talk about the purpose, plan, or preparation of your work, or how you came to do that work; it helps make clear how you see the relationship between you and your work.

Over recent years there has been a blurring between Prefaces and Introductions, but the Preface has a proud history, and we would recommend that if you want to include a Preface that you stay focused on talking about the purpose, plan, or preparation of your document. If you choose to integrate that into your Introduction, that is also an option.

The example of Thomas Hardy’s Preface to *Jude the Obscure*, is taken from Alasdair Gray’s *The Book of Prefaces* (2000).

Here’s your quick checklist for the Preface:

- ☐ Create a Level 1 Heading for the title “Preface.”
- ☐ Ensure that the text is left-aligned like all body text.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a Roman numeral page number on all pages of the Preface.
- ☐ Ensure that the Preface appears in the Table of Contents and is counted.

Next up: Introduction

Preface

The history of this novel (whose birth in its present shape has been much slowed by the necessities of periodical publication) is briefly as follows. The scheme was jotted down in 1890, from notes made in 1887 and onwards, some of the circumstances being suggested by the death of a woman in the former year. The scenes were revisited in October, 1892; the narrative was written in outline in 1892 and the spring of 1893, and at full length, as it now appears, from August, 1893, onwards into the next year; the whole, with the exception of a few chapters, being in the hands of the publisher by the end of 1894. It was begun as a serial story in Harper's Magazine at the end of November, 1894, and was continued in monthly parts.

But, as in the case of *Tess of the d'Urbervilles*, the magazine version was for various reasons an abridged and modified one, the present edition being the first in which the whole appears as originally written. And in the difficulty of coming to an early decision in the matter of a title, the tale was issued under a provisional name, two such titles having, in fact, been successively adopted. The present and final title, deemed on the whole the best, was one of the earliest thought of.

For a novel addressed by a man to men and women of full age; which attempts to deal unaffectedly with the fret and fever, derision and disaster, that may press in the wake of the strongest passion known to humanity; to tell, without a mincing of words, a deadly war waged between flesh and spirit; and to point the tragedy of unfulfilled aims, I am not aware that there is anything in the handling to which exception can be taken.

Item Thirteen: Introduction

OPTIONAL

Sometimes there is a bit of confusion as to what an Introduction should contain, and where it should fit in with the rest of the body of your Thesis/Dissertation/Synthesis Project. Let us help you make sense of that.

Generally, an Introduction differs from your actual chapters in that it gives background information that is prerequisite to your argument but does not necessarily belong in the argument. The Introduction should therefore (unlike the Preface) lead into the argument and essentially set the stage for it. A good example would be Harold Bloom's Introduction for his book, *Shakespeare: The Invention of the Human*. In the body of that text, Bloom writes an essay on each of Shakespeare's 35(-plus) plays, but his Introduction deals with how Shakespeare is “universal.” When writing thirty-five essays on Shakespeare's creation of individual characters in his plays, the Introduction allows us to see the work in a general context, and how Shakespeare became so central to Western literary tradition. In effect, the Introduction is *complementary* to the rest of the work, allowing each following chapter to more narrowly focus. So, for a reader unfamiliar with the topic at hand, the Introduction should orientate them and make them feel comfortable enough to proceed, even if they entered your Thesis/Dissertation/Synthesis Project without knowing much about the subject.

This is a general example of an Introduction. That said, each discipline has its own traditions concerning Introductions, and given that, you should familiarize yourself with a few recent Introductions from major works within your discipline and consult with your chair and committee members on constructing an Introduction.

Here's your quick checklist for the Introduction:

- ☐ Create a Level 1 Heading for the title “Introduction.”
- ☐ Ensure that the text is left-aligned like all other body text.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a page number (starting from the number 1 in Arabic numerals) on all pages of the Introduction.
- ☐ Ensure that the Introduction appears in the Table of Contents and is counted.

Next up: Chapters

Introduction

In recent years, there has been a tremendous growth in the research for doing business by using latest technologies. These new technologies give us a most recent way for running business using information and communication technologies. But now the development of ontology and some related technologies change the whole infrastructure for running a business. This is because these technologies increase the popularity among various researchers working in different areas usually related to knowledge management and knowledge representation.

By using ontology technology, various practical applications have been developed rather than working on theoretical concepts of business. Ontology plays an important role and is well known in the Artificial Intelligence community. The development of ontology related applications and standards like RDF, OWL gained important momentum in the framework of the popular Semantics Web initiative. In the scientific community, technologies that are much focused on ontology actually exist and are used by many researchers. A variety of official standards and methods are available as well as many latest tools ranging from simple ontology editors to latest framework offering platform for the development of ontology applications....¹

¹ This example introduction is taken from Harold Bloom's Introduction for his book, *Shakespeare: The Invention of the Human*.

Item Fourteen: Chapters

REQUIRED

The majority of the content of your Thesis/Dissertation/Synthesis Project will be considered the “body” of the document. Depending on your discipline (but in the vast majority of cases), all of this content will be arranged into chapters.

Make sure that your chapter titles and subheadings are accurately represented in the Table of Contents when you are doing your final pre-submission review of your document. Secondly, you should consult with your committee (and style guide) to check if there are specific chapter requirements (or formal suggestions) in terms of organization, structure, and number.

Take another look at the Formatting Guidelines presented in Section Two of these Guidelines as to margins, typefaces, spacing, justification, pagination, the inclusion of tables, and headings/sub-headings. Having these in mind in advance will help you avoid last-minute reformatting rushes.

Next up: Endnotes

THIS PAGE INTENTIONALLY LEFT BLANK

Item Fifteen: Endnotes

OPTIONAL

Endnotes are similar to footnotes in a text, giving extra explanatory information to the reader that may be of interest, but may not comfortably fit in the body of a paragraph. Alternatively, and perhaps most often, endnotes serve (in certain style guides) a citational purpose, giving the location a quotation or piece of information is from. Often, they do both. What distinguishes endnotes and footnotes from one another is their placement in your Thesis/Dissertation/Synthesis Project.

