



# **Creating Accessible Theses & Dissertations**

## Best-Practices Overview

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Director of Digital Accessibility  
Office of Civil Rights & Title IX

# Agenda

*Accessible digital resources can still be engaging, aesthetically pleasing, and dynamic.*

- The "Why"
- 'Text' Documents
- Portable Document Format
- Forms and Surveys
- Resource and Tools

# Why is accessibility important?

- First and foremost, it is the right, good thing to do!
- Federal legislation (DOJ Final Rule; Title II of the ADA)
- State legislation (PPM74)
- LSU Policy Statement 31

# 'Text' Documents

Do's and Dont's #1

## Style Headings

### **Do:**

Use the built-in style headings to create a visual heading

### **Do Not:**

Manually create a heading by simply bolding or changing the font size or color

## Lists

### **Do:**

Use the built-in list feature for bulleted and numbered lists

### **Do Not:**

Create a list by typing the number at the beginning of every line or typing a hyphen

## Hyperlinks

### **Do:**

Create hyperlinks using descriptive words for the hyperlink

### **Do Not:**

Use "Click here" or "More" as hyperlinks

# 'Text' Documents

## Do's and Dont's #2

### Multiple Images

**Do:**

Combine overlaying images into a single image

**Do Not:**

Overlay or group several objects next to one another so they appear as one object

### Embedded Text

**Do:**

Include embedded text in the alt-text description\*

**Do Not:**

Embed text within an image or include an image with textual information of a non-decorative nature

### Meaning

**Do:**

Use multiple methods to convey meaning, such as bold and color

**Do Not:**

Use a single method to convey meaning, such as making a word a different color

# 'Text' Documents

## Do's and Dont's #3

### Table of Contents

**Do:**

Use built-in Table of Contents feature to build a table of contents in a document.

**Do Not:**

Type a table of contents manually

### Tables

**Do:**

Only use tables to represent tabular information

Ensure that there are row and column headings

**Do Not:**

Use a table for aligning text or non-tabular data

Merge cells

### Comments

**Do:**

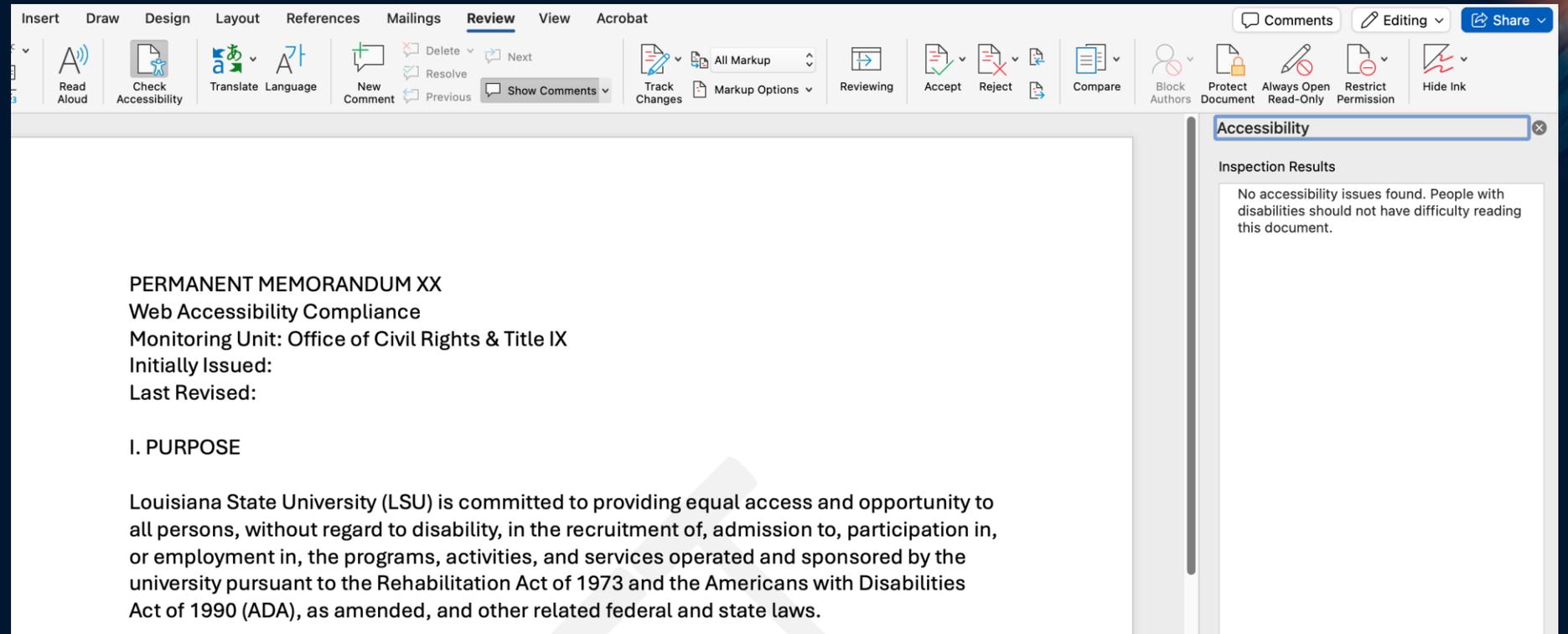
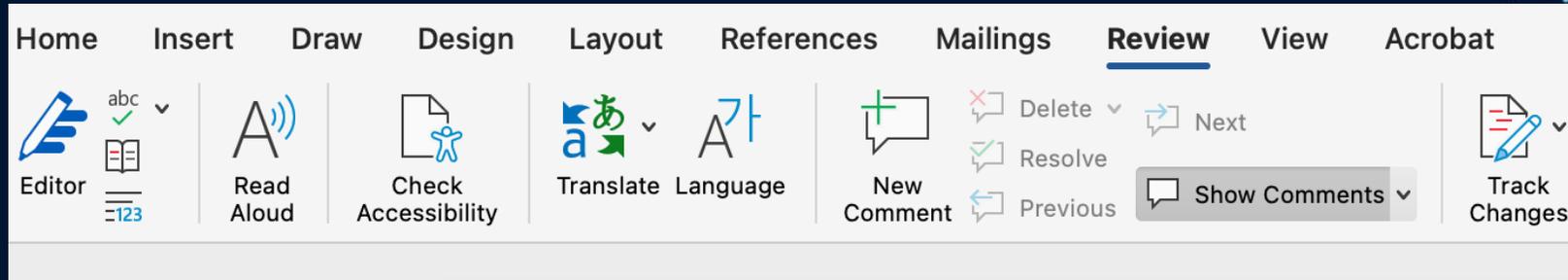
Remove all comments

Accept or reject all tracked changes

**Do Not:**

Leave comments, annotations, or tracked changes within your final document

# Microsoft Accessibility Checker



# Portable Document Format (PDF)

- The document must have a title
- For longer documents, include bookmarks, even if there are no specified chapters or distinguishable sections
- Include headers for changes in sections or chapters
- Tag annotations or citations
- Check tab order
- Check tables outside of the document before adding it
- Ensure any form fields are properly labeled
- Include alt text for all appropriate elements (do not tag nested elements)

# Adobe PDF Accessibility Checker

Educause Online 2024 Reg.pdf

Tools Educause Online...

your tools here

### Create & Edit

- Create PDF (Open)
- Combine Files (Add)
- Organize Pages (Open)
- Edit PDF (Open)
- Export PDF (Open)
- Enhance Scans (Open)

