Thesis and Dissertation Workshop

Spring 2025

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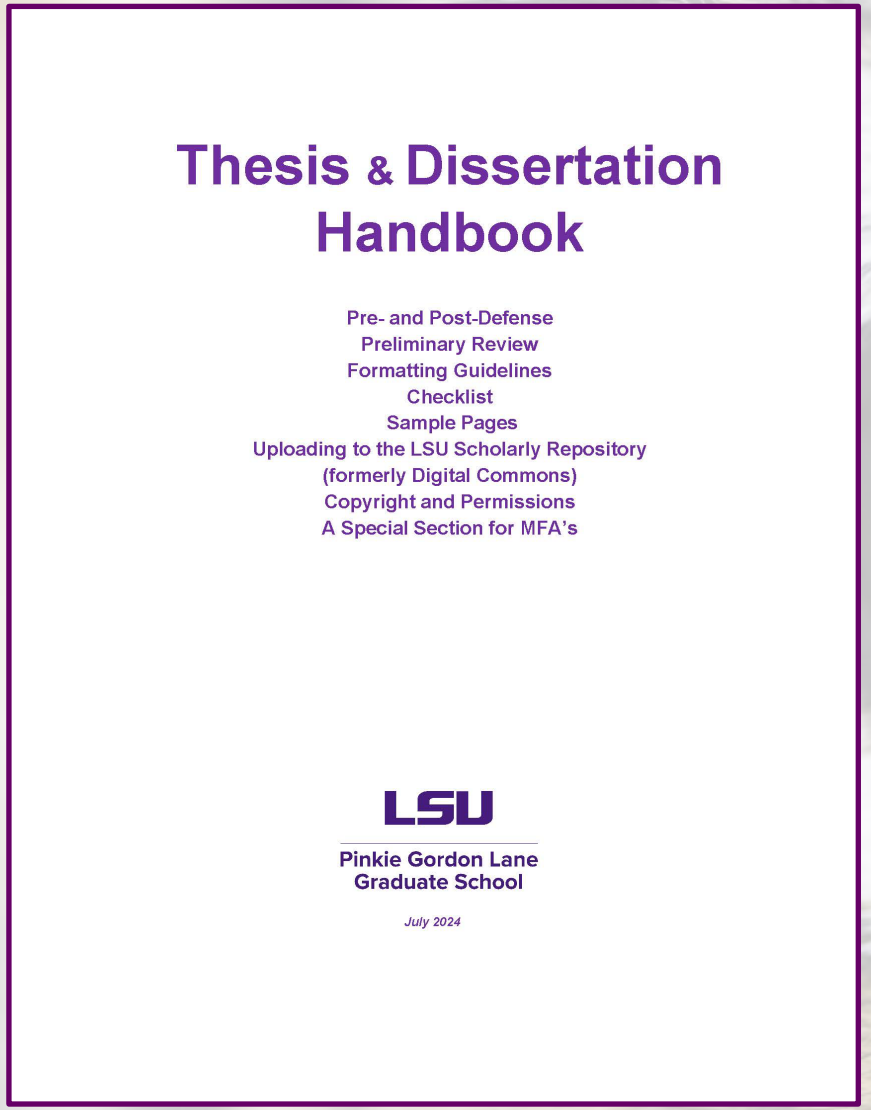
Today's Focus

- Writing Your Document
- Submitting Your Document
- Getting Your Document Approved

Writing Your Document

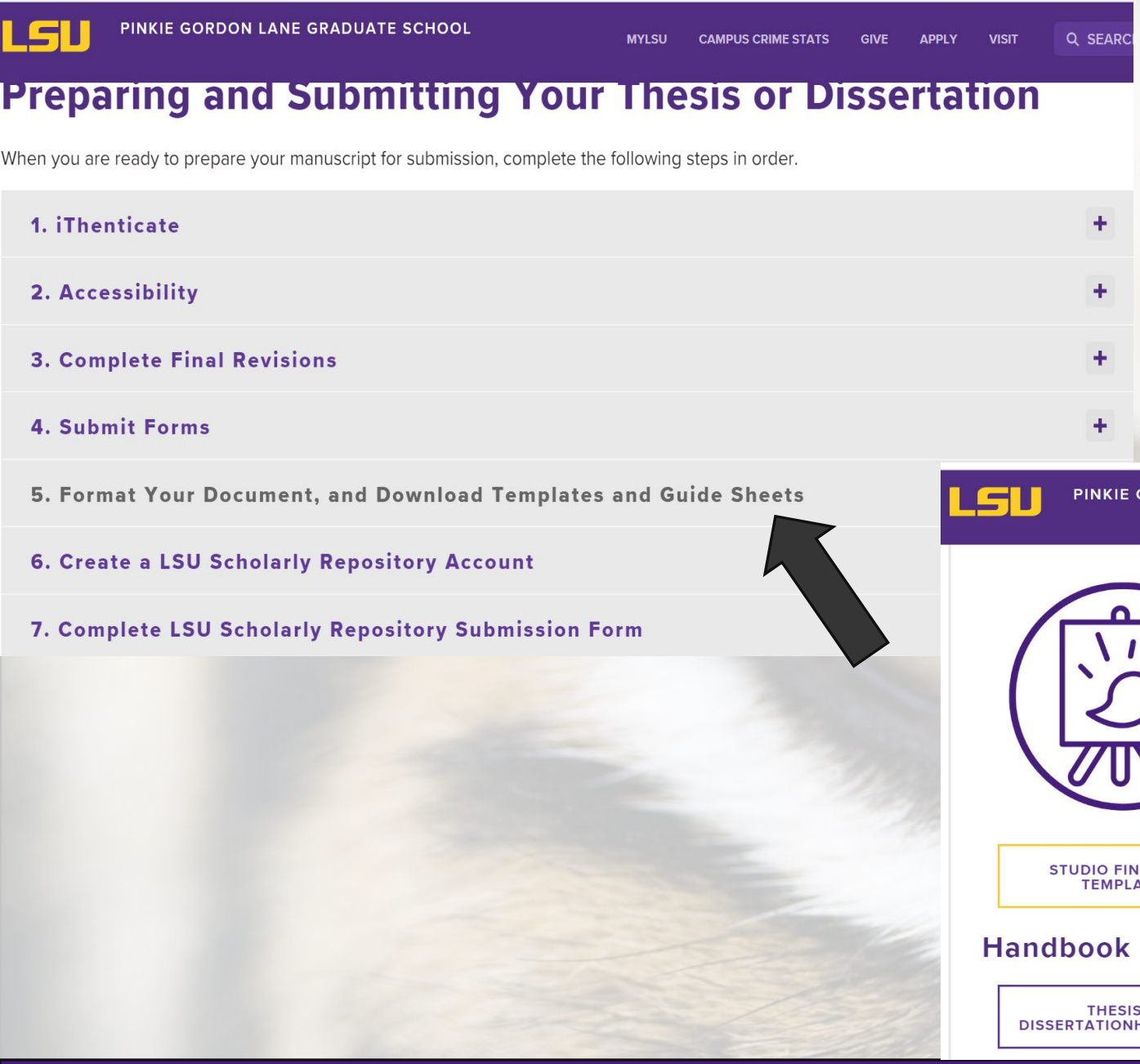
1. **READ the Thesis and Dissertation Handbook!!!**
2. **Decide if You Want to Use a Template or Format Your Document Yourself**

Thesis and Dissertation Handbook



- Lists all Required Components and Where They are to be Placed
- Lists all Page and Text Formatting Requirements
- Shows Example Pages