It makes sense, given their names, that footnotes are placed at the bottom (foot) of each page, and that endnotes are placed at the “end” of somewhere. Where this “end” is depends on authorial (and sometimes style guide) preference: Your endnotes can appear either at the end of each chapter, or as a separate component following the body of your document and preceding your citations. Your style guide may indicate a preference.

Endnotes do not appear at the end of sub-sections but rather must (at least) wait until the end of the chapter. Using both footnotes and endnotes is not common (and you should consult your style guide for clarification). Should you plan to include both, be prepared to justify your decision to do so to the Graduate School.

Next up: Bibliography

Endnotes

¹ Revivalism is a religious movement towards spiritual renewal of churches in America during the first half of the Twentieth century. Hangen's work covers three revivalistic preachers: Paul Rader, Aimee Simple McPherson, and Charles Fuller.

² The CSEC is a mainline Protestant organization founded in 1908 and began broadcasting on the radio in 1922 and on television in 1956

³ In his autobiography, Hoffmann writes that he received a divine call in 1955 (Schlegel 24). In fact, the Lutheran Laymen's League extended an official Christian Call to serve as full-time speaker of *The Lutheran Hour* on March 22, 1957. The reason for this discrepancy is not officially recorded.

⁴ He later transferred to Concordia Institute in St. Paul, Minnesota.

⁵ In his autobiography, Hoffmann mentions a film on the Augsburg Confession made in 1980 and the Movie *Question 7*. *Question 7* was produced and filmed in Germany by Lothar Wolff, who also produced *Martin Luther*. Hoffmann is listed as an expert adviser for the film (IMDB). According to Gerald Perschbacher, archivist for *Lutheran Hour Ministries*: *Question 7* dealt with young people in communist Germany, as I recall, who had to answer a series of questions which would then help authorize direct the future of each student. #7 dealt with faith. If the student admitted he or she WAS a Christian, it would have caused negative responses from authorities. In effect, the young person's future was on the line.

⁶ In his recollection of this visit, Hoffmann says that it occurred "in about 1970" (Schlegel 173). However, the letter from John Ryder is dated March 9, 1966.

Item Sixteen: Bibliography

REQUIRED

A note on the Bibliography. Depending on your discipline's stylistic guidelines, or your committee's preference, there may be a different name for this item. It's often called Works Cited, References, Reference List, Literature Cited, Works Consulted, or Annotated Bibliography (this list is not exhaustive) and these alternatively worded items often come with their own individual specifications and instructions. Check with your committee and your style guide for the exact wording you are expected to use and the exact content you are expected to include.

The Bibliography (or alternate title) is traditionally located at the end of the thesis/dissertation/ synthesis project (rather than at the end of each chapter or section). The exception to this rule is a manuscript that uses a compilation format. In the vast majority of drafts that the Graduate School receives, the Bibliography is located in the traditional placement.

The Bibliography (or alternate title) is an alphabetically organized collection of all published sources cited in the body of your text (including the Introduction); however, alternative organizational methods (like by number of appearance) can also be used.

If you're presenting a thesis or dissertation in the compilation format, you may include your Bibliography (or alternate title) at the end of each chapter. If you prefer not to, it should be placed in the traditional location—at the end of your manuscript.

Whatever organizational method you choose for your Bibliography (or alternate title), it should follow the practice of your discipline or that of your style guide.

Although you may follow the style guide for your specific discipline in formatting the Bibliography, the Graduate School maintains its own requirement for the spacing of the Bibliography. Each entry must be single-spaced with double-spacing between entries. Consult the example here for reference.

Here's a quick checklist for the Bibliography:

- ☐ Create a Level 1 Heading for the title "Bibliography" (or alternate title).
- ☐ Single space each bibliography entry and double space between each entry.
- ☐ Ensure that the text is left aligned.
- ☐ Ensure that a hanging indent is present for entries longer than one line.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is an Arabic numeral page number on all pages of the Bibliography.
- ☐ Ensure that the Bibliography appears in the Table of Contents and is counted.

Next up: Appendix/Appendices

Bibliography

- Blitz, Brad. (2003). From Monnet to Delors: Educational Co-operation in the European Union. *Contemporary European History*, 12(2), 197-212.
- Brenner, M. & Parmentier, G. (2002). *Reconcilable Differences: U.S.- French Relations in the New Era*. Washington DC: Brookings Institution Press.
- Corbett, A. (2003). Ideas, Institutions and Policy Entrepreneurs: Towards a New History of Higher Education in the European Community. *European Journal of Education*, 38 (3), 315-330.
- Corbett, A. (2005). *Universities and the Europe of Knowledge: Ideas, Institution, and Policy Entrepreneurship in European Union Higher Education Policy, 1955-2005*. New York: Palgrave Macmillan.
- Costigliola, F. (1992) *France and the United States: The Cold Alliance since World War II*. Twayne Publishers Inc.
- Dalichow, F. (1987). Academic Recognition within the European Community. *European Journal of Education*, 22, 39-56.
- Endy, C. (2004). *Cold War Holidays: American Tourism in France*. The University of North Carolina Press.
- Fong, V. (2011). *Paradise Redefined: Transnational Chinese Students and the Quest for Flexible Citizenship in the Developed World*. Stanford University Press.
- Furlough, E. (1998). Making Mass Vacations: Tourism and Consumer Culture in France, 1930s 1970s. *Comparative Studies in Society and History*, 40(2), 247-286.
- Furlough, E. and Baranowski, S. eds. (2001). *Being Elsewhere: Tourism, Consumer Culture, and Identity in Modern Europe and North America*. University of Michigan Press.
- Gordon, P. H. and Meunier, S. (2001). *The French Challenge: Adapting to Globalization*. Brookings Institution Press.
- Green, N. L. (2014). *The Other Americans in Paris: Businessmen, Countesses, Wayward Youth, 1880-1941*. University of Chicago Press.
- Harp, S. (2001). *Marketing Michelin: Advertising and Cultural Identity in Twentieth-Century France*. The John Hopkins University Press.
- Jobs, R. I. (2004). Building community and reconstructing citizenship in the Youth and Culture Houses of Post-War France. *Young: Nordic Journal of Youth Research*, 12(3), 205-220.

