

GRADUATE MANUAL
PREPARATION OF THESES, DISSERTATIONS,
AND FINAL PROJECTS



LSUS Graduate Council

Office of Academic Affairs
Revised November 2019

Louisiana State University Shreveport
PREPARATION OF THESES, DISSERTATIONS
AND FINAL PROJECTS

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GRADUATE COUNCIL REGULATIONS

The materials in this manual offer general information about the preparation of theses and dissertations and is designed to assist candidates seeking graduate degrees at Louisiana State University Shreveport to meet the standards of format, organization, and reproduction which have been established by the Graduate Council. Because the manual will be used by candidates in different disciplines, many of the writing practices and mechanical forms cannot be phrased in specific or absolute terms. The general principles of scholarly communication, however, do apply throughout the academic profession.

The regulations established here by the Graduate Council should be supplemented by the thesis or dissertation manuals adopted by individual departments, which provide the candidate with specific, detailed information relating to the established scholarly writing practices within particular academic areas. Should there be conflict, however, between the recommendations of the specialized manuals and those established in this manual, the candidate will be required to conform to the instructions given here and approved by the Graduate Council of LSUS. For conformity, candidates following APA style should not use running heads and headers as would be used in manuscript submissions.

Should candidates encounter technical problems that are not covered by these instructions or practices that seem to vary from those discussed here, they should seek clarification from their Thesis Director/Dissertation Chair and, in certain instances, consult with the Dean of Graduate Studies.

The proper format for theses or dissertations should be fully understood prior to completing the final draft of the work.

ACADEMIC INTEGRITY

It is the cardinal principle in research that one cites the sources of ideas and information, giving credit to other writers for ideas or quotations incorporated in one's own work. Not only does correct documentation of sources provide the reader with easy access to the original for confirmation of accuracy, but these citations also validate one's own argument or presentation.

In addition, use of some materials (such as reproductions of works of art, archival records, and private papers) may necessitate formal permissions from proper authorities. Copyright Law of the United States and Related Laws Contained in Title 17 of the United States Code, dated December 2016, specifically prohibit reproducing copyrighted works without permission (see <https://www.copyright.gov/title17>). This regulation applies to published and non-published works, photographs, drawings, maps, computer programs, and audio and video recordings. The Fair Use Doctrine allows for limited reproduction of some works, depending on the purpose for which they are used, the nature of the copyrighted work, the percentage of the total work that is used, and the effect its use will have on the commercial potential of the original.

Candidates should adopt the style guide for integration of source material generally used within the discipline in which they are working, unless another style is stipulated by the Graduate Program Director. Candidates are cautioned against quoting excessively in theses/dissertations. Instead, quotations should be used only when the actual words of the source are essential to the argument being advanced or when the source states an idea in a definitive form. In other words, quotations are used to capture what is essentially or untranslatably vital to the source text. Wherever possible, long quotations should be avoided; instead, paraphrases should be used and, if necessary, long quotations should be broken up into short quotations. When in doubt, consult with the Thesis Director/Dissertation Chair about the use, length, and formatting of quotations.

Note that candidates are expected to conduct their own research and run their own statistical analyses. The Thesis/Dissertation Committee's role is strictly advisory.

Breaches of academic honesty can result in disciplinary measures including expulsion from the University. For further information see the LSUS Student Handbook and Section 5 under the Student Conduct Code for clarification: <http://www.lsus.edu/offices-and-services/policies-and-manuals/student-handbook>.

THE MASTER'S THESIS OR DOCTORAL DISSERTATION: AN OVERVIEW

The purpose of a Master's thesis or doctoral dissertation is to demonstrate a candidate's competence to investigate a significant research topic and to report findings with full development and proper documentation in a readable style. While the ideal Master's thesis will make an original contribution to knowledge about and/or interpretation of the topic, such a contribution is mandatory for the Doctoral dissertation.

Selecting a subject which is worthy of investigation is an essential first step. Choosing a robust topic requires thoughtful consideration and ongoing consultation with the Thesis Director/Dissertation Chair. Once the subject is chosen, it must be approved by the candidate's Advisory Committee. Most graduate programs require a fully developed prospectus or proposal before the candidate is permitted to begin work on the thesis/dissertation.

The thesis/dissertation itself must reflect a comprehensive understanding of relevant scholarly literature (which must be properly cited) and must express clearly and grammatically the method, significance, and results of the candidate's research. In addition to these expectations, the doctoral dissertation must also address the implications of the study both for future research and (where relevant) professional practice. While the thesis/dissertation should be a single unit of scholarly narrative, generally the candidate will submit chapters as they are completed, so that developing ideas can be carefully guided by the Advisory Committee.

The Thesis-Equivalent or Capstone Project

Some programs allow a candidate to submit a thesis-equivalent project or Capstone project with a written critical introduction rather than the traditional text-only thesis. These projects vary widely according to discipline; examples include a semester of hands-on experience in the field (with appropriate documentation) or a creative project such as a play or short film (again with production notes and a description of the process). The written component of the project should be at least twenty pages submitted in the same format described here for the traditional thesis. The textual evidence of the project (surveys, statistics, graphs, event-programs, etc.) should be included in the Appendix. Where appropriate, DVDs or similar items should be submitted with the bound text.