### Review & Approve

- Comment (Open)
- Send for Comments (Add)
- Stamp (Add)
- Compare Files (Open)
- Measure (Add)

### Forms & Signatures

- Fill & Sign (Open)
- Prepare Form (Open)
- Certificates (Add)

### Protect & Standardize

- Protect (Open)
- Redact (Add)
- PDF Standards (Add)
- Optimize PDF (Add)
- Print Production (Add)
- Accessibility (Add)

Accessibility

Accessibility Checker

Monday, November 11, 2024 at 10:50:37 Central Standard Time

**Subject:** EDUCAUSE 2024 Registration Confirmation {EDU241:14660}  
**Date:** Wednesday, October 30, 2024 at 11:11:40 AM Central Daylight Time  
**From:** EDUCAUSE  
**To:** Buddy Ethridge

You don't often get email from email\_confirm@exl.eventshq.com. [Learn why this is important](#)



\*\*\* Please do not reply to this e-mail. It was sent from an automated system. \*\*\*

### Confirmation

**Event Dates:**  
Conference: November 13-14, 2024

**Location:**  
Online

Thank you for registering for this year's [EDUCAUSE Annual Conference](#). We're pleased you'll be attending the one event that *connects the best thinkers in higher education technology!*

Below is a confirmation of your selected registration - please click the "Register" button [here](#) to access your registration dashboard if you need to modify or change your registration.

**Your full conference online registration includes:**

- Access to live and on-demand program content on the event platform, November 13-14,

Autotag Document  
Autotag Form Fields  
Reading Options  
Full Check  
Accessibility Report  
Identify Form Fields  
Set Alternate Text  
Setup Assistant  
Reading Order

# Forms and Surveys

## Forms:

Ensure all fields are appropriately described and/or labeled

Check tab-order for navigation

Avoid signature fields that require mouse manipulation or manual “draw-on” input

## Surveys:

Use only accessible question types (varies by tool)

Ensure questions are descriptive

Avoid use of graphs or images whenever possible

# Available Resources and Tools

Many great online resources:

- [Section 508 - Create Accessible Digital Products](#) (link)
- [Creating Accessible Documents \(Harvard\)](#) (link)
- [Creating Accessible PDFs \(Adobe\)](#) (link)

The legal stuff:

- [DOJ Final Rule on Digital Accessibility](#) (link)
- [Louisiana PPM 74 – Web Accessibility Compliance](#) (link)
- [LSU PS 31 – Digital Accessibility](#) (link)
- [Web Content Accessibility Guidelines \(WCAG\)](#) (link)

# In Conclusion

**Accessibility makes some people's lives extraordinarily better. How many opportunities do we have to dramatically improve lives just by doing our job a little better?**

*~ Steve Krug*

Buddy Ethridge, PhD  
Director of Digital Accessibility  
LSU Office of Civil Rights & Title IX  
buddy@lsu.edu

# **HOW TO FORMAT YOUR THESIS/DISSERTATION**

**KIMBER PETERS, THESIS EDITOR  
LINDA LEVY, DISSERTATION EDITOR**

**This presentation is not a substitute for reading the Thesis and Dissertation Handbook that is available on the Graduate School's Website. Nor does it address the optional portions of your document (Copyright, Epigraph, Dedication, Acknowledgments, List of Tables, List of Images, Abbreviations**

# **REQUIRED PORTIONS OF YOUR DOCUMENT**

**I. Title Page**

**II. Table Of Contents**

**III. Abstract**

**IV. Body**

**V. Appendices (only if you use human subjects  
or use previously published material)**

**VI. References**

**VII. Vita**

# REQUIRED PORTIONS OF YOUR DOCUMENT

## I. Title Page

**UPDATE! UPDATE! NEW REQUIREMENT**

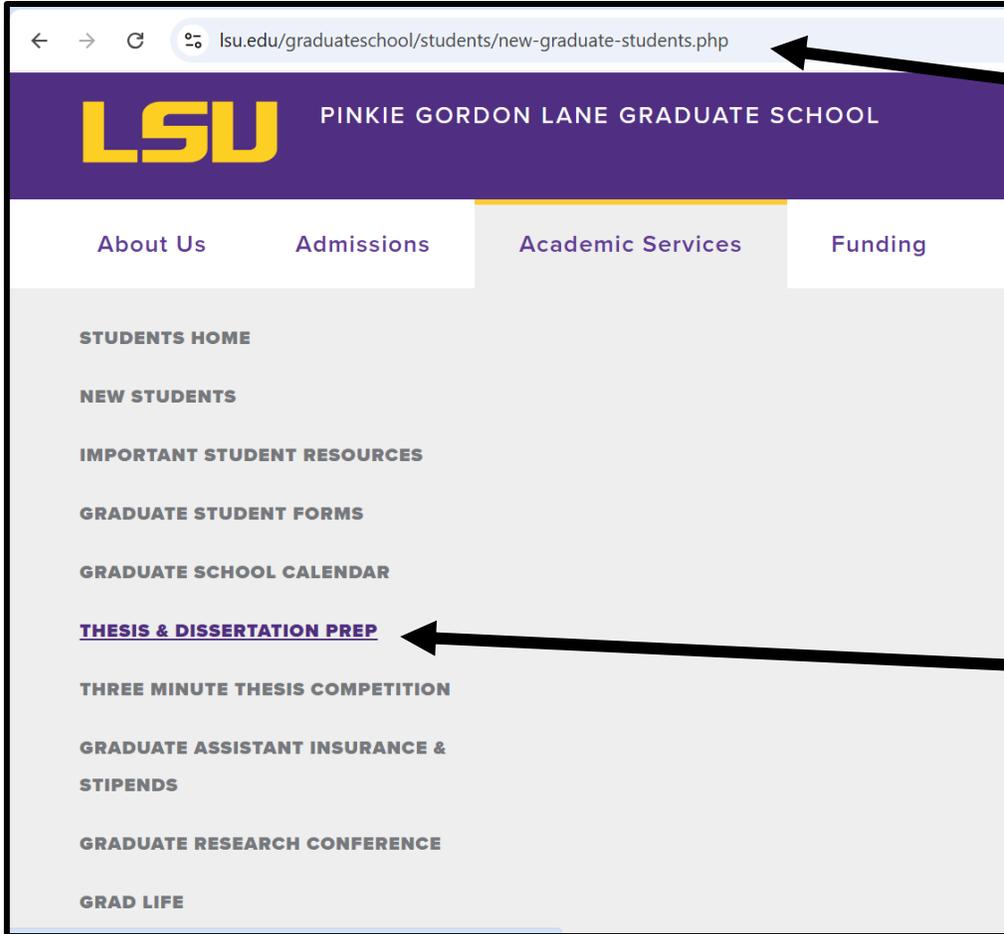
**II. Artificial Intelligence Disclosure and Responsibility Statement (required when AI has been used)**

**III. Table Of Contents**

**IV. Abstract**

**V. etc**

# NEW REQUIREMENT



1

2

# NEW REQUIREMENT

The image shows a screenshot of the LSU Pinkie Gordon Lane Graduate School website. The browser address bar displays 'lsu.edu/graduate' on the left and 'lsu.edu/graduateschool/students/theses\_and\_dissertations.php' on the right. The website header features the LSU logo and the text 'PINKIE GORDON LANE GRADUATE SCHOOL'. A navigation menu includes links for 'About Us', 'Admissions', 'Academic Services', 'Funding', 'Student Success', and 'Faculty'. Below the navigation menu is a breadcrumb trail: 'Home / Graduate School / Students Services / New Graduate Students'. The main content area displays a list of links, with 'THESIS & DISSERTATION PRE' highlighted in blue. Other visible links include 'STUDENTS HOME', 'NEW STUDENTS', 'IMPORTANT STUDENT RESOURCES', 'GRADUATE STUDENT FORMS', 'GRADUATE SCHOOL CALENDAR', 'THREE MINUTE THESIS COMPETITION', 'GRADUATE ASSISTANT INSURANCE STIPENDS', 'GRADUATE RESEARCH CONFERENCE', and 'GRAD LIFE'. The background of the page features a photograph of three graduates in purple and blue regalia, looking upwards.

