



AGRICULTURAL LEADERSHIP, EDUCATION & COMMUNICATION

M.S. in Leadership Education

Ph.D. in Leadership Studies

Graduate Student & Faculty Handbook

ALEC

Developing Human Potential



We would like to thank the Chemistry Department and the Entomology Department for allowing us to use their handbooks as resources for the creation of the ALEC Graduate Student Handbook. Additionally, we would like to thank Addy Sellon and Tori Pierce who completed early drafts of the handbook as part of their graduate assistantships.

This handbook may be updated at any time at the discretion of the ALEC Graduate Faculty.

Approved by ALEC Graduate Committee 12/6/2024

TABLE OF CONTENTS

Table of contents	2
Welcome to ALEC	4
General Information	4
Expectations	4
Graduate Program Management	5
Graduate Committee	5
Interacting with Your Advisor	5
Advisor/Advisee Rights and Responsibilities	5
Conducting Research with a Faculty Member	5
Academic Leave and Program Extensions	6
Academic Leave	6
Program Extension	6
Student Wellness, Stress, & Sources of Assistance	7
Communication	8
Graduate Report	8
ALEC Graduate Listserv	8
Graduate Faculty	8
Program overviews	8
Master’s of Science in Leadership Education Students	8
Doctoral Students in Human Sciences with Leadership Studies Specialization	9
ALEC Graduate Course Rotation Cycle	9
Graduate Student Association	10
General Overview	10
GSA Events	10
Professional Development	11
Associations and Conferences	12
Association of Leadership Educators (ALE)	12
International Leadership Association (ILA)	12
American Association of Agricultural Education (AAAE)	12
Association for International Agricultural and Extension Education (AIAEE)	12
North American Colleges and Teachers of Agriculture (NACTA)	12
National Communication Association (NCA)	12
National Agricultural Communications Symposium (NACS)	12
Assoc. for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences (ACE)	12
University and CASNR Awards	14
Appendix A: Helpful Resources	15
ALEC Graduate Assistant Handbook	15
Guide to Quantitative and Qualitative Dissertation Research	15
Graduate Student Mentoring Guide	15
Appendix B: Dissertation/Thesis/Project Rights and Responsibilities	16
Appendix C: M.S. Core Courses	17
Appendix D: Ph.D. Core Courses	18
Appendix E: ALEC 995 – Doctoral Seminar	19
Appendix F: Learning Agreement	22
Appendix G: M.S. Part-Time Timeline	23
Appendix H: M.S. Full-Time Timeline	24
Appendix I: Leadership Education Master’s Degree - Thesis Option - Suggested Timeline	25
Appendix J: Part-Time Doctoral Course Timelines	26
Appendix K: Ph.D. Full-Time course Timelines	30
Appendix L: Leadership Studies Doctoral Dissertation Degree Suggested Timeline	34
Appendix M: ALEC Graduate Leadership Education Minor Policy	35
Appendix N: Discontinued Student Review Process	37
Appendix O: ALEC Graduate committee operating guidelines	38
Appendix P: Leadership studies program of studies form instructions	41

Appendix Q: Program of Studies Meeting Agenda template	42
Appendix R: Doctoral Comprehensive Exam	43
Option 1: Portfolio	43
Option 2: Written Exam Consisting of a Concept Paper and Curriculum Design Project	47
Concept Paper Rubric	49
Curriculum Project Rubric	50

WELCOME TO ALEC

General Information

The ALEC Department is housed on UNL East Campus in Filley Hall. The main office is on the first floor of the building (Room 143), graduate faculty are located on the second floor, and our departmental classroom is located on the 3rd floor (Room 302). Graduate Teaching Assistant offices are located in the basement.

Expectations

Our department places a high level of value on our graduate students. Each student will be paired with an advisor who will be their one of their central resources throughout their time in the program. It is important to invest in this relationship and in relationships with other faculty in the department to create the graduate experience that will help you be successful in graduate school and beyond.

As a student progresses through the graduate program, a number of experiences and opportunities will present themselves. Students in the department are expected to attend respective conferences or local opportunities to present research; encouraged to engage in outreach activities such as working with extension, presenting in other departments or locally in the community, etc, and to hold meetings with their advisors as regularly as decided on by the advisor and advisee. There are many opportunities for recognition of graduate student achievements. They include such things as travel grants to scientific meetings, fellowships, scholarships, honorary societies, and teaching and research awards both on and off campus. Our hope is that students will take advantage of these opportunities during their tenure as a graduate student in the department.

Ultimately, students must take responsibility for their own graduate education. They are responsible for ensuring that they meet departmental and Office of Graduate Studies deadlines and requirements for their degree. Although meeting these requirements is important, it is not all students should gain from their graduate experience. We will provide other opportunities for growth, but the student must be prepared to accept these opportunities and their associated responsibilities and obligations. The professors, staff, and fellow graduate students in the department are willing and eager to work with the student to have as successful a graduate experience as possible. We look to having students entering the department as a student and leaving as colleagues.

GRADUATE PROGRAM MANAGEMENT

Graduate Committee

The Graduate Committee oversees all matters related to evaluation, admission, advising, and recommendation for the degrees for graduate students in the program; and receives, evaluates, and makes decisions on lectures for graduate classes in ALEC. An ALEC graduate assistant and student is appointed to serve on the ALEC Graduate Committee. This person can serve as a liaison for ALEC graduate students, but you are also welcome to work directly with your advisor or the graduate chair to express your thoughts and ideas for graduate committee consideration. See appendix O for Graduate Committee Operating Guidelines.

Interacting with Your Advisor

Each ALEC graduate student is assigned an advisor. Your advisor is your primary point of contact in the department and will assist you in creating a course plan, conducting research projects, submitting work to conferences, and completing your degree. It is *your* responsibility to schedule meetings with your advisor, track your degree progress, and complete your milestones on time. Some semesters may require you to have regular (such as bi-weekly) meetings with your advisor, others may only require 1-2 meetings all semester to discuss courses or major projects.

Advisor relationships are an invaluable component of your graduate student journey. Investing in this relationship early on will help you both to understand each other and work well together. You are encouraged to discuss your interests, goals, career path, challenges, and fears with your advisor from the beginning so they can best support you throughout your program. They understand that graduate students are adults, often with jobs, definitely with families and personal lives, and are ready and willing to support you through any challenges you may face.

Advisor/Advisee Rights and Responsibilities

Appendix B provides a list of rights and responsibilities for both Advisors and Advisees. This document can be used as a guide to sharing expectations when meeting with your Advisor.

Conducting Research with a Faculty Member

During your time as a graduate student, working to publish in journals and submitting conference proposals are an important way to share research, get feedback, and engage in public discourse. You are encouraged to work with your advisor, other faculty, and your peers to submit your work. Please work with your advisor and keep them up to date on your projects.

When conducting research in a specific class (e.g. final paper), it is best to communicate any publication intentions with the instructor. Faculty and fields of study of different publication expectations, and you should discuss your expectations as early in the writing process as you can. For example, for a final paper in a class, the instructor may provide a significant amount of support or the idea for the paper came from the instructor's lesson, and the instructor may have an expectation for publication in these cases. However, another faculty member may not have the same expectation.

As with many of the social sciences, the American Psychological Association's Publication Manual guides writing expectations for our program and for many of our publishing outlets (e.g. journals, conferences). The section on "Protecting Intellectual Property Right" discusses some of the important considerations for authorship.

Within the master's degree, the final thesis or project is generally a type of research product. Please meet with your advisor to discuss specific expectations. At the beginning of these projects, it can be helpful to create a learning agreement, and a template learning agreement can be found in the appendices.

For doctoral students, ALEC 995: Doctoral Seminar serves as an opportunity to engage in two research projects (each project is 3 credit hours) with your advisor before engaging in your dissertation. A general guide with expectations along with a learning agreement template are provided in the appendices.

Academic Leave and Program Extensions

Academic Leave

In the event that a student is temporarily unable to participate in the graduate program due to illness or injury; to provide care or assistance for immediate family and/or dependents; to meet military service obligations; or for other personal reasons, it is possible to temporarily suspend progress of a graduate degree through academic leave. Conditions include:

- Students can request academic leave for one or two semesters (excluding the summer term). No leave will be granted retroactively for a semester already completed.
- During their academic leave, students will be considered "inactive" and will make no academic progress towards their degree.
- When returning from an approved leave, students do not need to reapply or be readmitted into the program.

Further information about the academic leave process as well as the academic leave request form can be found using this link: <https://graduate.unl.edu/academics/academic-leave>

Program Extension

For students needing additional time in the final portions of their program, they can request an extension. Conditions for the extension request include approval of the student's advisor(s), the Graduate Program Chair, and the Dean for Graduate Studies; required plan and timeline for degree completion; and extension maximum limited to two terms, including summer term. The request form can be found [here](#).

STUDENT WELLNESS, STRESS, & SOURCES OF ASSISTANCE

1. Health and Wellness

Graduate school can be a source of good stress, but too much good stress can create challenges for your well-being. It is important to take good care of yourself. The following are provided as useful tips:

1. Take care of your body (sleep, exercise, diet). Seek help if you feel ill or depressed.
2. Don't neglect your life away from school. Keep up relationships, interests, passions, reflection, and/or spiritual focus.
3. Keep your attention on long-term goals (vs. always focusing on short-term problems).
4. Celebrate milestones; take time to reward yourself for achievements.
5. Allow yourself to trust. Don't be afraid to reach out for advice or help.

You have been accepted into this program as a result of your outstanding achievements in your academic career and we look forward to working with you. However, it is normal for graduate students to sometimes feel overwhelmed as a result of entering this level of higher education and feel as though they are the only ones who feel in over their heads. You are not alone; many students feel this way when beginning their graduate program. We encourage you to utilize on-campus wellness programming and other resources if you ever feel overwhelmed. To learn more about wellness resources on campus, see <https://resilience.unl.edu/>.

2. Emergencies and Crisis Situations

If you are seriously ill (can't get up; too weak to go out for medicine) or if you are having thoughts of harming yourself, seek assistance **immediately**. Help is available 24/7 at **402-472- 5000, 402-472-2222** (UNL Police), or **911**.

If you know of someone else who is very ill or is contemplating harming themselves or someone else-act now. Contact the UNL Police at **911** or **402-472-2222 (2-2222** from a campus phone) or UNL Counseling and Psychological Services (**402-472-5000**); if you aren't sure what to do, ask your advisor, the Graduate Chair, or the Department Head.

If you are feeling threatened, make sure you are safe (remember run/hide/fight) and then contact the Police. The UNL PD web site is filled with useful information (some examples: Crime Reporting; Emergency Planning; Active Shooter Response): <https://police.unl.edu/>

3. Wellness Resources

In addition to informal support mechanisms available through friends, relatives, and peers, there are several health and wellness resources available to you at little or no cost.