MASTER'S PROCEDURES: FROM REGISTRATION TO POST-DEFENSE

Graduate Hours

Most Master's programs require a minimum of 6 thesis hours in the thesis. Once this minimum has been reached, the candidate may register for continuing one-hour thesis courses (within the time limit to complete the degree) until work is completed to the satisfaction of the Committee and the Defense successfully passed.

It is usually possible to register for Master's hours during the summer, but such hours are offered only during Session I (both June and July).

The Committee

An initial step is to constitute a three-person Committee of graduate faculty members who will work closely with the candidate, offering guidance through the thesis process. One of these graduate faculty members will serve as Thesis Director. The candidate's Graduate Program Director or chosen Thesis Director can assist in suggesting and recruiting appropriate faculty for the Committee.

The Prospectus

The Master's prospectus is a concise document that outlines the focus and argument of the thesis. It represents serious, informed thought guided by preliminary research and organized into a coherent plan. While the thesis may develop in ways not entirely anticipated in the prospectus, discovering unexpected insights, it must not deviate markedly from the guiding research questions or established methodology. The Prospectus should be submitted with the *Intent to Complete a Thesis* form (see Appendix B1, p. 22) attached as the first page, followed with a cover page that gives the title of the thesis, the candidate's name, and the names of the Thesis Director and Committee. An IRB may be required, depending on the nature of the proposed study.

The Prospectus must include:

- 1) **Critical Context.** Because the Prospectus is not solely a description of an issue but the framework of a problem or concern that can be proved or defended, the chosen topic must be situated within a critical context. This should include a brief review of scholarship that points to and supports the research question that will guide the thesis.
- 2) **Proposed Methodology.** The Prospectus outlines the primary method of data collection and analysis, demonstrating how this approach differs from those taken by other critics and scholars.
- 3) **Chapter Breakdown.** A brief paragraph (two to three sentences) is given to describe: a) the introduction, b) each chapter, and c) the conclusion. Although each of these sections may change, these descriptions are needed for organization and clarity when beginning the thesis.

- 4) **Working Bibliography.** The Prospectus concludes with a working bibliography that contains a list of peer-reviewed articles, books, and other documents already read that relate directly to the study.

The Prospectus should be prepared following the style guide used within the candidate's department (MLA, Chicago, APA, etc.).

Registration For The Master's Thesis

Specific prerequisites for each Master's Program are listed in the LSUS Catalog. In addition to meeting these requirements, the Master's candidate must gain the consent of the Graduate Program Director and the Thesis Director before enrolling in thesis hours.

Many departments will require additional paperwork. The *Statement of Intent to Complete a Thesis* form (Appendix B, p.22) is common to all departments, and the candidate may additionally need to complete the form for approval from the Institutional Review Board (Appendix A, p. 20). These documents must be on file no later than midterm of the semester prior to enrolling in the thesis.

Writing The Master's Thesis

Once the Master's Prospectus is approved, the candidate may register for thesis hours and begin work on the thesis in close consultation with the Thesis Director. The candidate should submit completed chapters to the Committee once they are approved by the Thesis Director and can expect them to be returned by the Committee with revision requests within three weeks. During that period, the candidate should begin work on the next chapter or implement suggestions given on previous chapters.

Graduation Checkout

Early in the semester in which the candidate intends to graduate, the Thesis Director or Program Director will initiate the Graduation Checkout forms. The deadlines for submission of these forms are published in the University Calendar and the Enrollment Guide.

The Defense

Once all members of the Committee are satisfied with the candidate's work and require no further corrections or changes, the Thesis Director will contact the Program Director to schedule the Defense. The Defense must be scheduled well in advance of the published university date for the Submission of Thesis, which is generally four weeks before the end of the semester (see Calendar or Enrollment Guide online).

The thesis defense generally lasts an hour. Present at the defense are the Thesis Director, the Committee, the Graduate Program Director, and sometimes the Chair of the Department and/or the Dean or Associate Dean of the College. Guests approved by the Program Director may also be invited to attend but must be made aware that all questions addressed to the candidate must be answered by the candidate and the

candidate alone. The defense begins with a brief presentation by the candidate about the thesis and its central ideas, after which the Committee asks questions about issues arising from the candidate's work. The Committee will then excuse the candidate from the room and discuss the conferral of the degree based on the quality of the thesis and the defense.

The candidate should take three copies of the signature page on good paper (see p. 17) to the defense. If the thesis is approved, these pages will be signed by all the Committee.

After the Defense: Upon completion of a successful defense, the candidate will review and implement any final changes required by the Committee and submit the resulting copy, together with the signed signature pages, first to the Program Director and then to the Dean of the College for review. If the Program Director or the College Dean require further corrections, these must be fully implemented and their signatures secured before the final, corrected draft (accompanied by all the signature pages) can be sent to Office of Graduate Studies. There, it will be reviewed one final time by the Thesis Reader. Once again, the candidate must make any changes required by the Thesis Reader. The Dean of Graduate Studies will then sign the signature pages, and the candidate will make the required number of copies of the thesis on good paper (for the physical production of the thesis, see pp. 17-18).

