

Thesis and Dissertation Format Guide

UPDATED AUGUST 2019

Graduate School

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Introduction

To assist you in successfully completing your degree requirements, the Graduate School has prepared the *Thesis and Dissertation Format Guide (Format Guide)*. This guide details the thesis and dissertation requirements covering the preparation and submission of your manuscript.

Although your thesis/dissertation advisor supervises the preparation and final drafts of your manuscript to assure the highest level of quality, the responsibility for writing and editing rests on you, the student. It is also your responsibility to meet applicable deadlines for all thesis/dissertation and degree approval processes. The deadlines are published in the University's Academic Calendar and they are available on the Graduate School's [website](#).

As a permanent record of scholarly research, all theses and dissertations completed at Pacific are made available to the public through the University Library and are published online by ProQuest.

The Graduate School and Writing Center staff wish to congratulate you on reaching this final milestone in your graduate degree!

Student Responsibilities

Carefully review and proofread the thesis or dissertation before final approval. You are responsible for the content in the manuscript, including the accuracy of citations and page numbers.

Submit your manuscript and all required forms by deadlines stated in the Graduate School calendar. These deadlines will not be extended.

Committee Responsibilities

Be familiar with the formatting regulations in this guide, alert students to these regulations, support students in their efforts to follow regulations, and refer students to the Writing Center for additional support. Review students' theses and dissertations for content and compliance with formatting regulations before approval.

Note: Please feel free to schedule a one-on-one meeting with a professional staff member from the Writing Center to discuss thesis/dissertation formatting regulations. You may also schedule an in-person or online formatting workshop for your students; a Writing Center staff member would love to visit your class to discuss formatting regulations with students and answer student questions.

Writing Center Responsibilities

Ensure that all theses and dissertations have been prepared in accordance with the regulations in this guide.

Maintain a 5-business-day turnaround for formatting feedback on theses and dissertations.

Note: The Writing Center will only review theses and dissertations for formatting compliance; in other words, the Writing Center will not check for grammatical errors, proper citations, or typos.

Graduate School Responsibilities

Support students in their efforts to understand thesis/dissertation processes and submit forms.

Certify that all forms related to theses and dissertations are processed with the Registrar's Office.

Note: A Graduate School representative will communicate with the student regarding ProQuest uploading instructions upon receipt of the [Graduate Program Defense & Completion Form](#).

Approved Graduate Degrees at Pacific

The majors listed here are the only ones that appear on the title pages of theses and dissertations:

College of the Pacific	
Behavioral Psychology	Master of Arts
Biological Sciences	Master of Science
Communication	Master of Arts
Health, Exercise, and Sport Sciences	Master of Arts
Gladys L. Benerd School of Education	
Counseling Psychology	Master of Arts
Educational Entrepreneurship	Master of Arts
Organizational Learning and Effectiveness	Master of Arts
Teaching	Master of Arts
Counseling Psychology	Doctor of Education
Educational and Organizational Leadership	Doctor of Education
Transformative Action in Education	Doctor of Education
School of Engineering and Computer Science	
Data Science	Master of Science
Engineering Science	Master of Science
Conservatory of Music	
Music Education	Master of Music
Music Therapy	Master of Arts
Thomas J. Long School of Pharmacy and Health Sciences	
Pharmaceutical and Chemical Sciences	Master of Science Doctor of Philosophy

Preparation of Manuscript

Approved Styles

Individual departments have approved specific style manuals that reflect the requirements of their disciplines. Use these style manuals for citations and references in your thesis/dissertation, but follow the formatting outlined in this guide for all preliminary pages, order of sections, pagination, margins, and appendices as described and illustrated in the following sections.

The headings illustrated in Appendix M of this guide (page [26](#)) come from the most current guidelines in the American Psychological Association and are preferred for all disciplines at Pacific. Other heading styles may be acceptable if used consistently throughout the manuscript and approved by the student's Committee Chair and the Graduate School.

The following is a list of the specific style manuals that degree programs have approved. Contact the Graduate School for further clarification.

Department	Style
Biological Sciences	Medical Editors or as approved*
Communication	APA Manual
Education	APA Manual
Engineering	For Electrical Engineering, IEEE format should be used for references. Check with your Committee Chair for format in other Engineering departments.
Music Education	Medical Editors or as approved*
Pharmaceutical & Chemical Sciences	APA Manual
* The approved style is Medical Editors, but the style from a peer-reviewed journal may be used if recommended by the Committee Chair and approved by the Graduate School.	
APA Manual	American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> . Washington, DC: American Psychological Association
Medical Editors	"Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly work in Medical Journals": http://icmje.org/icmje-recommendations.pdf
IEEE Citation	Information on the Institute of Electrical and Electronics Engineers (IEEE) citation standards can be found here: http://ieeeauthorcenter.ieee.org/wp-content/uploads/IEEE_Style_Manual.pdf

Resources

Pacific Writing Center website: <http://pacificwritingcenter.weebly.com/>

Purdue Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html

Arrangement and Content

The thesis/dissertation can be divided into three (3) main parts:

- Preliminary Pages
- Body or Text
- Reference Material

This guide describes the format for the preliminary pages and body/text that must be used for all theses and dissertations at Pacific, regardless of academic discipline. Individual department guidelines determine the style and format of the citations in the text and references.

Arrangement of Manuscript

The thesis/dissertation contains the following elements:

	Page Number	Page	Required?
Preliminary Pages	1	Title Page	Required
	2	Approval Page	Required
	If included, page 3	Copyright Page	Required for PhD, EdD, and Psychology MA
	If included, page 4	Dedication	Optional
	If included, page 5	Acknowledgements	Optional
	page # will depend on optional pages included	Abstract	Required
	page # printed	Table of Contents	Required
	If needed, page # printed	List of Tables	May be required
	If needed, page # printed	List of Illustrations	May be required
	If needed, page # printed	List of Figures	May be required
	If needed, page # printed	List of Abbreviations	May be required
	If needed, page # printed	List of Symbols	May be required
	If included, page # printed	Glossary	Optional
Body/Text	page # printed	Body or Text	Required
Reference Material	page # printed	References	Required
	If needed, page # printed	Appendices	May be required

Title Page (Required)

The form described for the Title Page is standard for all theses/dissertations at Pacific, regardless of academic discipline.

This is page 1, printed on the top right corner.

Title: Title should be written in all capital letters (all-caps) and centered.

Major: The official academic major that has been approved by the Board of Regents. A list of officially approved graduate degrees appears on page 4.

Date: Indicate the year of degree conferral, not the date of defense or date you submitted your thesis/dissertation.

[Thesis Title Page Example](#)

[Dissertation Title Page Example](#)

Approval Page (Required)

Include a list of names and appropriate professional titles of the members of your committee and the department chair. Do not include their signatures.

This is page 2, printed on the top right corner.

Title: Title should be written in all-caps and centered.