# NEW REQUIREMENT

The image consists of three sequential screenshots of the LSU Graduate School website. The first screenshot shows the main navigation menu with 'About Us' and 'Admission' links, and a sidebar with categories like 'STUDENTS HOME', 'NEW STUDENTS', and 'GRADUATE ASSISTANT INSURANCE STIPENDS'. The second screenshot shows a breadcrumb trail 'Home / Graduate School /' and a partial view of a student in a blue graduation cap and gown. The third screenshot is a detailed view of the 'Use of AI in a Thesis or Dissertation' page, which includes a note about IRS requirements, a list of four requirements for AI use, and a link to a guide. An arrow points from the number '3' at the bottom right to the 'here' link in the text.

lsu.edu/graduate

LSU PINKIE GORDON LANE GRADUATE SCHOOL MYLSU APPLY

About Us Admis

Home / Graduate School /

templates and Guide Sheets—to download the helpful NEW templates and guide sheets.

>Note: The IRS requires publication as a condition of LSU's tax-exempt status. To qualify for exemption, we must operate for the public good and publication conference presentations, posters, internet publication, etc., as publication. View pdf for more detailed information.

## Use of AI in a Thesis or Dissertation

Prior to starting the major work of creating the document, the student must discuss with their major professor and advisor how generative AI may be used in the process. As the advisory committee is the primary body responsible for assessing the document, they should provide specific, realistic guidance to the student about their expectations.

One recommendation is to include an Artificial Intelligence Disclosure and Responsibility Statement in the front matter of the dissertation document immediately following the Acknowledgments. This statement will specify the ways that generative AI was used in the document, including:

- Names and versions of AI tools used
- Purpose of use (e.g. grammar checking, literature summarization)
- Confirmation that the student reviewed and verified all outputs
- Statement of personal responsibility for the document.

An example of how to format this type of statement is provided [here](#).

## Preparing and Submitting Your Thesis or Dissertation

## Artificial Intelligence Disclosure and Responsibility Statement

The following artificial intelligence (AI) tools were used in the writing of this document:

(List Names and versions of AI tools used, including Grammarly and similar tools)

AI was used in the following ways in the writing of this document (include all that apply):

- a. AI was not used
- b. Grammar and language checking
- c. Formatting
- d. Outlining, structure, logical flow
- e. Brainstorming or idea generation
- f. Summarizing literature or creating citations
- g. Providing feedback on clarity of writing
- h. Other uses: (describe)

(Include the following statement)

I, the author, have reviewed and verified all AI generated outputs and take full responsibility for this document and all its contents. Interpretations, analysis, and final writing are my own.

# I. TITLE PAGE

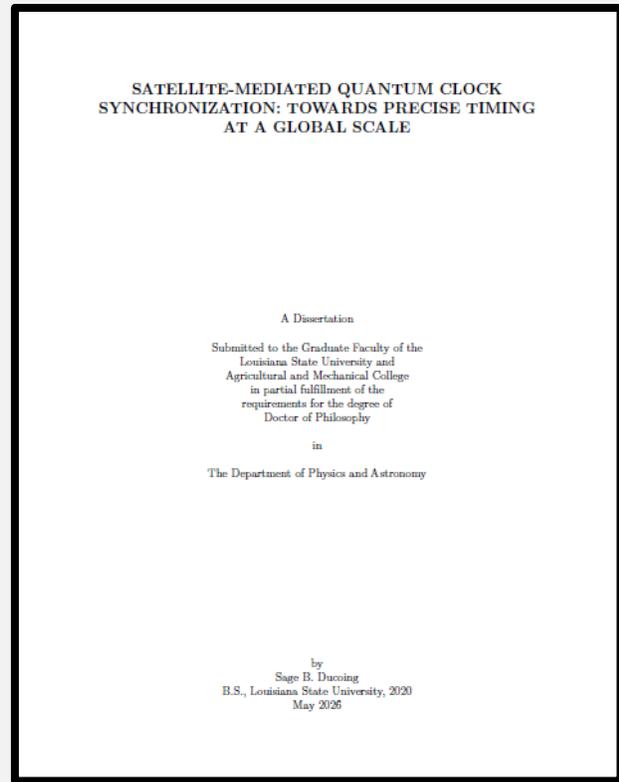
Three (3) Distinct Blocks Of Text

A. Title

B. Degree

C. Name, Historical Degrees, Graduation Month

Precise Formatting, Placement And Wording For Each Block



# A. TITLE OF DOCUMENT

1. Must **EXACTLY** Match The Title On The Approval Form Submitted By The Department/Committee

2. Must Be 16 Pt

3. Must Be Written In All Capital Letters

4. Must Be Single Spaced

5. Must Be Centered (Left To Right) On The Page

6. The First Line Of The Title Must Be Placed On The First Available Line Underneath The Top One-inch Margin

## **B. DEGREE INFORMATION**

1. Must Be 12 Pt
2. Must Be Placed In The Center Portion Of The Page  
(Right To Left, Top To Bottom)
3. Must Use Exact Language As Shown In The Handbook
4. Must Use Exact Placement Of The Words As Shown In  
The Handbook
5. Degree Title Must Accurately Reflect Graduate School  
Records

## **C. NAME, HISTORICAL DEGREES, GRADUATION MONTH**

1. Your Name Must Precisely Match Your Name As It Appears In Workday
2. Your Previous Degrees Must Be Listed Oldest To Newest
3. Your Graduation Month Can Only Be May, August Or December

**SATELLITE-MEDIATED QUANTUM CLOCK  
SYNCHRONIZATION: TOWARDS PRECISE TIMING  
AT A GLOBAL SCALE**

A Dissertation

Submitted to the Graduate Faculty of the  
Louisiana State University and  
Agricultural and Mechanical College  
in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy

in

The Department of Physics and Astronomy

by

Sage B. Ducoing  
B.S., Louisiana State University, 2020  
May 2026

## **A. TITLE**

1. All Caps
2. Single Spaced
3. 16 Pt

## **B. DEGREE INFORMATION**

1. Either Thesis Or Dissertation
2. Precise Wording And Placement
3. Precise Degree Title
4. School Or Department, Not Field Of Study
5. 12 Pt

## **C. NAME AND PREVIOUS DEGREES**

1. Workday Name
2. Previous Degree
3. Correct Month

# II. TABLE OF CONTENTS

Four (4) Areas of Specific Review Interest

A. Main Title On The Page

B. Margins And Page Numbers

C. Titles Of Main Sections/Chapters Listed In  
The Table Of Contents

D. Subheadings

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# A. MAIN TITLE ON THE PAGE

1. Title will be “Table of Contents”
2. Must Be 14 Pt
3. May Be Centered (Left To Right) On The Page **OR** Placed Against the Left Margin
4. The Title “Table of Contents” Must Be Placed On The First Available Line Underneath The Top One-inch Margin