NB: An additional copy of the Abstract must be submitted to the Office of Graduate Studies after the Defense.

Once the thesis has been approved, the candidate must submit all hard copies to the Dean of the Library and upload a digital copy to ProQuest's Electronic Theses and Dissertations Platform (see pp. 46-47). The thesis will be made available digitally through ProQuest and through the Louisiana Digital Library. If the candidate wishes to set an embargo on the digital availability of the thesis, he/she can set this when uploading the thesis to ProQuest. The Noel Memorial Library and LSUS will abide by any embargo term set by the candidate.

This sequence of review, correction, and promotion to the next level of review means that the candidate must remain accessible to the Program Director, College Dean, and Graduate Dean until the thesis receives its final validation.

LEADERSHIP STUDIES DOCTORAL PROCEDURES: FROM REGISTRATION TO POST-DEFENSE

Graduate Hours

The Doctor of Education in Educational Leadership (Ed.D) program require a dissertation with a minimum of 9 dissertation hours. Once this minimum has been reached, the candidate must continue to register for dissertation hours every semester (within the time limit to complete the degree) until the Dissertation has been successfully defended as determined by the candidate's Dissertation Committee.

Dissertation hours are available in the Summer session; however, faculty availability may be sporadic, and students should contact their Dissertation Committee Chair to confirm faculty availability prior to registering for Summer dissertation hours.

For Leadership Studies research project requirements, please contact the Ed. D. Program Director.

The Committee

After identifying the focus for the dissertation research, the student identifies a Dissertation Committee Chair, who will serve as the advisory authority regarding all remaining dissertation activities. In addition to the Dissertation Committee Chair, two LSUS graduate faculty members will be identified to work closely with the candidate, offering guidance through the dissertation process. One of the committee members may serve as faculty at another regionally accredited institution, provided that person is approved by the Dissertation Committee Chair and has been granted graduate status by the LSUS Graduate Council, if serving as a content member of the committee. The candidate's Dissertation Committee Chair may assist in suggesting and recruiting appropriate faculty.

The Prospectus

The Doctoral Prospectus outlines the focus and argument of the dissertation. It represents serious, informed thought guided by preliminary research and organized into a coherent plan. The Prospectus is defended under the direction of the Dissertation Committee Chair and Committee Members upon completion of the Research Development Course. It should include:

- 1) **Critical Context.** An abbreviated version of Chapter 1 that outlines the Statement of the Problem and an abbreviated version of the Chapter 2 Literature Review provide critical context.
- 2) **Proposed Methodology.** A full version of Chapter 3 that thoroughly outlines the proposed Research Methodology and includes any applicable survey forms.
- 3) **Working Bibliography.** The working bibliography contains a list of peer-reviewed articles, books, and other documents that relate directly to and are cited in the study.
- 4) **IRB Form.** This may be required, depending on the nature of the proposed study. Following the successful Prospectus Defense, a revised and amended copy of the IRB form should be submitted to the LSUS IRB officer.

The Doctoral Prospectus should be prepared following the APA Style Guide.

Registration for the Dissertation Hours

Unlike the Master's candidate, the Doctoral student must complete two distinct steps before registering in Dissertation hours:

- i. **Comprehensive Exam.** Students must successfully pass the Comprehensive Exam in order to move forward with the Prospectus and Prospectus Defense and then register for Dissertation Hours.
- ii. **Prospectus Defense.** Once Committee approval is granted, students will consult with the Dissertation Committee Chair to determine readiness for the Prospectus Defense. The first step is to submit an error-free copy of the Prospectus, together with the Prospectus Defense Request Form, to the Dissertation Committee Chair and Ed.D. Program Director. These materials must be submitted at least 10 business days before the desired defense date. Exceptions to the submission timeline may be made in rare cases and at the discretion of the Dissertation Committee Chair under the guidance of the Ed.D. Program Director. Only after receiving approval from the Ed.D. Program Director can the defense be scheduled. All members of the Committee are obliged to attend the Defense, either in person or virtually. Guests (i.e., LSUS graduate faculty and LSUS doctoral students) can also be invited as agreed upon by the student and the Dissertation Committee Chair.

After successfully defending the Dissertation Prospectus, the student is promoted to candidate status and may register for Dissertation hours. At this stage and in consultation with the Dissertation Committee Chair, a revised IRB form should be forwarded for University approval.

Graduation Checkout

Early in the semester in which the candidate intends to graduate, the Program Director will complete a Graduation/Course Checkout Form. The deadlines for submission of these forms are published in the University Calendar and the Enrollment Guide.

