**Practice & Research Posters: Centered, Boldface, and Title Case**

**Abstract**

An abstract is a brief summary of your paper, allowing reviewers to quickly understand the main points and purpose of your work. Please limit the abstract to 250 words.

**Introduction**

Although guidelines of the American Psychological Association (APA) indicate an introduction should begin on a new page (APA, 2019), we prefer that you place it on the same page as the abstract.  Accordingly, it may be appropriate to use an “Introduction” heading to distinguish this section from the abstract.

In general, the manuscript should adhere to the following guidelines:

* Full narrative no more than 2,000 words; references and appendices may extend beyond. Poster design parameters will be shared with acceptance notifications; your proposal should only include narrative.
* Proposals should be prepared in Word (.doc or .docx) format.
* All proposals must be blinded on submission, which means that no identifying information should appear in the document or in the filename. Submissions that do not comply will not be sent out for review.
* Please save files as: Type\_\_ALE21 (e.g. Roundtable\_\_ALE21.doc or Workshop\_\_ALE21.docx)
* Use Times New Roman 12‐pt font
* Set all margins at 1”
* Single-space the proposal but double-space between paragraphs, headings and text, tables, etc.
* Tables and figures should be inserted into the manuscript/proposal of the text at or near first mention of the table or figure in the manuscript/proposal
* Tables should be inserted ONLY using the table format in Word. ALL TABLES must be smaller than ONE PAGE.
* All figures MUST be imported into your word file as a .jpg file with a minimum resolution of 400 dpi, Use the same typeface (Times New Roman) for all figures. Use symbol font for Greek letters. Acceptable formats for figures are: .jpeg or .png
* Center and bold section headings
* Use the *Publication Manual of the American Psychological Association* (7th edition) for all references and citations.

**Background**

The background should review relevant scholarship related to the research/practice reviewed within your paper, include frameworks utilized, and list research questions or program goals.

**Description**

This section should briefly describe the practice or methods incorporated within your research/practice.  We suggest considering specific sections that focus on audience/samples, guidelines/procedures, and/or assessment or data analytic techniques. Current results may be shared in this section. Please follow APA 7th edition guidelines related to the use of tables and figures.  This could include either empirical or assessment data.

**Foreseeable Implications**

In addition to a discussion of results, we suggest including sections that discuss implications, limitations, and future directions in practice and/or research.

**References**

The reference list that follows is a mock list.  According to APA style, the reference list should include entries for all in-text citations.  Material that was not mentioned in the narrative should be omitted from the reference list. Please include DOI information for all article references for which this information exists.

American Psychological Association. (2019). *Publication manual of the American Psychological*

*Association* (7th ed.).  Washington, DC: Author.

Council for the Advancement of Standards in Higher Education (2009). Student leadership

programs. In *CAS professional standards for higher education* (7th ed.). Washington, DC: Author.

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership

and followership integrally? *Leadership, 4*, 433-475. doi:10.1177/174271500809510

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate

level: A liberal arts approach to leadership development. In S. E. Murphy & R. E. Riggio (Eds.), *The future of leadership development* (pp.223-236). Mahwah, NJ: Lawrence Erlbaum Associates.

Ritch, S. W., & Mengel, T. (2009). Guiding questions: Guidelines for leadership education

programs. *Journal of Leadership Education*, *8*(1), 216-227.