## **B. MARGINS AND PAGE NUMBERS**

1. As For All Pages, Margins Will Be Set At One Inch On All 4 Sides
2. All Text Will Be 12 Pt
3. Page Numbers Will Be Set Flush Against The Right Margin, With Dot Leaders Between The Entries And The Numbers

# **C.TITLES OF MAIN SECTIONS/CHAPTERS LISTED IN THE TABLE OF CONTENTS**

1. Titles Of Each Main Section/Chapter Must Be Included In The Table Of Contents
2. The Titles Can Be Either All Caps or Headline Style Capitalization
3. Both The Text And The Capitalization Style Of These Listings Must Exactly Match The Text And Capitalization Style Used In The Body
4. You Must Not Allow The Line Of Text To Come Close To/Impinge Upon/Interfere With/Touch The Column Of Page Numbers
5. You Will Single Space All Multi-line Titles
6. You Will Double Space Before Each New Section/Chapter Entry

## **D. SUBHEADINGS**

1. Only First-level Subheadings Will Be Included In The Table Of Contents
2. The Subheadings Can Be Either Headline Style Capitalization Or Lower-Case Capitalization
3. Both The Text And The Capitalization Style Of These Listings Must Exactly Match The Text And Capitalization Style Used In The Body
4. You Must Not Allow The Line Of Text To Come Close To/Impinge Upon/Interfere With/Touch The Column Of Page Numbers
5. You Will Single Space All Multi-line Titles

**A. MAIN TITLE ON THE PAGE**

1. Table of Contents
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### D. SUBHEADINGS

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2. Either Headline Style Capitalization Or Lower-Case Capitalization
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# III. ABSTRACT

Four (4) Areas of Specific Review Interest

- A. Main Title On The Page
- B. Margins And Text
- C. Word Count
- D. Single or Double Spaced

# A. MAIN TITLE ON THE PAGE

1. Must be **Abstract**
2. Must Be 14 Pt
3. May Be Centered (Left To Right) On The Page **OR** Placed Against the Left Margin. Placement will match the placement of “Table of Contents”
4. “Abstract” Must Be Placed On The First Available Line Underneath The Top One-inch Margin

## **B. MARGINS AND TEXT**

1. As For All Pages, Margins Will Be Set At One Inch On All 4 Sides
2. All Text Will Be 12 Pt

## **C. WORD COUNT**

1. Limited to 350 Words

## **D. SINGLE OR DOUBLE SPACED**

1. Either single or double spaced. Whichever you use, you will use it in the body of the document as well

## A. MAIN TITLE ON THE PAGE

- i. Must be **Abstract**
- ii. Must Be 14 Pt
- iii. May Be Centered (Left To Right) On The Page **OR** Placed Against the Left Margin. Placement will match the placement of “Table of Contents”
- iv. “Abstract” Must Be Placed On The First Available Line Underneath The Top One-inch Margin

## B. MARGINS

- i. As For All Pages, Margins Will Be Set At One Inch On All 4 Sides
- ii. All Text Will Be 12 Pt

## C. WORD COUNT

- i. Limited to 350 Words

## D. SINGLE OR DOUBLE SPACED

- i. Either single or double spaced. Whichever you use, you will use it in the body of the document as well

### Abstract

Bacterial panicle blight (BPB) and sheath blight (ShB) are economically important diseases of rice (*Oryza sativa*) in Louisiana and other rice-growing regions around the world. However, there are challenges in the current disease management practices for these diseases. Thus, the main goal of this study is to identify new materials and their application methods that effectively suppress BPB and ShB. To achieve this goal, we evaluated the effect of various materials and application methods against the rice diseases. In 2020 and 2021, various materials, such as ascorbic acid (AA), N-acetylcysteine, chitosan, the avirulent strain of *Burkholderia glumae* 257sh-1 and the combination of two beneficial bacteria (*Pseudomonas plecoglossicida* RRB 1044 (B1) and *Pseudomonas parafulva* RPB.NT 5 (B2)), were evaluated for their disease-suppressing effects against BPB and ShB diseases in the field and greenhouse conditions with different concentrations and timings of application. In 2020, results showed that the avirulent strain *B. glumae* 257sh-1 and the combination of B1 and B2 suppressed the BPB symptoms for both CL111 and Bengal rice varieties in the field. In addition, Bengal rice plots treated with the avirulent strain *B. glumae* 257sh-1, the combination of B1 and B2, or AA (1 mM) showed a significantly higher yield compared with the untreated control. Interestingly, results of the 2021 experiments showed that seed treatment of the avirulent strain suppressed the ShB symptoms substantially in both field and greenhouse conditions. The same treatment also reduced natural infection of narrow brown leaf spot disease. In addition, seed treatment of chitosan was effective for the suppression of ShB in the greenhouse. These materials and application methods identified in this study will be an important foundation to develop innovative technologies to manage major rice diseases, such as BPB and ShB, in environment-friendly, efficient and sustainable ways.

# IV. BODY

## Four (4) Areas of Specific Review Interest

- A. Chapter Titles
- B. Margins and Text
- C. Headings/Subheadings
- D. Formatting of Tables and Figures

### CHAPTER 2. LITERATURE REVIEW

#### Conceptualizing Fear of Death

##### One Hundred Years of Defining Fear of Death

The terms *fear of death* and *death anxiety* have been used interchangeably in past literature, and the clear distinction between the two is somewhat elusive. However, some have argued for clarification between the two terms. Nyatanga and de Vocht (2006) differentiated the two by explaining *fear* exists for a specific circumstance, whereas *anxiety* is a broader concern for the unknown. Since the formulation of Templer's death anxiety scale (Templer, 1970), most studies have preferred the use of the term *death anxiety*. This current study uses the term *fear of death* in direct response to the measurement used in this study (see methodology). However, this comprehensive review of the literature to define and conceptualize the fear of death reviews literature using both terms.

Fear of death may appear to be a simple, self-defining phrase, but it has been heavily contemplated and theorized over the years. Freud, an early theorist in the field of psychology and medicine wrote much about death (Thornton, n. d.). He discussed the denial of death, in that people want to live as if death will not occur, or that they are immortal (Freud, 1915; Freud, 2018). He defined the fear of death as an unconscious control on a person derived from *consciousness of guilt* (Freud, 1918). *Consciousness of guilt* in the legal sense is when a person who denies they did something wrong but runs from law enforcement; thus, the running away may be seen as guilt (Rodriguez, n. d.). Likewise, as Freud (1918) explained, a person may tell themselves death is not factual or final, but the fear of death controls a person unconsciously, thus indicating their conscious knowledge and associated guilt that death is real.