The Defense

Once all members of the Committee are satisfied with the candidate's work and require no further corrections or changes, the Dissertation Committee Chair will contact the Program Director to schedule the Dissertation Defense. The Defense must be scheduled approximately four weeks in advance of the published university date for the Submission of Dissertations, which is generally four weeks before the end of the semester (see Calendar or Enrollment Guide online).

The Dissertation Defense generally lasts two hours. Present at this defense are the Dissertation Committee Chair, the Committee, and the Graduate Program Director. The Chair of the Department, the

Deans of the College, the Graduate Dean, and other University administrators (e.g., Chancellor, Provost) may be invited. Other LSUS graduate faculty and LSUS doctoral students may also attend. The defense begins with a thirty-minute presentation by the candidate about the dissertation, including background, methodology, findings, and implications, following the template provided by the Ed.D. Program Director. Following the candidate's presentation, the committee will ask questions about issues arising from the candidate's work. The College Dean and other LSUS administrators may also ask questions. All attendees other than the Committee and the candidate will then leave the presentation room for the Committee's deliberation. After deliberation, the Committee will excuse the candidate from the room while they discuss his/her performance.

The candidate should take three copies of the dissertation signature page on good paper (see p. 17) to the defense. If the dissertation is approved (by majority vote), these pages will be signed by all the Committee.

After the Defense: Upon completion of a successful defense, the candidate will review and implement any final changes required by the Committee and submit the resulting copy, together with the signed signature pages, first to the Ed.D. Program Director and then to the Dean of the College for review. If the Program Director or the College Dean require further corrections, these must be fully implemented and their signatures secured before the final, corrected draft (accompanied by all the signature pages) can be sent to Office of Graduate Studies. There, it will be reviewed one final time by the Thesis Reader. Once again, the candidate must make any changes required by the Thesis Reader. The Dean of Graduate Studies will then sign the signature pages, and the candidate will make the required number of copies of the dissertation on good paper (for the physical production of the dissertation, see pp. 17-18).

NB: An additional copy of the Abstract must be submitted to the Office of Graduate Studies after the Defense.

Once the dissertation has been approved, the candidate must submit all hard copies to the Dean of the Library and upload a digital copy to ProQuest's Electronic Theses and Dissertations (see pp. 45-46). The dissertation will be made available digitally through ProQuest and through the Louisiana Digital Library. If the candidate wishes to set an embargo on the digital availability of the dissertation, he/she can set this when uploading the dissertation to ProQuest. The Noel Memorial Library and LSUS will abide by any embargo term set by the candidate.

This sequence of review, correction, and promotion to the next level of review means that the candidate must remain accessible to the Program Director, College Dean, and Graduate Dean until the dissertation receives its final validation.

THE COMPONENTS OF THE THESIS OR DISSERTATION

The various sections of the completed thesis/dissertation should be collated in the order listed below. Each section of the completed thesis/dissertation begins on a new page.

NB: Individual section requirements for pagination are given below, but as a general rule all material preceding the Introduction or first Chapter is assigned a number in lower case Roman numerals, while the body of the thesis/dissertation is numbered using Arabic numerals. All numbers are centered at the bottom of the page.

Blank fly leaf: Must be included but is not a part of the thesis/dissertation and is not counted in the page numbering.

Title page: The title page must conform to the working and formatting established in the templates for the Master's Thesis (Appendix C1, p. 25) or the Doctoral Dissertation (Appendix C2, p. 26). No number appears on the title page but is counted as if it were numbered *i*.

Library Use page: The Library Use page must conform to the *Use of Manuscript Theses and Materials* template as given in Appendix C3 (p. 27). No number appears on this page, but it is counted as if it were numbered *ii*.

Signature page: The Signature page templates are given in Appendix C4 for the Master's Thesis (p. 28) and Appendix C5 for the Doctoral Dissertation (p. 29). No number appears on this page, but it is counted as if it were numbered *iii*. As explained in "Thesis Defense" (pp. 7-8) and "Doctoral Defense" (p. 11), copies of the Signature page must be taken to the Defense, where they will be signed by the Committee following the determination of a successful Defense. These pages must then accompany the draft copy of the thesis/defense as it is reviewed by the Program Director, the Dean of the College, and the Graduate Dean. Care should be taken to ensure that the titles and names of the Committee, Directors, and Deans are correct.

Dedication: Except in unusual circumstances, Master's theses do not include a dedication. Dissertations may include a very brief dedication, at the discretion of the candidate and his/her Chair. The dedication page, when it appears, follows the signature page. No number appears on the dedication page but it is counted as if it were numbered sequentially to the signature page.

