Guidelines for Paper Preparation

Papers for the *ALI2016 Conference* are due September 30, 2016. The paper should be and include:

- ✓ **maximum 10 pages** *in length (including* abstract, references, or charts/tables/figures)
- ✓ abstract, no more than 250 words
- ✓ keywords, three to six
- ✓ references

- The body of the paper should be **single spaced** using **Times** or **Times New Roman 12 pt**. One inch margins all around.

- The submitted paper should be in Microsoft **Word** format.

- The paper should supplement the presentation given at the Conference. It should not serve as the text of the presentation.

- Figures and tables should be centered in the text. Table captions should appear above and centered. Captions for figures and images should appear below and centered.

- References of other work should appear consecutively within brackets [1]. The sentence punctuation follows the bracket [2]. Use [1-3] and [5, 13] for multiple references.

Submitting the Paper

Please submit the paper using the following template in the body of your email to
ALI2016@uaeu.ac.ae :

Paper Submission

Name(s) and Position

Title of Presentation at the Conference

Suggested Session for Paper Presentation:

- **Session 1**: Student Success
- **Session 2:** Assessing Writing Within & Across Multiple Disciplines
- **Session 3:** Engaging Faculty
- **Session 4:** Assessment of General Education Programs

Contact Information

Email

Phone: (country code) - (city code) - xxx-xxx-xxxx

TITLE OF PAPER

Author 1, affiliation, email
Author 2, affiliation, email

Abstract

The abstract should not exceed 250 words.

Keywords: 3-6 keywords (in alphabetical order)

1.   Introduction (This is the style to use for titles of sections)

1.1. Font and spaces (this is the style to use for titles of subsections)

Table Example:

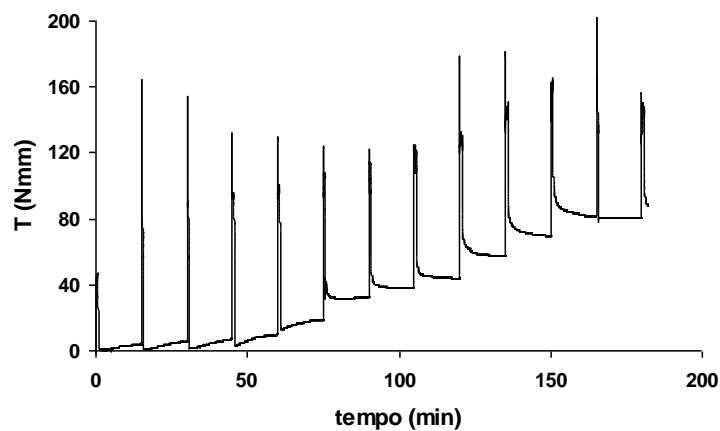| Sample	X	Y	…	…
X				
Y				
Z				

Table 1: Table title

Figure Example:

Figure 1: Example of figure.

2. Title of Section 2

3. Title of Section 3

⋮

4. Conclusions

References

1. Finney, J. (1970). Time and again. New York, NY: Simon and Schuster.
2. Nevin, A. (1990). The changing of teacher education special education. Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 13(3-4), 147-148.
3. Bollag, B. (2006). Making an art form of assessment. The Chronicle of Higher Education, 53(10), A8- A10.
4. Garcia, A. E., & Pacheco, J. M. (1992, March). A student outcomes model for community colleges: Measuring institutional effectiveness. Paper presented at the 1992 North Central Association of Colleges and Schools commission. Retrieved November 7, 2007, from the ERIC database, from http://eric.ed.gov/?id=ED349072.
5. Allen, J., & Bresciani, M. J. (2003, January). Public institutions public challenges. Change: The Magazine of Higher Learning (35)1.
6. Provezis, S., & Jankowski, N. (2011). Presenting learning outcomes assessment results to foster use. In C. Secolsky & D. B. Denison (Eds.), Handbook on Measurement, Assessment, and Evaluation in Higher Education (Chapter 40, pp. 602-612). Routledge.