- The University Health Center (<https://health.unl.edu/>) provides access to primary care providers, other providers (via referral), vaccinations, sexual wellness, international student services, and pharmacy. See "Student Health 101": <http://unl.readsh101.com/>
- UNL Counseling and Psychological Services (CAPS) can provide confidential assistance to students who are suffering from stress, who have experienced trauma (personal, physical, or psychological) or depression, or who are having thoughts of self-harm. Contact **402-472-5000** (Health Center; follow the prompts to be connected to a real person) or go to <https://caps.unl.edu/>

- The Academic Success Coordinator in the Office of Graduate Studies is someone you can contact about problems related to graduate school. As of January 2019, the coordinator is Dr. Eva Bachman (Email: ebachman1@unl.edu; Tel: 402-472-8669).

4. Services for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let instructors know immediately so that they can discuss options privately. To establish reasonable accommodations, you may be expected to register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with your instructors as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall.; 402-472-3787

Communication

Graduate Report

The main form of graduate communication is via the Graduate Report sent out every Wednesday by UNL Graduate Studies. This email provides important news and announcements relevant to graduate students. This will be sent to your Husker email unless you have requested otherwise.

ALEC Graduate Listserv

The ALEC Grad Listserv is managed by Jennifer Greenlee (jgreenlee2@unl.edu). Please reach out to her if you are not receiving emails or for any other listserv questions.

GRADUATE FACULTY

Graduate Faculty is composed of all faculty members in tenure leading positions, including pre-tenured faculty, who are automatically appointed as Graduate Faculty at the time of hire. Faculty members in non-tenure leading positions-- including professors of practice, research professors and adjunct faculty—may be nominated for appointment to the Graduate Faculty. The role of Graduate Faculty includes teaching graduate courses, serving on final examining committees, serving on supervisory committees, and chair supervisory committees for both masters and doctoral students. The Graduate Faculty also hold various voting rights and can be elected to office in the Graduate College. Please note, not all ALEC faculty who teach graduate courses are graduate faculty. This means that these individuals are not able to formally serve on student committees. However, all faculty in ALEC, regardless of graduate faculty status, are excellent sources of information and informal mentorship.

The complete list of ALEC Leadership Graduate Faculty can be found by using this link:

<https://alec.unl.edu/home/graduate-faculty>

PROGRAM OVERVIEWS

Master's of Science in Leadership Education Students

The M.S.in Leadership Education is for students who are interested in developing capacity to facilitate leadership learning in others.

General Program Requirements:

- The 2-degree tracks for the ALEC Master’s of Science program can be found in the appendices.
- Graduate Studies provides the list of Master’s “Steps to Program Completion” [here](#).
- ALEC Final Oral Examination guidelines can be found in the appendices.

Recommended Course Outline for Part-Time and Part Master’s Students are provided in the appendices.

Doctoral Students in Human Sciences with Leadership Studies Specialization

The interdepartmental doctoral program in human sciences with a specialization in leadership studies is designed for individuals interested in studying leadership and leadership development theory and practice. It is ideal for those interested in becoming a leadership scholar in a faculty role or in a variety of other contexts, including communities, government agencies, non-profit and private sector organizations. The degree program sits within the College of Education and Human Sciences, but the program is completely administered by the ALEC graduate faculty.

General Program Requirements:

- The requirements for the Core Courses can be found [here](#).
- Graduate Studies provides the list of Doctoral “Steps to Program Completion” [here](#).
 - Instructions for completing the Program of Studies form for the Leadership Studies program specifically can be found in the appendices.
- ALEC Comprehensive Exam guidelines can be found in the appendices.

Recommended Course Outlines for Part-Time and full-time Doctoral Students are provided in the appendices.

ALEC Graduate Course Rotation Cycle

The next 3 years of ALEC Courses are estimated to be offered on this [schedule](#)**

**Courses are subject to changes

GRADUATE STUDENT ASSOCIATION

General Overview

The ALEC Graduate Student Association is open to all students currently enrolled or pursuing an approved graduate program in the Graduate College. The GSA promotes professional collaboration between students, faculty, and staff inside and outside the classroom. Previous events and initiatives include graduate student socials, professional development workshops, Alumni Q & A sessions, guest speakers, partially funding research and conference travel, and more.

GSA Events

Make sure to check your emails for GSA events throughout the year. To learn about other ALEC events taking place, use this link: <https://events.unl.edu/alec/2021/03/31/121938/>

PROFESSIONAL DEVELOPMENT

It is our goal to provide you with as many resources and opportunities for professional development as we can. The following are materials that will be used throughout your introduction seminar:

Creating an Individual Development Plan (IDP) will help you prepare for your future, regardless of the career you're planning on. In an IDP you outline a vision for your career and set goals to capitalize on your strengths and address your development needs. With an IDP you're taking a deliberate approach to increase the skills, knowledge, and experience you need to advance in your chosen career.

- General information for IDPs can be found at [this link](#)
- More IDP material and steps can be found within this [Canvas module](#)

The Office of Graduate Studies also has a [Professional Development page](#) that contains other material. Click the link following links to learn more about each category.

- [Teaching Development](#)
- [CIRTL at Nebraska \(Multi-Institutional Teaching Development Program\)](#)
- [Preparing Future Faculty](#)
- [On-Demand Professional Development Canvas Learning Modules](#)
- [Career Development](#)
- [Faculty Development and Diversity](#)
- [Workshop Series](#)

Graduate Studies also offers consultation services for some of the key “job documents” for your post graduate study job search, including:

- Diversity Statements
- Research Statements
- Teaching Philosophy
- Resume
- Curriculum Vitae
- Cover Letter

These consultation services are also available for other document reviews (e.g. award application, NSF-NRT application, IDP).

You can request a consultation here: <https://www.unl.edu/gradstudies/professional-development/consultation-services>

ASSOCIATIONS AND CONFERENCES

Association of Leadership Educators (ALE)

ALE is an organization aimed to “strengthen and sustain the experience of professional leadership educators.” Their annual conference takes submissions each year. You can find more information at:

<https://www.leadershipeducators.org/>

International Leadership Association (ILA)

“The ILA is the largest worldwide community committed to leadership scholarship, practice, development, and education. We accomplish our mission to advance leadership knowledge and practice for a better world by creating a trusted space for leadership learning and by providing trusted leadership resources. For over twenty years the ILA has convened extraordinary talent across sectors, cultures, disciplines, and generations.” You can find more information at: <http://ilaglobalconference.org/>

American Association of Agricultural Education (AAAE)

“The mission of AAAE is to foster excellence in the discovery and exchange of evidence-based solutions for social science challenges in agriculture and related science.” You can find more information at

<http://aaaeonline.org/>

Association for International Agricultural and Extension Education (AIAEE)

The AIAEE “is a professional organization for agricultural and extension educators who share a common goal of strengthening agricultural and extension education programs and institutions worldwide.” You can find more information at <https://www.aiaee.org/index.php>

North American Colleges and Teachers of Agriculture (NACTA)

NACTA is “a professional society that focuses on the scholarship of teaching and learning agriculture and postsecondary level.” You can find more information at <https://www.nactateachers.org/>

National Communication Association (NCA)

The NCA “advances Communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.” You can find more information at <https://www.natcom.org/>

National Agricultural Communications Symposium (NACS)

The intent of the NACS “is to ensure that current scholarly work and practical field experience and expertise are strategically and purposefully bridged, challenging the field to address the most pressing needs of agricultural, the industry, and the consumer.” You can find more information at

<https://sites.google.com/a/extension.org/saasagcomm/>

Assoc. for Communication Excellence in Agriculture, Natural Resources, and Life and Human Sciences (ACE)

The ACE “is an international association of professionals who practice in all areas of communication.” You can find more information at <https://www.aceweb.org/>

UNIVERSITY AND CASNR AWARDS

Awards and recognitions are a great way to demonstrate excellence in your field. Additionally, the process of applying for awards can be a valuable form of reflection and celebration for your achievements, regardless of whether you receive the award or not. In addition to professional association and conference awards, UNL and CASNR also solicit award nominations specifically from graduate students. Please see awards and the links provided for additional information:

- Office of Diversity and Inclusion- <https://diversity.unl.edu/excellence-diversity-and-inclusion-awards>
- Graduate Studies Awards- <https://www.unl.edu/gradstudies/funding/award-nomination>
- Graduate Studies Travel Awards: <https://graduate.unl.edu/funding/travel-awards>
- Student Affairs- <https://studentaffairs.unl.edu/awards>
- CASNR Holling Awards- <https://casnr.unl.edu/holling-family-award>
- IANR Travel Awards- <https://ard.unl.edu/larrickwhitmore-graduate-student-travel-grants>

APPENDIX A: HELPFUL RESOURCES

ALEC Graduate Assistant Handbook

The ALEC Graduate Assistant Handbook specifically covers information related to serving as a graduate assistant within ALEC. The handbook is available [here](#).

Guide to Quantitative and Qualitative Dissertation Research

This guide is an extremely helpful resource that provides an overview of what should be included in a dissertation. The information can also be applied to a thesis. The guide is written in the form of a dissertation as an illustrative example. Of note, the guide uses the term “prospectus” while we tend to use the term “proposal.” You can simply consider these terms as synonyms when reading the guide. Of course, graduate students and advisors will want to work together to clarify expectations, but this guide is a great starting point. You can access the guide [here](#).

Citation: Sampson Jr., J. P. (2017). *A Guide to Quantitative and Qualitative Dissertation Research* (2nd ed.). Educational Psychology and Learning Systems Faculty Publications.

http://purl.flvc.org/fsu/fd/FSU_migr_edpsy_faculty_publications-0001

Graduate Student Mentoring Guide

Rackham Graduate School at University of Michigan published a graduate student mentoring guide that may be very helpful for graduate students as they navigate their mentoring relationships. The guide can be accessed here: <https://rackham.umich.edu/downloads/student-mentoring-handbook.pdf>.