Abstract: The abstract presents a brief summary (no more than two pages) of the research question or the problem that motivated research, as well as the discoveries of the thesis/dissertation. It should conform to the templates given for theses (Appendix C6, p. 30) and dissertations (Appendix C7, p. 31), including the following information in this order and single-spaced:

- ☐ The exact name of the candidate in upper case letters, with the surname first
- ☐ For Master's theses: the exact name of the candidate's undergraduate degree, the name of the institution conferring this degree, and the date of the degree. For Doctoral dissertations: the exact name of the candidate's undergraduate *and* Master's degree(s), the names of the institutions conferring these degrees, and the dates of the degrees
- ☐ The name of the graduate degree the candidate expects to receive (do not include the department major)
- ☐ "Louisiana State University Shreveport" to indicate the institution granting the degree
- ☐ The year in which the degree is to be conferred
- ☐ The title of the thesis/dissertation in upper-case letters
- ☐ For Master's theses: the phrase "Thesis directed by..." followed by the name, including initials or first name of the director of the thesis. For Doctoral dissertations: the phrase "Dissertation directed by..." followed by the name, including initials or first name of the director of the dissertation
- ☐ The number of pages in the thesis/dissertation (including the biographical sketch) and the number of words in the abstract

The abstract is the first numbered page of the thesis/dissertation and is numbered (iv) or (v) if a Dedication page is included and is centered at the bottom of the page.

NB: An additional copy of the Abstract must be submitted to the Office of Graduate Studies following the thesis/dissertation defense.

Preface: A Preface is not generally included in a thesis or dissertation unless the author wishes (a) to make statements about the reasons for undertaking the work, (b) to include a brief history or discussion of the development of the research that would aid the reader in understanding the significance, argument, or import of the subsequent text, or (c) to make some general remarks about the historical perspective of this contribution to existing literature. A Preface may also include permissions granted to use previously published material or manuscripts. However, if the Preface consists only of such acknowledgments, it should be entitled *Acknowledgments*. The Preface is signed only when there might be some doubt about its authorship. An example of a Preface is given in Appendix C8 (p. 32)

The first page of a Preface is numbered in sequence after the Abstract; the number is centered at the bottom of the page.

Acknowledgments: In the Acknowledgments, the author recognizes his or her indebtedness and expresses appreciation to persons, publishers, or institutions for assistance in the preparation or development of the thesis/dissertation. It is customary for the author to mention the contributions of the Committee and the thesis/dissertation Director and to state permissions received to use or examine privileged material. The author also acknowledges financial assistance from grant funds, fellowships, or

assistantships that contributed to his or her research. Acknowledgments are usually not signed. An example of Acknowledgements is given in Appendix C9 (p. 33).

The first page of the Acknowledgements is numbered in sequence after the Preface or the Abstract, if the work contains no Preface; the number is centered at the bottom of the page.

Table of Contents: The Table of Contents lists all sections of the thesis/dissertation that follow the Table of Contents page. Thus, the title page, library use page, signature page, dedication, preface, and acknowledgements do *not* appear in the Table of Contents. The Table of Contents should conform to the templates given for theses (Appendix C10, p. 34) and dissertations (Appendix C11, p. 35). Note, however, that not all theses require subheadings within chapters; when subheadings are not used, the Table of Contents lists only the chapter titles.

Capitalization should be consistent throughout the Table of Contents. Dots or periods between titles and the page number column should align (a space precedes each dot), and indentation should be uniform. Unlike the rest of the thesis/dissertation, which is prepared with margins of one inch, the Table of Contents has a top margin of two inches.

The first page of the Table of Contents is numbered in sequence after the Acknowledgments; the number is centered at the bottom of the page.

NB: The “Table of Contents” has a different top margin from every other page of the thesis: the title “Table of Contents” must be set beneath a top margin of **two** inches, not one.

List of Tables: Not all thesis/dissertations include a List of Tables. If one is included, it should be formatted following the instructions given above for the Table of Contents. An example is given in Appendix C12 (p. 37). The first page of a List of Tables is numbered in sequence after the Table of Contents; the number is centered at the bottom of the page.

List of Figures: Not all thesis/dissertations include a List of Figures. If one is included, it should be formatted following the instructions given above for the Table of Contents. An example is given in Appendix C13 (p. 38). The first page of a List of Figures is numbered in sequence after the List of Tables or Table of Contents; the number is centered at the bottom of the page.

Introduction/Chapter I: While prefatory statements about the author’s reasons for undertaking the work are presented in the Preface, any materials that are essential to the reader’s understanding of the thesis must be reserved for the Introduction that serves as the opening chapter to the body of the work. In the dissertation, this opening chapter will be titled “Chapter I: Introduction.”

The Introduction and all following pages of the thesis/dissertation are given Arabic numerals; the number is centered at the bottom of the page. See the examples in Appendix C14 (pp. 39-40).

Bibliography/References/Works Cited: This documentary section is presented after the body of the thesis/dissertation. Its title should follow meticulously the style guide used by the department in which the candidate is undertaking his/her graduate degree. Common errors in this section include the failure to alphabetize entries and inconsistency in observing details of style, such as italicization, spelling, capitalization, and formatting for volume and page numbers.

The first page of the Bibliography/References/Works Cited is numbered in sequence after the last page of the Conclusion; the number is centered at the bottom of the page. Examples are given in APA (Appendix C15, p. 41) and MLA (Appendix C16, p. 42).