Example on page [16](#)

Copyright Page (if applicable)

Psychology MA and all PhD and EdD students *must* apply for copyright and pay the appropriate fee via ProQuest. If you are not a Psychology MA or PhD/EdD student, you still have the option to apply for copyright, if interested. If you are not applying for copyright, *do not* include this page. Applying for copyright is done electronically via ProQuest and must be requested at the time of submission. Please contact the Graduate School with any questions.

Example on page [17](#)

Dedication Page (Optional)

If included, the Dedication Page follows the Copyright Page.

The main heading DEDICATION is centered and in all-caps.

Spacing: Double-spaced.

Example on page [18](#)

Acknowledgements Page (Optional)

If included, the Acknowledgements Page follows the Dedication Page.

The main heading ACKNOWLEDGEMENTS is centered and in all-caps.

Spacing: Double-spaced.

Example on page [19](#)

Abstract (Required)

The Abstract is a concise summary of the thesis/dissertation, intended to inform prospective readers about the document's contents. It usually includes a brief description of the problem investigated, procedures/methods, and the results or conclusions. The Graduate School recommends that the abstract not exceed two (2) pages.

Spacing: Double-spaced.

Title: Title should be written in all-caps and centered.

Example on page [20](#)

Table of Contents (Required)

The Table of Contents (TOC) should appear after the Abstract, and include everything that appears after the TOC.

Example on page [21](#)

Features	
Headings	<ul style="list-style-type: none">- The main heading TABLE OF CONTENTS is centered.- The headings listed must match the headings in the text word-for-word, letter-for-letter, including capitalization.<ul style="list-style-type: none">o Headings that are all-caps/bold/italicized in the text are not all-caps/bold/italicized in the TOC.

Table of Contents Features Continued...	
Number of Heading Levels	<ul style="list-style-type: none"> - All Chapter Titles and Level 1 headings <i>must</i> be included. - The number of other heading levels included is chosen by the student and their committee chair. - If additional level headings are added to the TOC after the required Chapter Titles and Level 1 headings, all headings of the added levels should be added. <ul style="list-style-type: none"> o Example: If one Level 2 heading is listed in the TOC, all Level 2 headings should be included.
Margins	1 inch margins all around (top, bottom, left, right)
Appearance	
<ul style="list-style-type: none"> - Page numbers are uniformly aligned on the right margin with dot leaders connecting to the headings. Tutorials on how to align page numbers in Word can be found by searching online. - Headings should be consistently indented according to their level. Chapter Titles are against the left 1-inch margin; Level 1 headings are indented ½ inch from left margin; Level 2 headings are indented 1 inch from left margin, and so on. - Long headings that run over the next line should be appropriately indented (that is, the second line should begin directly below the first) and should be single-spaced. The first line of the heading should stop at least ½ inch from the right margin. See example on page 21. 	

Lists (Tables, Figures, Illustrations, Abbreviations, Symbols, Glossary)(may be required)

Each list begins on a new page with the main heading LIST OF ____ or GLOSSARY.

Entries for the List of Abbreviations, List of Symbols, and Glossary are arranged in alphabetical order.

Spacing: Individual entries are single-spaced, but double-spaced between entries.

Table: a columnar arrangement of information organized to save space and convey relationships at a glance.

Figure: a graphic such as a chart, graph diagram, map, or photograph.

Glossary: optional but recommended if the thesis/dissertation content is highly technical or includes specific terminology not widely known outside of the discipline. An alternative option is to include definitions in the first chapter in a section designated Key Terms or Definitions.

Examples: [List of Tables](#) [List of Figures](#) [List of Abbreviations](#)
 [List of Symbols](#) [Table in Text](#) [Figure in Text](#)
 [Large Figure or Table](#) [Rotated Figure or Table](#)

Appendices

Appendices contain ancillary material that adds to the main body of the text but is not critical to the understanding of its contents. Text should be the same font and size as the other portions of the thesis/dissertation, although alternatives are permitted if approved by the Graduate School. Exceptions might include copies of forms used to gather experimental data, informed consent documents, drawings of special equipment, and examples of output generated by computer programs. Appendices should NOT include copyrighted material (e.g., photocopies of textbook material, photographs, text, etc.).

The quality of anything that appears in an appendix should be appropriate for publication. Regardless of material, the margin requirements must be maintained, even if the appendix appears in landscape rather than portrait mode.

Each appendix should be listed in the Table of Contents along with the title. *Any tables or figures in the appendices must appear in the appropriate List of Tables or List of Figures.*

Spacing: Single-spaced.

Title: The word “APPENDIX” and title must appear centered and in all-caps at the top of the first page of each appendix. If you have multiple appendices, use the following main heading format centered at the top of the first page of each appendix: APPENDIX A: TITLE; APPENDIX B: TITLE, etc.

Example on page [32](#)

General Formatting Requirements

The following format requirements apply to all Pacific theses and dissertations, regardless of discipline.

Margins

Left & Right: 1 inch

Top & Bottom: 1 inch

Page Numbers: 3/4 inch from top of page and 1 inch from right margin.

Except for page numbers, the 1 inch all-around margin applies to all material, including figures, headers/footers, footnotes/endnotes, and full-page images. Charts, graphs, and illustrations may be placed horizontally in order to conform to the margin requirements as long as they remain clear and legible—when this occurs, however, the page number must still appear "right-side up," matching the rest of the page numbers in the manuscript.

Font and Size

Font and Size

General		
Font type must be consistent throughout the manuscript, including page numbers, captions, and any other elements. - An exception may be made in the appendices, where some variation in font and size may be permitted. However, appendix title, margins, and page numbers should conform to the rest of the manuscript.		
Suggested Fonts	Arial Century Courier New Garamond Georgia	Microsoft Sans Serif Tahoma Times New Roman Trebuchet Verdana
Size	12-point Times New Roman is preferred but not mandatory. 10, 11, 12pt size can be used. Font size should not go below 10pt in text, figures, etc.	
Boldface, Italics, Underlining		
Boldface	Should be used for headings only. (Only exception: if you are reproducing an existing table/figure that uses boldface.)	
Italics	Should be used to indicate titles, Latin scientific names (in text only, not headings), non-English words, and emphasis (should be used sparingly to remain effective).	
Underlining	Emphasis (should be used sparingly to remain effective).	

Justification

All main text (except for epigraphs) in the thesis and dissertation should be left-justified.

Spacing

Double-spaced: abstract; dedication; acknowledgements; body of manuscript.

Single-spaced: block quotations; captions; items in tables, graphs, charts, and numbered or bulleted lists; footnotes/endnotes; material in appendices; epigraphs.

There should be two (2) blank spaces between every sentence.

Pagination

Arabic numerals (e.g., 1, 2, 3) always appear in the top right corner of the header, beginning with the Title Page and continuing sequentially to the last page.

- Begin each chapter and appendix on a new page.

