

Southern Nazarene University

CHARACTER | CULTURE | CHRIST



SCHOOL OF EDUCATION

MAEL Student Handbook



Table of Contents

A BRIEF HISTORY	4
UNIVERSITY MISSION	4
MAEL VISION	5
MAEL PROGRAM FOUNDATIONS	5
MAEL ADVISORY COMMITTEE	7
ACADEMIC STANDARDS	7
COMMUNICATIONS	8
EVALUATION AND GRADING	8
GRADING SYSTEM	9
RETAKING A COURSE/GPA REQUIREMENT	9
DEFERRED CREDIT	10
APPEALS PROCEDURE	10
ATTENDANCE POLICY	10
WITHDRAWAL	11
TARDY	11
PROGRAM COMPLETION REQUIREMENTS	12
IDENTIFICATION CARD	12
PARKING	12
UNIVERSITY STORE	13
LIBRARY	13
TECHNOLOGY	13
RECORDING	14
CURRICULUM	14
ADMISSION	14
ALTERNATIVE CERTIFICATION	15

FINANCIAL AID	15
TUITION AND FEES	15
FACULTY INFORMATION	16
STANDARDS OF CONDUCT	16
DISABILITY	18
CAMPUS MAP	19
APPENDIX A	20
APPENDIX B	21

A BRIEF HISTORY

Southern Nazarene University is the recognized university for the South Central educational region of the Church of the Nazarene, which includes Oklahoma, Arkansas, Texas, and Louisiana. Known since 1986 as Southern Nazarene University (formerly Bethany Peniel College/Bethany Nazarene College), the institution developed through the merging of several educational institutions with the college located at Bethany.

These educational institutions were founded by men and women who felt the urgent need for trained Christian leadership, both lay and ministerial. In order to provide the best instruction for students in their educational region and to meet the demands of increasing educational requirements set by the Church and the State, educators periodically merged their schools. Grade records from these schools are on file in the Office of the Registrar at Southern Nazarene University.

Southern Nazarene University represents a merger of Texas Holiness University, founded in Peniel, Texas, in 1899, with 16 other Christian colleges and universities from Arkansas, Texas, Oklahoma, and Kansas, between 1920 and 1940. The university is purposely Christian in its worldview and welcomes all qualified persons who desire higher education in a Christian environment. SNU is intentionally faith based, student oriented, and committed to mission.

UNIVERSITY MISSION

Our mission is to transform lives through higher education in Christ-centered community. As a Christian community of scholars, we model the hospitality of grace, the pursuit of truth, and the practice of discipleship, all within the Wesleyan-holiness tradition, as we prepare graduates who think with clarity, act with integrity, and serve with purpose.

SNU's motto of Character – Culture – Christ has been used for nearly 75 years and although the mission has undergone various modifications in wording and emphasis, the descriptors of the motto reflect the institution's most basic ideals. The continuity provided by this motto keeps the institution focused on the pivotal role of education in character development, the nurturing of cultural appreciation and critique, and the tremendous potential of simultaneously pursuing the best in both educational endeavor and Christian commitment. These aspects of the motto come together to provide the foundation for the mission of educating for responsible Christian living.

MAEL VISION

Developing effective leaders and educational administrators through a distinctively Christian program of study focusing on research based best-practices, professionalism, respect for diversity, and constructive learning community relationships.

MAEL PROGRAM FOUNDATIONS

The Master of Arts in Educational Leadership degree is based on the following Ten Principles of Leadership. It is the goal of this program to develop individuals committed to:

Truth

Education is the pursuit of truth in the making and living of life. This commitment includes a belief in the spiritual dimension to life. This notion of God as Creator and Sustainer of all things is our understanding of truth as a seamless web, in which all truth is God's truth. Educational leaders should be guided by the proposition of the unity of truth as being basic to a well-ordered society.

Openness

Education is rooted both in tradition and change. This commitment includes a belief in the need to be as fully rooted in the present as in the past. This notion is rooted in a view of God an Ultimate Agent of Change. Educational leaders should be guided by the assumption of the need to be open to the past and the future.