Item Seventeen: Appendix/Appendices

IF APPLICABLE

The Appendix/Appendices represent the point in your dissertation/thesis/synthesis project where you can place material relevant to your argument (or creative product) that may have been too long or unwieldy to include in the body of your dissertation/thesis/synthesis project. Each topic or item should have its own separate appendix (this helps your reader be able to navigate to it).

Some examples of items that may need their own Appendix include questionnaires, surveys, transcripts of interviews, tables, figures, long lists, software codes, well logs, letters of permission, etc.

Formatting and organization will once again vary according to the style guide you have chosen, but make sure to double check that all of your navigating markers in the body of your dissertation/thesis/synthesis project are accurate to the item(s) in your appendix. If a point in the body tells a reader to look at “Appendix C” for a questionnaire you are referring to, make sure that “Appendix C” contains the questionnaire and not something else entirely! And remember, all appendices must be listed in the Table of Contents.

Keep in mind that your document will be available as a PDF and data tables included in your Appendix will not be easily manipulated. Therefore, the Graduate School suggests not including data tables that are longer than 10 pages.

Here’s a quick checklist for your Appendices:

- ☐ Ensure that all Appendices are listed in your Table of Contents.
- ☐ Ensure that you are using a Level 1 Heading for the title “Appendix” or “Appendices.”
- ☐ Ensure that there is an Arabic numeral page number on all Appendix pages.
- ☐ Ensure that references to your Appendices in the body text of your manuscript mention the correct Appendix.

Next up: Copyright Permission(s)

THIS PAGE INTENTIONALLY LEFT BLANK

Item Eighteen: Copyright Permission(s)

OPTIONAL

This section will include all permission letters for material and content that you've had to seek permission to use, usually in the form of letters to publishers (we have included a sample of a permission letter to publishers, and a template on the website that you can use). Note that, while inclusion of your permission letters in your document is optional (having them in your own records is sufficient), reaching out for copyright permission is not optional.

After writing your Permission Letter, add a Response Page on a separate page to document the copyright owner's response. Your Response Page may look something like what's below:

RESPONSE PAGE

As a/the copyright owner of the material identified herein, I am granting permission for the use of the same requested material:

Title of Work: [Insert the full citation for the requested work here]

Name: _____ (Please print)

Signature: _____

Title: _____

Date Signed: _____

Next up: Biographical Sketch

Permission Letter

[Letterhead stationery or return address]

[Date]

[Name and address of addressee]

Dear [insert title and last name]:

I write today to request permission to include in my [thesis, dissertation, or synthesis project] material of which you are the copyright owner. I am completing [a master's thesis or a doctoral dissertation] at the University of Louisiana at Lafayette, and the title of my [thesis, dissertation, or synthesis project] is “ .” I would like your written permission to include in my [thesis, dissertation, or synthesis project] excerpts from or replications of the material described below. Your signing of this letter will confirm that you own the copyright to the material described below and that you are authorized to grant this permission. If you no longer own the rights for the material requested in this letter, will you kindly direct me to the person and/or entity now owning these rights?

[In this paragraph, clearly identify the source of the requested material (e.g., with a citation) and define the excerpts or reproductions you wish to include in the thesis/dissertation/synthesis project. The most efficient and/or complete method of making your request clear may be to include copies of the excerpts or reproductions with this letter, in which case you should indicate here that you are doing so.]

The requested permission extends to any future revisions and editions of my [thesis, dissertation, or synthesis project], including non-exclusive rights in all languages, and to the prospective publication of my [thesis, dissertation, or synthesis project]. This authorization is extended to ProQuest/UMI Dissertations Publishing, Ann Arbor, Michigan, for the purpose of reproducing and distributing copies of this work.] These rights will in no way restrict publication or republication of the material by you or by others authorized by you.

If these arrangements meet with your approval, please sign the attached request and return it to me in the stamped/addressed return envelope provided. Should you have any questions, you can reach me by email at [insert your UL Lafayette email address].

Sincerely, [signature]

[Your full name, typed]

University of Louisiana at Lafayette

Item Nineteen: Biographical Sketch

REQUIRED

The Biographical Sketch gives the reader a brief idea about your education, your academic and professional experience, and/or your professional goals. This provides a bit of the context around your project's authorship. It may also enable the reader to follow your research, publications, and career after graduation. It's usually quite formal, and that is confirmed by the fact that it should be written in the third-person singular point-of-view.

Ultimately, the Biographical Sketch can contain as little or as much information as you like, but we require that you include your academic history, including the degree you are currently pursuing, and previous degrees earned. Do keep it brief (under 250 words) and remember to only include information you are comfortable making accessible to a public audience.

Here's your quick checklist for the Biographical Sketch:

- ☐ Create a Level 1 Heading for the title "Biographical Sketch."
- ☐ Ensure that the text is left-aligned.
- ☐ Ensure that the text is double-spaced.
- ☐ Ensure that the text does not exceed 250 words.
- ☐ Ensure that the font type and size match the rest of the manuscript.
- ☐ Ensure that there is a page number on the Biographical Sketch.
- ☐ Ensure that the Biographical Sketch appears in the Table of Contents and is counted.
- ☐ If you graduated from the University of Louisiana at Lafayette when it was named the University of Southwest Louisiana, identify the name as "University of Southwestern Louisiana (now the University of Louisiana at Lafayette)."
- ☐ Include a sentence that lists the degree you are currently earning in the past tense, including the semester and year that you will earn it.