Figures and Tables

Placement	
Figures and tables should appear as close as possible to their first mention in the text.	
Figures and tables should be separated by one (1) blank double-spaced line above and below the surrounding text.	
Figure and table numbering must be either continuous throughout the thesis/dissertation (e.g., Figure 1, Figure 2) or by chapter (e.g., Figure 1.1, Figure 1.2, Figure 2.1).	
Figures and tables should be centered horizontally on the page. Examples on pages 27, 28	
Figures and tables can appear on a separate page, centered horizontally and vertically within the margins. Example on page 29	
<p>Large figures and tables may be rotated so that the <i>top of the figure/table will face the left margin</i>.</p> <ul style="list-style-type: none"> - The page number must still appear in the top, right corner, matching the rest of the page numbers in the manuscript. Example on page 30 	
<p>Oversized figures and tables should be avoided, but they can be divided into sections and arranged on adjacent pages if needed. Include the words “(Table # Continued)” or “(Figure # Continued)” above the continued table or figure. See the example below.</p> <p>* Whenever possible, avoid breaking up a table or figure that could otherwise fit, in its entirety, on a single page.</p>	
Additional examples of APA style tables can be found in the <i>Publication Manual of the American Psychological Association 6th Edition</i> starting on page 128.	
Titles and Captions	
Placement and Style	<ul style="list-style-type: none"> - Figures: Below the figure <ul style="list-style-type: none"> o The word “Figure” and the figure number are italicized and followed by a period. The figure title should be written in sentence case. - Tables: Above the table <ul style="list-style-type: none"> o The word “Table” and the table number are on their own line. The table title appears on the next line, italicized, and should be written in title case. - In instances where the caption continues on a second page, the word “(Continued)” should appear in front of the continued caption. - Figure and table headings/captions are placed with the same orientation as the figure/table when on the same page. When on a separate page, headings/captions are always placed in vertical orientation, regardless of the orientation of the figure or table.
Spacing	Single-spaced.
Photographs and Computer-Generated Images	
Computer-generated images, photographs, and scanned images must be “publication quality.” That is, they should not be pixelated and should be clear to a typical reader. If you’re unsure of the acceptability of an image, please contact the Graduate School.	

Example: Table Continued from Previous Page

Diagram illustrating the layout of a table continued from the previous page. The table is titled "(Table 4 Continued)". The table structure is as follows:

	Introversion	Peculiarity
SPQ Restricted Affect	.77	.13

Annotations:

- 1 inch margins all around (indicated by a double-headed arrow on the left).
- 3/4 inch from top of page (indicated by a double-headed arrow on the right).
- 1 blank double-spaced line (indicated by a double-headed arrow below the table).
- Although ethical and academic freedom concerns prevented the identification of ... (text below the table).

Widows and Orphans

Throughout the manuscript, there should be at least two (2) lines of a paragraph on a page.

In addition, pages should not end with widows or begin with orphans (this also applies to the References page). Most word-processing programs have control options for avoiding or controlling widows/orphans.

Widow: when the last line of a paragraph appears by itself at the top of the page.

Diagram illustrating a widow line. The paragraph text is split across two boxes. The first box contains the main body of the paragraph, and the second box contains the last line, which appears at the top of the next page.

The respondents were 839 students primarily or entirely enrolled in online courses at a southeastern university during the 2007–2008 and 2008–2009 academic years. Requests for participants were mass emailed to faculty; extra credit was suggested in the correspondence. Although ethical and academic freedom concerns prevented the identification of individual classes, many professors voluntarily reported that the majority of their students elected to participate. Sixty-five percent of the sample was female. Fifty-three percent of the students were Caucasian, 37% Black, and 5% Hispanic. Five percent reported that they were “Asian.”

This sample illustrates...

The last line of this paragraph appears by itself on the next page. Avoid this and make sure there are at least two lines of a paragraph on each page.

Orphan: first line of a paragraph that’s left alone at the bottom of a page.

Diagram illustrating an orphan line. The paragraph text is split across two boxes. The first box contains the main body of the paragraph, and the second box contains the first line, which appears at the bottom of the page.

...a personal judgment of "how well one can execute courses of action required to deal with prospective situations" (p. 14). Expectations of self-efficacy determine whether an individual will be able to exhibit coping behavior and how long effort will be sustained in the face of obstacles (Figure 1).

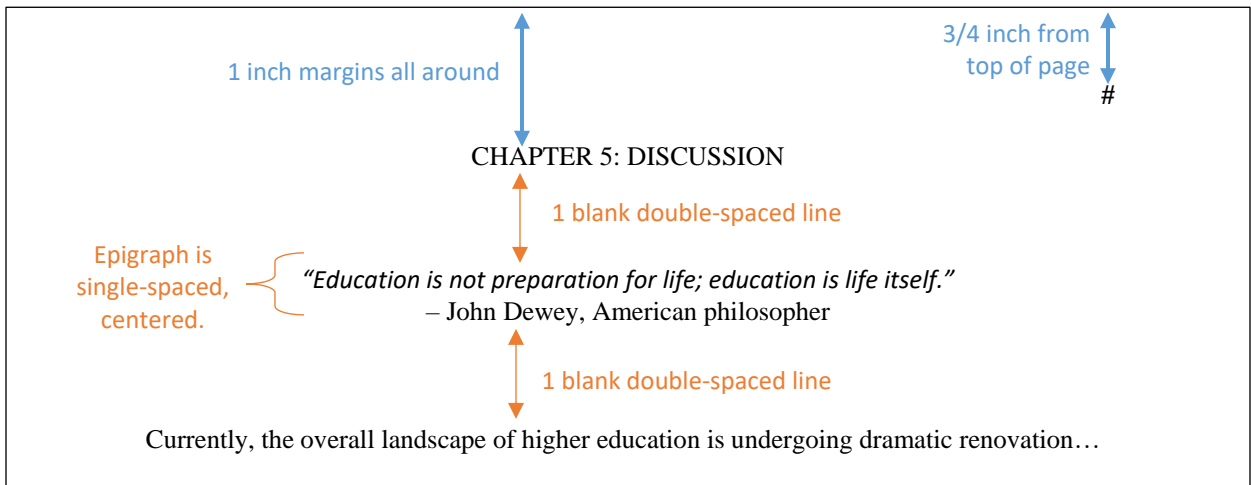
Individuals who have high self-efficacy will exert sufficient effort that, if well executed, leads to successful outcomes, whereas those with low self-efficacy are likely to cease effort early and fail...

The first line of this new paragraph is the last line on this page. Avoid this and make sure there are at least two lines of a paragraph on each page.