APPENDIX B: DISSERTATION/THESIS/PROJECT RIGHTS AND RESPONSIBILITIES

You have the RIGHT :	You have the RESPONSIBILITY :
To be listened to	To be in charge of your own process (see graduate studies website for steps to degree completion)
To meet and talk with your advisor on a regular basis	To show up on time and be prepared for discussions when meeting with your advisor
To receive responses to inquiries (calls/e-mails) within a reasonable amount of time	To be aware of Graduate Studies/UNL Deadlines and meet them
To have your time respected	To be in charge of your own paperwork and fees
To receive feedback in a timely manner (as agreed upon between you and your advisor)	To become the “Master” of your own topic
To receive guidance and support on topic development	To identify and conduct appropriate statistical and/or qualitative analysis utilizing UNL support services as appropriate
To schedule meetings as needed	To cover all costs associated with your manuscript and/or data collection
To receive support and guidance on your study design and proposal development	To identify sources for data collection and collect your own data as appropriate to your study
To receive support, feedback, and guidance on manuscript development	To edit your own manuscript – this may include hiring a professional copy editor if your advisor and/or committee deem it necessary
To have your advisor collaborate in committee selection	To learn and adhere rigorously to the APA writing style guide and to find your own assistance/resources to guide you in this
To have your Advisor be a “broker” should disagreements between committee members arise	To identify resources to assist with word processing issues (page numbering, table of contents, etc.) and other technical issues surrounding manuscript development
To receive feedback, guidance, and support on preparation for your Defense	To take initiative to learn the process of developing a research proposal and/or publication. This often includes taking a class and/or seeking outside help to understand the structure and/or elements of developing research manuscripts (literature reviews, methodology write ups, etc.)
To receive open, honest, feedback that will help you improve your project	To include your advisor as a co-author on publications that are directly derived from your dissertation/thesis

APPENDIX C: M.S. CORE COURSES

	Option A Thesis	Option B Non-Thesis	Option B Non-Thesis Teaching & Extension Specialization
Courses Required (10- 12 cr)	ALEC 801 ALEC 805 ALEC 845 ALEC 891 (1 credit hour)		ALEC 801 or 802 ALEC 805 ALEC 804 or 891 ALEC 845
Electives/Minor (8-14 cr)	8 hours (depends on professional goals in consultation with advisor) Minor* requires at least 9 hrs	8-14 hours (depends on professional goals in consultation with advisor) Minor* requires at least 9 hours	9-12 hours (depends on professional goals in consultation with advisor and in consultation of the TE&E Specialization requirements: https://alec.unl.edu/home/ms-leadership-education)
Research Courses (3-6 cr)	6 Hours Excludes EDPS 859	6 hours (may include EDPS 859 depending on professional goals)	3-6 hours (may include EDPS 859, ALEC 826, and/or others depending on professional goals)
Thesis	6 Hours – ALEC 899	Not Available	Not Available
Research Project	No additional research project required in addition to the thesis	Optional – up to 6 hours of ALEC 996 research project in consultation with your advisor	Optional – up to 6 hours of ALEC 996 research project in consultation with your advisor
Final Oral/Written Exam	Generally Oral Exam	Without research project: Generally Written exam With research project: Generally Oral Exam	Without research project: Generally Written Exam With research project: Generally Oral Exam
Minimum Credits	30	30	30

*Adding a minor to a program may require more than 30 hours. A final written minor exam is required if student earns less than a B in any minor course.

**Advisor will determine if written oral exam is required.

***Depending on career goals, individual student programs may require more hours.

For a listing of ALEC courses, please visit: <https://catalog.unl.edu/graduate-professional/courses/alec/>. For the ALEC course rotation cycle, visit our website: <https://alec.unl.edu/>.

APPENDIX D: PH.D. CORE COURSES

Core Courses

Students in conjunction with their advisors and supervisory committees will develop a **Program of Study** that is suited to their professional goals and scholarly interests. This program will contain a set of coursework and experiences that are common to all students in the program, as well as coursework and experiences that are unique to students' professional goals and scholarly interests and needs.

Courses listed here represent the minimum requirements in each area. It is expected that programs will exceed the minimum requirements in areas needed to support students' academic needs.

Required Leadership Studies Foundation (33-36 hours minimum)

ALEC 801	Theoretical Foundations of Leadership	3
ALEC 845	Research in Leadership Education	3
ALEC 866	Leadership & Diversity	3
ALEC 877	Leadership & Motivation	3
ALEC 888	Leadership, Power, & Influence	3
ALEC 995	Doctoral Seminars (2 Research Projects @ 3 hrs each with advisor)	6
ALEC 999	Doctoral Dissertation (based on scope of project in consultation with advisor)	12-15

Other Recommended Leadership Studies Courses

ALEC 802	Developing Leadership Capacities in Orgs & Communities (prereq ALEC 801)	3
ALEC 805	Advanced Teaching Strategies (required for Graduate Teaching Assistants)	3

See <http://bulletin.unl.edu/courses/ALEC> for other ALEC Leadership courses.

Required Research Courses (12 hours minimum)

A background in basic research methods and statistics is assumed. Students who are deficient in one of more of these areas will be required to remove these deficiencies through appropriate coursework. Courses taken to remove deficiencies cannot be counted toward the minimum requirements below.

At least 1 of the following (Required)

EDPS 860	Applications of Selected Statistics	3
EDPS 941	Intermediate Statistics: Experimental Methods (generally offered in spring - prereq EDPS 859)	3
PSYC 931	Quantitative Methods for the Behavioral Sciences I (generally offered in fall)	3

AND 1 of the following (Required)

EDPS 942	Intermediate Statistics: Correlational Methods (generally offered in fall -prereq EDPS 859)	3
PSYC 932	Quantitative Methods for the Behavioral Sciences II (prereq PSYC 941 – generally offered in spring)	3

AND at least one course in qualitative methodology (Required)

Recommended qualitative courses include

EDPS 900K	Qualitative Approaches to Educational Research	3
EDPS 935	Seminar in Qualitative Research	3

AND at least one advanced research/statistics course to be selected in consultation with your advisor to meet the specific research and career-related needs of the student.

See <https://cehs.unl.edu/edpsych/quantitative-qualitative-psychometric-methods/> and/or <http://psych.unl.edu/psycrs/index.html> for suggested courses.

TBD	TBD (Research Elective)	3
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APPENDIX E: ALEC 995 – DOCTORAL SEMINAR

This independent study course is intended to provide doctoral students with research or project-related experiences that result in an output (conference presentation, journal article or other appropriate venue) consistent with their academic and professional goals.

Six hours of ALEC 995 Doctoral Seminar (typically 2 courses) are a core course requirement of our program. For each 3 hours, a student should expect to spend approximately 175 hours on the project (consistent with the expectations for a 3 hour course).

Enrollment in ALEC 995 is contingent upon consultation with your advisor and identification of a research or other related project approved by your advisor. These projects are intended to provide you with a research or other related experience and engage in that process with your advisor. The goal is to help prepare you for your dissertation experience and provide you with a scholarly “output” that is consistent with your academic and professional goals.

At the end of this course, students will be able to:

- Complete a research plan for an entire research project or one phase of a multi-phase research project
- Complete an entire research project or one phase of a multi-phase research project. Write and submit an entire or significant portion of a research paper for publication in one of the following formats:
 - Peer reviewed journal publication
 - Peer-reviewed conference presentation or poster (prefer with proceedings)
 - Scholarly book chapter
 - NebGuides - 2 or more per 3 credits of ALEC 995
 - Other options may exist, but must be approved by faculty advisor

Note: Research can include both empirical and/or theoretical work.

It should be noted that ALEC 995 doctoral seminar projects which are not completed at the end of the semester will be graded as “I” (incomplete). This is a common result as often research or other related projects require more than a semester to complete. “I” grades will be changed to a letter grade once the research or project is complete and/or has resulted be submitted for publication or other output. The resolution of the ALEC 995 grade should be discussed with your advisor so you are aware of the requirements. Publications, presentations, or projects completed before your conversation with your advisor, or with another faculty member do not automatically apply to doctoral seminars.

There may be three main steps in completing this class as described below:

1. **Mini-proposal paper:** A mini-proposal paper is a 1-2 page (double-spaced) paper outlining a potential research project. This step should be completed within the first 2 weeks of the semester (or it may be completed in advance of the semester you enroll). The mini-proposal paper serves as the starting point for the project. It may be a paper or project you propose or a project you and your advisor discussed together. In either case, the mini-proposal paper must provide a brief outline of the potential research project and provides a starting point for approval of the research. It is not uncommon for students to complete mini-proposal papers on 2 or more potential research projects, or to make major revisions in order to clearly identify the research project and gain the approval of your advisor. You will need to incorporate your advisor’s feedback and gain approval in order to move to the next step of the process.

The min-proposal papers should include the following, considering if the project will be quantitative or qualitative:

Topic	Quantitative Concept Paper	Qualitative Concept Paper
1. Problem Statement	In as many as 3-4 sentences, identify the research problem for your quantitative mini-concept paper. The research problem should address the following questions, "what is the need for the study?" and "what problem influenced the need to undertake this study?" You should the literature you reviewed to help with writing your research problem, and it may be helpful to properly cite relevant literature.	
2. Purpose Statement	In as many as 3-4 sentences, write a purpose statement for your quantitative mini-concept paper. The purpose statement "sets the objectives, the intent, or the major idea of a proposal or a study" (p. 117, Creswell & Creswell, 2018). I would encourage you to use the scripts provided in chapter 6 of the Creswell and Creswell (2018) textbook.	
3. Theories, Constructs, and Models of Interest	Please provide a brief description of theories of interest/relevance and definitions of key constructs. Please use your literature review to complete this section.	Please provide a brief description of key literature, which may include concepts, theories, models, constructs, etc. Specific definitions of terms may or may not be appropriate. You may, but do not need to, provide qualitative definition as appropriate. Please use your literature review to complete this section.
4. Worldview	Briefly describe the worldview(s)/paradigm(s) appropriate for this study, and please explain why the worldview(s)/paradigm(s) are appropriate. See Creswell and Creswell chapter 1 for a review (2018, pp. 5-11).	
5. Research Design and Strategy of Inquiry	Briefly (in 3-5 sentences) describe the research design for your mini-proposal. See Creswell and Creswell (2018) chapter 1 (pp. 11-15) for a broad review. You may also want to consult Creswell and Creswell (2018) chapter 8 for more specific information on different quantitative research designs.	Briefly (in 3-5 sentences) describe the strategy of inquiry (e.g. narrative, phenomenology) for your mini-proposal. Consult Creswell and Creswell (2018) chapter 1 and specific information on different qualitative strategies of inquiry.
6. Population and Participants	Briefly (in 3-5 sentences) describe the sample and/or population for your mini-proposal. Consult Creswell and Creswell (2018) chapter 8 for more specific information on sample expectations for different quantitative designs.	Briefly (in 4-7 sentences total) describe the following in your mini-proposal: <ul style="list-style-type: none"> the participants and site for the study the anticipated number of participants (or the strategy you will use to determine the number of participants) type of data to be collected (e.g. interviews) Consult Creswell and Creswell (2018) chapter 9 for more specific information for data collection for qualitative methods.
7. Data Analysis Plan	Briefly (in 3-5 sentences) describe the data analysis plan for your mini-proposal. Consult Creswell and Creswell (2018) chapter 8 for more specific information on different quantitative research designs.	Describe how the data will be analyzed, including the expected validation strategies (in 3-5 sentences). Consult Creswell and Creswell (2018) chapter 9 for more data analysis procedures.
8. Motivation and Reflexivity	Provide a short answer to the following question: Why are you motivated to conduct this research?	Provide a short answer (4-7 sentences total) to the following questions: <ul style="list-style-type: none"> why are you motivated to conduct this research? your past experiences with the research problem, the participants, or setting how your past experiences may shape your interpretations Consult Creswell and Creswell (2018) chapter 9 for more information about reflexivity

2. **Research Plan: After gaining your faculty mentor's approval of the Concept Paper, you are ready to move to the next step.** Use the template at the end of the syllabus to create a research plan to clearly identify the timeline and expectations of the project. This research plan should be created in consultation

with your advisor. It will serve as the contract for this project and must be signed by you and your advisor.