Templates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1. iThenticate
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3. Complete Final Revisions
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5. Format Your Document, and Download Templates and Guide Sheets
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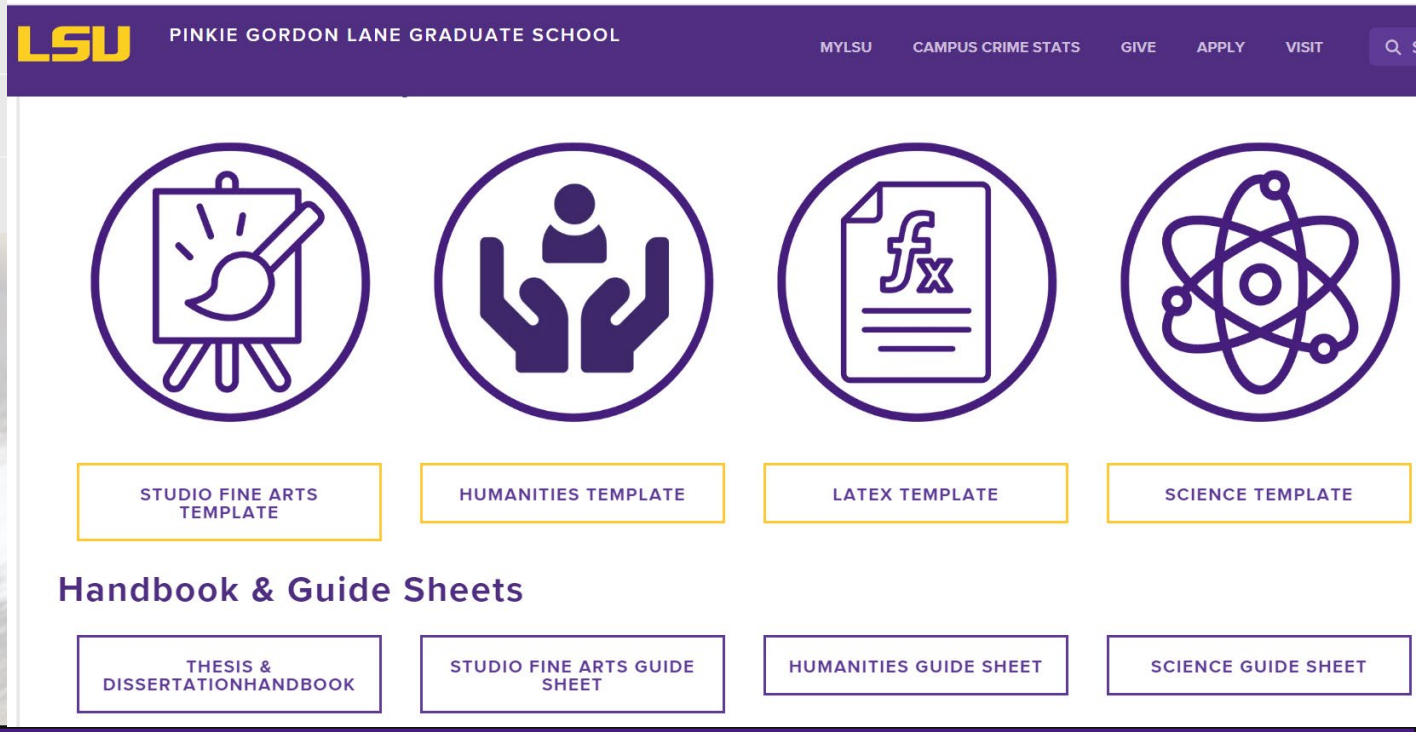
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THESIS & DISSERTATIONHANDBOOK
STUDIO FINE ARTS GUIDE SHEET
HUMANITIES GUIDE SHEET
SCIENCE GUIDE SHEET

Components of the Document

R= Required

O= Optional

Title Page

Copyright

Dedication

Epigraph

Acknowledgements

Table of Contents

List of Tables

List of Figures

List of Abbreviations

Abstract

Body

Appendices

References

Vita

Formatting Requirements

"Front Matter"

Title Page
Copyright
Dedication
Epigraph
Acknowledgements

Table of Contents
List of Tables
List of Figures
List of Abbreviations
Abstract

Body
Appendices
References
Vita

TITLE OF THESIS OR DISSERTATION:
SUBTITLE OF THESIS OR DISSERTATION
[16 points, all-capital letters, boldface, at top margin, single spaced]

A Thesis [or] 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
Master of What [or] Doctor of Philosophy

in

The Department of [or] The Division of [or] The School of
[NOTE: IF YOUR SCHOOL HAS LEGACY NAME, LIKE THE BERT S. TURNER DEPARTMENT OF CONSTRUCTION MANAGEMENT, INCLUDE IT IN THIS SECTION]

by
Your Name [as shown in mainframe]
Bachelor's degree initials, Institution Name, Year of graduation
Master's degree initials, Institution Name, Year of graduation [begin with earliest]
Month and year of present graduation
[CAN ONLY BE MAY, AUGUST OR DECEMBER]

Title Page

- Title is in ALL CAPS, BOLD, 16 pt, Single Spaced
- Center Portion Wording Must be EXACTLY as Shown, 12 pt
- Bottom Portion Includes Your Name AS IT APPEARS IN OFFICIAL LSU RECORDS

EVALUATION OF WOOD FIBERS DERIVED FROM DIFFERENT TREE SPECIES AND PROCESSING METHODS ON CROP GROWTH AND MICROBIAL ACTIVITY IN SOILLESS SUBSTRATES

A Thesis

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
Master of Science

in

The School of Plant, Environmental, and Soil Sciences

by
Amanda Nicole Mizell
B.S., Southeastern Louisiana University, 2021
December 2024

Title Page

- Bottom Portion Includes Previous Degrees Earned, the Institution, and the Year
- Bottom Line is the Month and Year of Your Current Degree
- Month can ONLY be May, August or December

Page Numbers

- Title Page is Page i, BUT You Don't Show it on the Page
- Very Next Page is Page ii
- Use of Roman Numerals Continues Through the End of the Abstract
- Arabic Numbers Begin on the First Page After the Abstract and Continue Through the Vita

Margins

ALWAYS, ALWAYS, ALWAYS

- One Inch at the Top
- One Inch at the Bottom
- One Inch on the Right
- One Inch on the Left

Table of Contents

- ❑ Are your margins set at one inch all the way around?
- ❑ Do the words "Table of Contents" rest on the top margin?
- ❑ Are the words "Table of Contents" written in 14 pt?
- ❑ Is the remaining text on this page, including the roman numeral page number, written in 12 pt?
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- ❑ Did you force your word processing software to line up page numbers on the right margin?
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- ❑ Is the page number centered and is it about one-half inch from the bottom of the page?
- ❑ Did you use only first-level subheadings?