Efficiency

Education is enabled by the wise use of human and material resources. This commitment is grounded in the belief of wise stewardship of all resources. This notion is rooted in a view of God as the Giver of all things. Educational leaders should be guided by the assumption that managerial expertise should prepare persons to maximize the efficient and effective use of persons and resources.

Personhood

Education is enabled by the democratic commitment to the sanctity of each person. This commitment is grounded in the belief that persons are made in God's image. This notion is rooted in a view of God as the author of the whole human person. Educational leaders should be guided by the assumption that education should be as individualized as warranted to meet the needs of the greatest number of students.

Community

Education is experienced in the diverse life of a pluralistic society. This commitment to community is grounded in the belief that diversity is good. This notion is rooted in the view that in diversity is strength, not weakness. Educational leaders should be guided by the assumption that education should be responsive to its various publics, and guide the community toward a life of tolerance.

Professionalism

Education is entrusted to those who are trained and dedicated to the highest standards. This commitment to professionalism is rooted in the need to blend training with experience. This notion is rooted in the view that increased professionalism is an asset. Educational leaders should be guided by the assumption that increased professionalism on their part is necessary to the revitalization of education in America.

Democracy

Education is conducted in a democratic society with democratic values. This commitment to democracy is rooted in the notion of the equality of all persons. This notion is derived from the view that interdependence and participatory styles of governance are preferable to hierarchic and authoritarian styles of governance. Educational leaders should be guided by the assumption that participatory styles of management where all voices are heard, but no one voice dominates is preferable.

Excellence

Education calls forth the highest in human achievement in all fields of study. This commitment to excellence is rooted in the notion of progress. This notion derives from the view that maximizes relevant opportunity for students. Educational leaders should be motivated by the assumption that the future of the global society is dependent on education fulfilling its potential.

Integrity

Education calls for people to live out a life both noble in means and ends. This commitment to the highest good is rooted in the notion of human happiness. This notion is grounded in the belief that noble lives enrich society. Educational leaders should be exemplary in their own pursuit of virtue, manifesting integrity both in the means and ends of governance.

Progress

Education calls people to live, productive and successful lives. This commitment is grounded in the belief that education is necessary for progress. This notion is rooted in the belief that economic and social well-being are linked to learning. Educational leaders should prepare the various publics for this commitment, manifesting courage in the face of opposition to all warranted progress in education.

MAEL ADVISORY COMMITTEE

This committee serves the unit as an advisory panel in all aspects of the MAEL program including curriculum, design, faculty, professional development, recruiting, and field experiences. Members of the committee are as follows:

- All full time faculty in the unit
- Select current and past MAEL adjunct faculty
- Select MAEL graduates as available.

This committee meets at least twice each year. Recommendations for improvement or change are made directly to the Teacher Education Council.

ACADEMIC STANDARDS

The academic standards for students follow the published guidelines in the SNU catalog unless otherwise noted in this handbook.

Southern Nazarene University seeks to support and promote qualities of academic honesty and personal integrity. Serious offenses against the university community includes cheating, plagiarism, and all forms of academic dishonesty. Any student who knowingly assists another student in dishonest behavior is equally responsible.

Cheating or academic dishonesty is defined as the deception of others about one's own work or about the work of another. Examples of cheating include, but are not limited to:

- Submitting another's work as one's own or allowing another to submit one's work as though it were his/hers.
- Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism).
- The use of a textbook or notes during an examination without permission of the instructor.
- The receiving or giving of unauthorized help on assignments. Tampering with or destroying the work of others.
- Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
- Lying about academic matters. □ Falsifying college records, forms or other documents.
Unauthorized access of computer systems or files.

Students who are guilty of academic violations can expect to be penalized. An instructor whose definition of cheating may differ from that stated above has the responsibility and obligation to so inform the students, in writing, at the beginning of the course. Those instructors, who fail to do so, have no basis for disciplinary action in instances of purported student dishonesty outside of the above provisions.

The course instructor shall have the authority to deal with instances of academic dishonesty within the framework of the following guidelines:

1. Courses of action may include, **but are not limited to, the** following:
 - i. Work may be redone for partial credit.
 - ii. Alternate assignments may be given for partial credit.
 - iii. Work may not be redone and no credit will be given for that particular
□ assignment.
 - iv. The student may be dropped from the course.