Biographical Sketch

John Doe graduated from the University of Louisiana at Lafayette in 2010 with a Bachelor of Science degree in Geology. He then entered the master's degree program in petroleum engineering at UL Lafayette that same year. His research in that program has centered on alternate drilling methods for oil and natural gas wells. He graduated in the Spring of 2012 with a Master of Science in Engineering degree with a concentration in petroleum engineering.

example

Section 4: Submissions and Final Approval

[Return to Table of Contents](#)

Submissions and Final Approval

To expedite the submission and approval process, please take care to ensure that your thesis, dissertation, or synthesis project conforms to all guidelines prior to submission. If it does not adhere to these requirements, your manuscript will be returned to you for correction. Such delays can result in the Graduate School not being able to provide graduation clearance, in which case your degree may not be conferred in the timeline anticipated.

Please remember that you must successfully defend and make any changes required by your committee before you submit your manuscript to the Graduate School. No changes to content can be made to your manuscript once it has been submitted to the Graduate School.

Defended manuscripts must be submitted by the required deadlines published in the University's Academic Calendar. Note that each semester's academic calendar is posted on the Office of the University Registrar website far in advance. It's the author's responsibility to be aware of all posted deadlines.

The time between initial submission and final approval by the Graduate School can vary depending on factors such as: proximity to deadlines; your adherence to the guidelines set forth here; and your responsiveness to our editors and staff. You will be contacted once your manuscript has been reviewed by the Graduate School, and you are expected to submit any required revisions in a timely manner. Take care to monitor your University email for notifications until your manuscript has been approved.

Submission to the Graduate School

1. Apply for graduation.
2. Complete your defense and any revisions required by your committee.
3. Confirm your chair has submitted the Preliminary Approval of Thesis, Dissertation, or DNP Synthesis Project Manuscript Form.
4. Submit your Defended Manuscript Submission and Contact Information Form.
5. Receive access to the **GRAD: Thesis, Dissertation, & Synthesis Project Review** Moodle course via email.
6. Review (again) the *Guidelines for the Preparation and Submission of Theses, Dissertations, and Synthesis Projects* to ensure your manuscript will be accepted.
7. Upload your successfully defended committee-approved manuscript to Moodle.
8. Complete formatting revisions with Graduate School editors.
9. Receive Final Clearance Tasks email from Graduate School staff upon final approval.
10. Finish any uncompleted surveys.
11. Pay printing and binding fees for the required archival print copy.
12. Upload to ProQuest and pay associated fees.

Submission to ProQuest

The University of Louisiana at Lafayette requires submission of the final, approved thesis, dissertation, or synthesis project in PDF format to the University's ProQuest ETD Administrator. Instructions for doing so will be provided upon final approval.

Once the thesis/dissertation/synthesis project is submitted on ProQuest, the Graduate School will review the submission to verify it is the approved manuscript and is in compliance with University requirements. If there are no issues, the document will be delivered to ProQuest for publishing upon conferral of the degree.

All submissions must be published under the “Open Access Plus” option through ProQuest.

If the “Embargo” option is selected, you must have already obtained permission for an embargo from the Graduate School.

Number of Copies Required

One bound copy of the thesis/dissertation/synthesis project is required for archival purposes. Each candidate must pay a printing and binding charge per copy for the required copy, which will be ordered by the Graduate School upon degree conferral.

Students should speak with their committee chair and/or department about additional copies, which can be ordered by the student through ProQuest. While the Graduate School does not require that you provide your director or department with a copy, they may request (or require) that you do so.

Fees and Costs

Fees are subject to change and are paid as indicated below. Retain a copy of your receipts for printing and binding costs.

Binding Fee and Printing Costs

- You will be charged set printing and binding fees (totaling \$45) for the archival copy of your manuscript. Additional binding fees will be incurred for documents requiring oversized materials or sleeve inserts for CD, DVD, or USB stick (or similar removable memory) appendices.
- Only one archival-quality copy is required. If you desire additional copies, you may order those copies through ProQuest.
- Pay printing and binding fees via cash or check in the Student Cashier Center in the Student Union or via Credit Card on ULink.

Open-Access Dissemination Fee: \$95 – required

- Paid to ProQuest through their online submission portal.

Copyright Fee: \$75 – optional

- This is an optional fee paid to ProQuest depending on your decision to have your copyright registered; see Section One for more information.

Institutional Repository Requirement

Beginning Fall 2026, all approved theses/dissertations/synthesis projects will be made available in the University of Louisiana at Lafayette Institutional Repository following release on ProQuest.

Section 5: Appendix

[Return to Table of Contents](#)

Lexicon of Commonly Misused Names and Titles

The chart below lists names and titles that can be a challenge and the correct usage of those names and titles for theses/dissertations/synthesis projects at the University of Louisiana at Lafayette. Please refer to the chart to avoid incorrect usage of these items. This list is not exhaustive. If unsure, contact the Graduate School.

Name, Title, or Degree	Correct Use
University of Louisiana at Lafayette	Full Name: University of Louisiana at Lafayette Abbreviation: UL Lafayette Example: John Smith began graduate study at the University of Louisiana at Lafayette in Fall 2007. After earning a master's degree at the UL Lafayette, he will pursue a doctoral degree at Louisiana State University. <i>When using the full University name in a sentence, include "the" prior to the name. When using the abbreviation, do not use "the" before the name.</i> <i>The use of a comma or dash in the name of the university is not permitted, and UL or ULL should not be used as an abbreviation.</i>
Title of Degree in Biographical Sketch and Acknowledgments	Examples: Bachelor of Science degree in Biology Master of Arts degree in French Master of Education degree in Curriculum and Instruction Master of Science degree in Industrial Chemistry Master of Science in Engineering degree, Chemical Engineering concentration Doctor of Education degree in Educational Leadership Doctor of Nursing Practice degree Doctor of Philosophy degree in English <i>When listing degree titles, the word "degree" should follow the type of degree.</i> <i>Majors or disciplines should be capitalized when referring to the title of a specific degree or department (e.g. She is an Associate Professor in the Department of Biology) but not when speaking of these topics more generally (e.g. She studies biology.).</i>
State Names	Correct: Louisiana Incorrect: LA <i>Do not use the two-letter postal abbreviation. Spell out the state.</i>

Official Types and Titles of Degrees at UL Lafayette

Each graduate program with a thesis, dissertation, or synthesis project option is listed below with the formal degree type and title, which is to be used on the Title and Approval Page. Locate your graduate program on the list to determine the official degree title for inclusion in your thesis/dissertation/synthesis project.