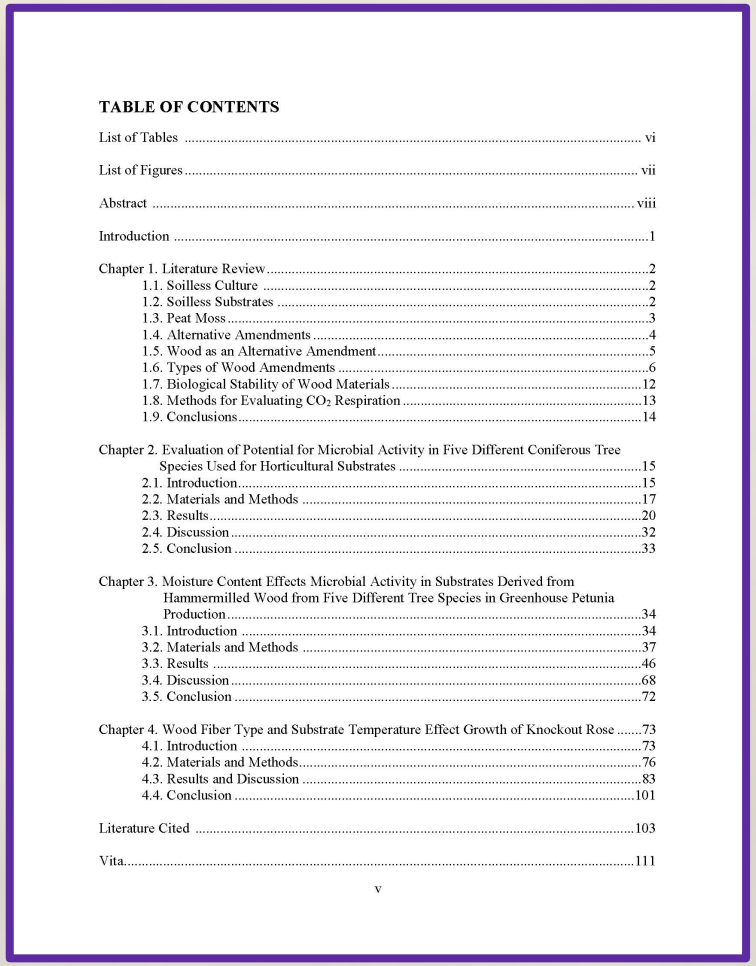

TABLE OF CONTENTS

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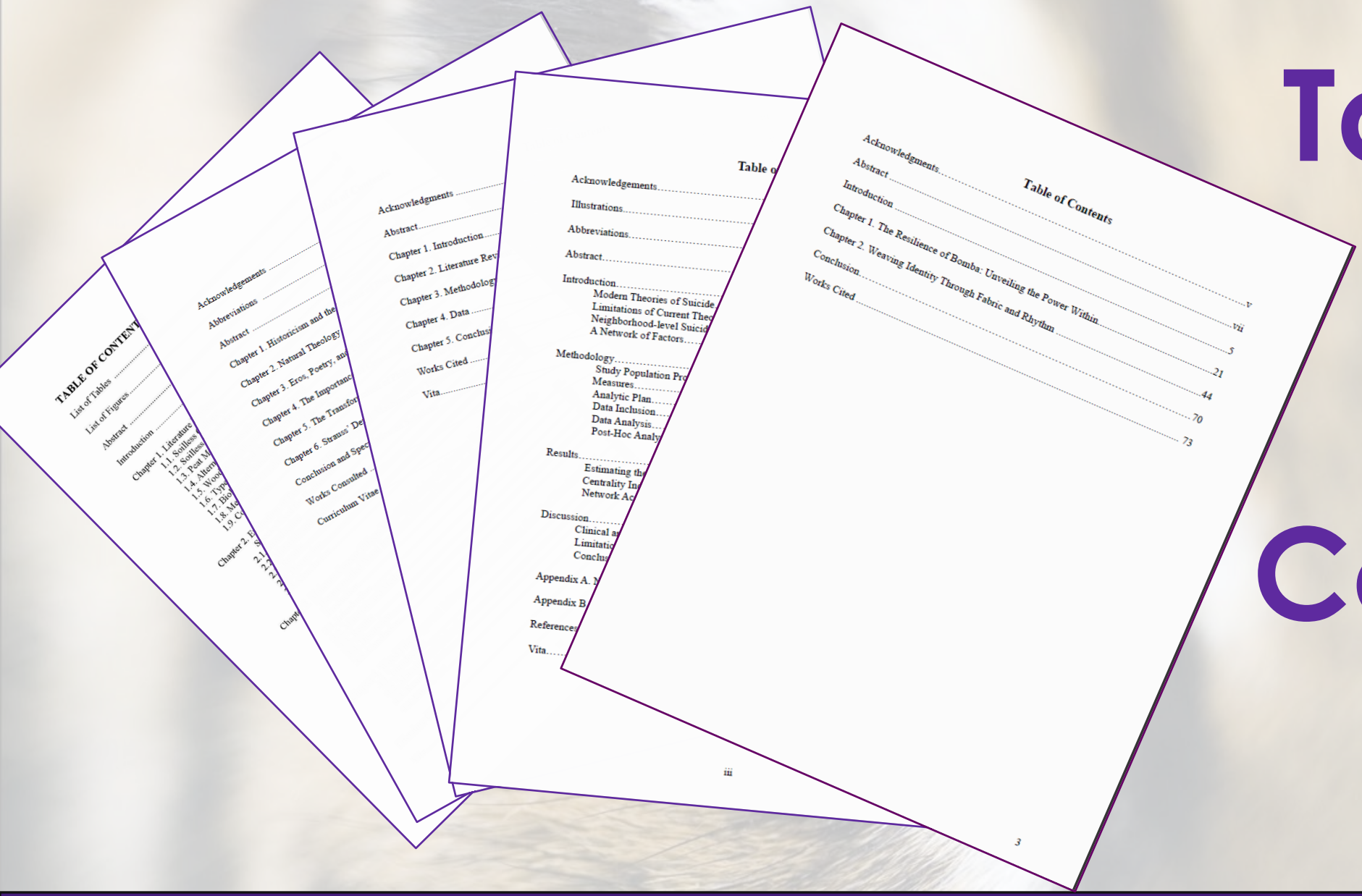

Table of Contents

Lists of Figures/Tables

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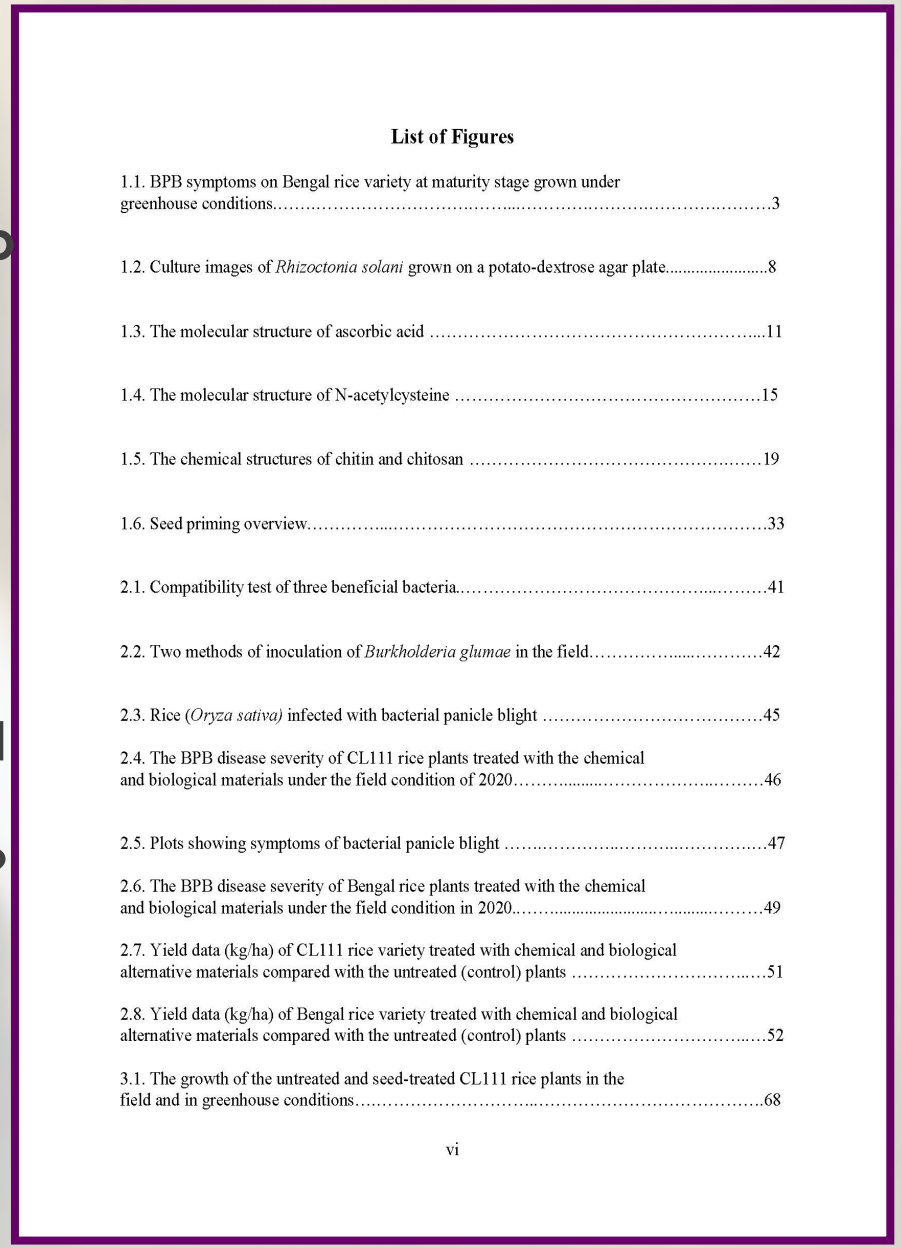

List of Figures

Lists of Figures/Tables

ILLUSTRATIONS

Tables

Figures

List of Images

List of Figures

WHAT'S WRONG?

1,2 LIST OF FIGURES 3 4

1. Entries are bolded
2. Used colons instead of periods after figure number
3. Entries are not single spaced
4. Text impinges on the column of page numbers

Figure and Table Titles Must Match EXACTLY

Figure 1.1. BPB symptoms on Bengal rice variety at maturity stage grown under greenhouse conditions. A and B) The rice plants exhibited panicle discoloration and grain rotting. C) The rice sheath and stems showing long vertical grayish lesions surrounded by a dark reddish-brown margin. The rice plants were inoculated using toothpick method developed in the laboratory. An overnight culture of *B. glumae* 336gr-1strain grown in LB plate, was inoculated during the booting stage by pricking the toothpick containing the inoculum in the stems of the rice plants.

