



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5113-495: International Training and Development

### Course Description:

The training and development of people plays a very important role in any organization, especially in organizations that are competing and expanding outside of national borders. Students interested in career options in training and development or human resource development (HRD) will learn some of the theoretical bases, core practices, competencies, and issues of this professional field, as well as considerations for global training and development. Students will be exposed to research and discoveries on skills and knowledge related to training and adult learning, and models for effective training. Students will learn the most current trends and issues in international training and development, including the push for management and leadership training for intercultural understanding.

### Course Dates:

September 1 – December 31, 2018

Last day to enroll or drop without penalty: August 3, 2018

### Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at [aponline@ou.edu](mailto:aponline@ou.edu)

### Professor Contact Information:

Course Professor:	Dr. Tamara Roberson
Mailing Address:	Department of Human Relations 601 Elm Ave Norman, OK 73019
Telephone Number:	405-514-5468
Email Address:	<a href="mailto:tamara.s.roberson-1@ou.edu">tamara.s.roberson-1@ou.edu</a>
Virtual Office Hours:	Tuesday and Thursday 6:30-9:30 PM CST
Professor availability:	The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3<sup>rd</sup> ed.). New York: McGraw-Hill. ISBN 9780071664189.

2. Marquardt, M., Berger, N., & Loan, P. (2004). *HRD in the age of globalization: A practical guide to workplace learning in the third millennium*. New York: Basic Books. ISBN 9780465043835.
3. American Psychological Association Staff (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN 9781433805615.

You can find an excellent resource on APA style and general academic writing at Purdue University's Owl website located at <http://owl.english.purdue.edu/owl/resource/560/01/>

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **OU Email:**

All official correspondence from instructors will be sent only to students' ou.edu address.

### **Online Orientation:**

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: <http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at <http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: [casonline@ou.edu](mailto:casonline@ou.edu)

**Course Objectives:** The course is designed to do several things, upon completion of this course, students will:

- be able to describe essential components of human resource development (HRD), consistent with current professional definitions and practices;
- be able to identify and discuss cultural challenges and issues in international training and development;
- have a basic understanding of theories of adult learning, and be able to design and deliver a training module based on adult learning principles;
- demonstrate an ability to evaluate training, and measure learning outcomes within organizational contexts;
- be able to link HRD planning and actions to global organizational goals and strategies; and
- be able to design and deliver training with a sound understanding of ethnic and cultural diversity

### **Assignments, Grading, and Due Dates:**

#### **Checking Canvas:**

All communication and information provided regarding assignment due dates for this course will take place via Canvas. Regular updates and relevant information regarding the course will be posted to the "headlines" page on Canvas (that is the main page you access when you first log on). This will include assignment due dates, module-specific information and updates. In order that you ensure that you do not miss any new information of relevance to the course, you will be responsible for checking the "headlines" page **at least once each week**.

All course content and materials will be accessed via the Canvas site under the "content" tab. Required readings, assignments, and rubrics will be organized on Canvas under the weekly modules. There will be a separate module for each of the eighteen weeks of the course. Finally, all assignments are due in the "relevant" drop box. **Please note that all deadlines for assignments are 4:59 p.m. CST.**

#### **Weekly Participation Posting Assignments: (12 Discussion Forum post)**

One weekly post and two response post (5 Points) each week are required weekly.

Over the course of the semester, you will be expected to complete 12 participation assignments. These assignments will ensure that you are staying up-to-date on your reading and will allow you to interact with the material. Given that this is an online course, these participation assignments are an essential aspect of the class and will provide you with an opportunity to communicate both with the instructor as well as with your classmates.

Participation assignments will consist of 12 discussion forum posts and three reflection papers. During weeks that discussion forum posts are due, you will be expected to make a posting to the relevant discussion on Canvas. A framing question/topic related to the material to be covered will be posted. You will be expected to respond to this question/topic, as well as, responding to at least **two** of your classmates' post. Thus, your **first post** should be a response to the posed question, while your **second and third post** should be **respectful** and insightful response to at least, two of your classmates. The discussion forum will remain open for one week. Please see below for the relevant due dates. You will receive a grade out of 5 points for each week's discussion posts. (Initial post plus two responses to classmates).