Faculty members must report any incident of violation of the policy on academic integrity to the vice-president for academic affairs. Following two reports against a particular student action will be initiated under provisions of the judicial code and may lead to dismissal of the student from the

university.

The student has the right to appeal action under this policy through the regular channels as established by the grade appeals process.

COMMUNICATIONS

Throughout your program of study, you will have opportunity to communicate with the program director, the program assistant, your instructors and your classmates. All communications should be through appropriate communication venues such as email, telephone or in-person communications. Contact information for the program director and assistant is available on the MAEL website; contact information for your instructors and classmates is available through the Moodle site provided for each course.

EVALUATION AND GRADING

Evaluation for each course is the responsibility of the course instructor. Guidelines for appropriate assignments and evaluation checklists are provided for each course. Evaluation of the student may include performance in the classroom, group participation, outside assignments, problem solving exercises, take-home tests, and examinations. The course instructor will specify the method of evaluation at the beginning of each module. All coursework, including authorized rework of assignments, must be completed by the last night of a module unless defined otherwise in the syllabus. No rework or additional work for extra credit will be permitted once the instructor has submitted the course grades.

GRADING SYSTEM

Grading System: □ The Graduate School issues the following grades calculated on a 4.00 scale. P and NC receive no grade points and are not counted in the GPA.

A	4.0
A-	3.7
B+	3.4
B	3.0
B-	2.7
C+	2.4
C-	2.0
D	1.0

D, F	Non-passing: course must be repeated to receive credit.
W	Withdrawn
DC	Deferred Credit
NC	No Credit

Students must maintain a cumulative 3.0 GPA throughout the program. If the GPA drops below a cumulative 3.0, the student must bring it back to the 3.0 mark within three courses (9 credit hours) of the course that dropped the GPA below 3.0. No course may be attempted more than twice. In addition, students who receive more than two grades of “C” or lower will be withdrawn from the program. Upon receiving their first “C” a student must set up an appointment to discuss their progress with their respective program director. Failure to maintain a 3.0 GPA will be subject to the student’s withdrawal from the respective program.

It should be emphasized that any course in which a grade below C is earned must be retaken. In calculating the grade-point average after a course is repeated, only the replacement grade is used. The original D, NC or F remains on the transcript but is coded to indicate the course has been retaken.

RETAKE A COURSE/GPA REQUIREMENT

If a student receives a grade below “C” in any course, the course must be retaken at the student’s expense. The course must be retaken with another MAEL cohort, which may or may not be available in a reasonable timeframe or within a reasonable geographic location. This means the student may find it necessary to travel to a distant location to find an available course. If a student’s GPA falls below 3.0, the student may take one additional course to raise the GPA to 3.0. If after one additional course the GPA is not at or above 3.0, the student will be administratively withdrawn from the MAEL program and will need to retake coursework to raise the GPA to 3.0 or higher. All additional coursework is at the student’s expense.

DEFERRED CREDIT

The MAEL office continually monitors students’ academic progress. A deferred credit (DC) indicates incomplete work in a regularly scheduled course at the time the final grade is due. All DC grades must be completed within two weeks following the module in which they are received, unless an exception is cleared with the instructor and the MAEL Director. If the deadline is not met, the DC is converted to the letter grade specified at the time the DC was initially assigned.

APPEALS PROCEDURE

All decisions made by the MAEL program administrator, staff, and instructors effecting students may be appealed.

Graduate Grade Changes and/or Appeals

1. Pre-Appeals

- Discuss with faculty instructor to seek resolution.
- Discuss with Department/School Chair/Director if not resolved with instructor.
- Any grade change is communicated to the Registrar.

2. Appeals Procedure

- A formal appeal must be initiated by the student within 90 days after the grade is issued.
- If the pre-appeals procedure does not result in a resolution, the appeal is initiated with the Graduate Dean and relayed to the appeals board consisting of the Graduate Dean, Academic Dean and three additional members of the graduate faculty, of which at least one will be selected for relevant expertise. Both appealing student and faculty instructor will be asked to submit documentation in writing. Neither will participate in the appeals board's deliberations. The Graduate Dean and the Registrar will process any action requiring a grade change. Results will be communicated to all parties.
- In the event an appeal is initiated and the appeals board is not available, an appeals committee will serve. This committee will consist of the Graduate Dean, Academic Dean, Registrar, and the Department/School Chair/Director.