Appendices: If only one appendix is included, it should be titled simply "Appendix." If multiple appendices are included, they should be identified as "Appendix A," "Appendix B," and so on. Note that in science-related theses, the Abbreviations page is usually the first page of the Appendix. The formatting of any Appendix should follow the template given in Appendix C17 (p. 43). The first page of the Appendix is numbered in sequence after the last page of the Bibliography/References/Works Cited; the number is centered at the bottom of the page.

Biographical Sketch of the Author: The final section of the work presents a biographical sketch of the author, written in the third person. Although considerable latitude is permitted in the selection of appropriate material for this sketch, the following information should be included:

- ☐ Full name and date of birth of the candidate
- ☐ Master's theses: high school(s) and college(s) attended with dates of degrees; for Doctoral dissertations: college(s) attended with dates of degrees
- ☐ Honors and major interests
- ☐ Military and work experience with dates and places
- ☐ Career and career objectives
- ☐ City and state (or country) of residence

An example is provided in Appendix C18 (p. 44). The first page of the Biographical Sketch is numbered in sequence after the last page of the Appendices; the number is centered at the bottom of the page.

Blank fly leaf: Must be included but is not a part of the thesis/dissertation and is not counted in the page numbering.

PHYSICAL PREPARATION AND MANUSCRIPT PRODUCTION

Font, Margins, and Visual Materials

The text should be printed in black ink on one side of the paper only in Times New Roman 12 point and double-spaced throughout. To achieve consistent double-spacing in Microsoft Word, you must change the “before” and “after” spacing settings in the Paragraph Formatting options to “0.” If you leave them at the default setting (“auto”), your manuscript will be incorrectly spaced.

All titles are centered, while all text is left-margin justified (right-margin justification is not recommended unless proportional spacing is used).

All margins must be one inch, with the exception of thesis/dissertations that exceed 250 pages, when the left-hand margin of all print copies must be set to one-and-a-half inches to allow for binding. A second electronic copy of such theses/dissertations must be produced with one-inch margins for submission to digital repositories.

Avoid having the first line of a paragraph alone at the bottom of a page or the last line of a paragraph alone at the top of a page. Likewise, do not have a heading as the last line of a page.

Graphs, tables, and illustrations should be digitized and included in the text or Appendix. If the illustrations consist of both plates and figures, the list may be divided under the sub-headings “Plates” and “Figures” with individual numbers, titles, and page numbers shown for each kind. Graphs, tables, and illustrations can be given in color, if the candidate wishes.

The print must be of high, consistent quality through the entirety of the thesis/dissertation.

Proofreading

The candidate is responsible for proofreading the thesis/dissertation meticulously. This means more than just checking for typographical errors; it includes, for example, verifying the accuracy of quotations and page references. Any errors discovered by the candidate or by the Committee must be corrected by the candidate before the thesis/dissertation is submitted to the next level of review. As stated earlier in “After the Defense” (pp. 9, 12), candidates must remain available to make any necessary corrections until the final draft is approved by the Office of Graduate Studies.

Any corrections which are noticeable on the final printed copy are not acceptable.

Paper: The paper for all final copies of the thesis/dissertation should be twenty-pound white bond paper of twenty-five per cent rag (cotton fiber) content. The paper size should be eight and one-half by eleven inches. These requirements for paper govern all pages of the thesis/dissertation, including signature pages

and Appendices. Original documents, such as letters or questionnaires, should be photocopied onto the correct paper for inclusion in an Appendix.

Oversized items: The Table of Contents should list and identify any appendices which cannot be found within the text, such as audio and video recordings, art work, or materials in pockets inside the cover boards. While the Master's thesis permits such items, they should be avoided in dissertations.

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Library	1	1
Candidate's College	1	1
Total (not counting personal copies)	2	2

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Project Summary for the Institutional Review Board (IRB)

Project Title:

This is a (check one): <input type="checkbox"/> New Project		<input type="checkbox"/> Renewal*	<input type="checkbox"/> Revised Project Summary*
Principal Investigator:		Title:	Phone No.
Email:			
Other Investigators:		Title	Phone No.
		Title	Phone No.
Funding Agency (if appropriate):			
Project starting date:			
Duration of project:			

Objectives:

How will humans, human tissues, or animals be used?

How many subjects will be used?

How much time will be required of each human subject?

How will human subjects be selected?

Principal Investigator

Dates:

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	Submitted to IRB		
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APPENDIX B
STATEMENT OF INTENT TO COMPLETE A THESIS
Louisiana State University Shreveport

Program

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Name:	Student Number:
Specialty Area:	Date:

Anticipated Title of Thesis:

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		Committee Chair
		Committee Member
		Committee Member
		Program Director
		Dean, College
		Dean, Graduate Studies

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DOCTORAL PROSPECTUS DEFENSE REQUEST

Louisiana State University Shreveport

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Appendix C

COMPONENTS OF THE THESIS/DISSERTATION: TEMPLATES AND EXAMPLES

Formatting details for the following pages can be found in the sections “The Components of the Thesis or Dissertation” (pp. 13-16) and in “Physical Preparation and Manuscript Production” (pp. 17-18). Follow these templates and the written instructions meticulously.

