

# DISSERTATION FINAL SUBMISSION: SAMPLE AND NOTES

## DEFINITION OF DISSERTATION FINAL SUBMISSION:

The final submission deadline is later in the semester and is the date by which you must submit your final, committee-approved, most perfectly formatted document. You *cannot* make changes to your document after this deadline. This sample shows how a final submission version of a doctoral dissertation should look. (*Remember: a dissertation is for a doctoral degree; a thesis is for a Master's degree. Do not label your dissertation as a "thesis."*) [Visit the Graduate School's website](#) for information about deadlines.

## KEY ELEMENTS:

### Document Organization

- Minimum **required** sections:
  - Title page
  - Abstract
  - Table of Contents
  - List of tables (if you have 4 or more tables)
  - List of figures (if you have 4 or more figures)
  - Chapters
  - Bibliography
- This sample includes all possible sections you could include. Optional sections are labeled as such.
- This sample shows the traditional five chapters for dissertations: 1. Introduction, 2. Literature Review, 3. Methods, 4. Analysis/Discussion, and 5. Conclusion. Note that every discipline has its own requirements, so your own chapters may be different from the chapters displayed in this sample.
- Notice the page numbers. Use lowercase Roman numerals for front matter pages, and Arabic numbers for the rest of the document. The pagination sequence—and Arabic numbers—start over with the first page of the first chapter/introduction. The title page does not display a page number, but it does “count” in the pagination sequence.

### Title Page Tips

- Use “Major Professor” and “Committee Member” for your committee members’ titles on the title page. If you use the Word template, there are drop menus with the correct titles to choose from.
- Do NOT include your major with past degrees; only include the name of the degree, such as “Bachelor of Arts” or “Master of Science.”
- For your major on the title page, use the official wording that is in the university records. Do NOT put your area of specialization. Check your Self-Service Carolina account for the exact language.

### Table of Contents Tips

- In the table of contents, you can either include no subheadings or only include major headings and first-level subheadings. This sample shows an option with no subheadings. Either choice is acceptable.

## Tables and Figures Tips

- Note that there is a specific numbering system for tables and figures you are required to follow. Use the chapter number or appendix letter, then the number of the table or figure, in addition to a descriptive title. Examples: Table 1.1, Table 1.2, Figure B.1, Figure B.2.
- There are three different options for the placement of tables and figures:
  - Embedded in the text;
  - Placed on a separate page; or
  - Placed at the end of each chapter.
- This sample shows the option of placing tables and figures at the end of each chapter.

## Margins

- Use a 2-inch top margin on every page with a major heading. If you use the Word template, this can be done automatically in two steps:
  - Go to the end of the preceding chapter and add a SECTION break.
  - On the new page, type the chapter title in the “Heading 2, Major Headings” style.
- For landscape pages, keep the page number in the center of the bottom edge of the page. Do not move it to a different margin or space. This sample has a correctly formatted landscape page.

## Policies

- Submit your final draft [through ProQuest](#) using the same account and submission ID as before. [Watch this short video](#) to learn how to resubmit.
- Follow all of the Graduate School’s requirements for formatting theses and dissertations. Download [the Formatting Guide](#) for more information.
- Visit the Graduate School’s [Thesis and Dissertation page](#) to learn more.

PLACE THE TITLE OF YOUR DOCUMENT HERE: CENTERED, SINGLE-SPACED  
IF LONGER THAN ONE LINE

By

Your Full Legal Name

Bachelor of Arts  
University of Georgia, 2004

Master of Arts  
University of Georgia, 2008

Master of Library and Information Science  
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Submitted in Partial Fulfillment of the Requirements

For the Degree of Doctor of Education in

Educational Practice and Innovation

College of Education

University of South Carolina

2026

Accepted by:

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Jane Adams, Committee Member

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Ann Vail, Dean of the Graduate School

SAMPLE

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## DEDICATION

Including a dedication is *optional*. In this space, write the text of your dedication. Dedications are generally no longer than one page, but it is acceptable for the dedication to be longer than one page. This text should be double-spaced, left- or fully-justified, and in one of the approved 12-point fonts: Aptos, Arial, Calibri, Courier New, Palatino Linotype, Tahoma, or Times New Roman.