ATTENDANCE POLICY

The MAEL degree program is highly accelerated and a great deal of material is covered in a relatively short time. Therefore, it is essential that students attend all class sessions. A student must not miss more than **two sessions per module and no more than six sessions for the entire degree program**. Participation in class activities is a vital part of graduate work. An absence in a class may result in a lower letter grade for that class. However, in the event of unavoidable circumstances leading to an absence, the following procedures apply:

1. Contact course instructor and the MAEL office prior to the absence or as early as possible following the absence.
2. Complete the required assignment for the class session and the make-up assignment as designated by the course instructor. Because the program is highly accelerated, make-up assignments are used to attempt to compensate for sessions missed. Make-up assignments should generally be completed within **two weeks** of the absence.
3. Submit the absence form, which will be supplied by the MAEL office, to the course instructor with the make-up assignment.

WITHDRAWAL

If a student is absent from class four weeks in succession without contacting the MAEL office or accumulates more than six absences throughout their program, the MAEL administrative staff may withdraw him/her. This is considered an **automatic withdrawal**. If an automatic withdrawal occurs, the date of withdrawal will be the date the withdrawal form is filed.

A **formal withdrawal** is to withdraw completely from the program. Should it be necessary to process a formal withdrawal, contact the MAEL office and file the appropriate withdrawal papers. A formal withdrawal must be filed to initiate a tuition refund. The refund will be processed according to the refund

policy of Southern Nazarene University.

Note: In the case of withdrawal for any reason, the Financial Office will be notified immediately upon withdrawal.

TARDY

The MAEL degree program is highly accelerated and a great deal of material is covered in a relatively short time. Therefore, it is essential that students arrive on time for all class sessions. A pattern of arriving tardy will place the student's continuance in the program in jeopardy.

PROGRAM COMPLETION REQUIREMENTS

To complete a master's degree a student must do the following:

- ▲ complete the required coursework with a GPA of 3.0 or better

Appendix A

- ▲ complete all required portfolio submissions

Appendix B

- ▲ satisfactory completion of the exit interview

All requirements for a graduate degree must be completed before participating in commencement activities. Commencement exercises are held each year in December and in May. Degrees are conferred the end of each month, based on completion of all requirements by the 20th of each month.

All requirements for program completion must be satisfied to obtain the program completion certificate.

Applications for graduation, including measurements for regalia, will be handled through the MAEL office.

IDENTIFICATION CARD

A student ID card is furnished to each MAEL student. The ID card is required to check out books from

the library and may be used to attend sporting or cultural events on campus.

PARKING

All motor vehicles driven to campus at any time must be registered through the business office and must have a properly attached SNU decal. Registration cards are provided at the organizational meeting; decals will be issued on the first class night. Faculty/Staff parking spaces are reserved for faculty/staff both day and evening. Handicapped spaces are reserved for the handicapped both day and evening; cars parked in handicap spaces not displaying a handicap sticker **will be towed**.

UNIVERSITY STORE

Textbooks are included in the MAEL program package. The University Store is in the Commons building. Study supplies, novelties, gifts, stationery, clothing, and personal items may be purchased there. However, all course texts are delivered to the students at appropriate times throughout the program. **It is not necessary for candidates to come to the campus bookstore for textbooks.**

LIBRARY

Access to library materials and content research is provided through on-line connection to the Southern Nazarene University library. This is accomplished through the computer connection provided each candidate at the beginning of the program. This connection is provided through a local carrier and covered in the instructional materials charges.

TECHNOLOGY

Candidates are provided with a technology package component applicable to their program. The program design provides for electronic connection to the campus library, the learning management system (Moodle), the Internet, educational resources, student-to-student contact through electronic “chat”, and regular contact with the course instructor through e-mail. Course assignments, follow up and direction is easily accomplished through this methodology.

RECORDING

Recording of class sessions is allowed only with permission of the instructor.