# A. CHAPTER TITLES

1. Titles Will Be Written Exactly As They Are In The “Table Of Contents”
2. Titles Must Be 14 Pt
3. Titles May Be Centered (Left To Right) On The Page **OR** Placed Against The Left Margin (Consistent With The Placement Of Table Of Contents And Abstract)
4. Chapter Titles Must Be Placed On The First Available Line Underneath The Top One-inch Margin

## **B. MARGINS AND TEXT**

1. As For All Pages, Margins Will Be Set At One Inch On All 4 Sides
2. All Text Will Be 12 Pt
3. Either Single Or Double Spaced, As Determined By How You Wrote Your Abstract

## **C. HEADINGS/SUBHEADINGS**

1. Headings Must Be Written Exactly As They Are In The “Table Of Contents”
2. You Must Establish Either A Numbered Hierarchy Or Visual Hierarchy For Your Headings And Subheadings. The hierarchy will be used throughout the document.
3. You must single space all multi-line headings/subheadings

## 2. Visual Hierarchy vs Numbered Hierarchy

### a. Visual Hierarchy

- i. All first level subheadings will be placed in the same place on the line throughout the entire document
- ii. All second level subheadings will be placed in the same place on the line throughout the entire document
- iii. ETC

### b. Numbered Hierarchy

- i. First number represents the chapter number
- ii. Second number represents the subheading number
- iii. Third number represents the next-level subheading number
- iv. ETC

# Visual Hierarchy

## CHAPTER 2. LITERATURE REVIEW

### Conceptualizing Fear of Death

#### One Hundred Years of Defining Fear of Death

The terms *fear of death* and *death anxiety* have been used interchangeably in past literature, and the clear distinction between the two is somewhat elusive. However, some have argued for clarification between the two terms. Nyatanga and de Vocht (2006) differentiated the two by explaining *fear* exists for a specific circumstance, whereas *anxiety* is a broader concern for the unknown. Since the formulation of Templer's death anxiety scale (Templer, 1970), most studies have preferred the use of the term *death anxiety*. This current study uses the term *fear of death* in direct response to the measurement used in this study (see methodology). However, this comprehensive review of the literature to define and conceptualize the fear of death reviews literature using both terms.

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First Level

Second Level

# Visual Hierarchy

Second Level

Third Level

## Measures of Independent Variables

The primary independent variables are the health-related social needs being monitored by healthcare facilities as directed by CMS (Gallegos, 2024; Jackson et al., 2023), which are food insecurity, housing problems, trouble with bill payment, transportation problems, and safety concerns. Each were measured with a non-parametric question, as the answers are dichotomous or ordinal.

### Food

Food insecurity was measured with a single survey question, "*(Since [previous wave month] [previous wave year of financial respondent]) OR (in the last two years), have you always had enough money to buy the food you need?*" The answer to the question was in dichotomous format, with no scored as 0 and yes scored as 1. Although the United States Drug Administration (USDA) Economic Research Service (2012) endorses the use of an 18- 10- or 6-item food security survey, a recent study by Gyasi and colleagues (2020) also asked a single question to measure food insecurity. The question used by the HRS survey for food insecurity focuses on whether the individual had money to buy food, which is a focus on the food security survey questions as well. For this reason, this researcher assessed the question used in the HRS to be an adequate indicator of food insecurity for the purpose of this study.

### Housing Problems

Housing instability was measured with a single question asking if there has been ongoing (12+ months) of housing problems. Answer possibilities included the following: "*No, it did not happen,*" "*yes, but it was not upsetting,*" "*yes, it was somewhat upsetting,*" and "*Yes, it was very upsetting.*" This was recoded as a dichotomous measure, with 0 indicating *no it did not happen,* and 1 for any answer indicating *yes.* A recent study by Bahnini and colleagues (2022)

# Numerical Hierarchy

First Level

Second Level

## Chapter 3. Materials and Methods

### 3.1. Management Survey

#### 3.1.1. Institutional Review Board Approval

The Louisiana State University Agricultural Center (LSU AgCenter) Institutional Review Board (IRB) reviewed and approved the application for this study (IRBAG-24-0138; Appendix A). The application included participant consent documentation along with the research protocol (Appendix B) and a copy of the management survey (Appendix C). The LSU AgCenter IRB granted exempt status and gave permission to conduct this study on December 2, 2024.

#### 3.1.2. Target Population

According to the LSU AgCenter (2023), there are approximately 10,950 beef cattle operations in Louisiana. The target population for this study was beef cattle producers residing in Louisiana who were at least 18 years of age and actively engaged in the cow-calf sector of the beef industry. This population was selected due to the importance of beef cattle production to Louisiana's agricultural economy and the need to better understand management practices related to bovine anaplasmosis transmission. Survey eligibility was restricted to individuals who met the age requirement and were actively involved in raising cattle. Individuals who do not reside in Louisiana or do not actively own cattle were excluded from participating in the study. While the intended population involved all beef producers in the state, the accessible population consisted of those who could be reached through Cooperative Extension Service lists, cattlemen's association groups, social media outlets, and the Louisiana Master Cattleman Program.

#### 3.1.3. Survey Instrument

A management survey was adapted from an instrument previously published in Kansas to

# D. FORMATTING OF TABLES AND FIGURES

## 1. Tables

- a. Table Titles are placed above the table
- b. Single space multi-line table titles
- c. Minimum size of text **within** a table is 10 pt
- d. All tables must be formatted the same. In other words, they must all look the same in terms of the use or non-use of bold text for headings; the use or non-use of internal and external lines; and the use or non-use of internal and external lines
- e. All tables and their titles will be placed in the same location on the page. In other words, you may center them or put them against the left margin **THROUGHOUT THE ENTIRE DOCUMENT**

# D. FORMATTING OF TABLES AND FIGURES

## 2. Figures

a. Figure Titles Are Placed Below The Figure

b. Single Space Multi-line Figure Titles

c. Make Sure Text Within The Figure Is Readable. Otherwise, Why Include It?

d. All Figures Must Be Formatted The Same. In Other Words, They Must All Look The Same In Terms Of The Use Or Non-use Of Confining Boxes/Lines Around Them

e. All Figures And Their Titles Will Be Placed In The Same Location On The Page. In Other Words, You May Center Them Or Put Them Against The Left Margin **THROUGHOUT THE ENTIRE DOCUMENT**

# Figures and Tables

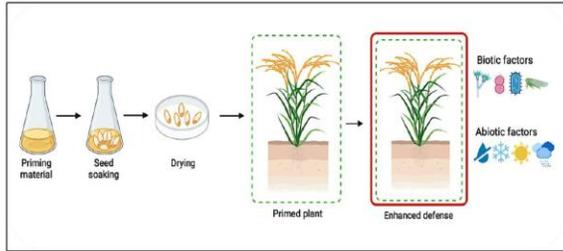


Figure 1.6. Seed priming overview.

One example is the biopriming of rice seeds using strains of *Bacillus*, *Serratia* and *Pseudomonas* in reducing the disease severity of *Magnaporthe oryzae* L. (Amruta et al., 2019).

Table 2. TOE and CEF used for the study

Item	Ton of Oil Equivalent(TOE) value	Carbon Emission Factor (CEF) value
Diesel	0.000845	0.837
Gasoline	0.000740	0.783
Electricity	0.000249	0.233

Source: Intergovernmental Panel on Climate Change (IPCC) 2006

Table 3. Corresponding respiratory rates and levels of activity for Laborers

Activity Level	Respiratory Rate (Breaths per minute)	Net Respiratory Rate (Breaths per minute)
Idle	12	0
Low	18	6
Medium	28	16
High	34	22
Intensive	40	28

Source: Int Panis et al., (2010) and Lauralee Sherwood, (2006)

#### 4.1. Carbon Emissions

Carbon emissions generated during the project's construction phase are calculated and visualized

follows: 1 = terrible, 2 = unhappy, 3 = mostly dissatisfied, 4 = mixed (about equally satisfied and dissatisfied), 5 = mostly satisfied, 6 = pleased, and 7 = delighted. Scores on the BMSLSS are

Table 3. Descriptive Risk Cutoffs on the BESS-SF

Index	Descriptive Category					
	Normal Risk		Elevated Risk		Extremely Elevated Risk	
	Age	Score Range	Age	Score Range	Age	Score Range
Internalizing Risk Index	8-11	0-11	8-11	12-16	8-11	17-30
	12-14	0-12	12-14	13-19	12-14	20-30
	15-18	0-13	15-18	14-22	15-18	23-30
Self-Regulation Index	8-18	0-8	8-11	9-13	8-11	14-18
			12-18	9-12	12-18	13-18
Personal Adjustment Risk Index						
	8-11	13-24	8-11	8-12	8-14	0-7
	12-18	13-18	12-14	8-11	15-18	0-6
			15-18	7-11		

Source: Reynolds and Kamphaus (2015)

any predictive effects between  $J$  and  $B$  are mediated by  $A$  (Epskamp & Fried, 2018). An example of a partial correlation network can be found in Figure 1.