## ACKNOWLEDGEMENTS

Including an acknowledgements section is *optional*. In this space, enter the text of your acknowledgements. Generally, the acknowledgements section is no longer than one page, but it is acceptable for the section to be longer if needed. This text should be double-spaced, left- or fully-justified, and in one of the approved 12-point fonts: Aptos, Arial, Calibri, Courier New, Palatino Linotype, Tahoma, or Times New Roman.

## ABSTRACT

This page is **required**, not optional – your document must have an abstract. In this space, write the entire text of your abstract. The abstract is a succinct statement of the significant contents of the document and the value and relevance of the study. Generally, it should be no longer than 350 words. Your abstract should be double-spaced, left- or fully-justified, and in an approved 12-point font: Aptos, Arial, Calibri, Courier New, Palatino Linotype, Tahoma, or Times New Roman.

## PREFACE

This page is *optional*. In this space, write the text of your preface. This text should be double-spaced, left- or fully-justified, and in one of the approved 12-point fonts: Aptos, Arial, Calibri, Courier New, Palatino Linotype, Tahoma, or Times New Roman.

SAMPLE

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SAMPLE

## LIST OF SYMBOLS

- $J$  Resultant total angular momentum quantum number, excluding nuclear spins.
- $N$  Rotational angular momentum quantum number, excluding electron and nuclear spins, in the case where electron spin is present.
- $K$  Projection of  $J$  (or  $N$ ) on the symmetry axis in the limiting prolate or oblate symmetric top.
- $F_1$  Resultant angular momentum quantum number including nuclear spin for one nucleus.
- $F$  Resultant total angular momentum quantum number.
- $\lambda$  or  $\epsilon$  Quantum number employed when  $F_1$  is not a good quantum number. This value simply numbers the levels from lowest to highest energy for the same  $F$  quantum number.

## LIST OF ABBREVIATIONS

AC.....	Active Case Detection
ACR.....	Adequate Clinical Response
CDRI.....	Central Drug Research Institute
ETF.....	Early Treatment Failure
IRS.....	Indoor Residual Spraying
LTF.....	Late Treatment Failure
MDR.....	Multidrug Resistance

## CHAPTER 1: INTRODUCTION

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### 1.1 Subsection Example

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### 1.2 A Second Example of a Subheading

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*Table 1.1 Example of a small table*

<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>
<b>Sample text</b>	Sample text	Sample text
<b>Sample text</b>	Sample text	Sample text
<b>Sample text</b>	Sample text	Sample text
<b>Sample text</b>	Sample text	Sample text

*Table 1.2 Example of a table that is longer than one page: Single space any table titles that are longer than one line*

<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
Sample text	Sample text	Sample text
Sample text	Sample text	Sample text
Sample text	Sample text	Sample text
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*Figure 1.1 Sample figure caption*