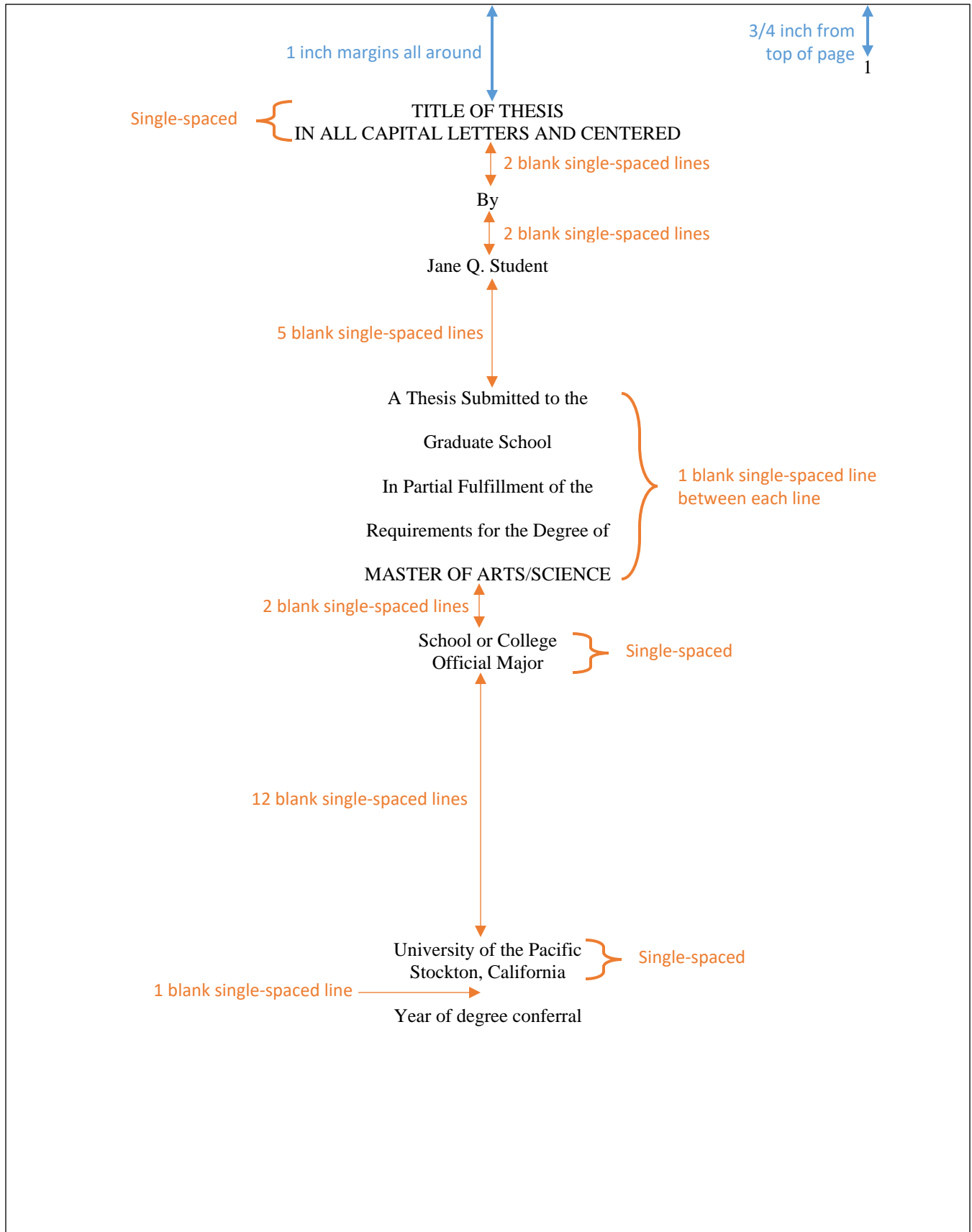
Epigraphs

An epigraph is a quotation or saying that typically appears at the beginning of a chapter, intended to suggest its theme. Epigraphs should be single-spaced and centered, positioned one (1) blank double-spaced line below the chapter title.

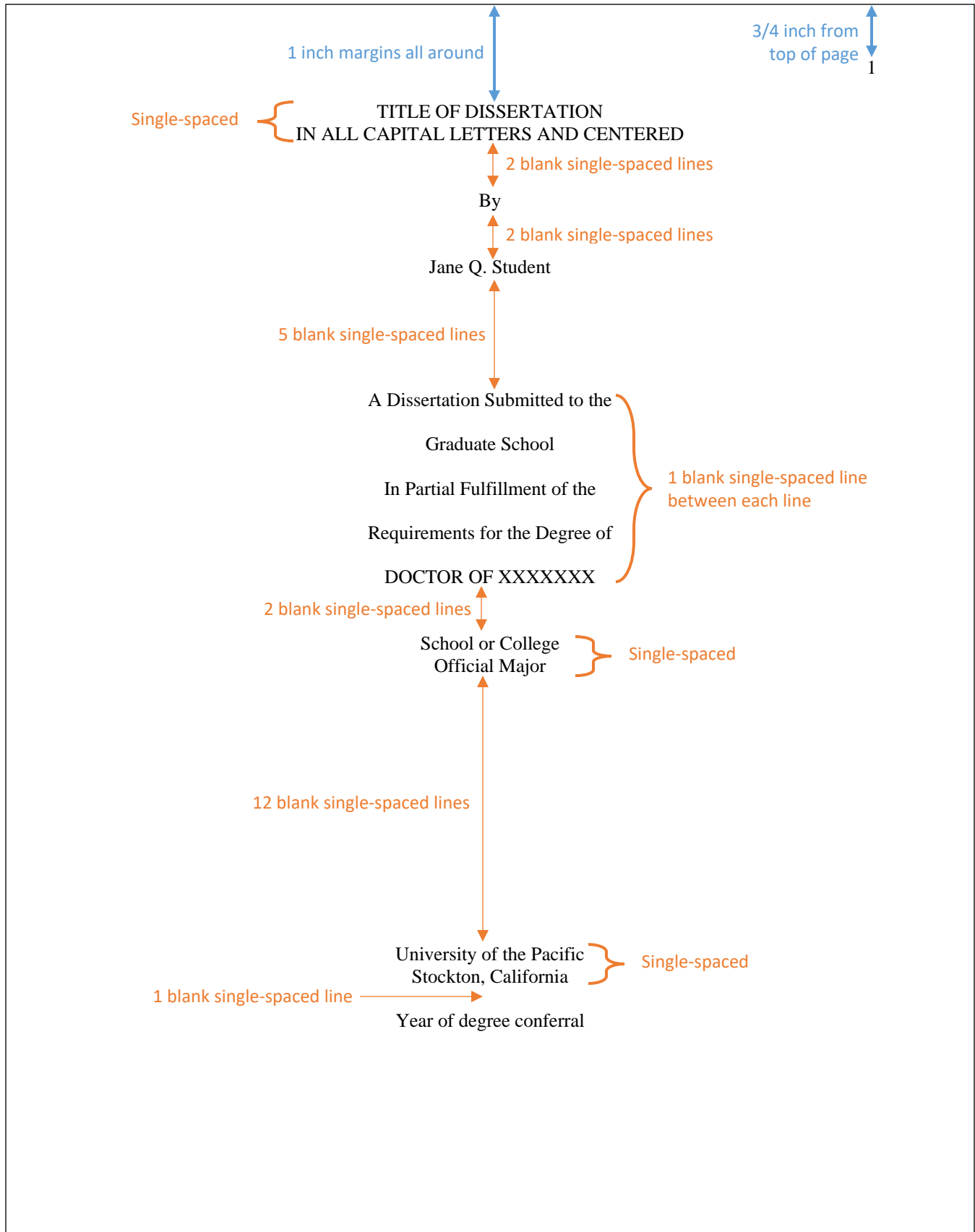
Usually, epigraphs do not need to be cited in your Reference Page (e.g., if you are quoting a participant, public figure, proverb, etc.), but if you are citing a scholarly source in your epigraph, follow APA block quote format and include the proper citation in the References.