NB: Not all Master’s theses have subheadings within chapters. If this is the case, simply list the chapter titles in the Table of Contents and omit all reference to “Centered headings” and “Side Headings.”

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THE LANGUAGE OF MYSTICISM

A Thesis

Presented to
The Graduate Faculty

LOUISIANA STATE UNIVERSITY SHREVEPORT

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Liberal Arts

By
Elise R. Parker

May 2009

TEACHERS' PERCEPTION OF PRINCIPALS AS TRANSFORMATIVE LEADERS
AND IMPACT ON THEIR JOB COMMITMENT

A Dissertation

Presented to
The Graduate Faculty

LOUISIANA STATE UNIVERSITY SHREVEPORT

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education in Leadership Studies

By

Iris H. Jones

B.S., LSUS, 1993

M.S., LSUS, 2008

December 2017

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Judith A. Godfry

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SITUATIONAL LEADERSHIP OF NURSE SUPERVISORS AND
ORGANIZATIONAL CLIMATE AS PERCEIVED BY NURSING STAFF

By

Mark Me Victorious

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Member, Dissertation Committee

FLANAGAN, BRIAN C.

B.M., Berklee College of Music, 2005

Master of Arts, Louisiana State University Shreveport, Spring Commencement 2010.

Title of Project: FROM COTTONFIELDS TO CLASSROOMS: THE FOUNDING OF LSU IN SHREVEPORT

Thesis directed by Dr. Laura L. McLemore

Pages in Thesis: 53

Words in abstract: 170

ABSTRACT

The lengthy and controversial campaign to establish a branch of Louisiana State University in Shreveport began in the 1930s and persisted for nearly thirty years. During this time, the vision for the college changed several times, from a two-year junior college, to a full four-year university, to finally a two-year-commuter college. This issue incited passionate debate among many Louisiana state legislators, governors, colleges, civic organizations, and private citizens all involved in a tug-of-war to influence the outcome. Ultimately, these efforts came to a successful conclusion during the legislative session on June 27, 1964 when Governor John McKeithen signed Act No. 41 into law, thereby authorizing the creation of a two-year branch of LSU in the Shreveport area. With expanded detail and more thorough research, this project is intended to not only broaden, but replace an essay of the same title completed by the author in March 2009. This thesis equivalent final project is intended to be a narrative account of the efforts that led to the eventual establishment of LSU-Shreveport.

DOMINGUES-PEREZ, CATARINA G.

B.A., Centenary College, 1994

M.Ed., Louisiana State University Shreveport, 2001

Doctor of Education, Louisiana State University Shreveport, Fall Commencement, 2017

Title of Project: SECONDARY TEACHERS' PERCEPTION OF PRINCIPALS AS
TRANSFORMATIONAL LEADERS AND IMPACT ON THEIR JOB
SATISFACTION AND INTENT TO STAY IN CURRENT SCHOOL

Dissertation directed by Dr. Arina Harkness

Pages in Dissertation: 194

Words in abstract: 205

ABSTRACT

The purpose of this quantitative, correlational study was to examine secondary teachers' job satisfaction and intent to stay in their current school based on their perceptions of their principals' transformational leadership behaviors. The Pearson's r found a statistically significant correlation between transformational leadership behaviors and secondary teachers' job satisfaction ($r = .83, p = .002$). Secondary teachers who perceived their principals as transformational leaders had higher job satisfaction. The point bi-serial correlation found a statistically significant positive correlation among secondary teachers' job satisfaction and intent to stay in the current school ($r = .61, p < .001$). These results would suggest that secondary teachers who have higher job satisfaction are less likely to transfer to another school. The results from the binomial logistic regression determined a statistically significant correlation between principals' transformational leadership and secondary teachers' intent to stay ($\beta = .032, SE = .12, p = .008$); secondary teachers' job satisfaction and their intent to stay ($\beta = .174, SE = .078, p = .026$); and years with the principal and secondary teachers' intent to stay ($\beta = 1.491, SE = .568, p = .011$). Findings from this study suggest that principals perceived as transformational leaders may have less employee turnover and more satisfied teachers.

PREFACE

I have always been a gifted child. I went the first nineteen years of my life, however, with a sketchy and barely discernible understanding of what that meant. It is true that I knew that I was different, but I understood more clearly that it was also abnormal and shameful to be brighter and faster and cleverer than my classmates. I downplayed my understanding, I stepped back from intellectual confrontation, and I chose to hide my unusual interests from my teachers and parents; when I did all of this to fit in with my classmates and please the adults in my life, I didn't realize then that I would never get to remake those choices or that bending to social pressure would be, in the end, regrettable. In the years of adolescence, one's interest and imagination will never be stronger, and one's ideas will never be weirder or more fantastic. As I get older it is harder and harder to get back to that magical, ingenious world.

With this in mind, I present research with the hope that a surplus of information and research will somehow counteract the social pressure and harmful myths that quiet the intellectuals, frighten the imaginative, stigmatize the geniuses, and contain the disobedient, irrepressible excitement of gifted children and adolescents in the name of *fitting in* and *getting along*.