## CHAPTER 2: LITERATURE REVIEW

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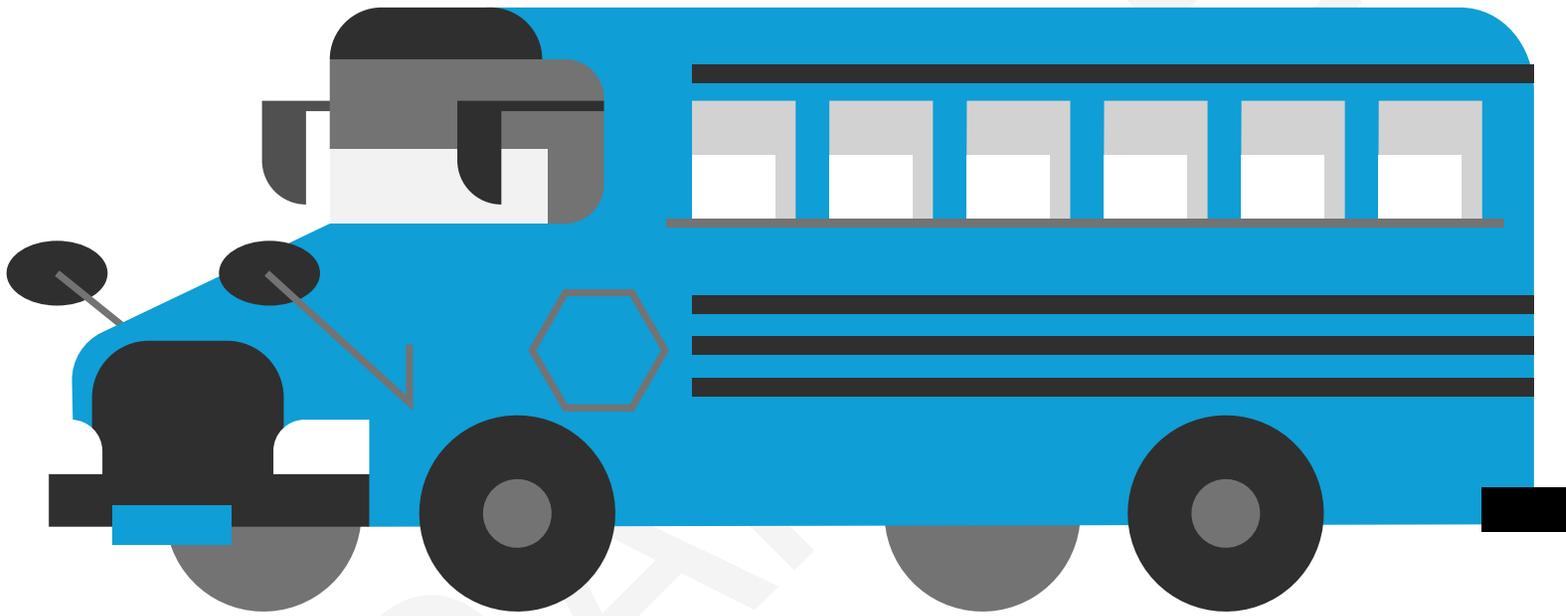
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*Figure 2.1 A figure on a landscape page*

## CHAPTER 3: METHODS

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### **3.2 Discussion of the topic**

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## CHAPTER 4: ANALYSIS AND DISCUSSION

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### 4.1 Analysis

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## 4.2 Discussion

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## CHAPTER 5: CONCLUSION

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## APPENDIX A: FOCUS GROUP QUESTIONS

The following list of questions was used as an outline for the focus group questions. Where appropriate, the interviewees were asked to expand upon their answers.

1. How do dual enrollment programs help students?
2. How do dual enrollment programs hurt students?
3. How do you feel about the “college for all” model?
4. How do you see the dual enrollment program with the Advanced Skill Center impacting a student’s choices after they graduate?
5. How have local educational institutions changed their delivery of programs and services to meet the needs of middle achieving students?
6. How will a successful dual enrollment experience impact middle or underachieving students?
7. In your judgment, what are the requirements that should be placed on students who want to take dual enrollment courses?
8. In your opinion, what motivates a middle or underachieving student’s decision to attend post-secondary education?
9. In your opinion, why would a student not participate in a dual enrollment program?

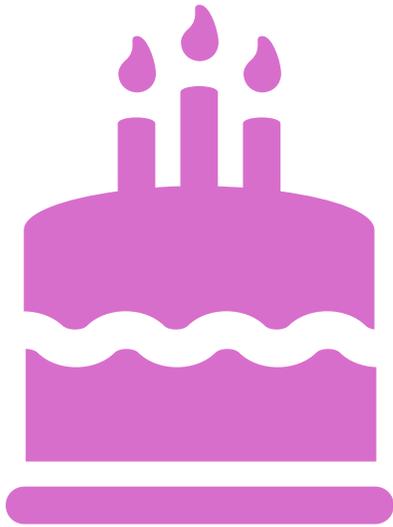
## APPENDIX B: SUPPLEMENTARY TABLES AND FIGURES

*Table B.1 Table in an appendix*

<b>Data Column 1</b>	<b>Data Column 2</b>
Item 1.1	Element 2.1
Item 1.2	Element 2.2
Item 1.3	Element 2.3
Item 1.4	Element 2.4

*Table B.2 Another table in an appendix*

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>
Entry 1	Entry 2	Entry 3
Row 2	Row 2 data	Row 2 information
Row 3	Row 3 data	Row 3 information
Row 4	Row 4 data	Row 4 information
Row 5	Row 5 data	Row 5 information
Row 6	Row 6 data	Row 6 information



*Figure B.1 Image of a birthday cake*

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*Figure B.2 Image of a barn*

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