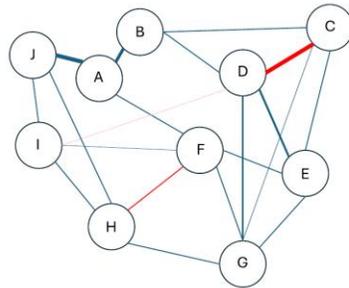


Figure 1. Example of a 10-Variable Partial Correlation Network Structure  
Note: Letters A-J represent measures used in a hypothetical network analysis and are referred to as the "nodes" of the network. The lines that connect the nodes, also called "edges," represent partial correlation coefficients between any two nodes that are connected. Blue edges represent a positive correlation between two nodes, whereas red edges represent a negative correlation between two nodes. Additionally, edge weight (i.e., thickness) represents the strength of partial correlations (i.e., the thicker the node, the stronger the correlation).

Recently, network analyses have been utilized for research of suicidal thoughts and

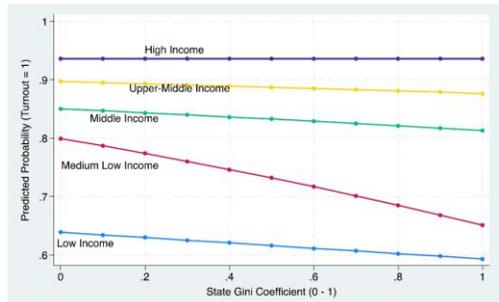


Figure 6.1. Predicted probabilities of self-reported voter turnout as a function of state income inequality, by income group  
Notes: The graph values are for CANES measures of self-reported voter turnout (turnout = 1) and Mark Frank's (2005, 2009) compiled state Gini coefficient measures (1974 - 2020).

Table 8.1. Modes of political participation ranking of CANES alternative dependent variable measures

Participation mode	Initiative required	Skills/Resource demand	Group cooperation
Influence vote	Little	Little	Little
Wear button	Little	Some	Some
Attend meeting/rally	Some/much	Great	Some/much
Political donation	Great	Substantial	Much/great
Work for campaign	Substantial	Substantial	Substantial

**Independent variable: State income inequality.** My primary independent variable is income inequality measured at the state level. I utilize the Gini coefficient as my main *state income*

# Landscaped Figures and Tables

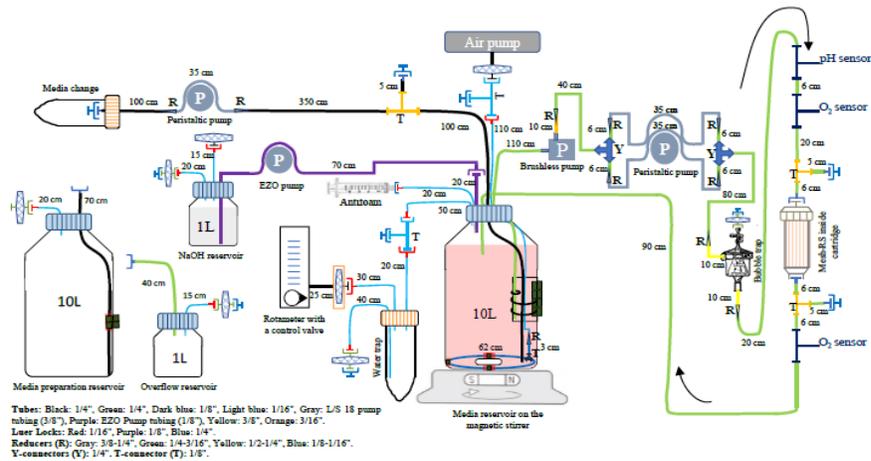


Table 4.2. Gamification Referenced in Literature

Author (Year)	Education Method	Teaching Style	Names Teaching Style/Learning Theory
Adams & Makramalla (2015)	Attacker-centric gamification	Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Alqahitan & Kavakli-Thorne (2020)	CyBAR	Investigative, Performative, Technological	Yes (situated learning theory, "constructivist" - cognitive learning theory, "game-based" - performative teaching style, technological teaching style, "inquiry learning" - investigative teaching style)
Arachchilage & Hameed (2017)	Self-efficacy gamification	Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Bahrini et al. (2019)	Make my phone secure!	Investigative, Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Balon & Baggili (2023)	Cybercompetitions	Deliberative, Performative, Technological	Yes ("gamification" - deliberative teaching style, performative teaching style, technological teaching style)
Bhardwaj (2019)	Cyber Air-Strike	Expositive, Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Chothia et al. (2017)	Story based cyber-security education VM	Individualistic, Investigative, Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Deeb & Hickey (2019)	Escape the Room game	Expositive, Performative, Technological	Yes ("gamification" - performative teaching style, technological teaching style)
Filippidis et al. (2022)	Cyber Hygiene	Associative, Deliberative, Performative	Yes ("gamification" - deliberative teaching style, performative teaching style)

(table cont'd.)

# V. APPENDICES

**Note that appendices are optional with the following two exceptions:**

- IRB approvals for the use of human subjects, plus the questionnaires and surveys used.**
- Letters of permission, publishing contracts permitting the use of your work and that of others, or other proof of publication. Include your own permission request only if the letter granting permission does not mention your article's bibliographical data.**

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# Appendices (cont'd.)

List each appendix as a main heading in the table of contents, each one with a letter designation followed by a period and a titled that broadly describes each appendix's contents.

**\*\*A single appendix requires no letter, e.g., Appendix. Supplemental Data for Chapter 3.**

## Appendix B. IRB Certification



**TO:** Juliet K Brophy  
LSUAM | Col of HSS | Geography and Anthropology |  
CC00119

**FROM:** Alex Cohen  
Chairman, Institutional Review Board

**DATE:** 02-Oct-2024

**RE:** IRBAM-24-0834

**TITLE:** Comparing the Consistency of Age Scoring Estimations  
Across Various Three-Dimensional Model Creation Methods  
in an Attempt to Find a Practical Proxy for Human Remains

**SUBMISSION TYPE:** Initial Application

**Review Type:** Exempt

**Risk Factor:** Minimal

**Review Date:** 02-Oct-2024

**Status:** Approved

**Approval Date:** 02-Oct-2024

**Approval Expiration Date:** 01-Oct-2025

**Exempt Category:** 1

**Requesting Waiver of Informed Consent:** N/A

**Number of subjects approved:** 30

**LSU Proposal Number:**

**By:** Alex Cohen, Chairman

### Continuing approval is **CONDITIONAL** on:

1. Adherence to the approved protocol, familiarity with, and adherence to the ethical standards of the Belmont Report, and LSU's Assurance of Compliance with DHHS regulations for the protection of human subjects\*
2. Prior approval of a change in protocol, including revision of the consent documents or an increase in the number of subjects over that approved.
3. Obtaining renewed approval (or submittal of a termination report), prior to the approval expiration date, upon request by the IRB office (irrespective of when the project actually begins); notification of project termination.
4. Retention of documentation of informed consent and study records for at least 3 years after the study ends.
5. Continuing attention to the physical and psychological well-being and informed consent of the individual participants, including notification of new information that might affect consent.
6. A prompt report to the IRB of any adverse event affecting a participant potentially arising from the study.
7. Notification of the IRB of a serious compliance failure.
8. **SPECIAL NOTE: When emailing more than one recipient, make sure you use bcc. Approvals will automatically be closed by the IRB on the expiration date unless the PI requests a continuation.**

\* All investigators and support staff have access to copies of the Belmont Report, LSU's Assurance with DHHS, DHHS (45 CFR 46) and FDA regulations governing use of human subjects, and other relevant documents in print in this office or on our World Wide Web site at <http://www.lsu.edu/research>

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# Appendices (cont'd.)

