

THE TITLE OF THE THESIS IN 12-POINT CAPITAL LETTERS,  
CENTERED, SINGLE SPACED, 2-INCH FROM TOP MARGIN

by

YOUR NAME ALL CAPITAL LETTERS

A THESIS

Submitted to the Graduate Faculty of Pacific University Vision Science Graduate Program,  
in partial fulfillment of the requirements for the degree of  
Master of Science  
in  
Vision Science

PACIFIC UNIVERSITY  
COLLEGE OF OPTOMETRY  
FOREST GROVE, OREGON

Month, Year

Copyright by  
Your Full Legal Name As On The Title Page  
The Year of Degree Conferral  
All Rights Reserved

PACIFIC UNIVERSITY COLLEGE OF OPTOMETRY  
VISION SCIENCE GRADUATE PROGRAM

This thesis of *Your Name*, titled "*The Title of The Thesis*", is approved for acceptance in partial fulfillment of the requirements of the degree of Master of Science.

---

Accepted Date

*Signatures:*

---

*Thesis Advisor: Dr. First Last, Degree.  
Pacific University College of Optometry*

---

*Thesis Committee: Dr. First Last, Degree.  
Pacific University College of Optometry*

---

*Thesis Committee: Dr. First Last, Degree.  
Pacific University College of Optometry*

TITLE OF THESIS: CENTERED, ALL CAPITAL LETTERS, SINGLE SPACED, PRECISELY AS IT APPEARS  
ON THE TITLE PAGE AND ON THE APPROVAL PAGE

YOUR NAME

Master of Science in Vision Science  
College of Optometry  
Pacific University Oregon, Year

### **ABSTRACT**

The abstract should be concise and within 350 words if possible. The word limit applies only to the text and does not include the title, your name, program name, and list of keywords. Use double line spacing and single space between sentences. Page numbers are bottom-center with small roman numerals. If needed, the second page of Abstract has a 1" top margin.

It is recommended to use the format of Optometry & Vision Science (OVS), a peer-reviewed Journal, which requires 4 specific sections in original research articles: Purpose, Methods, Results, and Conclusions. This is just a suggestion, you have the liberty to write what you feel is best to summarize your paper.

A list of keywords or phrases should appear at the end of the Abstract – at the bottom of the page or 2 double spaces below the last line of text. Please refer to Introduction section for more details and suggestions about the format/style of the text.

Keywords: sample, sample, sample, sample, sample

## ACKNOWLEDGEMENT

Optional

## TABLE OF CONTENTS

SECTION	PAGE
ABSTRACT .....	I
.....	
ACKNOWLEDGMENTS .....	III
.....	
LIST OF FIGURES .....	VI
LIST OF TABLES .....	VI
INTRODUCTION .....	1
.....	
METHODS .....	
.....	
RESULTS .....	
.....	
DISCUSSION .....	

.....

CONCLUSION .....

.....

REFERENCES .....

.....

APPENDIX

A .....

APPENDIX

B .....

VITAE .....

.....

## LIST OF FIGURES

---

Figure 1:Figure	##
-----------------	----

Caption  
Figure 2:

Figure 3:

---



## LIST OF TABLES

---

Table 1: Table caption.....	##
--------------------------------	----

---

Table 2:

Table 3:

Table 4:

Table 5:

Table 6:

---



## **Margins**

All content must be inside the margins to allow theses to be bound. If you are not using the template, use the margins indicated below.

- 1.25" left/right and 1" top/bottom (page numbers can be at .7")
- Though margins cannot be smaller, they can be larger -- however this is not recommended.

Please ensure that tables, figures, and/or images do not stretch beyond these margins; that is that nothing goes past where the text falls naturally on other pages.

## **Pagination**

- All pages with the exception of the Title Page must have page numbers.
- Roman numerals must appear on preliminary pages (ii, iii, iv,...) and Arabic numbers must be used for the body of text, beginning with the introduction through to the end of the document (1, 2, 3,...).
- It is preferred that page numbers appear at the bottom of each page or top right.

## **References/Bibliography**

They appear before the Appendices.

You are advised to use a reference manager program for your own sake. The library provides RefWorks, but others are good (e.g. EndNote)

The reference citation should be placed in the sentence following the period.<sup>1</sup>

## **Font**

Choose 11- or 12-point non-italicized fonts for text and 10-point font for footnotes and subscripts. There must be a consistent font used throughout the manuscript.