3. **Implement Research Plan, Create, and Submit Scholarly Output:** Implement the research plan in order to create the scholarly output. When project is completed per the agreement on your research plan, a grade will be assigned. Plan to have regular meetings or check-ins with your advisor as outlined in the research plan until the completion of the project.

APPENDIX F: LEARNING AGREEMENT

Learning Agreement and Research Plan

Credit Hours	
Semester Enrolled	
Advisor Name	
Student Name (NUID)	
Project Type	
Purpose Statement	
Research Questions or Objectives	
<i>The Following Sections should be completed in consultation with your Faculty Mentor</i>	
Work Plan and Timeline <i>(add more rows as needed)</i>	
Output Required for Completion <i>(identified by faculty mentor)</i>	

This project agreed to on <insert date>.

APPENDIX G: M.S. PART-TIME TIMELINE

Option A: Thesis			
Academic Year	Fall	Spring	Summer
Year 1	ALEC 801: Foundation of Leadership Theories* (D/S) ALEC 891: (1 credit): Professional Exploration in Leadership Education and Leadership Studies* (D/S)	ALEC 845: Research in Leadership Education* (D/A)	
Year 2	ALEC 805: Advanced Teaching Strategies (D/S)	ALEC 802: Developing Leadership Capacity in Organizations and Communities	
Year 3	EDPS 942: Intermediate Statistics: Correlational Methods or PSYC 941: Fundamentals of Research Design & Data Analysis 1	Research Course: (EDPS 941/PSYC 942/EDPS 900K)	
Year 4	3-Credit Elective	2-Credit Elective (can request full-time status)	
Year 5	ALEC 899: Masters Thesis	ALEC 899: Masters Thesis	

Option B: Non-Thesis			
Academic Year	Fall	Spring	Summer
Year 1	ALEC 801: Foundation of Leadership Theories* (D/S) ALEC 891: (1 credit): Professional Exploration in Leadership Education and Leadership Studies* (D/S)	ALEC 845: Research in Leadership Education* (D/A)	
Year 2	ALEC 805: Advanced Teaching Strategies (D/S)	ALEC 802: Developing Leadership Capacity in Organizations and Communities	
Year 3	EDPS 942: Intermediate Statistics: Correlational Methods or PSYC 941: Fundamentals of Research Design & Data Analysis 1 or EDPS 859 Statistical Methods	Elective or Research Course: (EDPS 941/PSYC 942/EDPS 900K)	
Year 4	3-Credit Elective	3-Credit Elective	
Year 5	3-Credit Elective	2-Credit Elective	

Note: Some courses may only be offered during specific terms.

Courses are 3 hours, unless indicated otherwise.

D/S: Distance, synchronous (via Zoom)

D/A: Distance, asynchronous (via Canvas)

*: Required core courses

** : Courses offered by other departments, that can be substituted by courses from any institution or another equivalent experience (e.g. [Stats Camp](#))

APPENDIX H: M.S. FULL-TIME TIMELINE

Option A: Thesis			
Academic Year	Fall	Spring	Summer
Year 1	ALEC 801: Foundation of Leadership Theories* (D/S) ALEC 805: Advanced Teaching Strategies (D/S) ALEC 891: (1 credit): Professional Exploration in Leadership Education and Leadership Studies* (D/S) PSYC 941: Fundamentals of Research Design & Data Analysis 1	ALEC 845: Research in Leadership Education* (D/A) ALEC 802: Developing Leadership Capacity in Organizations and Communities Research Course: (PSYC 942/EDPS 900K)	
Year 2	ALEC 899: Masters Thesis 3-Credit Elective (can request full-time status)	ALEC 899: Masters Thesis 2-Credit Elective (can request full-time status)	

Option B: Non-Thesis			
Academic Year	Fall	Spring	Summer
Year 1	ALEC 801: Foundation of Leadership Theories* (D/S) ALEC 805: Advanced Teaching Strategies (D/S) ALEC 891: (1 credit): Professional Exploration in Leadership Education and Leadership Studies* (D/S) PSYC 941: Fundamentals of Research Design & Data Analysis 1	ALEC 845: Research in Leadership Education* (D/A) ALEC 802: Developing Leadership Capacity in Organizations and Communities Research Course: (PSYC 942/EDPS 900K)	
Year 2	3- Credit Elective 3- Credit Elective 3-Credit Elective	2-Credit Elective (9-credits if need full-time status)	

Note: Some courses may only be offered during specific terms.

Courses are 3 hours, unless indicated otherwise.

D/S: Distance, synchronous (via Zoom)

D/A: Distance, asynchronous (via Canvas)

*: Required core courses

** : Courses offered by other departments, that can be substituted by courses from any institution or another equivalent experience (e.g. [Stats Camp](#))

APPENDIX I: LEADERSHIP EDUCATION MASTER'S DEGREE - THESIS OPTION - SUGGESTED TIMELINE

Leadership Education Master's Degree - Thesis Option - Timeline Template

Please fill out this timeline for your own plans. Please use the ALEC preferred timeline as a guide. Feel free to add additional items to your timeline. This timeline can be helpful as you and your advisor work together.

Milestone / Requirement	Minimum Timeline from OGS	ALEC Suggested	Your Graduation Timeline
Memorandum of Courses	Before 16 credit hours into Program	2 nd Semester in Program	
Tentative Scheduling of Proposal Meeting	N/A	2 months before proposal meetings	
Proposal to Advisor	N/A	6 weeks before proposal meeting	
Proposal to Committee	N/A	3 weeks before proposal meeting	
Proposal Meeting	N/A	Mid-semester before defense	
IRB Protocol Submitted	N/A	Estimate 4 weeks for Approval	
IRB Protocol Approved	N/A	N/A	
Completed Data Collection for Thesis	N/A	N/A	
Data Analysis Completed	N/A	N/A	
Application for Graduation	Beginning of semester	Beginning of semester	
Tentative Scheduling of Oral Exam	N/A	Early in the semester	
Thesis Sent to Advisor	N/A	12 weeks*	
Thesis Sent to Committee	N/A	9 weeks*	
Final Examination Report (scheduling written and/or oral exams)	4 weeks before oral exam	9 weeks*	
Preliminary Thesis to OGS	4 weeks + 1 day*	6 weeks*	
Written Comprehensive Exam (for minor, if required)	2 weeks + 1 day*	4 weeks*	
Final Oral Exam	2 weeks + 1 day*	4 weeks*	
Submission of thesis to OGS	2 weeks*	2 weeks*	
Commencement	Week 0*	Week 0*	

*Time is listed in weeks is from graduation.

Approved by ALEC Graduate Committee 12/6/2024

APPENDIX J: PART-TIME DOCTORAL COURSE TIMELINES

Accelerated 7-Year Timeline			
Academic Year	Fall	Spring	Summer
First Year	ALEC 801: Foundation of Leadership Theories* (D/S) & ALEC 891 (1 credit): Professional Exploration in Leadership Education and Leadership Studies* (D/S)	ALEC 845: Research in Leadership Education* (D/A) & ALEC 866: Leadership and Diversity in Orgs and Communities* (D/A)	
Second Year	ALEC 805: Advanced Teaching Strategies (D/S) & ALEC 877: Leadership & Motivation* (D/A)	ALEC 802: Developing Leadership Capacities in Orgs & Communities (D/A) (prereq ALEC 801)	
Third Year	EDPS 942: Correlational Methods**	EDPS 941: Intermediate Statistics: Experimental Methods**	EDPS 900K: Qualitative Approaches to Educational Research**
Fourth Year	Elective Suggestion - ALEC 809: Diffusion of Innovations Through an Extension Context (D/S) or ALEC 810: Environmental Leadership	Elective Suggestions – Take two of the following three courses: ALEC 855: Dynamics of Effective Leadership in Groups & Teams (D/S) or ALEC 830: Introduction to the Development of Distance Ed Courses or ALEC 807: Supervisory Leadership	
Fifth Year	Elective Suggestion – ALEC 810: Environmental Leadership or ALEC 811: Principles of Adult Education (D/S)	ALEC 888: Leadership, Power, and Influence*	ALEC 995: Doctoral Seminar in Leadership Studies*
Sixth Year	ALEC 999: Doctoral Dissertation (4 credits)*	Research Method Elective** (e.g. SEM, MLM, Advanced Qualitative)	ALEC 995: Doctoral Seminar in Leadership Studies*
Seventh Year	ALEC 999: Doctoral Dissertation (4 credits)*	ALEC 999: Doctoral Dissertation*	ALEC 999: Doctoral Dissertation*

One-Course Per Semester Timeline			
Academic Year	Fall	Spring	Summer
First Year	ALEC 801: Foundation of Leadership Theories* (D/S) & ALEC 891 (1 credit): Professional Exploration in Leadership Education and Leadership Studies* (D/S)	ALEC 845: Research in Leadership Education* (D/A)	
Second Year	ALEC 805: Advanced Teaching Strategies (D/S)	ALEC 866: Leadership and Diversity in Orgs and Communities* (D/A)	
Third Year	EDPS 942: Correlational Methods**	EDPS 941: Intermediate Statistics: Experimental Methods**	EDPS 900K: Qualitative Approaches to Educational Research**
Fourth Year	ALEC 877: Leadership & Motivation* (D/A)	ALEC 802: Developing Leadership Capacities in Orgs & Communities (D/A) (prereq ALEC 801)	
Fifth Year	Elective Suggestion – ALEC 810: Environmental Leadership or ALEC 811: Principles of Adult Education (D/S)	Elective Suggestion - ALEC 855: Dynamics of Effective Leadership in Groups & Teams (D/S) or ALEC 830: Introduction to the Development of Distance Ed Courses or ALEC 807: Supervisory Leadership	
Sixth Year	Elective Suggestion - ALEC 809: Diffusion of Innovations Through an Extension Context (D/S) or ALEC 810: Environmental Leadership	ALEC 888: Leadership, Power, and Influence*	ALEC 995: Doctoral Seminar in Leadership Studies*
Seventh Year	Elective Suggestion – ALEC 810: Environmental Leadership or ALEC 811: Principles of Adult Education (D/S)	Research Method Elective** (e.g. SEM, MLM, Advanced Qualitative)	ALEC 995: Doctoral Seminar in Leadership Studies*
Eighth Year	ALEC 999: Doctoral Dissertation (4 credits)*	ALEC 999: Doctoral Dissertation (4 credits)*	ALEC 999: Doctoral Dissertation (4 credits)*
Ninth Year	ALEC 999: Doctoral Dissertation*		

Courses are 3 hours, unless indicated otherwise.