List of Figures

ABSTRACT

Soilless culture use is expanding as arable land and viable fumigants have decreased in availability. This has subsequently increased the demand for soilless substrates for container crop production. The primary component in most soilless substrates is *Sphagnum* peat moss, which is considered unsustainable due to the extensive time it takes to produce and the release of large amounts of carbon into the atmosphere during harvesting. Research into viable peat moss amendments to reduce reliance on this relatively non-renewable material has become a necessity. The most promising amendment that has been accepted in the horticulture industry as a viable amendment is wood fiber. However, there is still concern surrounding characteristics of wood fiber, such as nitrogen immobilization. Nitrogen immobilization is when microorganisms break down wood fiber by consuming carbon and utilizing nitrogen, which can cause plant nutrient deficiencies. This process can be influenced by many factors, including moisture, temperature, the processing method used for the wood material, and the tree species in which the wood fiber was derived from. To expand the research on wood fibers and how these different factors impact the biological stability of wood fiber substrates, the following thesis was conducted. Three projects were formulated to test wood fibers derived from six different tree species (*Abies concolor*, *Calocedrus decurrens*, *Pinus lambertiana*, *Psuedotsuga menziesii*, *Pinus ponderosa*, and *Pinus taeda*) and two different processing methods (disc-refining and hammermilling) under different moisture and temperature levels. The biological stability of the substrates was tested by assessing CO_2 respiration rates and microbial community abundance, and growth trials were conducted to evaluate plant health and development. It was concluded that tree species, moisture level, temperature, and wood fiber processing influence biological stability of substrates and crop health. A commercial 85:15 peat:perlite substrate amended with 30% (vol.) hammermilled

Abstract

- **350 Word Maximum**
- **Last Page With Roman Numeral**

Body

Main Headings (Table of Contents, Abstract, Chapter Titles, References, etc.)

- Start on a New Page
- Are 14 pt
- Are Positioned and Capitalized the Same Throughout the Document

Body (cont'd)

Subheadings

- Are 12 pt
- Are Positioned and Capitalized the Same Throughout the Document

First Page/Body

- ❑ Are your margins set at one inch all the way around?
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- ❑ Is the remaining text on this page, including the page number, written in 12 pt?
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- ❑ Is the space between each line of text on this page EXACTLY the same?
- ❑ Is the page number centered and is it about one-half inch from the bottom of the page?
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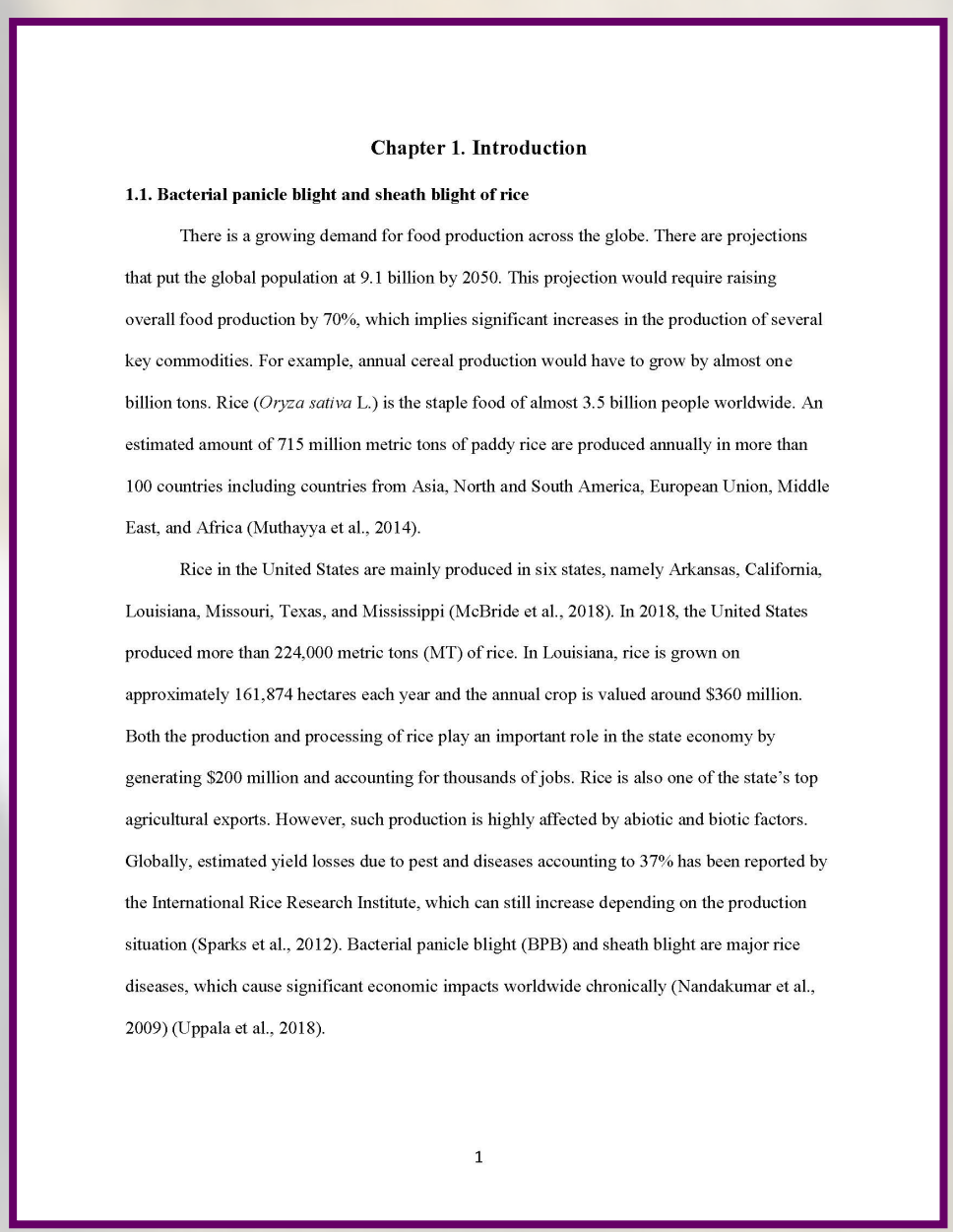

Chapter 1. Introduction

1.1. Bacterial panicle blight and sheath blight of rice

There is a growing demand for food production across the globe. There are projections that put the global population at 9.1 billion by 2050. This projection would require raising overall food production by 70%, which implies significant increases in the production of several key commodities. For example, annual cereal production would have to grow by almost one billion tons. Rice (*Oryza sativa* L.) is the staple food of almost 3.5 billion people worldwide. An estimated amount of 715 million metric tons of paddy rice are produced annually in more than 100 countries including countries from Asia, North and South America, European Union, Middle East, and Africa (Muthayya et al., 2014).

Rice in the United States are mainly produced in six states, namely Arkansas, California, Louisiana, Missouri, Texas, and Mississippi (McBride et al., 2018). In 2018, the United States produced more than 224,000 metric tons (MT) of rice. In Louisiana, rice is grown on approximately 161,874 hectares each year and the annual crop is valued around $360 million. Both the production and processing of rice play an important role in the state economy by generating $200 million and accounting for thousands of jobs. Rice is also one of the state's top agricultural exports. However, such production is highly affected by abiotic and biotic factors. Globally, estimated yield losses due to pest and diseases accounting to 37% has been reported by the International Rice Research Institute, which can still increase depending on the production situation (Sparks et al., 2012). Bacterial panicle blight (BPB) and sheath blight are major rice diseases, which cause significant economic impacts worldwide chronically (Nandakumar et al., 2009) (Uppala et al., 2018).

1

Subsequent Main Headings

- ❑ Are your margins set at one inch all the way around?
- ❑ Does the main heading rest on the top margin?
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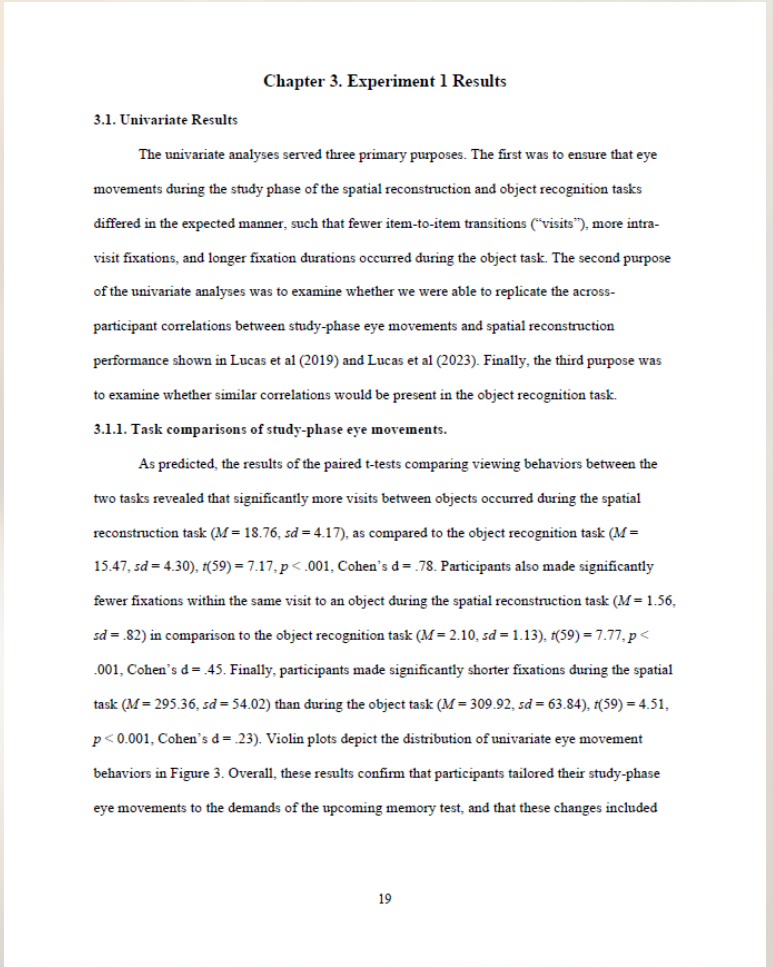
- ❑ Is the page number centered and is it about one-half inch from the bottom of the page?
- ❑ Is the page number an Arabic number?
- ❑ Is the main heading formatted and located exactly like all other main headings?