Appendix A: Thesis Title Page



Appendix B: Dissertation Title Page



Appendix C: Approval Page

1 inch margins all around

3/4 inch from top of page
2

Single-spaced { TITLE OF THESIS/DISSERTATION
IN ALL CAPITAL LETTERS AND CENTERED

6 blank single-spaced lines

By
Jane Q. Student

1 blank single-spaced line

10 blank single-spaced lines

APPROVED BY:

Thesis/Dissertation Advisor: John S. Jones, Ph.D. ← Name and title

Committee Member: Joan Smith, Ph.D.

Committee Member: Jim Patil, Pharm.D.

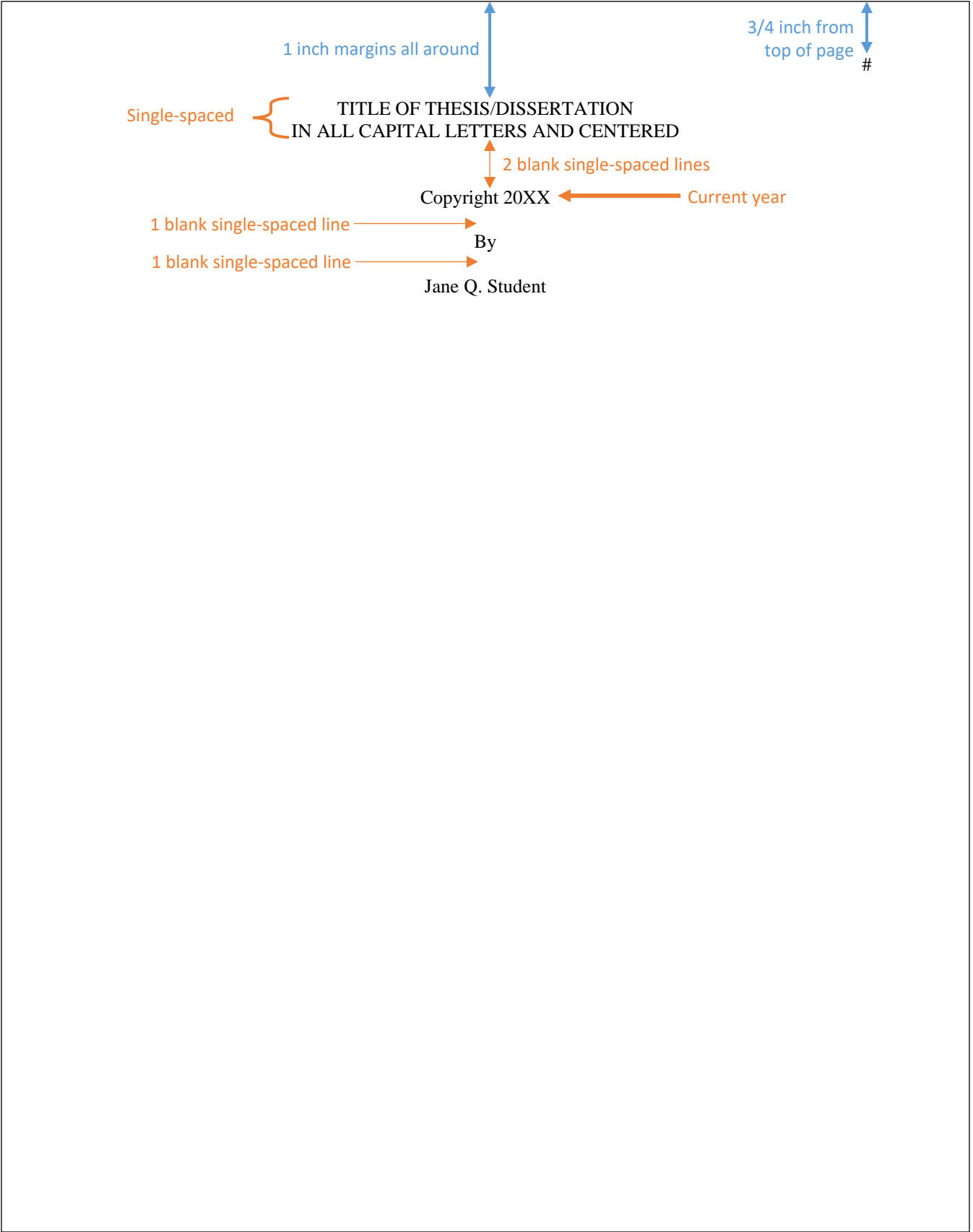
Committee Member: Jill M. Sanchez, Ed.D.

Department Chair: Jessica Doe, Ph.D., Ed.D.