D/S: Distance, synchronous (via Zoom)

D/A: Distance, asynchronous (via Canvas)

*: Required core courses

** : Courses offered by other departments, that can be substituted by courses from any institution or another equivalent experience (e.g. [Quantfish](#), [Stats Camp](#))

Elective Suggestions Outside of ALEC:

- Any additional research methods courses in PSYC, EDPS, SPED (i.e. Meta-Analysis), SOCI (e.g. Social Network Analysis), EDPS (may require special permission)
- Educational Psychology (EDPS) Courses

- 851: Psychology of Adolescence
- 854: Human Cognition and Instruction
- 855: Teaching Learners to Learn
- 921: Creativity and Talent Development
- 922: Mind, Brain, and Education
- 977 Seminar in College Student Development
- 988: Lifespan Development
- 991: Multilevel Models (fall)
- Educational Administration
 - 840 College Student Development
 - 929 Organizational Theory and Change
- Communication Studies (COMM) Courses
 - 930: Social Identity and Intergroup Communication
- Psychology (PSYC) Courses
 - 930: 1 credit hour “seminettes” offered during the summer
 - 944: Multilevel Modeling in the Behavioral Sciences (fall)
 - 948: Structural Equation Modeling in the Behavioral Sciences (spring)
 - 949: Longitudinal Structural Equation Modeling in the Behavioral Sciences (spring)
- Sociology (SOCI)
 - 830: Advanced Social Network Analysis
- Special Education and Communication Disorders (SPED)
 - 901: Meta-Analysis (spring)

Approved by ALEC Graduate Committee 12/6/2024

APPENDIX K: PH.D. FULL-TIME COURSE TIMELINES

Three-Year Timeline			
Academic Year	Fall	Spring	Summer
First Year – 29 credits Fall – 10 credits Spring – 10 credits Summer – 9 credits	ALEC 801: Foundation of Leadership Theories* (D/S) & ALEC 891 (1 credit): Professional Exploration in Leadership Education and Leadership Studies* (D/S) & PSYC 931: Quantitative Methods for the Behavioral Sciences I** & ALEC 805: Advanced Teaching Strategies (D/S) – this course is required for Graduate Assistants Or 1 Elective: Elective Suggestions – ALEC 810: Environmental Leadership or ALEC 811: Principles of Adult Education (D/S – Even years) or ALEC 809: Diffusion of Innovations Through an Extension Context (D/S – Odd years)	ALEC 845: Research in Leadership Education* (D/A) & ALEC 866: Leadership and Diversity in Orgs and Communities* (D/A) & PSYC 932: Quantitative Methods for the Behavioral Sciences II** & ALEC 896: Independent Study in Leadership Education (1 credit) Or ALEC 904: Seminar in Leadership Studies (1 credit)	EDPS 900K: Qualitative Approaches to Educational Research**(1 st 5-week session) & ALEC 995: Doctoral Seminar in Leadership Studies* (2 nd 5-week session) & 1 Elective: Elective Suggestions ALEC 896: Independent Study in Leadership Education or ALEC 897: Special Topics
Second Year – 25 credits Fall – 10 credits Spring – 9 credits Summer – 6 credits	ALEC 877: Leadership & Motivation* (D/A) & Research Method Elective** (e.g. PSYC 944: Multilevel Modeling in the Behavioral Sciences) & 1 or 2 Electives: Elective Suggestions – ALEC 810: Environmental Leadership or ALEC 811: Principles of Adult Education (D/S – Even years) or ALEC 809: Diffusion of Innovations Through an Extension Context (D/S – Odd years) & ALEC 896: Independent Study in Leadership Education (1 credit) Or ALEC 904: Seminar in Leadership Studies (1 credit)	ALEC 888: Leadership, Power, and Influence* & Research Method Elective** (e.g. PSYC 948: Structural Equation Modeling in the Behavioral Sciences or EDPS 935: Seminar in Qualitative Research) Or 1 Elective: Elective Suggestions –ALEC 802: Developing Leadership Capacities in Orgs & Communities (this course is strongly encouraged; D/A; prereq ALEC 801) or ALEC 855: Dynamics of Effective Leadership in Groups & Teams (D/S) or ALEC 830: Introduction to the Development of Distance Ed Courses or ALEC 807: Supervisory Leadership	ALEC 995: Doctoral Seminar in Leadership Studies* & Complete Comprehensive Exam & ALEC 999: Doctoral Dissertation (3 credits) Or GRDC 900A, 900B, 900C: Future Faculty I, II, & III

Third Year – 9-12 Credits Fall – 6 credits Spring – 3-6 credits	ALEC 999: Doctoral Dissertation (6 credits)* Can request full-time status.	ALEC 999: Doctoral Dissertation (3 or 6 credits)* Can request full-time status.	
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Four-Year Timeline			
Academic Year	Fall	Spring	Summer
First Year – 19 credits Fall – 10 credits Spring – 9 credits Summer – 0 credits	ALEC 801: Foundation of Leadership Theories* (D/S) & ALEC 891 (1 credit): Professional Exploration in Leadership Education and Leadership Studies* (D/S) & PSYC 931: Quantitative Methods for the Behavioral Sciences I ** & ALEC 805: Advanced Teaching Strategies (D/S) – this course is required for Graduate Assistants Or 1 Elective: Elective Suggestions – ALEC 810: Environmental Leadership or ALEC 811: Principles of Adult Education (D/S – Even years) or ALEC 809: Diffusion of Innovations Through an Extension Context (D/S – Odd years)	ALEC 845: Research in Leadership Education* (D/A) & ALEC 866: Leadership and Diversity in Orgs and Communities* (D/A) & PSYC 932: Quantitative Methods for the Behavioral Sciences II** & Optional – ALEC 904: Seminar in Leadership Studies (1 credit)	
Second Year – 18 credits Fall – 9 credits Spring – 9 credits Summer – 0 credits	ALEC 877: Leadership & Motivation* (D/A) & Research Method Elective** (e.g. PSYC 944: Multilevel Modeling in the Behavioral Sciences) &/Or 1 or 2 Electives: Elective Suggestions – ALEC 810: Environmental Leadership or ALEC 811: Principles of Adult Education (D/S – Even years) or ALEC 809: Diffusion of Innovations Through an Extension Context (D/S – Odd years) & Optional – ALEC 904: Seminar in Leadership Studies (1 credit)	ALEC 888: Leadership, Power, and Influence* & Research Method Elective** (e.g. PSYC 948: Structural Equation Modeling in the Behavioral Sciences or EDPS 900K: Qualitative Approaches to Educational Research** (1 st 5-week session) or EDPS 935: Seminar in Qualitative Research) &/Or 1 Elective: Elective Suggestions –ALEC 802: Developing Leadership Capacities in Orgs & Communities (this course is strongly encouraged; D/A; prereq ALEC 801) or ALEC 855: Dynamics of Effective Leadership in Groups & Teams (D/S) or	

		ALEC 830: Introduction to the Development of Distance Ed Courses or ALEC 807: Supervisory Leadership & Optional – ALEC 904: Seminar in Leadership Studies (1 credit)	
Third Year – 18 Credits Fall – 9 credits Spring – 9 credits	ALEC 995: Doctoral Seminar in Leadership Studies* & Research Method Elective** (e.g. PSYC 944: Multilevel Modeling in the Behavioral Sciences) &/Or 1 or 2 Electives: Elective Suggestions – ALEC 810: Environmental Leadership or ALEC 811: Principles of Adult Education (D/S – Even years) or ALEC 809: Diffusion of Innovations Through an Extension Context (D/S – Odd years) & Optional – ALEC 904: Seminar in Leadership Studies (1 credit)	ALEC 995: Doctoral Seminar in Leadership Studies* & Research Method Elective** (e.g. PSYC 948: Structural Equation Modeling in the Behavioral Sciences or EDPS 900K: Qualitative Approaches to Educational Research** or EDPS 935: Seminar in Qualitative Research) &/Or 1 or 2 Electives: Elective Suggestions –ALEC 802: Developing Leadership Capacities in Orgs & Communities (this course is strongly encouraged; D/A; prereq ALEC 801) or ALEC 855: Dynamics of Effective Leadership in Groups & Teams (D/S) or ALEC 830: Introduction to the Development of Distance Ed Courses or ALEC 807: Supervisory Leadership & Optional – ALEC 904: Seminar in Leadership Studies (1 credit)	Complete Comprehensive Exam & Optional – GRDC 900A, 900B, 900C: Future Faculty I, II, & III & Optional – ALEC 999: Doctoral Dissertation (3 credits)
Fourth Year – 9-12 Credits Fall – 6 credits Spring – 3-6 credits	ALEC 999: Doctoral Dissertation (6 credits)* Can request full-time status.	ALEC 999: Doctoral Dissertation (3 or 6 credits)* Can request full-time status.	

This timeline assumes students are transferring in 36 credits from a master's degree and require 12 hours of research methods.

Courses are 3 hours, unless indicated otherwise.

D/S: Distance, synchronous (via Zoom)

D/A: Distance, asynchronous (via Canvas)

*: Required core courses

** : Courses offered by other departments, that can be substituted by courses from any institution or another equivalent experience (e.g. [Quantfish](#), [Stats Camp](#))

Elective Suggestions Outside of ALEC:

- Any additional research methods courses in PSYC, EDPS, SPED (i.e. Meta-Analysis), SOCI (e.g. Social Network Analysis), EDPS (may require special permission)
- Educational Psychology (EDPS) Courses
 - 851: Psychology of Adolescence
 - 854: Human Cognition and Instruction
 - 855: Teaching Learners to Learn
 - 921: Creativity and Talent Development
 - 922: Mind, Brain, and Education
 - 977 Seminar in College Student Development
 - 988: Lifespan Development
 - 991: Multilevel Models (fall)
- Educational Administration
 - 840 College Student Development
 - 929 Organizational Theory and Change
- Communication Studies (COMM) Courses
 - 930: Social Identity and Intergroup Communication
- Psychology (PSYC) Courses
 - 930: 1 credit hour “seminettes” offered during the summer
 - 944: Multilevel Modeling in the Behavioral Sciences (fall)
 - 948: Structural Equation Modeling in the Behavioral Sciences (spring)
 - 949: Longitudinal Structural Equation Modeling in the Behavioral Sciences (spring)
- Sociology (SOCI)
 - 830: Advanced Social Network Analysis
- Special Education and Communication Disorders (SPED)
 - 901: Meta-Analysis (spring)

APPENDIX L: LEADERSHIP STUDIES DOCTORAL DISSERTATION DEGREE SUGGESTED TIMELINE

Leadership Studies Doctoral Dissertation Timeline Template

Please fill out this timeline for your own plans. Please use the ALEC preferred timeline as a guide. Feel free to add additional items to your timeline.