The list here includes only degrees with a dissertation/synthesis project requirement or a thesis-track option at the University of Louisiana at Lafayette at the time of revision to the Guidelines. Students should consult the University Catalog for degrees added after the date of this revision.

Graduate Program	Degree (For Title and Approval Page)	Degree Type Abbreviation
Ph.D.		
Applied Computing and Information Sciences	Doctor of Philosophy	Ph.D.
Applied Language and Speech Sciences	Doctor of Philosophy	Ph.D.
Computer Engineering	Doctor of Philosophy	Ph.D.
Computer Science	Doctor of Philosophy	Ph.D.
Earth and Energy Sciences	Doctor of Philosophy	Ph.D.
English	Doctor of Philosophy	Ph.D.
Environmental and Evolutionary Biology	Doctor of Philosophy	Ph.D.
Francophone Studies	Doctor of Philosophy	Ph.D.
Mathematics	Doctor of Philosophy	Ph.D.
Systems Engineering	Doctor of Philosophy	Ph.D.
Ed.D.		
Educational Leadership	Doctor of Education	Ed.D.
D.N.P.		
Doctor of Nursing Practice	Doctor of Nursing Practice	D.N.P.
Master's		
Architecture	Master of Architecture	M. Arch.
Biology	Master of Science	M.S.
Communication	Master of Science	M.S.
Computer Engineering	Master of Science in Computer Engineering	M.S.C.E.
Computer Science	Master of Science	M.S.
Criminal Justice	Master of Science	M.S.
Curriculum and Instruction	Master of Education	M.Ed.
Educational Leadership	Master of Education	M.Ed.
Engineering, Chemical Engineering	Master of Science in Engineering	M.S.E.

Engineering, Civil Engineering	Master of Science in Engineering	M.S.E.
Engineering, Electrical Engineering	Master of Science in Engineering	M.S.E.
Engineering, Mechanical Engineering	Master of Science in Engineering	M.S.E.
Engineering, Petroleum Engineering	Master of Science in Engineering	M.S.E.
English	Master of Arts	M.A.
Environmental Resource Science	Master of Science	M.S.
French	Master of Arts	M.A.
Geology	Master of Science	M.S.
History	Master of Arts	M.A.
Informatics	Master of Science	M.S.
Kinesiology	Master of Science	M.S.
Mathematics	Master of Science	M.S.
Music	Master of Music	M.M.
Nursing	Master of Science in Nursing	M.S.N.
Physics	Master of Science	M.S.
Psychology	Master of Science	M.S.
Special Education: Gifted	Master of Education	M.S.
Speech Pathology & Audiology	Master of Science	M.S.
Systems Technology	Master of Science	M.S.

Committee Member Information

This list guides students in providing required committee member information as it should appear on the Title & Approval Page and in metadata on ProQuest.

Committee Item	Graduate School Requirement
Titles	Correct: John K. Smith, Chair <i>On the Title & Approval Page, include the title "Chair" after your committee chair's name (or "Co-chair" you have two co-chairs).</i> <i>Do not include degree credentials such as "Ph.D." or "Ed.D." or titles like "Dr." or "Professor" with the names of committee members.</i>
Co-chairs	Correct: John K. Smith, Co-chair School of Geosciences Michael Benton, Co-chair School of Geosciences <i>If two faculty members are co-chairing your committee, include the title "Co-chair" after the name of each co-chair. The second c is lowercase. Do not use "Chairman" or "Chairperson."</i>
University-Affiliated Members	Correct: John K. Smith School of Geosciences <i>List University-affiliated committee members by preferred scholarly publication names. Include the department through which they have graduate faculty membership on the line directly beneath their names on the Title & Approval Page. If you are unsure of the department, consult the Graduate School official list of Graduate Faculty, organized by college.</i>
Outside Members	Correct: John K. Smith Research Analyst Center for Ecology and Environmental Technology <i>List outside or external committee members by preferred scholarly publication names. Include position and organization on the lines beneath the name on the Title & Approval Page.</i>
Committee Member Type	Consult the Graduate School official list of Graduate Faculty, organized by college. <i>List any member who has Graduate Faculty membership as a University-affiliated member. List any member who doesn't as an outside or external member. Beyond the inclusion of an outside member's position and organization, there should be no difference in committee identification. That is, committee members are not identified on the title page as graduate faculty or outside members.</i>

Dean of the Graduate School	Correct: Mary Farmer-Kaiser Dean of the Graduate School <i>The Dean of the Graduate School provides final approval for all theses, dissertations, and synthesis projects. For this reason, her name is the final one listed on your Title & Approval page.</i> <i>If the Dean serves as an official member of your committee, then the Graduate Council chair will serve as the final approver instead. Contact the Graduate School for more information.</i>
-----------------------------	--

Graduate School Guidelines for the Use of Generative Artificial Intelligence (GAI) in Graduate Education Research

In response to the growing role of Generative Artificial Intelligence (GAI) in academic research, scholarship, and creative works, the Graduate School has established the following guidelines to help graduate students, graduate faculty, and graduate programs navigate the use of GAI in graduate capstone projects, theses, dissertations, and synthesis projects.

The **Guidance on Generative Artificial Intelligence in the Classroom** establishes the foundation for ethical engagement with GAI in classrooms across all levels of education at the University of Louisiana at Lafayette.