CURRICULUM

The core curriculum is available on request from program director. Also course documents are provided and available on Goodreader and through Moodle to candidates. Textbooks are provided for each course in the program. The module □ contains the course requirements, assignments, and additional reading assignments.

ADMISSION

The admission requirements for entry into the MAEL program are:

1. Hold a baccalaureate degree from a regionally accredited college or university.
2. Two (2) years teaching experience for MAEL.
3. Admission to the Graduate College:
 - A. Official transcripts from all colleges and universities attended.
 - B. Recommendations from three individuals familiar with your work □ experience.
 - C. Writing sample.
 - D. Completion of student profile form.
 - E. Cumulative GPA of 2.70 with a 3.00 in education courses OR score of 33 or higher on the Miller Analogies Test.
 - G. Demonstrated English proficiency. A minimum TOEFL score of 550 is required for student born in □ countries where English is not the language of the home.
4. Completed application for admission to Graduate College.
5. Payment of application fee.

Note: Provisional admission granted on an individual basis as approved by the program director.

ALTERNATIVE CERTIFICATION

Individuals desiring to pursue principal or superintendent certification through the Oklahoma State Department of Education Alternative Placement Program should contact the Oklahoma State Department at (405) 521-3337 to begin the process. Once application has been made, the individual will be notified regarding acceptance and additional requirements. Information is also available on the Oklahoma State Department of Education website at:

ok.gov/sde/faqs/oklahoma-alternative-placement-program

The Director of Master of Arts in Educational Leadership will meet with individuals seeking Alternative Certification and after a review of transcripts, consultation with the individual, consultation with the Oklahoma State Department of Education, and consultation with departmental faculty in the School of Education, will make recommendations of Professional Education coursework available from Southern Nazarene University. The Director of Master of Arts in Educational Leadership will coordinate enrollment and oversee progress, and will serve as advisor of the Alternative Certification candidate during the time candidate is enrolled in Professional Education coursework at Southern Nazarene University.

Data files for individuals enrolled in SNU coursework (undergraduate and graduate) who are participating in the Alternative Certification Program are maintained in the SNU Office of Educator Preparation. Letters of recommendation for those seeking Alternative Certification are also on file in the SNU Office of Educator Preparation.

FINANCIAL AID

The Financial Assistance Office is organized to serve the needs of traditional and non-traditional graduate students. Non-traditional students contact the Financial Assistance in Royce Brown, Suite 200. The telephone number is (405) 491-6685.

The current policy is that if students attend the 1st class of a module and withdraw, they do not owe any tuition or fees. If they attend the 2nd class of ANY module, they will owe tuition and fees for the class.

TUITION AND FEES

Call the Graduate Office for current tuition. All students must pay the \$185 registration fee prior to the first night of class. (This fee is not applicable to tuition.)

FACULTY INFORMATION

MAEL faculty have access to all services of the Faculty Resource Center, located on the Bethany campus. Monthly online and face-to-face workshops are available to all. The FRC director is available for individual training and support for course development.

MAEL faculty are invited to attend the annual MAEL Faculty Dinner & Professional Development held each summer.

The MAEL Director supports faculty development and will promote opportunities available throughout the state.

STANDARDS OF CONDUCT

This document provides information on the issue of alcohol and drug use. This full document is being printed in compliance with the requirements of Federal law, mandated by the **Drug-Free Schools and Communities Act Amendments of 1989**.

Take time for careful reading of the material. If you have questions, please contact a member of the Student Development Staff. The document is divided into five segments:

I. STANDARD OF CONDUCT AT SOUTHERN NAZARENE UNIVERSITY PERTAINING TO THE POSSESSION AND USE OF ALCOHOL AND ILLICIT DRUGS BY STUDENTS AND EMPLOYEES

A. Alcohol - The university recognizes the danger to health, the potential danger to the health and safety of others, and one's ethical responsibilities resulting from the use of alcoholic beverages, and therefore, insists that members of the university community abstain from their possession and use.