The formatting of the appendices' main headings needs to be identical to that of other main headings within the document.

A snapshot pasted into an appendix, such as a figure from another source or a permission statement from a publisher (originals are required), must meet margin requirements. You may reduce them or enlarge them as needed.

# **VI. BIBLIOGRAPHY, WORKS CITED, LIST OF REFERENCES**

- A single list preceding the vita and giving full, alphabetized bibliographic data of all citations is mandatory.**
- If you've used numbers as your citation style, the list need not be alphabetized, but it should be numbered sequentially and keyed to the numbered citations.**
- Single space all references, but double space between each one.**

# Bibliography, Works Cited, List of References Examples

## Bibliography

- [1] "Some TXT about, and A PTR to, new DNS insights on Cloudflare Radar — blog.cloudflare.com," <https://blog.cloudflare.com/new-dns-section-on-cloudflare-radar/>, [Accessed 17-09-2025].
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# VII. VITA

- **All documents are required to have a vita. The vita should be the very last page of the document.**
- The vita is a one- or two-paragraph biographical sketch written in third person, much like the brief author biography found on the dust-jacket flaps of books
- As an alternative to a biographical vita, you may include a curriculum vitae, but be mindful that its contents will remain static once your own status and accomplishments change.

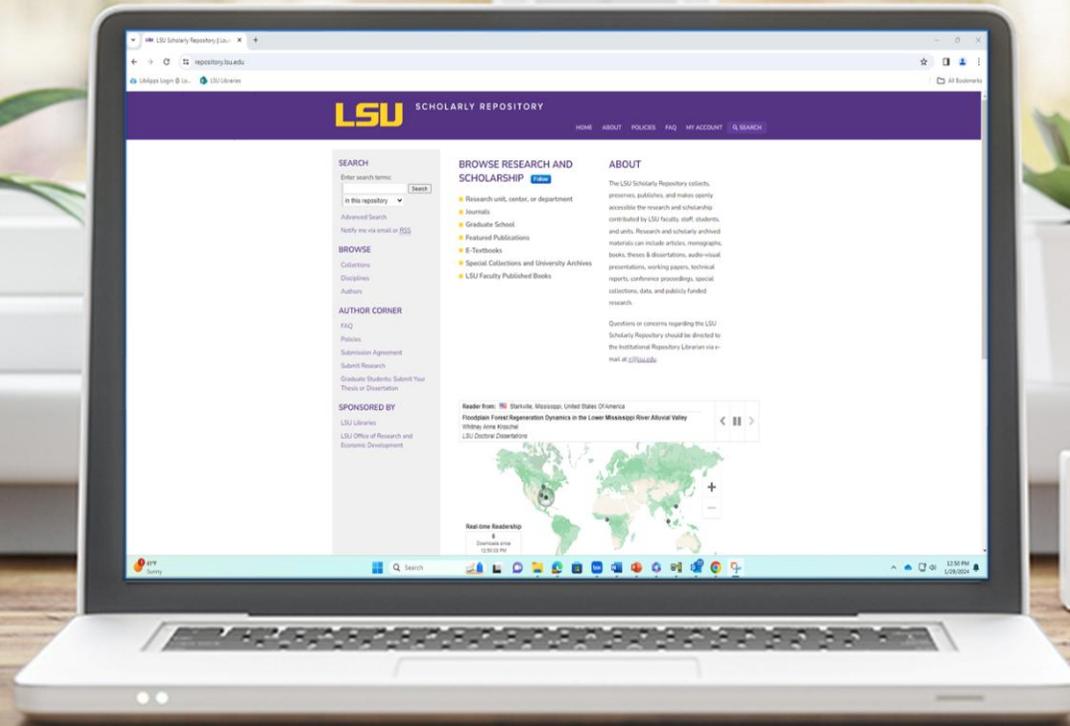
# VITA (cont'd.)

- **Avoid using personal identification such as your date of birth. Ensure that you are protecting your privacy. Also, keep in mind that the information within the vita cannot be changed once it is already approved and published.**
- **If you mention graduation, avoid stating that you “will graduate”; instead, state that you “anticipate graduating.”**

# Other Important Things to Note

- **Multiple rounds of edits will be required.**
- **All edits are issued according to the Graduate School's formatting guidelines. Formatting requirements put forth by the Graduate School will take precedence over any departmental formatting. At times, compromises may be made.**
- **The editors are available and happy to help all students implement the required revisions. When emailing inquiries, please give the editors 24-48 hours to respond. If you find that your question has not received a response within 48 hours, kindly reach out again.**

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Password requirements:

- ▣ at least 8 characters
- ▣ at least 1 upper case letter
- ▣ at least 1 lower case letter
- ▣ at least 1 number
- ▣ at least 1 special character (e.g., !@#)

You will receive an email confirmation shortly.

**\*\* LSU will deactivate your affiliated e-mail address one year after graduation; use a personal e-mail address in order to receive readership reports/updates**

Required fields are marked with an \*:

Email address *	<input type="text" value="mikethetiger@gmail.com"/>
First/Given Name *	<input type="text" value="Mike"/>
Middle Initial	<input type="text" value="T"/>
Last/Family Name *	<input type="text" value="Tiger"/>
Suffix	<input type="text"/>
Institutional Affiliation	Please enter the full name of your institution. <input type="text" value="Louisiana State University and Agricultural and"/>
Password *	<input type="password"/>
Re-enter Password *	<input type="password"/>
<input type="button" value="Sign up"/>	

List the institution as **“Louisiana State University and Agricultural and Mechanical College”**; **“Louisiana State University”**, **“Louisiana State University Baton Rouge”**, and **“LSU”** are **incorrect**

# Submitting the Document

- Visit the Graduate School's Thesis and Dissertation Preparation page at [https://www.lsu.edu/graduateschool/students/theses\\_and\\_dissertations.php](https://www.lsu.edu/graduateschool/students/theses_and_dissertations.php)
- **Step 7** will instruct you to submit your document at the appropriate clickable link
- Once you click the appropriate link (see below), you will need to complete the LSU Scholarly Repository submission form.