Building on that framework and guided by principles of permissibility, disclosure, accountability, and mentorship, these guidelines aim to ensure ethical practices while maintaining the integrity of the research and scholarship produced in graduate education at the University of Louisiana at Lafayette.

Graduate research proposals, capstone projects, theses, dissertations, and synthesis projects are essential milestones in the intellectual development of graduate students and their academic journey. These works are opportunities for graduate students to assume authorship in the creation of original knowledge and creative works. In providing a framework for the responsible use of GAI where appropriate, these guidelines aim to uphold the integrity of authorship and substantial, original academic contributions.

Guiding Principles

1. Transparency and Disclosure

- **Full Disclosure:** Graduate students must disclose use of GAI tools in their research and writing. This includes specifying the tools employed, their purpose, and the scope of their application (e.g., for brainstorming, organization, data analysis, revision).
- **Faculty Engagement:** Graduate students must engage with their faculty, chairs, and committee members early in the research process to ensure mutual understanding and alignment on the acceptable use of GAI tools.
- **Documentation and Placement of Disclosure:** While disclosure and documentation requirements may vary by discipline, disclosure must be prominently included in the manuscript, either in the introduction, methods section, or a dedicated GIA disclosure statement following the acknowledgements section. Appendices that document the use and include work product (e.g., text of prompts and queries, prompt evolution, post-generation editing) also may be required.
- **Example General Disclosure Statement:** "Generative Artificial Intelligence (GAI) tools, including [specific tools], were utilized in this [capstone project/thesis/dissertation/synthesis project] for [specific uses]. While AI-generated outputs were reviewed for accuracy, relevance, and integrity to align with academic standards, I am responsible for the integrity, originality, and academic validity of this scholarly work."

2. Accountability

- **Student Responsibility:** The graduate student author remains solely responsible for the integrity, originality, and academic validity of their work, even when GAI tools are used.
- **Validation of Outputs:** Graduate students must critically evaluate AI-generated content for accuracy and appropriateness and fact-check against authoritative sources to maintain scholarly integrity.

3. Ethical Use and Awareness

- **Bias and Limitations:** Graduate students must recognize and address the inherent biases in GAI tools, which often reflect the datasets on which they are trained. Outputs should not be accepted uncritically, and remediation of bias is the student's responsibility.
- **Authorship:** GAI cannot be credited as an author under any circumstances. As emphasized in the Policy on Generative Artificial Intelligence in the Classroom and by the Committee on Publication Ethics (COPE, 2023), authorship carries accountability for work that AI cannot assume.
- **Academic Integrity:** Improper use of GAI to produce unattributed or unverified content risks violating academic integrity policies. Any such violations may result in sanctions consistent with university policy.

Permissibility

Graduate research at the University of Louisiana at Lafayette spans diverse disciplines with unique standards and practices. The permissible use of GAI in research and writing must reflect these variations:

- **Departmental and School Guidelines:**
Individual departments and schools with graduate programs have been charged with establishing and maintaining guidelines on the permissible use, documentation, and disclosure of GAI in capstone projects, theses, dissertations, and synthesis projects. These guidelines should:
 - Align with disciplinary knowledge, standards, and publishing expectations in their respective fields of study.
 - Outline acceptable and prohibited uses of GAI in research and writing.
 - Be communicated to graduate students and integrated into program orientation, handbooks, advisement, research methods courses and training, and dissertation/thesis/synthesis project direction.
 - Be shared with the Graduate School.
- **Student Responsibility:**
Ultimately, graduate students are responsible for the following:
 - Conducting their research ethically and ensuring scholarly integrity in their work.
 - Understanding and adhering to discipline standards and program-specific, college-level, and university-wide guidelines on GAI use.

- Anticipating potential impacts on research dissemination (e.g., publication, presentation, patent disclosure, or creative works) and addressing potential repercussions if accuracy, originality, or intellectual ownership of AI-generated data or content cannot be established.
- **Prohibited Practices:**
 - Generating substantive sections of a manuscript without acknowledgment.
 - Using GAI tools to replace original critical thinking, analysis, or argumentation central to the graduate student’s academic or scholarly contribution.
 - Inputting sensitive, confidential, or proprietary data into GAI tools unless their compliance with robust data privacy policies has been verified.

Ethical and Legal Considerations

1. Authorship and Accountability

Authorship involves accountability, which GAI tools cannot provide. As emphasized by the Committee on Publication Ethics (COPE): “AI cannot meet the requirements for authorship as they cannot take responsibility for submitted work. AI tools cannot meet the requirements for authorship as they cannot take responsibility for the submitted work. As non-legal entities, they cannot assert the presence or absence of conflicts of interest nor manage copyright and license agreements. Authors who use AI tools in the writing of a manuscript, production of images or graphical elements of the paper, or in the collection and analysis of data, must be transparent in disclosing in the Materials and Methods (or similar section) of the paper how the AI tool was used and which tool was used. Authors are fully responsible for the content of their manuscript, even those parts produced by an AI tool, and are thus liable for any breach of publication ethics.”

2. Copyright and Intellectual Property

Graduate students must recognize that GAI outputs may be derivative of copyrighted material. They must ensure that the use of such content complies with fair use principles and does not infringe on intellectual property rights.

3. Plagiarism and Academic Integrity

Misusing GAI to produce unattributed text or failing to disclose its use risks violating plagiarism policies. Graduate students must ensure that any AI-generated content is properly documented, acknowledged, and cited.

4. Data Privacy and Security

Sensitive or regulated data must not be shared with open AI tools unless their compliance with data protection standards can be ensured.

Entering confidential or sensitive information into open AI tools—tools—including by submitting prompts, uploading data, or generating and revising text—is functionally equivalent to publicly disclosing that information to a third-party.

Uploading research data, proprietary analysis, grant proposals, or unpublished manuscripts into open AI tools may result in unintended exposure or unauthorized reuse of that content. Graduate students, faculty, and staff should assume that content submitted to open AI platforms will be stored, reused, or incorporated into future model training or system improvement in ways that compromise privacy, security, or intellectual property.