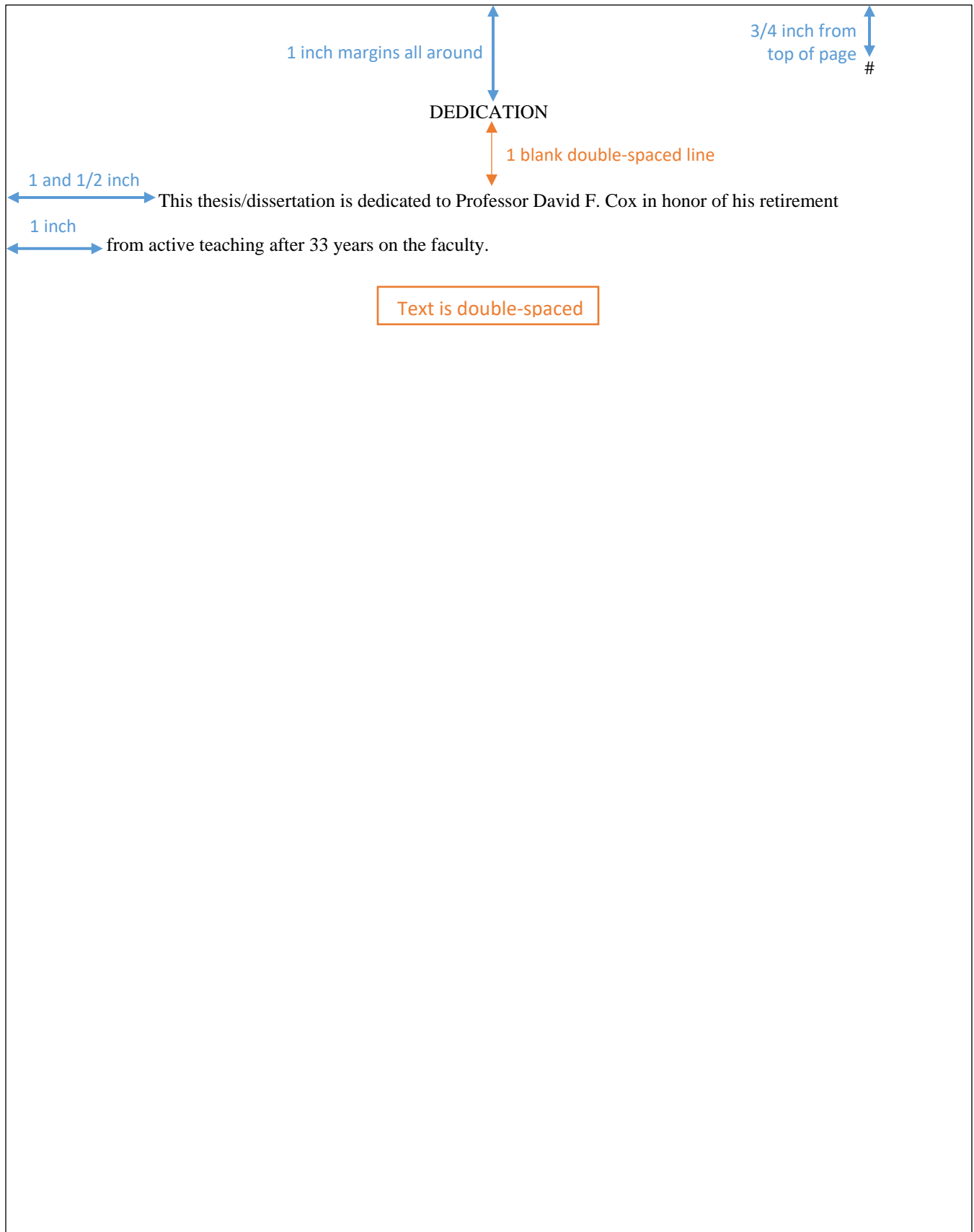
1 blank single-spaced line between each line, centered.

* Add or delete as many committee members as appropriate.
The Thesis/Dissertation Advisor should not be listed as a committee member.
Include the Department Chair.

Appendix D: Copyright Page



Appendix E: Dedication Page



Appendix F: Acknowledgements Page

1 inch margins all around

3/4 inch from top of page #

ACKNOWLEDGEMENTS

1 blank double-spaced line

1 and 1/2 inch

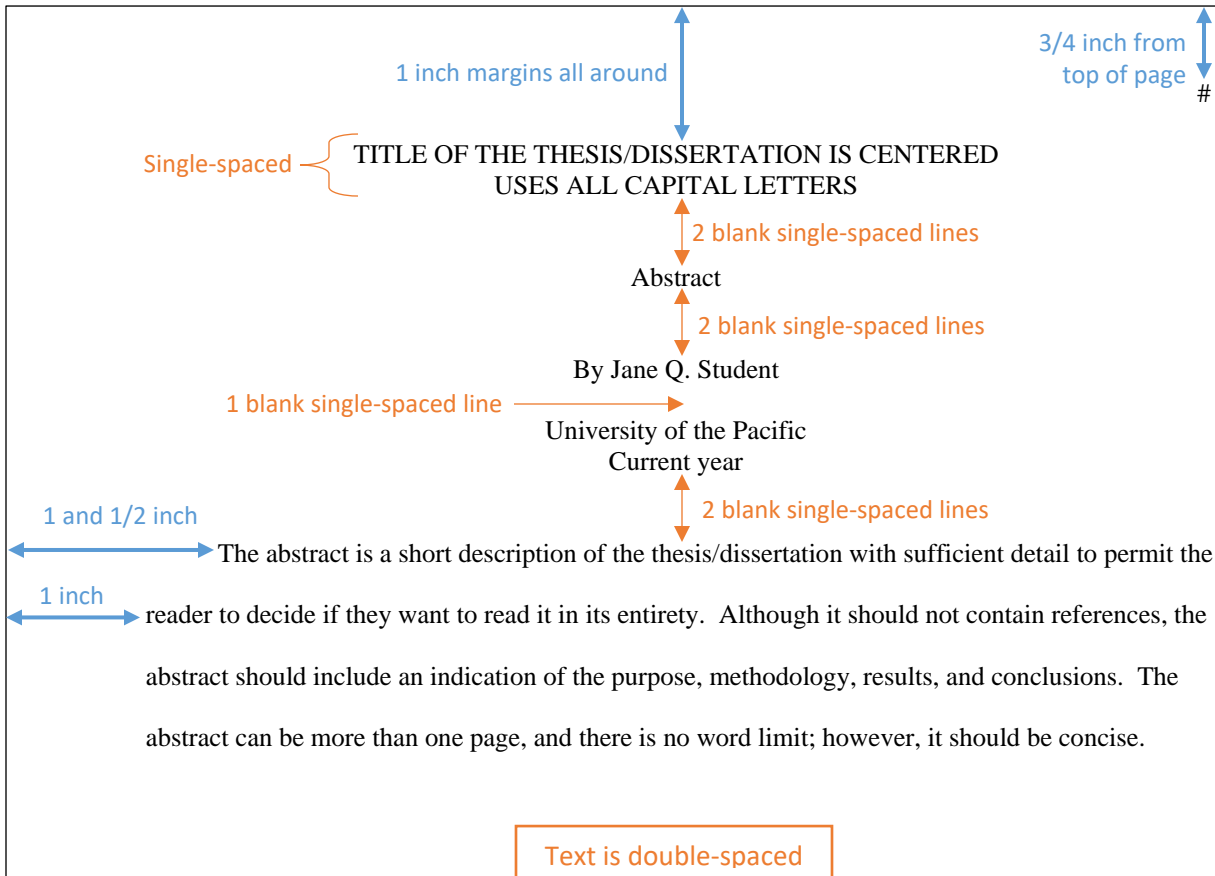
1 inch

My gratitude goes to Dr. Janice W. Young for her hours of patience and guidance while I navigated graduate school over the last three years. Her efforts to make me a responsible scientist hopefully will be fruitful. Dr. Donald Beitz has been, and will continue to be, an inspiration to me; I hope my career will be as successful as his has already been. I'm proud to call him "friend" as well as "teacher." The teachings of Dr. David F. Cox will remain with me a lifetime, and I will strive to continue to live up to his high expectations; I will always be one of his students. I am grateful for the guidance provided by Dr. Dare McGilliard, particularly in the operating room and surgical theater.