ACKNOWLEDGEMENTS

I would like to thank Dr. J. Steven Alexander, Dr. Stephen Banks, and Dr. Dalton Gossett for agreeing to serve as my advisory committee. I would particularly like to thank Dr. Dalton Gossett and Dr. Stephen Banks for their guidance and assistance during my thesis research and Dr. J. Steven Alexander for providing advice as well as necessary materials to complete my research. I would also like to thank my family including my parents Delbert and Judy Babin, who have always inspired me to pursue my dreams and M. Shane Smith who has tolerated me through the many hours it has taken to pursue my degree. I am greatly indebted to my friends at work who have provided tremendous support and invaluable suggestions during the preparation of my thesis. This thesis is dedicated to my son, William P. Smith, who has brought me endless joy since the day he entered my life.

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CHAPTER I: INTRODUCTION

“Gifted and talented” is not something you can take up lightly on free weekends. It’s something that’s going to affect everything about your life, twenty-four hours a day, 365-1/4 days a year. It’s something that can force you into being mature before you might be ready; it’s something that can go all wrong on you and leave you torn apart.

– a gifted child, from The American Association for Gifted Children (1979)

Adolescence is a time of physical, intellectual, social, and emotional development.

Giftedness has a unique impact on the social and emotional development of individuals, especially during the tumultuous teenage years (Chan, 2009; Dixon, Scheidegger, & McWhirter, 2009). Currently, gifted programs in the United States serve around 3 million students, of whom approximately half are adolescents (Curby, Rudasill, Rimm-Kaufman, & Konold, 2008). In these programs, giftedness has been defined in a number of ways by educators, administrators, policy-makers, and researchers. Generally, *giftedness* is a label for high intelligence, identifying students who score in the upper 2 ½ to 3% on intelligence tests (Clark, 2007). The range of giftedness spans about 70 IQ points, between 130 IQ and approximately 200 IQ. The label *gifted* is not the same as *genius*; only a small fraction of the gifted (130 IQ and above) are geniuses, or exceptionally gifted (140 IQ and above). Giftedness is defined by federal law according to the Federal Education Consolidation and Improvement Act of 1981, Public Law 97-35:

Gifted and talented children are now referred to as, ‘children who give evidence of high performance capability in areas such as intelligence, creative, artistic, leadership,

capacity, or special academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.’ (Clark, 2007, p. 16)

The range of giftedness and gifted students is exceedingly diverse, and it is accepted that students can display giftedness in an infinite number of ways (Bracken & Brown, 2008).

The population of adolescents labeled gifted varies from individual to individual, each of whom displays specific social and emotional characteristics according to his or her unique cognitive and affective needs. In past research, studies on the social and emotional development of gifted individuals have focused on gifted students with learning disabilities, gifted underachievers, and perfectionists (Chan, 2009; Curby et al., 2008; Speirs, Neumeister & Finch, 2006). These groups of students display unique social and emotional characteristics that may result in negative academic performance. Such focus on the negative aspects of giftedness may have, in the past, led to the misconception that gifted students are socially disadvantaged.

Lewis Terman (1966) is credited with first dispelling the notion that gifted children are doomed to poor health, social isolation, and mental instability, based on a research study begun in 1921. Instead, Terman concluded that, on average, gifted students were superior to their peers both physically and academically. Most were emotionally stable and well-adjusted. He also noted that gifted children differed from each other in an unlimited number of ways, recommending that gifted children should not be stereotyped. Terman was also the first to suggest that the gifted have different academic needs (Clark, 2007). Gifted students’ social needs were also assessed and found to be as diverse and complex as their academic needs. While gifted students may struggle in social situations in which non-gifted children experience no difficulties,

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APPENDIX

ABBREVIATIONS

ABA	Absciscic acid
AP	Ascorbate peroxidase
ATP	Adenosine triphosphate
cAMP	Cyclic adenosine monophosphate
Cl	Chloride ion
cGMP	Cyclic guanosine monophosphate
GDP	Guanosine diphosphate
GR	Glutathione reductase
GTP	Guanosine triphosphate
H ₂ O ₂	Hydrogen peroxide
K ⁺	Potassium
LiCl	Lithium chloride
Na ⁺	Sodium ion
PLC	Phospholipase C
PDL	Phospholipase D
ROMs	Reactive oxygen metabolites
SOD	Superoxide dismutase

BIOGRAPHICAL SKETCH OF AUTHOR

Elise Ridolphi Parker was born on February 17, 1968, in Memphis, Tennessee. She attended St. Agnes Academy in Memphis and received the Bachelor of Arts Degree from Louisiana State University in Shreveport in 2002. Elise is married to Chad Parker and is the mother of four beautiful children. Her major interests include creative writing and reading. Currently, Elise is teaching 9th Grade Literature at a private Christian school in Shreveport, Louisiana. Her career objectives are to continue teaching and to pursue her doctoral degree when time permits.

Appendix D

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