Graduate students should not enter their research or writing into open AI environments without explicit permission from their chair. Likewise, sensitive data governed by FERPA, HIPPA, contractual agreements, or other privacy protections must not be entered without prior authorization from the Office of Research Integrity. Such disclosures may violate federal or state laws, funding agency policies, or university-level data governance protocols.

When in doubt, treat any open AI tool as a non-secure environment.

Acknowledgments

These guidelines are informed by best practices in academic research ethics. They have drawn upon the **Guidance on Generative Artificial Intelligence in the Classroom** and policies and consultations with peer and aspirational-peer institutions. We especially thank the faculty and graduate schools at the Georgia Institute of Technology, NC State University, Texas State University, the University of Alabama at Birmingham, the University of North Carolina at Chapel Hill, the University of Toronto, and Virginia Tech for their guidance and leadership.

Created by the Graduate School, presented to the graduate program leadership and Graduate Council, and endorsed by academic college deans, Spring 2025.

Published by the Graduate School, 2025.06.13.

Copyright Resources

See the following articles for information on copyright and compliance to learn more.

- United States Copyright Office. “Copyright Basics.” <https://www.copyright.gov/circs/circ01.pdf>
- Crews, Kenneth D. “Copyright and Your Dissertation or Thesis: Ownership, Fair Use, and Your Rights and Responsibilities.” https://pq-static-content.proquest.com/collateral/media2/documents/copyright_dissthesis_ownership.pdf
- Kearney, Margaret H. “Who Owns a Dissertation and Why Does It Matter?” <https://onlinelibrary.wiley.com/doi/pdf/10.1002/nur.21611>
- Duke ScholarWorks. “Copyright Concerns for Graduate Researchers.” <https://scholarworks.duke.edu/copyright-advice/graduate-researchers/>

Scholarly Publication Name Resources

The following resources present information on chosen scholarly publication names, their purpose, and additional considerations when deciding how to present yourself as an author.

- Attia, Shady. “Choose Your Name for Publication.” <https://youtu.be/eoIGF2ilyMc?si=FyXDIbM3FUFcLxud>.
- Bernard Becker Medical Library at Washington University. “Research Impact: Establishing Your Author Name and Presence.” <https://beckerguides.wustl.edu/impact>.
- Zarillo, Deanna. “Facilitating Gender Diverse Authorship: A Comparative Analysis of Academic Publisher Name Change Policies.” <https://dl.acm.org/doi/full/10.1145/3717867.3717909>.
- American Psychological Association. “Policy on Author Name Changes After Publication.” <https://www.apa.org/pubs/journals/resources/policy-author-name-changes>.
- ORCID. “Add and Edit Your Name on Your ORCID Record.” <https://support.orcid.org/hc/en-us/articles/360006973853-Add-and-edit-your-name-on-your-ORCID-record>.

ORCID ID Resources

The following articles present a good introduction to ORCID.

- ORCID. “What is an ORCID ID and how do I use it?” <https://support.orcid.org/hc/en-us/articles/360006897334-What-is-an-ORCID-ID-and-how-do-I-use-it>.
- ORCID. “ORCID for Researchers.” <https://info.orcid.org/researchers/>.
- Baglioni, Miriam., Manghi, Paolo., Mannocci, Andrea., and Bardi, Alessia. “We Can Make a Better Use of ORCID: Five Observed Misapplications.” <https://datascience.codata.org/articles/10.5334/dsj-2021-038>.
- Cress, Phaedra A. “Why Do Authors Need an ORCID ID?” <https://academic.oup.com/asj/article/39/6/696/5320042>.

- Meadows, Alice. “Better Together: ORCID and Other Researcher Identifiers.” <https://scholarlykitchen.sspnet.org/2025/07/16/better-together-orcid-and-other-researcher-identifiers/>.
- Thomas, Khaleedah. “Enhancing Research Integrity: The Growing Role of ORCID in Federal Grant Processes.” <https://www.research.colostate.edu/osp/2025/04/09/enhancing-research-integrity-the-growing-role-of-orcid-in-federal-grant-processes/>.

Embargo Resources

The following articles present differing responses to the issue of thesis, dissertation, and synthesis project embargoes. If you are considering embargoing your manuscript, we encourage you to spend time reviewing them.

- American Historical Association. “Statement on Policies Regarding the Embargoing of Completed History PhD Dissertations.” <https://www.historians.org/perspectives-article/american-historical-association-statement-on-policies-regarding-the-embargoing-of-completed-history-phd-dissertations-july-2013/>.
- Patton, Stacey. “Embargoes Can Go Only So Far to Help New Ph.D.’s Get Published, Experts Say.” <https://www.chronicle.com/article/embargoes-can-go-only-so-far-to-help-new-ph-d-s-get-published-experts-say/>.
- Ramirez, Marisa L., Joan T. Dalton, Gail McMillan, Max Read, and Nancy H. Seamans. “Do Open Access Electronic Theses and Dissertations Diminish Publishing Opportunities in the Social Sciences and Humanities? Findings from a 2011 Survey of Academic Publishers.” <https://crl.acrl.org/index.php/crl/article/view/16317>.
- Truschke, Audrey. “Open Access and Dissertation Embargoes.” <http://dissertationreviews.org/open-access-and-dissertation-embargoes/>.
- Truschke, Audrey. “To Embargo Your Dissertation, Or Not.” Available online at <http://dissertationreviews.org/to-embargo-or-not-to-embargo/>.

Digital Accessibility Resources

The resources below build on the overview of digital accessibility considerations provided in Section 1: Introduction and Initial Considerations.