**7. Complete LSU Scholarly Repository Submission Form**

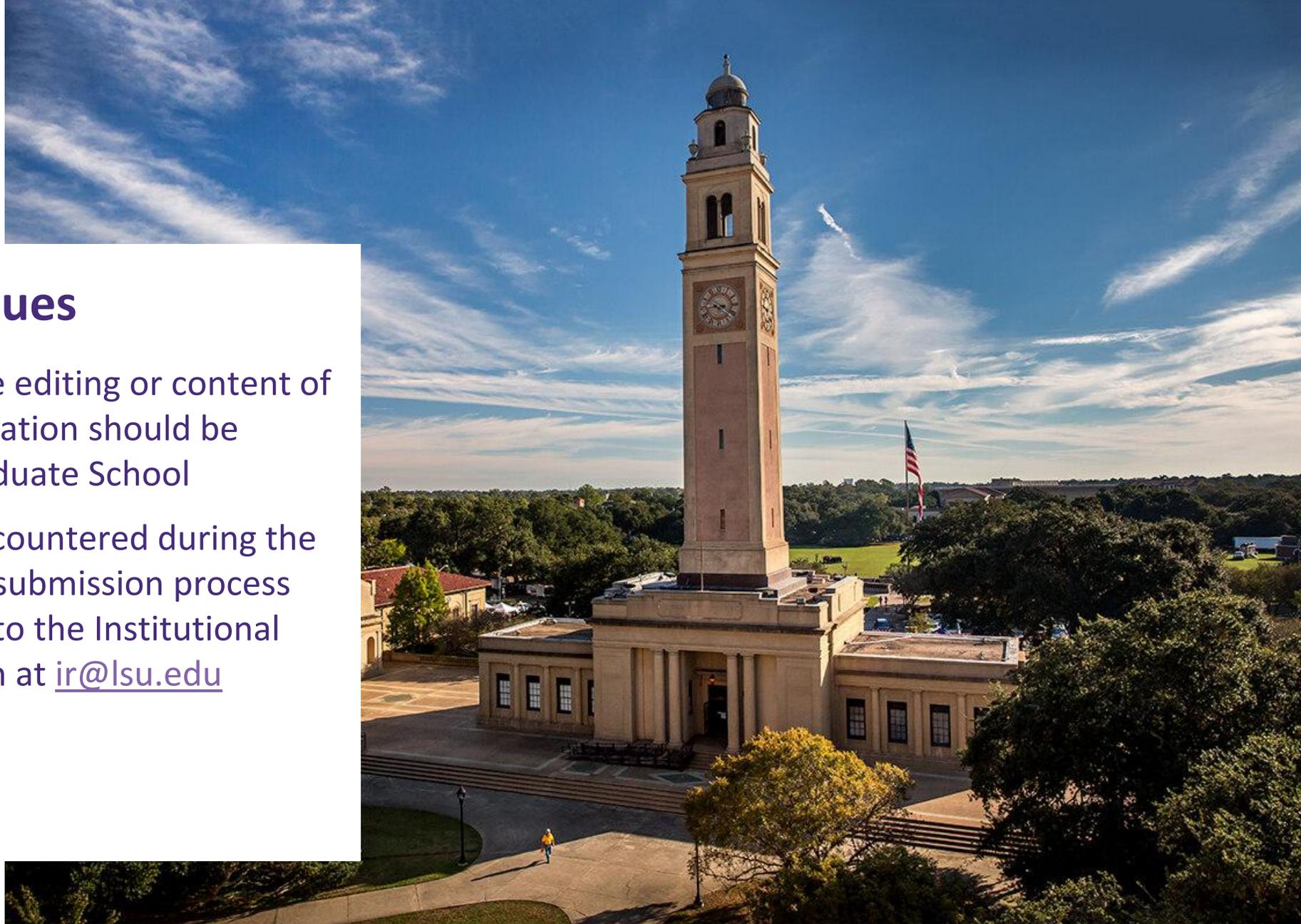
Select the appropriate submission link below to complete the LSU Scholarly Repository submission form.

[SUBMIT YOUR THESIS](#)      [SUBMIT YOUR DISSERTATION](#)      [SUBMIT YOUR MAJOR PAPER](#)

- Following the approval of your document, you will need to decide whether you would like to release it to the public immediately or, if you plan to publish all or part of it, restrict access to it for a period of one, three, or seven years. You may also elect to restrict access to LSU email addresses only.

## Completing the Submission Form and Using Correct Metadata

- The **title** should be entered using **HEADLINE CAPITALIZATION**. For example: “Why Mike the Tiger Is the Best Mascot in the Nation”
- The **Author** field should auto-populate since you are logged into the LSU Scholarly Repository
- Input your LSU e-mail address in the **LSU E-mail Address** field
- **Semester of Graduation** should be written as such: Fall 2025, Spring 2026, Summer 2026
- **Degree** field: Indicate your actual degree that you are earning: Master of Arts (MA), Doctor of Philosophy (PhD)
- **Department** field: Make sure you indicate the current **full name** of the department
  - I.e., *Department of French Studies; Cain Department of Chemical Engineering; Rucks Department of Management*
- The document that you upload to the LSU Scholarly Repository must be in a .pdf format.
- Indicate specific embargo period for your document
  - Options are: Release Immediately, 1 Year, 3 Years, 7 Years



## Thesis/Dissertation Issues

- Issues regarding the editing or content of the thesis or dissertation should be directed to the Graduate School
- Technical issues encountered during the thesis/dissertation submission process should be directed to the Institutional Repository Librarian at [ir@lsu.edu](mailto:ir@lsu.edu)

# OFFICE HOURS

Linda Levy (Dissertation Editor)

- Signup required. Sessions are initially 20 minutes long, but longer sessions can be requested.
- Starting on February 17th
- Tuesdays from 1:00 pm – 3:00 pm. Wednesdays from 10:00 am to 12:00 pm.
- End date TBD
- Email: [llevy@lsu.edu](mailto:llevy@lsu.edu)

Kimber Peters (Thesis Editor)

- Drop-in style.
- Starting on February 20th
- Mondays and Thursdays from 4:00 pm to 6:00 pm.
- Ending on March 20<sup>th</sup>, one week before the uploading deadline
- Link and passcode can be found in the Graduate School Newsletter
- Email: [kimberpeters@lsu.edu](mailto:kimberpeters@lsu.edu)

# IMPORTANT DATES TO REMEMBER

February	16	Mardi Gras holiday begins, 7:30 a.m.
	18	Classes resume, 12:30 p.m.
March	6	Mid-semester grades due at 9:00am
	9	Spring Break begins, 7:30 a.m.
	16	Classes resume, 7:30 a.m.
	TBD	Course scheduling for fall semester and winter session begins 5:00 p.m.
	27	Final date for dropping courses/resigning from the university, 4:30 p.m. deadline.
	27	<b>Thesis and Dissertation <u>Uploading</u> deadline.</b> All thesis and dissertations of the current semester's graduates must be <u>committee approved and uploaded</u> to the Graduate School's Digital Commons site by 4:30 p.m. In addition, all degree requirements must be met. <b>Dissertation Title Deadline:</b> Any changes to dissertation titles turned in after this date will not be reflected in the commencement guide at graduation.
April	3	Good Friday Holiday
	17	<b>Final Resolution of Editors' Requested Corrections to Theses and Dissertations.</b> All final revisions requested by the editor must be uploaded to Scholarly Repository by 4:30 p.m. Also, departments must submit final defense reports for non-theses students by 4:30 p.m.
May	2	Classes end, 10:00 p.m.
	4	Final examinations begin
	9	Final examinations end
	13	Final grades due, 9:00 a.m. deadline
	15-16	Commencement activities

**March 27 –  
Uploading  
Deadline**

**April 17 –  
Resolution  
Deadline**

\*\*Final exams must have been taken in a previous semester. See “degree-only” registration in the Graduate Section of the General Catalog. Revised 8/2025