Chapter 3. Experiment 1 Results

3.1. Univariate Results

The univariate analyses served three primary purposes. The first was to ensure that eye movements during the study phase of the spatial reconstruction and object recognition tasks differed in the expected manner, such that fewer item-to-item transitions ("visits"), more intra-visit fixations, and longer fixation durations occurred during the object task. The second purpose of the univariate analyses was to examine whether we were able to replicate the across-participant correlations between study-phase eye movements and spatial reconstruction performance shown in Lucas et al (2019) and Lucas et al (2023). Finally, the third purpose was to examine whether similar correlations would be present in the object recognition task.

3.1.1. Task comparisons of study-phase eye movements.

As predicted, the results of the paired t-tests comparing viewing behaviors between the two tasks revealed that significantly more visits between objects occurred during the spatial reconstruction task (M = 18.76, sd = 4.17), as compared to the object recognition task (M = 15.47, sd = 4.30), $t(59) = 7.17$, $p < .001$, Cohen's d = .78. Participants also made significantly fewer fixations within the same visit to an object during the spatial reconstruction task (M = 1.56, sd = .82) in comparison to the object recognition task (M = 2.10, sd = 1.13), $t(59) = 7.77$, $p <$ .001, Cohen's d = .45. Finally, participants made significantly shorter fixations during the spatial task (M = 295.36, sd = 54.02) than during the object task (M = 309.92, sd = 63.84), $t(59) = 4.51$, $p < 0.001$, Cohen's d = .23). Violin plots depict the distribution of univariate eye movement behaviors in Figure 3. Overall, these results confirm that participants tailored their study-phase eye movements to the demands of the upcoming memory test, and that these changes included

19

Figures and Tables

- Place tables and figures after, but reasonably near, their first mention in the text
- Place the table number and title *above* the table, and the figure number and caption *below* the figure **, with no boldfacing or italics**
- Single-space figure captions, table titles, sources, and notes.
- The use of frames around tables and figures is optional, but their use must be consistent—frame all or frame none
- If you locate *one* table and its title against the left margin, then locate *all* tables and their titles against the left margin.
- **If a table is longer than one page,** add the parenthetical notation“(table cont’d.)” against the left margin below the table on its first and continued pages. *Repeat the table’s column headings on the continued pages*

Figures and Tables

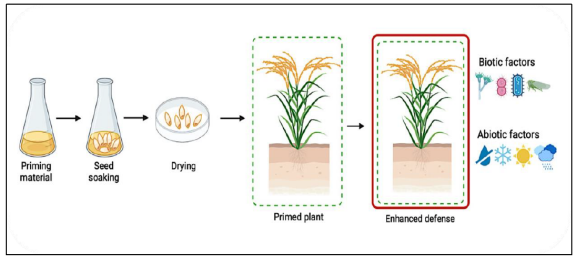


Figure 1.6. Seed priming overview.

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.

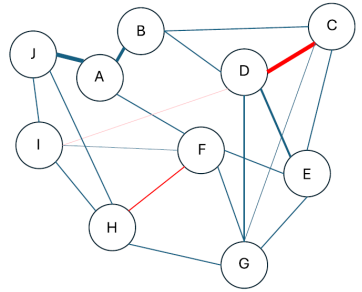


Figure 1. Example of a 10-Variable Partial Correlation Network Structure
Note. Letters A-J represent measures used in a hypothetical network analysis and are referred to as the "nodes" of the network. The lines that connect the nodes, also called "edges," represent partial correlation coefficients between 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

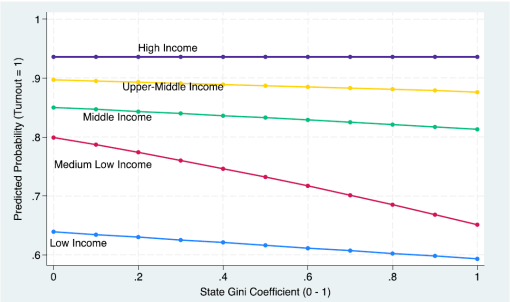


Figure 6.1. Predicted probabilities of self-reported voter turnout as a function of state income inequality, by income group.
Notes: The graph values are for CANES measures of self-reported voter turnout (turnout = 1) and Mark Frank's (2005; 2009) compiled state Gini coefficient measures (1974 – 2020).

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

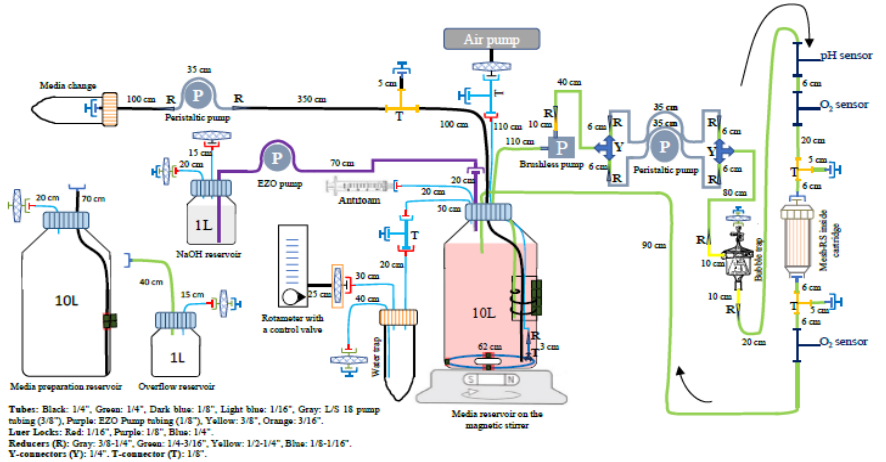


Figure 3.3. Schematic of the experimental configuration utilized in this study. The overflow reservoir is just used in the setup running stage for collecting overflows from the RS washing, setup priming, and cell seeding procedures and is removed from the setup later. The media preparation reservoir is used during experiment initiation and media change steps as a reservoir for fresh media and for collecting old media from the bioreactor during the media change procedure.

34

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)
Alqahtani & 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 cybersecurity 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.)

29

Appendices

- If You Have Only One, It Is Labeled APPENDIX
- If You Have More Than One, They Are Labeled APPENDIX A, APPENDIX B, etc
- Appendices Are Placed BEFORE References

References

- Alphabetized Unless You Have Used Numeric References
- Single Space Each Individual Entry, Double Space Before a New Entry