Microsoft Word and Accessibility

The good news is that Microsoft Word contains a built-in accessibility tool. Plan to run the [Microsoft Accessibility Checker](#) to resolve all accessibility issues before you submit your manuscript to the Graduate School for final review and approval. Below are additional accessibility resources for Word users:

- [How to Make an Accessible Document in Microsoft Word \(Section508.gov\)](#)
- [Make Your Word Documents Accessible to People with Disabilities \(Microsoft\)](#)
- [Create Accessible Word Documents \(Harvard University\)](#)
- [Microsoft Word Accessibility Principles Explained \(University of Pittsburgh\)](#)

LaTeX and Accessibility

Manuscripts authored in LaTeX, Overleaf, or related platforms are typically inaccessible to screen readers. Additional accessibility packages and steps are required to support export of an accessible PDF.

Students using LaTeX are encouraged to prioritize strong document structure (e.g., clear section headings, labeled figures and tables, and consistent organization), as these elements support accessibility across formats.

Below are guides that include accessibility instructions and advice for LaTeX users:

- [Using LaTeX to Produce an Accessible PDF \(The LaTeX Project\)](#)
- [Creating Accessible LaTeX Documents \(Michigan State University\)](#)
- [Creating Accessible LaTeX Documents \(University of South Carolina\)](#)
- [An Introduction to Tagged PDF Files: Internals and the Challenges of Accessibility \(Overleaf\)](#)

Additional Accessibility Resources

- [Digital Accessibility and Training Resources \(UL Lafayette Web Ambassador Network\)](#)
- [Create Accessible Digital Products \(Section508.gov\)](#)
- [Defining PDF Accessibility \(WebAIM\)](#)
- [Making Dissertations & Theses Accessible Webinar: Considerations for Graduate Deans \(Council of Graduate Schools\)](#)

Clear Prior

“Clear Prior” offers a grace period between semesters to graduate students working to complete the final manuscript review and approval process and, thus, all degree requirements before the new semester begins. While the degree is not officially conferred until the next commencement, graduate students able to meet the clear prior deadline are exempt from paying tuition and fees for this final semester.

The Clear Prior deadline is always the first day of classes for the semester. To be cleared to graduate prior to the start of the given semester, all degree requirements must be satisfied by this date. For those writing a thesis, dissertation, or synthesis project this means that the student must usher the manuscript through the following last milestones:

- successful defense
- approval (including all required revisions) by their committee
- completion of the “Preliminary Approval of Thesis, Dissertation, or DNP Synthesis Project Manuscript Webform” by committee chairpersons and completion of the “Defended Manuscript Submission and Contact Information Webform” by the student
- final review by the Graduate School to ensure compliance with the Guidelines for Preparation of Theses, Dissertations, & Synthesis Projects (We strongly advise early

- submission to the Graduate School to ensure that there is ample time to complete all graduation clearance requirements.)
- approval to print by the Graduate School
 - completion of final steps in the manuscript submission process (surveys, printing, ProQuest upload, and payment of fees).

Quick Reference Formatting Checklist

The Graduate School edits hundreds of theses, dissertations, and synthesis projects every year. Allow us to offer a checklist of formatting reminders so that we can help you avoid unnecessary delay in the final editing and review process. Be sure to review the various checklists that are specific to individual front and back matter pages.

Font Type and Font Size

- ☐ My font size is 12-point throughout, except when 10-point is allowed per these Guidelines.
- ☐ I have used Times New Roman, Arial, Courier New, or Calibri font type.

Page Dimensions, Margins, and Justification

- ☐ I have a 1.25" margin on the LEFT.
- ☐ I have 1" margins on the right, top, and bottom.
- ☐ My text is left-aligned and is not justified.
- ☐ I have my page dimensions set to 8.5" x 11"

Spacing

- ☐ The body text of my manuscript is double-spaced throughout with the exception of long, or block, quotations, which are single-spaced. (Note: many pages before and after your body chapters have spacing requirements that differ from that of body text.)
- ☐ My footnotes (or endnotes) and bibliography are single-spaced with a double space between each entry.
- ☐ My indentation is consistent throughout the manuscript.
- ☐ I have used "dot leaders" in the Table of Contents and thus have ensured that the spacing of dots are consistent and that the page numbers align at the 1" right margin.
- ☐ I have checked to make sure Word's default settings have not added extra space before or after my paragraphs.

Page Numbers

- ☐ All page numbers are centered at the bottom of the page.
- ☐ My page numbers are suppressed (i.e., counted but not numbered) on the Title and Approval Page and Copyright Page.

- ☐ I've used lower-case Roman numerals (i.e., iii, iv, v) on the front matter and switched to Arabic numbers (i.e., 1, 2, 3, 4) for all pages beginning with the body of the manuscript (i.e., Introduction or Chapter One).
- ☐ I have double checked that the page numbers in the Table of Contents are correct.

Required “Front/Back Matter” Pages

- ☐ I have included all of the following required “front/back matter” pages as well as the ones marked “if applicable” that apply to my manuscript, and I have used the checklists on the corresponding pages of the guidelines to ascertain that I have formatted them correctly:
 - Title and Approval Page
 - Copyright Page
 - Abstract
 - Table of Contents
 - List of Tables (if applicable)
 - List of Figures (if applicable)
 - Bibliography
 - Appendix/Appendices (if applicable)
 - Copyright Permission(s) (if applicable)
 - Biographical Sketch

Other

- ☐ I have double checked to ensure that my name is identical wherever it appears (e.g., Title and Approval Page, Copyright Page, and Biographical Sketch).
- ☐ I have double checked to ensure that my thesis/dissertation/synthesis project TITLE is identical wherever it appears (e.g., Title and Approval Page and, if mentioned in, the Abstract or elsewhere).
- ☐ I have reviewed the Table of Contents and List of Tables and List of Figures to ensure that the captions included in them are uniform and identical to what appears in the body of the manuscript.
- ☐ I have ensured that my headings and subheadings conform to the level headings guidelines outlined here.
- ☐ I have used abbreviations and capitalization consistently throughout the text.

[Return to Table of Contents](#)