I thank Dr. Heather Carithers for joining my committee at the final stages of my project; her suggestions were helpful and appreciated. Finally, the teachings and inspiration of the late Dr. David R. Griffith will be a guide to my life and career; he is sorely missed but will be never forgotten.

Text is double-spaced

Appendix G: Abstract Page



Appendix H: Table of Contents

1 inch margins all around	
TABLE OF CONTENTS	
1 blank double-spaced line	
1 inch	1 inch
List of Tables	#
List of Figures	#
List of Abbreviations	#
List of Symbols	#
Chapter 1: Introduction	#
1 and 1/2 inch	Statement of the Problem
	#
	Research Questions
	#
Chapter 2: Review of the Literature	#
	Overview of Literature Review
	#
2 inches	Gaps in Research
	#
	Theoretical Rationale
	#
Chapter 3: Methodology	#
	Procedure
	#
Chapter 4: Results	#
Long title is single-spaced and the 2 nd line is exactly aligned below the 1 st	Supplemental Analysis of the Mean Scores and Cohesion Scales on Self-Efficacy Development
	#
Chapter 5: Discussion	#
References	#
Appendices	
A. Self-Report Family Inventory	#
B. Family Assessment Device	#

The headings that appear in the Table of Contents must match the headings that appear in the text word-for-word and letter-for-letter, including capitalization.

Appendix I: List of Tables

1 inch margins all around

3/4 inch from top of page

LIST OF TABLES

1 blank double-spaced line

1 inch

Table

1 and 1/2 inch

1 inch

1. Demographic Frequencies..... #

2. Correlations Between Couples' Satisfaction and Family Subscales #

3. Mean Scores for Couple Satisfaction #

4. Regression Data for SFI Scales, FAD General Functioning Scales and
FACES III Adaptability and Cohesion Scales on Couples' Marital Satisfaction..... #

5. Regression Data for SFI Scales, FAD General Functioning Scales and
FACES III Adaptability and Cohesion Scales on Relationship Duration #

Long title is single-spaced and the 2nd line is exactly aligned below the 1st

Long title moved to next line at least 1/2 inch before hitting right margin

The titles that appear in the list of tables must match the titles that appear in the text word-for-word and letter-for-letter, including capitalization.

Appendix J: List of Figures

1 inch margins all around

3/4 inch from top of page #

LIST OF FIGURES

1 blank double-spaced line

1 inch

Figure

1 and 1/2 inch

1 inch

1. Demographic frequencies..... #

2. Correlations between couples' satisfaction and family subscales #

3. Mean scores for couple satisfaction #

4. Regression data for SFI scales, FAD general functioning scales and
FACES III adaptability and cohesion scales on couples' marital satisfaction #

5. Regression data for SFI scales, FAD general functioning scales and
FACES III adaptability and cohesion scales on relationship duration #

Long title is single-spaced and the 2nd line is exactly aligned below the 1st

Long title moved to next line at least 1/2 inch before hitting right margin

The titles that appear in the list of figures must match the titles that appear in the text word-for-word and letter-for-letter, including capitalization.

Appendix K: List of Abbreviations

1 inch margins all around

3/4 inch from
top of page
#

LIST OF ABBREVIATIONS

1 blank double-spaced line

1 inch

BMI	Body Mass Index
°C	degree Celsius
EMG	electromyography
g	gram
km/h	kilometers per hour
MgCl ₂	magnesium chloride
STRATIFY	Saint Thomas's Risk Assessment Tool in Falling Elderly Inpatients

Text is double-spaced, except
when an abbreviation is long
enough to fall to the next line.

Abbreviations are listed in
alphabetical order.
Follow capitalization rules for
proper nouns.

Appendix L: List of Symbols

1 inch margins all around		3/4 inch from top of page #
LIST OF SYMBOLS		1 blank double-spaced line
1 inch	α	Cronbach's alpha
	λ	Goodman-Kruskal measure of predictability
	β	longitudinal wavevector
	\P	paragraph
	$n(\omega)$	refractive index of step-index fiber
Text is double-spaced, except when a symbol's explanation is long enough to fall to the next line.		
Symbols are listed in alphabetical order. Follow capitalization rules for proper nouns.		

Appendix M: APA Heading Style in Text

1 inch margins all around

3/4 inch from top of page #

Chapter Title is in all-caps and centered. All Chapter Titles are included in the TOC.

CHAPTER 1: INTRODUCTION

1 blank double-spaced line

Information Regarding the Introduction

Level 1 headings are centered and boldfaced. The first letter of each word is capitalized, except for some prepositions and articles. This level is required in the Table of Contents (TOC).

Information Regarding the Introduction

These Level 2 headings are left justified. The first letter of each word is capitalized, except for some prepositions and articles. The words are boldfaced. Level 2 headings do not appear at the top of a new page unless that is where they would otherwise appear in the text. This level is optional in the TOC.

Continuing with the introduction. These Level 3 headings are indented one-half inch and are boldfaced. The first letter of the first word is capitalized, as are proper nouns and the first letter of the first word following a colon. A period ends the heading. The text begins on the same line as the heading with two spaces after the period. This level is optional in the TOC.

Continuing with the introduction. These Level 4 headings are indented one-half inch, italicized, and boldfaced. The first letter of the first word is capitalized, as are proper nouns and the first letter of the first word following a colon. A period ends the heading. The text begins on the same line as the heading with two spaces after the period. This level is optional in the TOC.

Continuing with the introduction. If used, these Level 5 headings are indented one-half inch, and are italicized. The first letter of the first word is capitalized, as are proper nouns and the first letter of the first word following a colon. A period ends the heading. The text begins on the same line as the heading with two spaces after the period. This level is optional in the TOC.

Text is double-spaced.
Text is left-justified.

Appendix N: Table Embedded in Text

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Sixty-five percent of the sample was female. Fifty-three per cent of the students were Caucasian; 37% Black; and 5% Hispanic. Five percent reported that they were “Asian,” “Native American,” or of “Other” ethnicity. Sixteen percent were freshman; the remaining 84% were sophomores, juniors, or seniors. Forty-five per cent of the mothers and 42% of the fathers of the students attended college (Table 1). Ages ranged from 18.82 to 60.87 years ($M = 33.18$; $SD = 8.42$). All participants were treated in accord with the American Psychological Association Guidelines for Ethical Conduct (American Psychological Association, 2002), and approval to conduct the study was obtained from the university's Institutional Review Board.

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Table 1
Sample Distribution by Sex, Ethnicity, Class and Parental Education

Label is left-justified, italicized, and title case.

	Frequency	Percentage		Frequency	Percentage
<i>Sex</i>			<i>Class</i>		
Female	538	64.7	Freshman	130	15.6
Male	293	35.3	Not freshman	701	84.4
<i>Ethnicity</i>			<i>Attended college</i>		
Black	306	36.8	Mother attend	374	45
Caucasian	443	53.5	Father attend	348	41.9
Hispanic	40	4.8			
Other	42	5.1			

Note. $N = 831$. Variable names are in italics.