Milestone / Requirement	Minimum Timeline from OGS*	ALEC Suggested*	Your Graduation Timeline
Supervisory Committee	45 credit Hours into Program	2 nd Semester in Program**	
Program of Studies	45 credit hours into Program	2 nd Semester in Program**	
ALEC 995 #1	N/A	After Completing Most of Coursework	
ALEC 995 #2	N/A	After Completing ALEC 995#1	
Anticipated Completion of Coursework	N/A	Semester before Comprehensive Exams	
Comprehensive Exam Begun	Candidacy achieved by 7 months before oral exam	1 month before Comprehensive Exam sent to committee	
Comprehensive Exam Submitted to Committee	Candidacy achieved by 7 months before oral exam	1 month before application to Candidacy	
Comprehensive Exam Completed	7 months before oral exam	2 semesters before graduation	
Application to Candidacy	7 months before oral exam	2 semesters before graduation	
Tentative Scheduling Proposal Meeting	N/A	2 months before proposal meetings	
Proposal to Advisor	N/A	6 weeks before proposal meeting	
Proposal to Committee	N/A	3 weeks before proposal meeting	
Proposal Meeting	N/A	Mid-semester before defense	
IRB Protocol Submitted for Dissertation	N/A	N/A	
Completed Data Collection for Dissertation	N/A	N/A	
Application for Graduation	Beginning of semester	Beginning of semester	
Tentative Scheduling Oral Exam	N/A	Early in the semester	
Dissertation Sent to Advisor	N/A	12 weeks*	
Dissertation Sent to Readers	6 weeks +1 day*	9 weeks*	
Application for Final Oral Exam	4 weeks + 1 day*	6 weeks*	
Final Oral Exam	2 weeks + 1 day*	4 weeks*	
Submission of dissertation to OGS	2 weeks*	2 weeks*	
Commencement	Week 0*	Week 0 *	

- *Time is listed in weeks is from graduation.
- **For part-time students, this may be extended to the summer of their first year or fall of their second year in the program. The program of studies should be filed before 45 hours are completed, and this includes any transfer credits.

APPENDIX M: ALEC GRADUATE LEADERSHIP EDUCATION MINOR POLICY

Approved by ALEC GCC 2/7/2020

Requests for a minor in Leadership Education, administered by the ALEC department, must be submitted to the ALEC graduate chair for review.

If a student receives a grade below B in any of the courses listed on the Memorandum of Courses as fulfilling the minor requirements for the Leadership Education minor (any 9 hours of ALEC credit, reviewed by the ALEC graduate curriculum committee chair), a written comprehensive exam is required (see Graduate Studies policies – <https://catalog.unl.edu/graduate-professional/policies/academic-program-requirements/#masters>). The ALEC graduate curriculum committee chair is encouraged to waive the written comprehensive exam if all grades for the minor are at least a “B” or pass.

For each course in which the student received below a grade of “B,” the graduate chair will solicit an examination question from the instructor or a graduate faculty member with the requisite knowledge.

Comprehensive exam format:

- Student, student’s advisor, or ALEC faculty member serving on students committee must notify ALEC graduate curriculum committee chair via email that a minor comprehensive exam is needed (this notification can be done using the final examination report scheduling form completed as part of Graduate Studies requirements – see <https://www.unl.edu/gradstudies/academics/degrees/masters>)
- Students will be provided the exam via email, and will have one week (7 days) to submit a response to the graduate chair
- The graduate chair will then submit the exam to the faculty member(s) who provided the examination
 - Students will earn a grade of “pass,” “no pass,” or “revision requested”
 - Faculty should submit a grade within one week (7 days) of receiving the exam response
 - If a student earns a grade of “no pass,” the student will not be eligible to earn the Leadership Education minor (this may impact student’s graduation plans)
 - If a student earns a grade of “revisions requested,” faculty will provide feedback to the graduate chair, who will provide the feedback to the student.
 - The student will then have an additional week (7 days) to complete revisions.
 - The graduate chair will submit the revisions to the faculty member, and the faculty member should provide a grade of “pass” or “no pass” within one week (7 days) of receiving the revised exam question

The format for the comprehensive exam will follow all requirements listed within Graduate Studies policies (see <https://catalog.unl.edu/graduate-professional/policies/academic-program-requirements/#masters>).

Additionally, the following guidelines are provided to ALEC faculty submitting a comprehensive exam question:

- The exam must be relevant to the content of the course
- The exam should be similar in scale to course assignments, and assignments completed in the course may be used as a guideline for the exam
 - If a course assignment is used for a comprehensive exam, significant revisions to the original work is expected
- The exam should be appropriate for a “take-home” exam format

Approved by ALEC Graduate Committee 12/6/2024

Example Timeline:

September 28th by 9am: Exam issued via email.

October 5th by 12pm: Exam due to me via email, and I will share with the reviewers

October 12th by 12pm: Graded response from the test reviewers will be sent to me via email.

October 13th by 12pm: Grade provided to you via email.

October 20th by 12pm: Revisions due (if needed).

October 27th by 12pm: Final grade of pass/no pass provided to me from reviewers.

October 28th by 12pm: Final grade provided to you.

APPENDIX N: DISCONTINUED STUDENT REVIEW PROCESS

Approved by ALEC GCC - 11/13/2020, Updated 9/17/2021

This policy addresses the graduate studies catalog requirement which inactivates students if they have not been enrolled for three consecutive semesters (see below). At this point, students must re-apply to their program to be re-admitted. However, the way those applications are reviewed are at the discretion of the graduate program. This policy addresses the way the ALEC GCC will review those application.

Background

Graduate Studies Policy: <https://catalog.unl.edu/graduate-professional/graduate/admission/#text>

Previously Enrolled Students: Students who have not been enrolled for three consecutive terms and who (if eligible) have not been approved for an Academic Leave will need to reapply for admission. (See table below)

Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Enrolled	Not Enrolled		Not Eligible to Enroll. Must reapply					
	Enrolled	Not Enrolled		Not Eligible to Enroll. Must reapply				
		Enrolled	Not Enrolled		Not Eligible to Enroll. Must reapply			

Policy

1. If the original advisor is willing to advise the student, and there is at least one additional faculty member who would be willing to serve as a secondary advisor, the student's admission can be reviewed and approved by the graduate chair. In this situation, it is acknowledged that the student has already met the requirements to be admitted to the program by the ALEC graduate faculty, and there is capacity for the original faculty advisor to continue advising the student.
 - Application materials submitted by the student must meet OGS requirements (e.g. transcripts). These materials are reviewed by the graduate chair and may be brought to the graduate faculty for review if deemed appropriate by the graduate chair.
 - ALEC required application materials must be submitted to facilitate the workflow process, but these materials do not need to be reviewed because the student has already met the ALEC requirements for admission to the program. For example, the original letter of application can be submitted or a short statement requesting re-admission may be submitted. Additionally, an updated GRE is not required, new letters of recommendation do not need to be submitted, and new essays are not required. The student will need to submit materials or responses for an application to advance through the workflow process.
2. If the advisor is no longer in the department, is no longer willing to serve as the advisor, or a secondary advisor cannot be identified, then the student must submit a complete application to be reviewed during the regular application cycle.
 - a. If a GRE score was submitted with the original application, the student may choose to submit a new score, but is not required to do so.

APPENDIX O: ALEC GRADUATE COMMITTEE OPERATING GUIDELINES

[ALEC Operating Guidelines](#) requires the ALEC Graduate Committee to have operating guidelines.

ALEC Graduate Committee Operating Guidelines were approved by the ALEC GCC 12/3 and updated 1/21/2022.

Graduate Committee

The ALEC Graduate committee (hereafter referred to as “Graduate Committee”) provides general supervision of graduate work for all ALEC graduate programs, including, but not limited to, the Doctoral degree in Human Sciences with a Leadership Studies Specialization, Master of Science in Leadership Education, and Personal Leadership Graduate Certificate.

The Graduate Committee Responsibilities:

- (1) Review graduate applications and recommend admission of student to ALEC graduate programs (retaining Board of Regents admission standards).
- (2) Recommend on the requirements for degrees.
- (3) Recommend the awarding of assistantships (the deans retain the authority to appoint graduate assistants).
- (4) Recommend candidates for degrees.
- (5) Serve as an appeals board where appropriate.
- (6) Monitor progress of current graduate students and communicate with students about their progress. Make decisions about the continuation of students in our programs based on satisfactory progress.
- (7) Maintain, update, develop, and evaluate graduate courses, curricula, and programs. Make recommendations on frequency of teaching courses.
- (8) Consider and make decisions on proposals for new graduate courses or significant changes to existing graduate courses in ALEC.
- (9) in accordance with the NU Graduate College and the UNL Office of Graduate Studies policies, receives, evaluates, and makes recommendations on graduate faculty status, graduate faculty associate status, and graduate lecturer status for graduate classes in ALEC.

Graduate Committee Membership

The voting members of the Graduate Committee shall consist of one chair and all permanent Graduate Faculty (hereafter referred to as “Graduate Faculty”) in the department of ALEC.

One member of the ALEC Graduate Student Association (GSA) who is also a Graduate Assistant in the department will be nominated and approved by the ALEC GSA and will serve as a non-voting representative for graduate students. This member will participate in discussions about policies, courses, curricula, and programs but will not participate or be present during the evaluation or selection of applicants or discussions that involve current student evaluation or standing.

The Graduate Secretary will attend all meetings and document the proceedings and actions taken by the committee.

The ALEC College of Agricultural Science and Natural Resources Curriculum Committee (CASNR CC) representative is invited to attend Graduate Committee meetings in order to communicate decisions to the CASNR CC.

The Graduate Committee will follow the NU Graduate Handbook and UNL Office of Graduate Studies policies and guidelines for graduate committee and membership.

Quorum for the Graduate Committee is set to at least at least three graduate faculty, including the graduate committee chair, and at least 50 percent of graduate faculty, including the graduate committee chair, who are actively advising graduate students within the ALEC degree programs.

Graduate Committee Chair

The Graduate Committee Chair and Graduate Program Coordinator (hereafter referred to as “chair”) acts as liaison between the Graduate Committee and the Dean for Graduate Studies. The chair is charged with ensuring fair and consistent compliance with all NU Graduate College and UNL policies that govern graduate education.

The Graduate Chair Responsibilities:

- (1) Coordinates the oversight of all ALEC graduate degrees and specializations.
- (2) Ensures fair and consistent compliance with all NU Graduate College and UNL Office of Graduate Studies policies.
- (3) Coordinates the ALEC graduate committee, policies, and procedures.
- (4) Coordinates Leadership Education graduate minor.
- (5) Ensures every graduate student and member of the graduate faculty is held to the highest standards of academic integrity.

Graduate Chair Appointment

The **chair** is nominated or self-nominates and is approved by a majority vote of the Graduate Committee at a regular spring semester Graduate Committee meeting. Notice must be given one meeting in advance. The department head will forward the name of the graduate faculty member selected as chair to the Office of Graduate Studies for formal approval.