## **Spacing**

Please consult with your adviser to decide your text format.

- Standard manuscripts use double line spacing. However, since your MS thesis will be directly transformed into PDF file for online publication, you and your adviser may consider adopting single line spacing. Just be sure to be consistent throughout your document.
- Use a 0.5 inch standard indention for the first line of all paragraphs. Text within a chapter must be continuous.
- Add extra space following a section or subsection title.

- Single spacing may be used for long tables, block quotations, subheadings and chapter titles, figure legends, footnotes or notes, appendix material, and all bibliographic entries.

Table 1: Summary of blah blah blah.

	Type 1	Type II
Consumer		
Reported		
Pros		
Consumer		
Reported		
Cons		

## METHODS

The purpose of a methods section is to have enough information that a reasonably intelligent investigator could replicate of your study.





Start typing your test. Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah  
Blah  
Blah Blah Blah Blah

## RESULTS

Figures and graphs should stand alone, i.e. the reader should be able to look at the caption and the graph or table and be able to understand what you are presenting. If you provide a figure, don't duplicate with a table and vice versa. Don't restate the same information in the text that is in the figures and tables. You can reference the figures and tables and highlight points.

Statistics should be presented with complete information. The mean outcome variable for Group A (Mean = 100, SD=16) was significantly greater than the mean outcome variable for group B (Mean = 90, SD = 16,  $t=3.53$ ,  $df=62$ ,  $p<.001$  )

### ***Visual Acuity***

The main effect of %%% is significant ( $F(1, 157.2) = 24.6$ ,  $p < 0.001$ ). The interaction of %%% and %%% is also significant ( $F(1, 157.2) = 24.6$ ,  $p < 0.001$ ). Blah blah.





---

2	12.4 ± 3.3	11 ± 1.7	0.098	0.756
3	17.8 ± 3.7	17 ± 2.7	1.104	0.304
4	15.8 ± 2.9	14.3 ± 3	0.271	0.607
5	42.6 ± 5	42.2 ± 5	1.590	0.219
6	26.3 ± 4.7	24 ± 4.5	0.242	0.627
7	27.9 ± 5	29.4 ± 4.2	0.051	0.823
8	23 ± 2	25 ± 4	0.100	0.754
9	27.4 ± 5	30.5 ± 4.9	3.794	0.063
10	19 ± 4.4	15.7 ± 3.4	0.015	0.905
11	14.7 ± 3.2	12.7 ± 2.8	0.215	0.647
12	41.2 ± 6.4	37.6 ± 6.3	0.857	0.363
13	37.1 ± 4.9	43 ± 5.5	0.227	0.638
14	20.2 ± 3.6	17.8 ± 3.9	0.322	0.575
15	24.1 ± 3.4	18.7 ± 3.4	0.649	0.428
16	14.1 ± 3.4	14.1 ± 2.9	0.172	0.682

---

## DISCUSSION

### **Comparisons on Objective Measures**

The quality of image discrimination of a display was defined as ...

### ***No difference on displaying high contract details in 3D***

The quality of image discrimination of a display was defined as ...

### **Describe the limitations of your study**

The quality of image discrimination of a display was defined as ...

### **Suggest the next steps in the study of this topic**

The quality of image discrimination of a display was defined as ...

### **Discuss the clinical relevance of the findings**

The quality of image discrimination of a display was defined as ...

## CONCLUSION

The quality of image discrimination of a display was defined as ... Start typing your test.

Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah  
Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah  
Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah Blah  
Blah Blah Blah Blah Blah Blah Blah Blah Blah.

## REFERENCES

American Optometric Association (2010). *3D in the Classroom: See Well, Learn Well*. Public

Health Report. Retrieved from:

<<http://viewer.zmags.com/publication/d0eb8af9#/d0eb8af9/1>>

Craig, A.B., Sherman, W.R. and Will, D. (2009). *Developing Virtual Reality Applications:*

*Foundations of Effective Design*. Morgan Kaufmann Publishers. Burlington,

Massachusetts. Ch. 2, p. 48.

Delgarno, B., Hedberg, J., and Harper, B (2002). *The Contribution of 3D Environments to*

*Conceptual Understanding*. University of Wollongong Research Online. Faculty of

Education. Retrieved from: <<http://ro.uow.edu.au/edupapers/281/>>

## **APPENDIX A**

### **Visual Symptom Survey Questions**