References

- ❑ Are your margins set at one inch all the way around?
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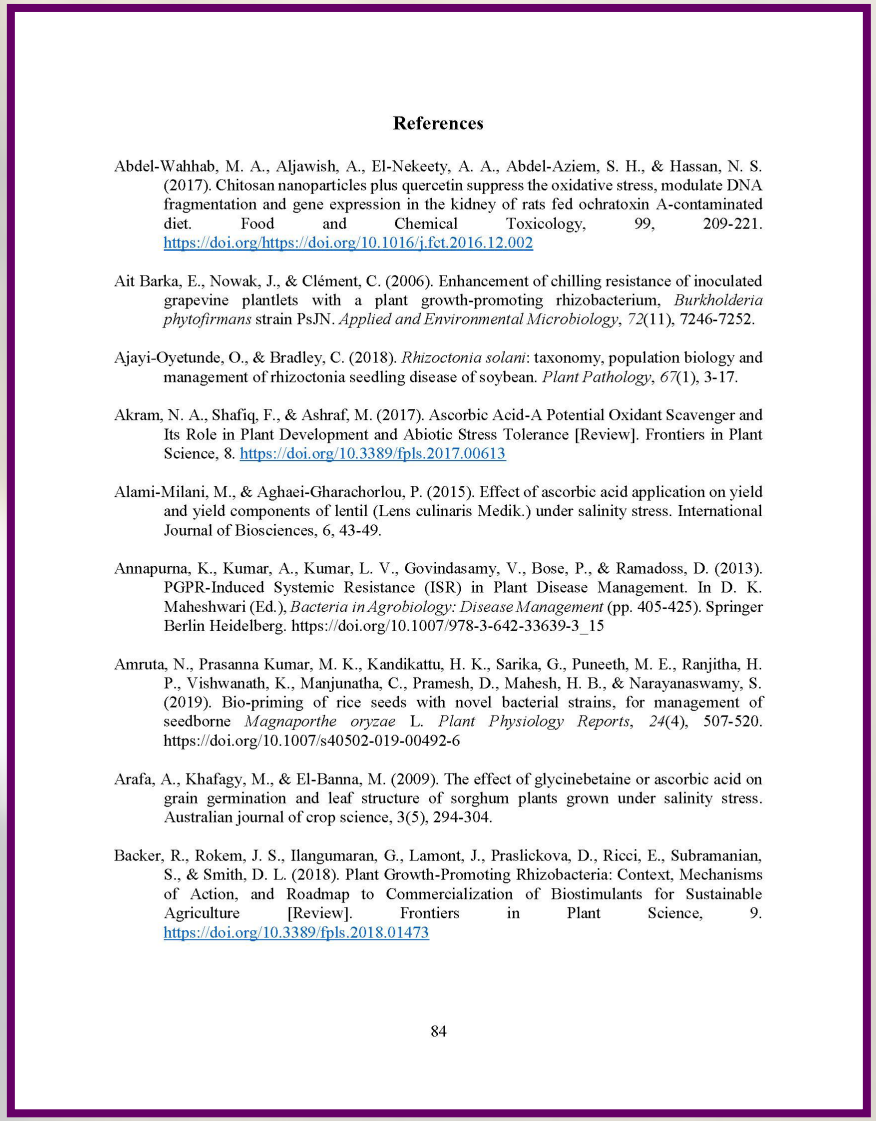
- ❑ Are the references correctly alphabetized?



References

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Amruta, N., Prasanna Kumar, M. K., Kandikattu, H. K., Sarika, G., Puneeth, M. E., Ranjitha, H. P., Vishwanath, K., Manjunatha, C., Pramesh, D., Mahesh, H. B., & Narayanaswamy, S. (2019). Bio-priming of rice seeds with novel bacterial strains, for management of seedborne *Magnaporthe oryzae* L. *Plant Physiology Reports*, *24*(4), 507-520. https://doi.org/10.1007/s40502-019-00492-6

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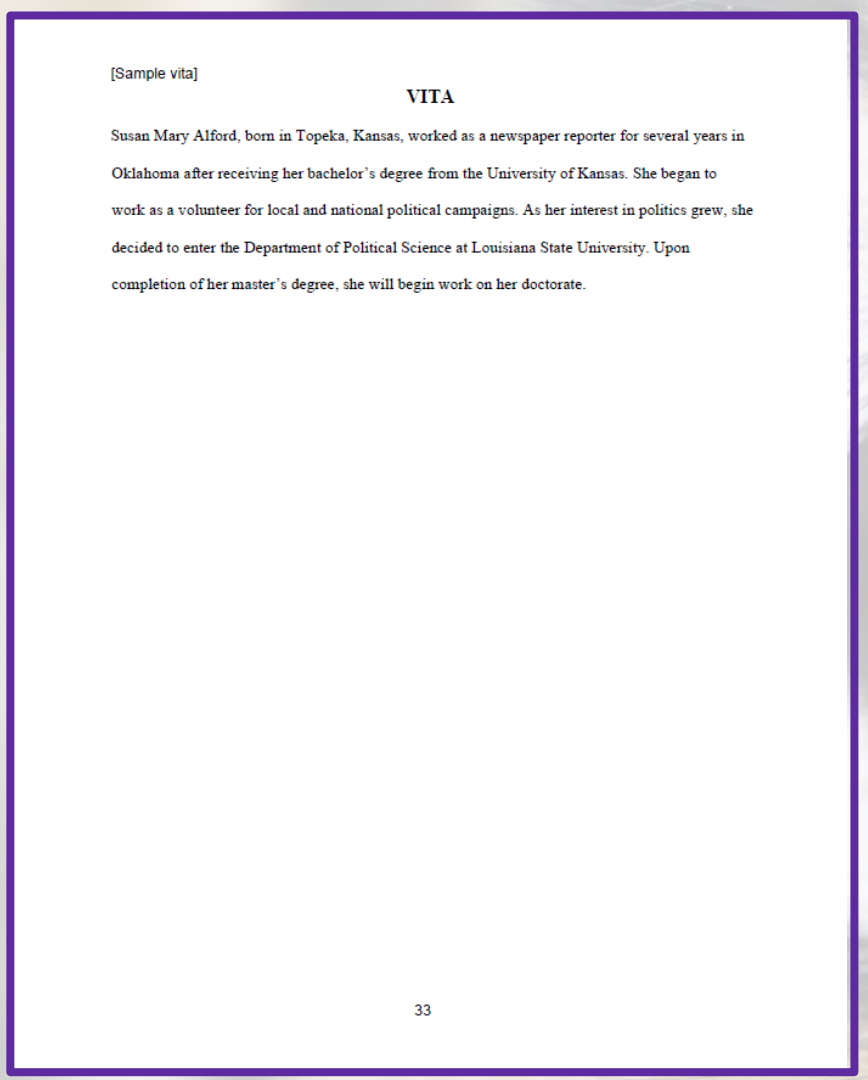
Backer, R., Rokem, J. S., Ilangumaran, G., Lamont, J., Praslickova, D., Ricci, E., Subramanian, S., & Smith, D. L. (2018). Plant Growth-Promoting Rhizobacteria: Context, Mechanisms of Action, and Roadmap to Commercialization of Biostimulants for Sustainable Agriculture [Review]. Frontiers in Plant Science, 9. https://doi.org/10.3389/fpls.2018.01473

84



[Sample vita]

VITA

Susan Mary Alford, born in Topeka, Kansas, worked as a newspaper reporter for several years in Oklahoma after receiving her bachelor's degree from the University of Kansas. She began to work as a volunteer for local and national political campaigns. As her interest in politics grew, she decided to enter the Department of Political Science at Louisiana State University. Upon completion of her master's degree, she will begin work on her doctorate.