The chair’s term shall consist of three years and chair may be reappointed as deemed appropriate by the voting members. Appointments are made during the spring semester with terms beginning July 1. Voting for role of chair will be made during a spring Graduate Committee meeting or may be presented electronically for a vote as long as appropriate notice was provided (e.g., electronic vote may occur when notice was given at January meeting, and after the February meeting has occurred or was cancelled).

In the event that the chair role is vacated, and the chair appointment process cannot proceed as stated above, the department head will call for nominations and vote, providing at least one week for nominations and two weeks for a vote of all graduate faculty. This procedure can occur electronically as deemed appropriate by the department head.

The ALEC Graduate Committee will follow the institutional policies and guidelines for chair appointments.

Graduate Committee Procedures

Process for approval of new graduate lecturers for graduate classes:

1. Candidate is nominated or nominates self to be lecturer for specific graduate class or classes by submitting a request to the graduate chair. Candidate submits letter of request, copy of vitae, and course syllabus (or syllabi). These documents will be shared with the graduate committee. Clear evidence of teaching credentials for consideration by graduate committee should be included.
2. Graduate chair adds request to agenda (or presents to Graduate Committee electronically).
3. A graduate faculty member sponsor may speak on the behalf of the nominee.
4. The nominee may, but does not have to attend, the meeting to speak on their own behalf.

5. Graduate committee considers request, and may call for a vote or request additional information or evidence of teaching qualifications/experience before proceeding to a vote. The vote shall be held among graduate committee members.
6. Unless otherwise required, request requires a majority vote to pass.

All Graduate Faculty, Graduate Faculty Associates, and Graduate Lecturers are invited to attend Graduate Committee meetings and are invited to participate in discussions, however only the voting member may vote. The Graduate Committee may call for a closed session in the case of voting on recommendations for admissions, specific student affairs, and graduate faculty/lecturers. Matters involving specific personnel may also be deemed appropriate for closed session, and this will be determined by the chair.

All matters involving ALEC graduate education should be brought to the graduate committee. However, if it is not possible to hold a graduate committee meeting (e.g. summer), the chair may hold special meetings and electronic votes as necessary. These special meetings and electronic votes should be as limited in scope as possible (e.g., a grade appeal filed in the summer should focus only on the specific case and not be viewed as an opportunity to create new policies for grading and evaluation).

APPENDIX P: LEADERSHIP STUDIES PROGRAM OF STUDIES FORM INSTRUCTIONS

1. Place all the courses applied to meet your master's degree requirements in the "Transfer of Credit" section (even if they are ALEC courses). Up to 36 credits from a master's degree can be transferred, but list all the courses.
2. Place the required 12 credits of methods courses completed or that you're planning to complete (i.e., EDPS 941, PSYC 931, EDPS 942, PSYC 932, EDPS 900K, and one additional course – should be 12 credit hours) in the "Language, Research Tool, or Collateral Field Requirements" section on page 2.
 - a. The exception to this is if these methods courses (or their equivalents) were completed as part of the master's degree. The methods courses completed during the master's degree should be listed in the "Transfer of Credit" section. The methods courses (or their equivalent) taken during the master's degree can meet the Leadership Studies research methods degree requirements (i.e., (e.g., EDPS 941, PSYC 931, EDPS 942, PSYC 932, EDPS 900K, and one additional course – should be 12 credit hours), and thus equivalently reduce the number of credits listed in the "Language, Research Tool, or Collateral Field Requirements" section on page 2.
3. Place up to 9 credit hours* you've completed since completing your master's degree but before starting your Ph.D. program in "Graduate Courses Already Taken at the University of Nebraska" section. These 9 credits can be spread across the "Major Courses" or "Minor or Related Courses" as follows:
 - a. All the ALEC classes should be listed on the "Major Courses" side.
 - b. All the "non-ALEC classes" should be listed on the "Minor or Related Courses" side.
 - i. An exception to the 9 credit hours limit is if you are transferring fewer than 36 credit hours from a master's degree. In such cases, the number of transfer credits from the master's degree and the courses completed between completing your master's degree and beginning the Ph.D. program is limited to a combined total of 45 credit hours*.
4. For all the non-methods classes you have completed since beginning your doctoral degree, place them in the "Graduate Courses Already Taken at the University of Nebraska" section. These credits can be spread across the "Major Courses" or "Minor or Related Courses" as follows:
 - a. All the ALEC classes should be listed on the "Major Courses" side.
 - b. All the "non-ALEC classes" should be listed on the "Minor or Related Courses" side. Research methods courses completed beyond the required courses may be listed in this section.
5. Place all the ALEC classes you're planning to complete in the "Graduate Courses To be Taken" section on the "Major Courses" side
6. Place all the non-ALEC classes you're planning to complete in the "Graduate Courses to be Taken ..." section on the "Minor or Related Courses" side.

General notes about the form.

- Courses should only be listed once.
- Changes to the program of studies are common, and you should discuss any potential changes with your advisor as soon as possible.

*If you have completed more than 9 credit hours between completing your master's degree and beginning the Ph.D. program and/or you would like to include more than 45 credit hours from your master's degree and pre-doctoral work, please discuss options with your advisor about the potential to include additional courses.

APPENDIX Q: PROGRAM OF STUDIES MEETING AGENDA TEMPLATE

Program of Study Meeting Agenda

Time and Date:

1. Introductions
 - a. Committee Members
 - b. Student
 - i. Discuss career goals
 - ii. Motivation/Reasoning for entering program
 - iii. Research interests
2. ALEC Program (Ph.D. in Human Sciences with a specialization in Leadership)
 - a. Connection to College of Education and Human Sciences
 - i. Leadership Scholarship
 - ii. Creation of Leadership Scholarship and Evaluation of Leadership Programming (research methods and evaluation)
 - iii. Teaching/Communicating Leadership Scholarship
3. Program of Studies
 - a. Review and approve courses on Program of Studies
4. Professional Development
 - a. Identify potential professional development activities to support student development
5. Comprehensive Exam Procedure
 - a. Option 1: Written Exam
 - b. Option 2: Portfolio
6. Omnibus Motion
 - a. Approval of the omnibus motion. The omnibus motion empowers the committee chair to do three things: set and arrange for the grading of the comprehensive examination; appoint a dissertation reading committee (two of the committee members); and make minor changes in the POS consistent with the candidate's goals and research.

APPENDIX R: DOCTORAL COMPREHENSIVE EXAM

Approved by the ALEC GCC on 12/6/2024.

The purpose of the comprehensive exam is to provide compelling evidence to a doctoral student's supervisory committee that the student is prepared to enter candidacy – the dissertation phase of the program. In general, students will have completed all coursework (except dissertation hours), mastered topic areas, and can demonstrate excellence in writing research manuscripts.

There are three options for completing the doctoral comprehensive exam within the ALEC doctoral programs.

1. Portfolio
2. Written comprehensive exam consisting of a concept paper and curriculum design project
3. Other

In all three cases, comprehensive exams are graded by ALEC graduate faculty (though other members of the supervisory committee may also be included as graders) using the following grading criteria:

- Pass – Sufficient evidence provided for candidacy. Comps are passed.
- Revisions Requested – Some evidence, but some additional areas need to be addressed or improved.
- No Pass – Sufficient evidence not provided for candidacy. Comps are failed.

Per the Graduate Studies Graduate Bulletin, if your advisor determines that you do not pass the exam, you are permitted one more attempt, but only one attempt is allowed per academic term. A grade of no pass on the second attempt will result in your advisor recommending to the department and to Graduate Studies that you be dismissed from the doctoral program for failure to make adequate progress toward your degree.

Template instructions are provided for each of the options below. The specific instructions may be adjusted as needed by the graduate advisor and with support from the student's graduate supervisory committee.

Option 1: Portfolio

Purpose: The portfolio allows students to provide holistic evidence for candidacy. The portfolio consists of evidence demonstrating research productivity (publications and conference outputs), teaching/training appropriate for professional goals, and professionalism.

An additional reason for this approach is that it gives students an opportunity to see how well prepared they are for applying to a faculty position. The elements of the portfolio mirror much of what would be requested in an academic application. Therefore, if one or more of the sections are not very strong, there is an opportunity to fill this deficiency during the remaining time in the program.

An overview of the expectations for a Comprehensive Exam Portfolio follows. The exact order and contents are somewhat flexible, and what you see below is a general outline to clarify general expectations. Specific expectations can be discussed by the graduate advisor and student.

Timeline and Evaluation: The process is that once a student has completed the portfolio and the graduate advisor has approved it, the supervisory committee (at least two ALEC graduate faculty) will review the portfolio (typically submitted as a single PDF file). The faculty have 30 days to return their decision.

The portfolio is a professional document. The final draft portfolio will be submitted as a single PDF file to your advisor for review. Then, when approved the portfolio will be sent to your committee. APA Style citations/references should be included as appropriate.

The actual Portfolio is a bit flexible, but in general should include the following elements. The specific elements will depend, at least in part, on what is most relevant to the student's professional goals.

General Instructions (to be discussed in collaboration with your advisor)

Each of the following sections should begin with a cover page on a separate page followed by the content listed.

Cover Page

Portfolio for <your name>
 Submitted as a Requirement for Comprehensive Exams
 <Insert Date of Submission>
 Doctoral Advisor Name
 List Committee Members

Overview Statement

Like an abstract of what the Portfolio accomplishes and "Respectfully" submitting it for consideration (to the supervisory committee) for Comprehensive Exam evaluation. (It may seem as though this should be provided last, but it belongs up front.)

Table of Contents

Next include a table of contents with page numbers. Number ALL pages in the Portfolio.

Career/Professional Statement(s)

What do you plan to do with your Ph.D.? How will your career path change as a result of obtaining this degree (if at all). Tell the committee what you have gained and need to gain from the degree to help you accomplish your goals. (Estimated at about 1 - 2 double spaced pages -- but it really depends on how you choose to present it.)

It may also be appropriate to include a Leadership Philosophy and/or a Diversity Statement.

Research

It is helpful to provide an overview for this section, including a brief description of the different artifacts included (e.g., is a manuscript in review, in press, or published?).

Research Philosophy or Plan that outlines your research interests as a leadership scholar? What is it that you hope to help us discover about the field? (Typically, about a page or two double-spaced. Visual models are especially helpful in this section if applicable).

Publications and Manuscripts related to leadership (except those that are specifically focused on the Scholarship of Teaching and Learning which is discussed below). The committee will want to see samples/evidence of your academic writing and research. It would be optimal if there were at least two (three if possible) articles/manuscripts here. Typically, we want to see at least one manuscript that is published and one or two ready to submit for publication. If you do not have these available yet, there are a few questions worth considering: Is another comprehensive exam strategy more appropriate for you? Are you are prepared to complete your comprehensive exam at this point? Do you need to develop some manuscripts to include in this portfolio in preparation?

Conference Presentations (related to leadership) -- in this section, it is customary to include some proposals and/or papers that have been accepted for conferences or other presentations. If you do not have any conference presentations, we should discuss this and see if there are upcoming conferences, we can consider for you.