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Table is centered horizontally.

The respondents were 839 students primarily or entirely enrolled in online courses at a southeastern university during the 2007–2008 and 2008–2009 academic years. Requests for participants were mass emailed to faculty; extra credit was suggested in the correspondence. Although ethical and academic freedom concerns prevented the identification of individual classes, many professors voluntarily reported that the majority of their students elected to participate. Sixty-five percent of the sample was female. Fifty-three per cent of the students were Caucasian; 37% Black; and 5% Hispanic. Five percent reported that they were “Asian,”

Appendix O: Figure Embedded in Text

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Self-efficacy is an individual's belief in their innate ability to achieve goals. Albert Bandura (1982) defines it as a personal judgment of "how well one can execute courses of action required to deal with prospective situations" (p. 14). Expectations of self-efficacy determine whether an individual will be able to exhibit coping behavior and how long effort will be sustained in the face of obstacles (Figure 1). Individuals who have high self-efficacy will exert sufficient effort that, if well executed, leads to successful outcomes, whereas those with low self-efficacy are likely to cease effort early and fail.

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Figure is centered horizontally.

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graph LR; A[Experience] --> D[Self-Efficacy]; B[Vicarious Experience] --> D; C[Social Persuasion] --> D; E[Physiological Feedback] --> D; D --> F[Behavior & Performance]
```

Label is left-justified. The word "Figure" and number are italicized. Label is in sentence case.

Figure 1. Self-efficacy theory of motivation. Adapted from Bandura (1982, p. 21).

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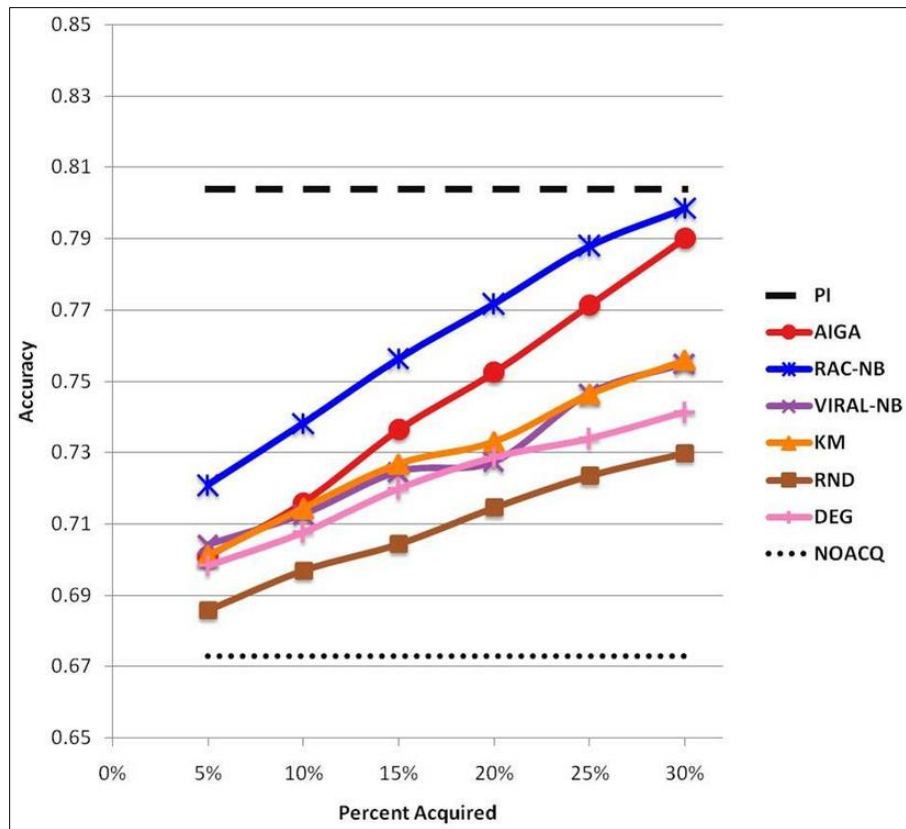
Bandura (1982) defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. The theory of self-efficacy lies at the center of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. The main concept in social cognitive theory is that an individual's actions and reactions, including social behaviors and cognitive processes, in almost every situation are influenced by the actions that individual has observed in

Appendix P: Large Figure or Table

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Label is left-justified. The word "Figure" and number are italicized. Label is in sentence case.

Figure 3.2. Results comparing AIGA with other methods. Synthetic data with 200 nodes ICA. Text for a label goes directly under the figure.

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Figure is centered vertically and horizontally on page.

Appendix Q: Rotated Figure or Table

Table is centered vertically and horizontally on page.

Label has been rotated and is positioned appropriately (above a table or below a figure).

Table 4.3
Results of Socioeconomic Data for Age Groups

Categories	Total (n = 255)		Age group <17.5 (n = 168)		Age group ≥17.5 (n = 87)	
	n	%	n	%	n	%
Self-estimation of material situation of family:						
very good	39	15.3	31	18.5	8	9.2
rather good	46	18.0	36	21.4	10	11.5
average	155	60.8	92	54.8	63	72.4
rather bad	5	2.0	2	1.2	3	3.4
very bad	3	1.2	1	0.6	2	2.3
NA	7	2.7	6	3.6	1	1.5
Education status of mother:						
none or primary	37	14.5	13	7.7	24	27.6
secondary school	114	44.7	79	47.0	35	40.2
higher	93	36.5	73	43.5	20	23.0
NA	11	4.3	3	1.8	8	9.2
Education status of father:						
none or primary	13	5.1	4	2.4	9	10.3
secondary school	95	37.3	55	32.7	40	46.0
higher	136	53.3	105	62.5	31	35.6
NA	11	4.3	4	2.4	7	8.1

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Appendix R: References

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REFERENCES

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Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.

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O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

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- References should follow APA 6th edition guidelines, unless a student's program dictates a different style.
 - Entries should be formatted with "hanging indents" (first line of each entry is aligned with the left 1-inch margin and all subsequent lines are indented 1/2 inch).
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- Some majors have been approved to use single-spaced, numbered references (see example below).

1. Yang, Y.-S.; Swager, T. M. *J. Am. Chem. Soc.* **1998**, 120, 11864-11873.
2. Mulchandani, A.; Chen, W.; Mulchandani, P.; Wang, J.; Rogers, K. R. *Biosensors & Bioelectronics* **2001**, 16, (4-5), 225-230.
3. Turner, A. P. F.; Magan, N. *Nature Reviews Microbiology* **2004**, 2, (2), 161-166.

Appendix S: Appendices

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APPENDIX A: INFORMED CONSENT FORM

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Contact Information

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Institutional Review Board at (555) 555-5555.

Voluntary Participation

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Consent

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

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