33

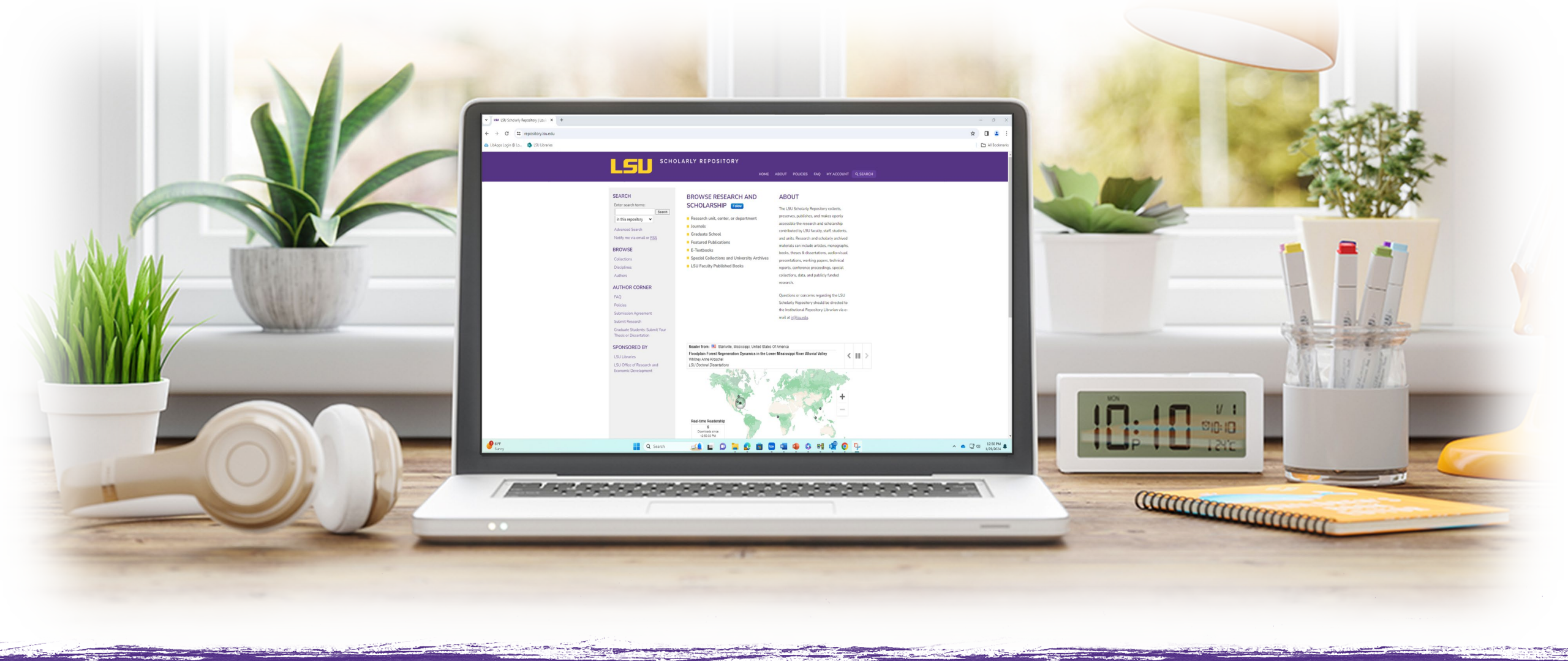
Vita

- One or Two Biographical Paragraphs, Written in 3rd Person
- Alternatively, May Include a Curriculum Vitae

Now You Are Ready!

1. Convert to PDF
2. **LOOK at YOUR DOCUMENT!!**
3. Make Sure Your Department Has Submitted All Required Paperwork to the Graduate School (Thesis/Dissertation Approval Form, Graduate Defense Results)
4. Upload Your Document

Submitting Your Document to the LSU Scholarly Repository



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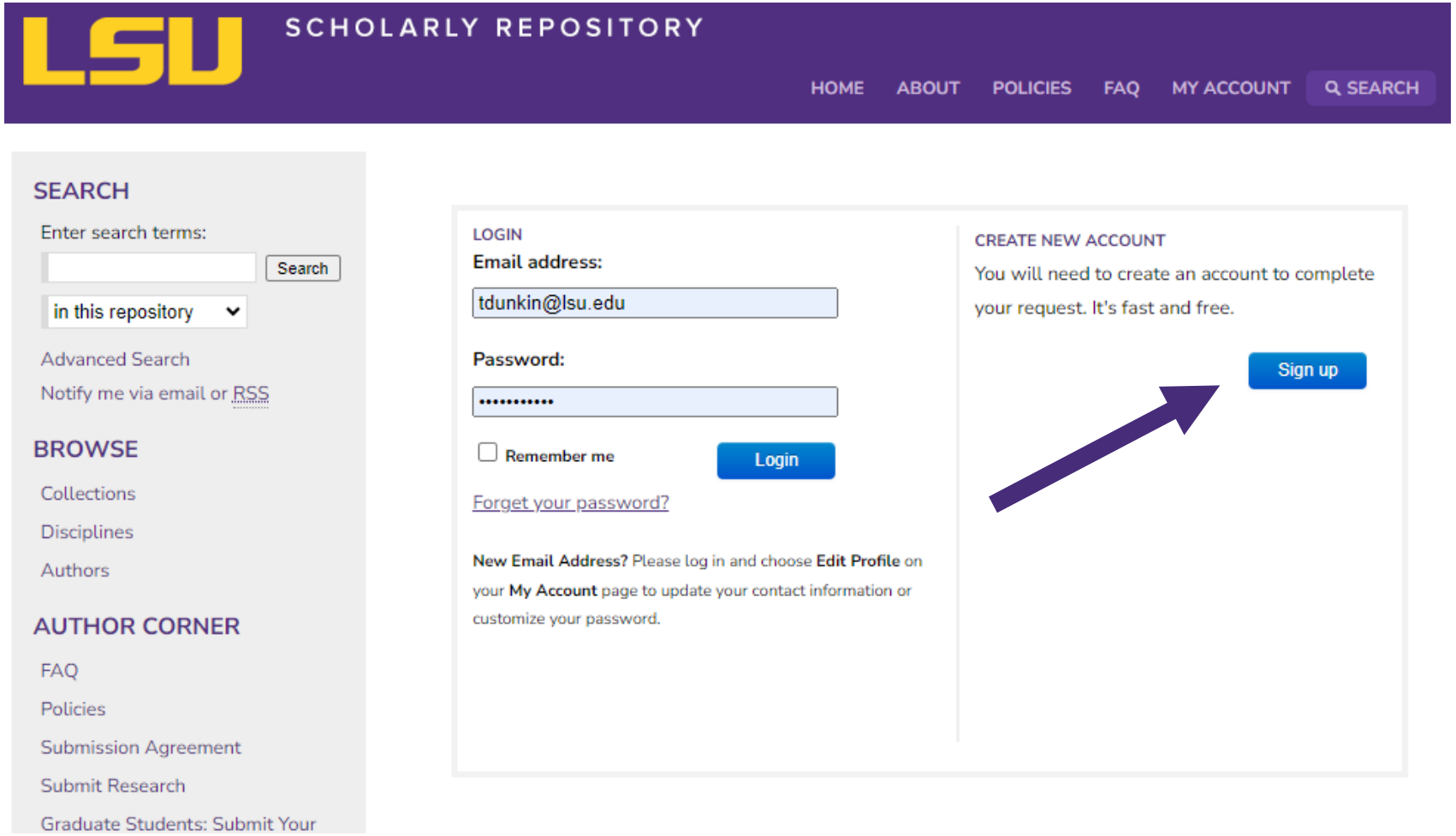
LSU's Institutional Repository

- LSU Scholarly Repository (formerly LSU Digital Commons)
- Hosted by Elsevier
- Primarily hosts
  - Electronic theses and dissertations (ETDs)
  - Faculty publications
  - Archival Materials
    - The Gumbo (LSU Yearbook)
    - LSU General Catalog
  - Academic Journals

LSU | Libraries

Creating An Account

- Visit https://repository.lsu.edu
- Click ‘My Account’ → ‘Sign Up’ (located under ‘Create New Account’



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Account Registration

Please complete this form to create your user account. Use proper casing for names and institution as these fields may be displayed for publication purposes. Bepress neither sells nor rents contact information to third parties.

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 * mikethetiger@gmail.com

First/Given Name * Mike

Middle Initial T

Last/Family Name * Tiger

Suffix

Institutional Affiliation **Please enter the full name of your institution.**

Louisiana State University and Agricultural and

Password *

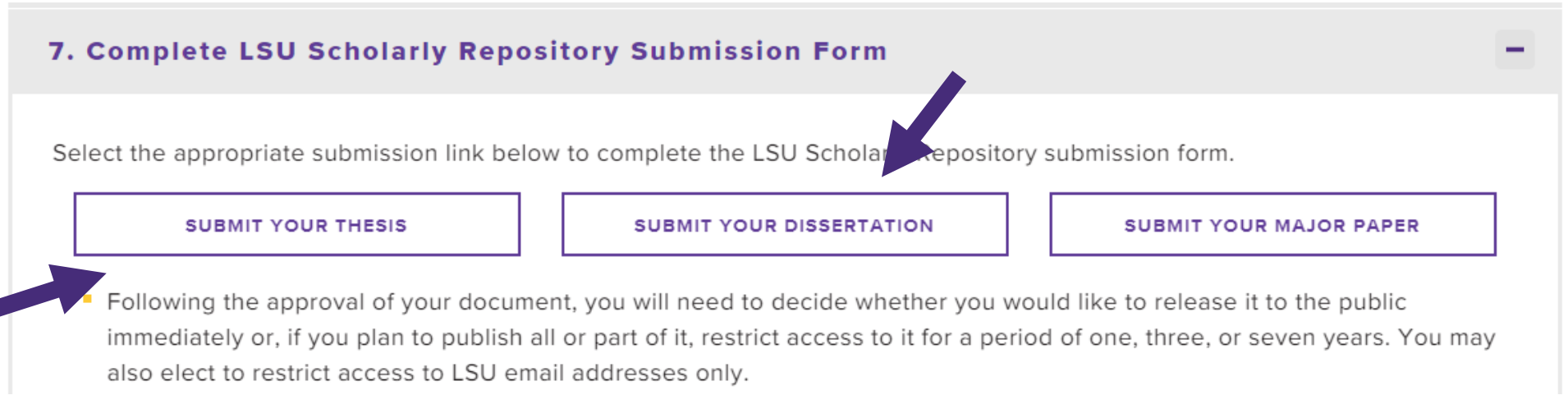
Re-enter Password *

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
- **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.