Other artifacts or evidence of research interests or productivity.

Teaching

It is helpful to provide an overview for this section, including a brief description of the different artifacts included.

Teaching Philosophy -- As a leadership educator, how do you (would you) approach teaching? What are your thoughts, beliefs, ideas, about student learning and how will you contribute to that? There are a lot of sample teaching philosophies on the web. You could explore them to see how others address this and then formulate your own (typically 1 - 2 pages).

If you have taught classes at the higher education level, include teaching evaluation information. Training or other non-classroom teaching evidence may also be included in this section as agreed upon by you and your advisor. You should also include evidence of teaching development/improvement activities. This could include reflecting on your teaching and any feedback/teaching evaluations and how you will work to improve your teaching in the future based on teaching models/principles you use.

Scholarship of Teaching and Learning – Include any manuscripts or conference presentation that are specifically about teaching and learning. If you are not sure if something should be here or in the research section, I can help with that.

Curriculum Vitae

Include a current and complete copy of your vitae. All of your academic coursework at the doctoral level should be included either in the vitae or as a supplement at the end. Include the course name and the instructor name for each course taken in your doctoral program (it is not necessary to include grades).

Closing and Thank You to Committee

Summary and closing statement respectfully addressing the committee and thanking them for taking the time to review this Portfolio.

An Example of an ALEC Portfolio Comprehensive Exam is provided in the link below:

- [Portfolio Comprehensive Example – Dr. Hannah Sunderman](#)

Option 2: Written Exam Consisting of a Concept Paper and Curriculum Design Project

Purpose: The Concept Paper and Curriculum Project written comprehensive approach provides a structured process to demonstrate your readiness to enter candidacy. Specifically, this approach includes a Concept Paper and a Curriculum Project. This approach is helpful for students who may not yet have a specific dissertation topic in mind, who have yet to publish manuscripts, who prefer to have a structured approach to writing the dissertation, and who would like an opportunity to apply scholarship to a curriculum project.

This comprehensive exam consists of two parts: 1) a concept paper, and 2) a curriculum development projects.

1) Concept Paper

- a. The concept paper is intended to give you an opportunity to provide initial structure to your dissertation topic. This will typically take the form of an abbreviated research proposal but may also be an exploration of some element of the dissertation that merits its own exploration or justification.
- b. The paper is anticipated to include a problem statement (why is this research important), followed by research questions (questions to explore in the research), and a purpose statement or research objectives (a succinct statement or summary of what you will do in the research project). Additionally, a brief review of the most relevant and salient theoretical and empirical scholarship for the research should be included. The final section is a methods section, describing the intended population, sample, research design, research methods, data collection, and plan for data analysis (see Concept Paper Rubric, attached).

2) Curriculum Development Project

- a. The Curriculum Development Project illustrates your ability to apply leadership theories and concepts to the assessment, design, delivery, and evaluation of leader and leadership development (LD) programs.
- b. The project will need to include a (a) needs assessment, (b) literature review for the theories that identify or bring clarity to the needs assessment, (c) program design document, (d) lesson plans, and (e) rudimentary evaluation plan.
 - i. **Needs Assessment:** Develop (or utilize an existing) intake assessment to diagnose and analyze leadership and leader behaviors and the needs from an LD program. Specify your survey, interview protocol, and/or observation protocols as well as your diagnostic data analysis plan.
 - ii. **Literature Review:** Discuss leadership intervention needs that emerged from intake surveys, interviews, and/or observations and explain which leadership theories elucidate the needs and why. Provide a thorough review of the literature on the theories chosen, assuming the reader is unfamiliar with leadership theory.
 - iii. **Program Design Document:** Based on the needs assessment and literature review, design a leader/leadership development (LD) intervention that appropriately addresses LD needs and is undergirded by the identified leadership models and theories. Specify the program outcomes, associated learning objectives, and program overview in a backwards design template.
 - iv. **Lesson Plans:** Specify the LD intervention activities in a series of detailed lesson plans, applying best practices in lesson planning techniques learned in courses like ALEC 805.
 - v. **Rudimentary Evaluation Plan:** Indicate how the LD intervention will be evaluated for effectiveness. Develop a program evaluation plan that will document (a) how learning objectives and associated program outcomes have been achieved, (b) how leader and/or leadership development will be measured, and (c) how assessment data will be used to make program evaluation decisions.
- c. The resulting curriculum should be “instructor ready” and submitted as a single PDF file (links to sources such as presentations are acceptable).

Both elements of the comprehensive exam should be impeccably well written, thoroughly proofread and edited, and of the highest quality standards.

Timeline and Evaluation: You will work with your advisor to create a timeline with your advisor. In general, the exam will be scheduled, and you will have three weeks to complete the two components of the written exam. You will submit your exam as a single PDF document to you advisor. The advisor will then share the exam with the supervisory committee (at least two ALEC graduate faculty). They will have 30 days to provide an evaluation of the submissions using the rubrics below. Each component of the exam is provided an overall grade. An overall grade of “Pass” means you have successfully completed that portion of the comprehensive exam. If you receive an overall grade of “Revise” on either element of the comprehensive exam, you will have the opportunity to revise sections from that element of the exam rated as “Revise” or “No Pass.” You will have 30 days to resubmit for a final evaluation. An overall grade of “Pass” for the resubmission is required to successfully complete the comprehensive exam. The advisor will serve as the facilitator between student and supervisory committee to clarify resubmission expectations. An overall grade for either component of “No Pass” means that the comprehensive exam is failed. Examples of different grading scenarios are provided below.

Example Grade Scenarios	Concept Paper Overall Grade	Curriculum Development Project Overall Grade	Comprehensive Exam Next Step
1.	Pass	Pass	Pass – done with exam.
2.	Pass	Revise	Pass concept paper and need to revise sections of curriculum project marked as “revise” and “no pass.”
3.	Revise	Pass	Pass curriculum project and need to revise concept paper sections of marked as “revise” and “no pass.”
4.	No Pass	Pass	Exam failed. Need to retake exam.
5.	Revise	No Pass	Exam failed. Need to retake exam.

Concept Paper Rubric

Concept Paper Rubric	
The concept paper is a brief research proposal outlining key components of a dissertation. Generally, the paper is 10-15 pages in length.	
Introduction – (Aim to have an introduction between 2 and 3 pages, double spaced – NOT a requirement, but a guide)	Pass/No Pass/Revise
• Problem statement is clear and justifies why the research is important	
• Research questions describe what elements of theory and/or practice will be explored	
• Purpose statement and/or objectives are clear and articulate what will be completed within the research	
• Theoretical foundation is introduced	
• Include operational definitions of terms (or in the literature review)	
• Quantitative – Hypotheses provided (can also be part of literature review if appropriate)	
• Qualitative – Researcher’s role is articulated	
• Conceptual – Establishes rationale for exploration and connection to dissertation topic	
Literature Review (Aim to have a literature review between 4 and 6 pages, double spaced – NOT a requirement, but a guide)	Pass/No Pass/Revise
• Appropriate theory is discussed	
• Relevant research studies are reviewed	
• Foundational literature (theory and research) is synthesized in framing the purpose of the research and research question(s)	
Methods (Aim to have a methods section between 4 and 6 pages, double spaced – NOT a requirement, but a guide)	Pass/No Pass/Revise
• Selection and description of population/sample/participants is complete	
• Research design and research methods for the study are explained and appropriate given the research questions and purpose statement	
• Data collection procedures are appropriate for this study	
• Adequately discussed reliability and validity (for both quantitative or qualitative methods)	
• Clearly articulated plan to analyze data (for both quantitative or qualitative methods)	
Writing Guidelines	Pass/No Pass/Revise
• The concept paper is clearly written, English grammar rules and mechanics are followed, and spelling is accurate	
• APA style is used; references are properly cited, and appropriate tables/figures (if applicable) are located within the manuscript	
• Recommend at least 20-30 citations as a guide for this stage	
Overall Evaluation	Pass/No Pass/Revise

Curriculum Project Rubric	
Introduction and Instructor Positioning	Pass/No Pass/Revise
<ul style="list-style-type: none"> Provide an overview of the project including why this class/learning experience is important and who the audience will be. 	
<ul style="list-style-type: none"> Provide an instructor reflection that includes your overall teaching philosophy, your efforts to learn about and improve your own teaching and plans for continued instructional improvement activities. 	
Assessment: Need for Curriculum Project Established	Pass/No Pass/Revise
<ul style="list-style-type: none"> Assessment plan is well defined, and “results” are shared that support the development of the Training/Class (can be actual assessment data or simulated) 	
<ul style="list-style-type: none"> A clear linkage is made between the results of the Assessment and the Curriculum Project plan 	
Outcomes and Learning Objectives	Pass/No Pass/Revise
<ul style="list-style-type: none"> Outcomes are clearly stated and logically linked to the results of the assessment and need established 	
<ul style="list-style-type: none"> Learning objectives are well written and explicitly linked to the program outcome 	
Content and Activities	Pass/No Pass/Revise
<ul style="list-style-type: none"> Provide a one to two-page narrative describing your course 	
<ul style="list-style-type: none"> Provide a clearly written course plan including a syllabus with clearly stated course outcomes and objectives, course overview information, a list of reading materials, grading scale, and a list of assignments with points assigned. Include a week by week list of topics and assignments 	
<ul style="list-style-type: none"> Provide lesson plans for each week’s topic that include Goals and Objectives and plans for content delivery and activities 	
<ul style="list-style-type: none"> Provide presentation materials (PPT, aiBeautiful or Prezi links, etc.) for each week’s topic 	
Course Evaluation	Pass/No Pass/Revise
<ul style="list-style-type: none"> Identify and justify appropriate assessment techniques for measuring achievement of learning objectives and associated outcomes. Link your assessment strategies to your outcomes and objectives. How will you know students have achieved the Learning Outcomes/Objectives. 	
<ul style="list-style-type: none"> Identify feedback loop for you to receive information to make adjustments, adapt, or improve the course. 	
Overall	Pass/No Pass/Revise
<ul style="list-style-type: none"> All elements of the curriculum project are integrated cohesively 	
<ul style="list-style-type: none"> All elements of the curriculum project are professionally produced (clearly written, free of errors) and developed in a way that can be used to implement the course/training. 	
<ul style="list-style-type: none"> Curriculum is presented as a single PDF document that provides the information in a logical and cohesive sequence and includes a Table of Contents and any needed appendices. 	
Overall Evaluation	Pass/No Pass/Revise

Curriculum Project Rubric

Option 3: Other

The advisor and the student will create a comprehensive in order to provide compelling evidence to a doctoral student's supervisory committee that the student is prepared to enter candidacy – the dissertation phase of the program. This exam format should be comparable to the expectations and rigor of the two options above. The supervisory committee (at least two ALEC graduate faculty) must vote to approve the alternative comprehensive exam procedure. This procedure must then be shared with the graduate program chair.