B. Drugs - Southern Nazarene University, in agreement with civil laws, forbid the use, possession, or distribution of illicit chemicals including (but not limited to) amphetamine mixes, barbiturates, hallucinogens, marijuana, cocaine, PCP, ecstasy, and LSD. Other dangerous and illegal substances are also forbidden. The medical use of drugs may be permitted when prescribed by a licensed practicing physician, with proper prescription identification.

II. LEVELS OF INTERVENTION AND DISCIPLINARY SANCTIONS FOR THE POSSESSION AND USE OF ALCOHOL AND ILLICIT DRUGS.

A. Student or employees found to be in violation of the policy regarding chemical abstinence are required, at a minimum, to enter a process, which includes the following levels of intervention.

1. Participation in a chemical awareness - education series. (Upon first violation.)
2. Assessment counseling with a certified chemical dependency counselor. □(Upon second violation or as recommended by the Executive Director of Student Development or Director of Counseling Services, placed on disciplinary probation.)

B. The student/employee who participates in assessment counseling may receive a recommended program of intervention. The student/employee will then be □account able for participating in the recommended program while abstaining from the possession of alcohol and drugs. Such programs include:

1. Participation in chemical abuse support groups as recommended as a result of the chemical use

assessment. (e.g., participation in meetings of Alcoholics Anonymous, Narcotics Anonymous.)

2. Referral to more extensive chemical dependency treatment programs. (e.g., hospital-centered treatment programs.)

C. A student or employee found in violation of the policy must complete the required intervention program in order to remain enrolled in, or employed by, the university. A student failing to do so will be expelled from the university while an employee's job will be terminated.

D. Any further violation of the chemical abstinence policy beyond the second offense will result in suspension, expulsion from the university, and/or termination of employment.

E. Trafficking in the distribution of illicit chemical will result in immediate expulsion from the university and/or termination of employment.

F. An individual involved in unlawful activity will be subjecting themselves to accountability for state and federal laws.

III. A DESCRIPTION OF DRUG/ALCOHOL COUNSELING AND TREATMENT PROGRAMS AVAILABLE TO STUDENTS AND EMPLOYEES

The following is a list of counseling resources available to student and employees seeking help with chemical abuse/dependency issues.

- A. Confidential counseling with the Director of Counseling Services.
- B. Alcohol/Drug Education Series - typically a six session program utilizing professional counselors trained in issues of alcohol/drug abuse. (Held on campus each semester.)
- C. Referral by the Director of Counseling Services to local meetings of Alcoholics Anonymous/Narcotics Anonymous.
- D. Evaluative assessment counseling available through chemical dependency treatment centers at metro area hospitals or private chemical counseling centers. Referral may be initiated by the Counseling Services of the University.
- E. Educational programs and literature concerning alcohol and drugs are provided through the Office of Student Development.

Detailed information is available by contacting the Director of Counseling Services, 405-491-6335.