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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 2024, Spring 2025
- **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

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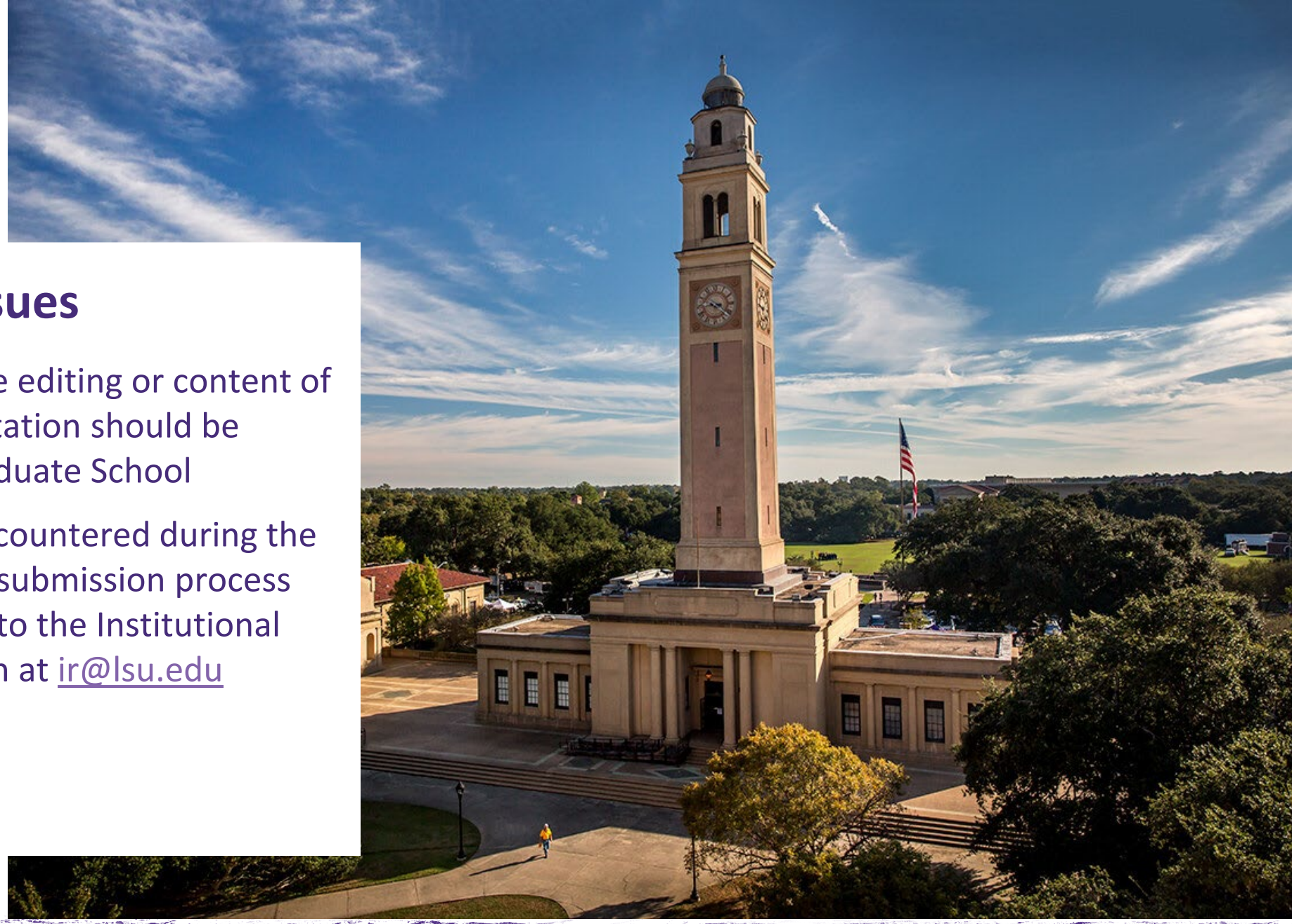

Thesis/Dissertation Issues

- 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

LSU | Libraries

Contact Information:

Trent Dunkin, MA, MLIS
Institutional Repository Librarian
Scholarly Publications and Analytics
LSU Libraries
(225) 578-4194
tdunkin@lsu.edu

Questions ?

Embargo Period

- Thoughtfully Consider **IF**
- Thoughtfully Consider **HOW LONG**
- Work With Your Professor
- Consider Present and Future Publications
- Please Select the Period You Want/Need Up-Front in Order to Prevent Added Workload

Review and Approval of Your Thesis/Dissertation

- We Will Go Page by Page, Section by Section Through Your Document
- We Will Judge Your Document by Comparing It to the Thesis and Dissertation Handbook

Common Mistakes We Look For

- Use of Colons Instead of Periods after Figure, Chapter, and Table Numbers
- Page Numbers in the Table of Contents that Don't Match the Actual Page Numbers of Figures, Tables, and Sections
- Inconsistent Spacing
- Inconsistent Formatting/Changing Fonts
- Lone Subheadings at the Bottom of a Page

Review and Approval of Your Thesis/Dissertation

- After a thorough review, we will return your document for revisions
- Unless there are extenuating circumstances, we need your revisions back in 24 hours
- The sooner you submit your document, the sooner we can review and approve it

Review and Approval of Your Thesis/Dissertation

- **Please** don't wait until the uploading deadline to submit your document. Our review will take much longer and your nerves will get frazzled!

LSU | Pinkie Gordon Lane Graduate School

Spring Calendar 2025

Note: The Office of the Bursar must receive your payments by December 16, 2024, or you will lose your scheduled courses. Fee bills are not mailed to you. Pay fees through your MyLSU account or at the Office of the Bursar. **Candidates for degree** should access the Application for Degree form before the January 24 deadline at: https://www.lsu.edu/graduateschool/students/grad_student_forms.php

Month	Date	Event
January	10	International Student Orientation (Please check ISO website for dates)
	13	Classes begin, 7:30 a.m.
	20	Martin Luther King Day Holiday
	27	Final date for dropping courses without receiving a grade of "W," 4:30 p.m. deadline
	28	Final date for adding courses for credit (including 8000 & 9000) and making section changes, **Degree Only** 4:30 p.m. deadline. Final date for submitting change to pass/fail grading audit
	28	**Final date for *Degree Only: it is suggested that documents be uploaded at least two (2) weeks prior to this date to ensure editors' final approval by the January 23 4:30p.m. deadline**. All degree requirements must be met in the previous semester: final defense reports, document approval forms, Survey of Earned Doctorates completion certificates, and Declaration of Co-Authors (if applicable). **Also, departments must submit final defense reports** for non-thesis students by 4:30 p.m.
	31	Final date for submitting to the Graduate School the **Application for Degree** for spring commencement, 4:30 p.m. deadline
	31	Final date for submitting to the Graduate School **Request for Final Defense** (comprehensive exam, thesis/dissertation defense) for degrees to be awarded at spring commencement, 4:30 p.m. deadline. **Note**: All **final defense requests** must be submitted **3 weeks prior** to the date of the defense, but no later than January 24.
March	3	Mardi Gras holiday begins, 7:30 a.m.
	5	Classes resume, 12:30 p.m.
	28	Final date for dropping courses/resigning from the university, 4:30 p.m. deadline.
	31	Spring Break begins, 7:30 a.m.
April	3	**Thesis and Dissertation Uploading deadline.** All thesis and dissertations of the current semester's graduates must be **committee approved and uploaded** to the Graduate School's Digital Commons site by 4:30 p.m. In addition, all degree requirements must be met. **Dissertation Title Deadline**: Any changes to dissertation titles turned in after this date will not be reflected in the commencement guide at graduation.
	7	Classes resume, 7:30 a.m.
	TBD	Course scheduling for fall semester and winter session begins 5:00 p.m.
	24	**Final Resolution of Editors' Requested Corrections to Theses and Dissertations**. All final revisions requested by the editor must be uploaded to Digital Commons by 4:30 p.m. **Also, departments must submit final defense reports** for non-thesis students by 4:30 p.m.
	18	Good Friday Holiday
May	3	Classes end, 10:00 p.m.
	5	Final examinations begin
	10	Final examinations end
	13	Final grades due (degree candidates), 9:00 a.m. deadline
	14	Final grades due (non-degree candidates), 9:00 a.m. deadline
	16-17	Commencement activities

**Final exams must have been taken in a previous semester. See "degree-only" registration in the Graduate Section of the General Catalog.

Revised 7/2024

Graduate School Calendar

- **April 3 = Uploading Deadline**
- **April 24 = Date for Final Resolution**

We are Here to Help You

- Email
- Zoom
- Phone
- In-Person

Linda K. Levy
Thesis Editor
llevy@lsu.edu