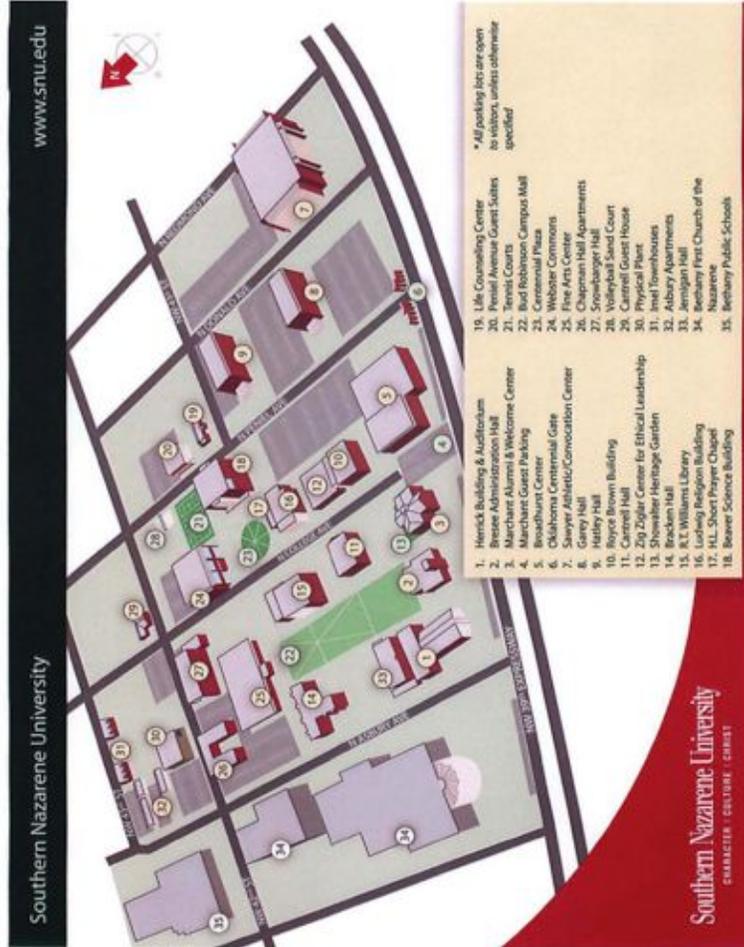
DISABILITY

If you need assistance with a learning, physical or psychological disability that may affect your academic progress please contact the Academic Center for Excellence, Disability Service (ACE), at 491-6694 (M-F 8:00 am to 5:00 pm). All learners with disabilities are encouraged to seek assistance from ACE, located on the 3rd floor of the Learning Resource Center (LRC).

Contact Information:

Director of Disability Services Academic Center for Excellence (ACE) 405-491-6694

CAMPUS MAP



APPENDIX A

Required coursework for Master of Arts in Educational Leadership:

ED6003	Educational Leadership (3)
ED6153	Educational Research (3)
ED6023	Evaluation of Curriculum & Instruction (3)
ED6033	Human Resource Management (3)
ED6043	School Law (3)
ED6053	School Finance (3)
ED6063	Long Range Planning (3)
ED6073	Schooling and Education Administration (3)
ED6083	School and Community Relations (3)
ED6093	Sociology of Cultures, Communities & Schools (3)
ED6106	School Site Internship (6)

APPENDIX B

Portfolio Checklist

Artifact	Standard(s)
MAEL Application for Internship	Online Component
Leadership: Mission & Vision Statement (presentation)	Doc Upload
Qualitative Research Project	Doc Upload
Curriculum Project Guide	Doc Upload
Long-Range Planning Project	Doc Upload
Log Sheet #1	Doc Upload
MAEL Internship Portfolio Reflection: Log Sheet #1	B.7.0, D.7.0
Reflection: Faculty Evaluation	B.2.0
Reflection: School Board Meeting	D.1.0
Workshop, e.g. CCOSA, EngageOK, SNU, conference, etc.	Doc Upload
Log Sheet #2	Doc Upload
MAEL Internship Portfolio Reflection: Log Sheet #2	B.7.0, D.7.0
Reflection: OSAT Testing Workshop	No associated standards
Reflection: Faculty Meetings	B.1.0
Reflection: Food Pantry/Thrift Store	B.4.0
Reflection: Bullying/Social Media	B.5.0
Reflection: School Board Meeting	D.1.0
Reflection: Civic Organization	D.4.0
Workshop, e.g. CCOSA, EngageOK, SNU, conference, etc.	Doc Upload
Sociology Research Project	Doc Upload
Internship Mentor Assessment	No action required
Leadership Case Study #2	B.1.0
Log Sheet #3	Doc Upload
MAEL Internship Portfolio Reflection: Log Sheet #3	B.7.0, D.7.0
Resume with Cover Letter	Doc Upload
Reflection: Faculty Meetings	B.1.0
Reflection: Staff Development Planning/Evaluation	B.2.0
Reflection: Faculty Evaluation	B.2.0
Reflection: School Business Partner or Community Business Leader(s)	B.4.0
Workshop, e.g. CCOSA, EngageOK, SNU, conference, etc.	Doc Upload

Reflection: Political Issues Event	B.6.0
Reflection: City Council Meeting	B.6.0
Reflection: School Board Meeting	D.1.0
Reflection: Civic Organization	D.4.0
Reflection: State Legislative Forum/Session	D.6.0
Reflection: Meeting with State Legislator	D.6.0
Workshop - Test Prep Session	Doc Upload
Reflection: #oklaed twitter chat	Doc Upload