You will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction.

### **Reaction Papers: (3 papers /30 points each)**

You will be expected to prepare three brief papers in response to the assigned material.

**Reaction paper must be submitted through canvas and "Turn It In". Papers that are emailed, rather than submitted through Canvas will not be accepted and will receive a "0". Five points will be deducted for each day that a paper is late.**

### **Expectations for Reaction Papers discuss the following:**

- The goal of the chapter(s)
- The author(s) and your reactions to their statements (do you agree or disagree and why?)
- Whether or not the author(s) changed the way you think about the topic
- Did you learn something new from the readings?
- How this article fits with the rest of what we are learning, etc.

The more thorough and thoughtful your paper is, the higher your grade will be.

### **APA Guidelines for Reaction Papers:**

Your reaction papers should be typed using 12-pt font and standard margins and should be three to four pages long; no more than four pages and doubled spaced, following APA Guidelines. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked.

APA Reminder: Before turning in papers please make sure you refer to your APA Manual (6<sup>th</sup> edition) for proper formatting and specific instructions on how to cite sources as well as referencing them in your papers. If you do not have a current version of the APA Manual, the OWL at Purdue (link listed below) has some information as well as examples on how to cite as well as how to format papers.

<https://owl.english.purdue.edu/owl/resource/560/25/> (Links to an external site).

### **Interview Paper: (50 points)**

Each student will interview a Human Resource Director (HRD) professional – a trainer, training manager, organization development professional, or career development professional, who currently works in an organizational setting, either public or private – and write a paper on the data and results of the interview.

Preferably this individual has experience with training that is multinational or multicultural.

Questions may include, but not be limited to, the following:

1. What is your involvement and role in international or multicultural training and development?

2. What does your organization expect of you; what results, outputs, or accomplishments?
3. How does your organization measure training and development results?
4. What are the most important training or organization development priorities/needs in your organization or industry right now, particularly in global or intercultural areas (but other areas too)?
5. In what ways does your organization prepare employees for global or intercultural transactions?
6. Describe any new learning technologies your organization may be using or adopting, such as e-learning, distance learning, or other systems.

The paper should include some information about who you interviewed:

- What position (title) did the person hold?
- What kind of organization and industry were they in?
- How much involvement they have in international or intercultural training?
- How long have they been in HRD?

The paper should also cover a summary of the questions you asked, and the results you obtained. The paper should also include your assessment of some of the challenges this person seems to be facing in their HRD role.

I would **not expect** this paper to be shorter than 5 pages (double spaced), nor longer than 12 pages.

Before submitting your paper, be sure to refer to your APA Manual (6<sup>th</sup> edition) for proper formatting and specific instructions on how to cite sources as well as referencing them in your paper. If you do not have a current version of the APA Manual, the OWL at Purdue (link listed below) has information and examples on how to cite, as well as how to format papers. <https://owl.english.purdue.edu/owl/resource/560/25/>

**Proposal Paper: (50 points)**

Based on information obtained in your interview (see responses to “#4” from your interview paper), select a training need or topic. This training need should involve learners who reside and work in different locations, preferably internationally. Through your reading of the assigned text for the class (Marquardt), **and** with additional research done through the Internet and/or the Web, write a proposal for a training course that would meet that need, and would be delivered at least partially by distance learning methods. Your proposal should be no more than 4 pages long, and should include the following:

- Propose title of the training
- 2 – 3 learning objectives
- 1 – 3 possible distance learning delivery methods
- Discussion of how you could evaluate whether learning occurred
- Citation of Internet/Web sources as well as written sources, or face-to-face contacts or discussion

This paper does not need to be a “finished plan”, but a preliminary document demonstration of student’s learning.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

Assignments	Points for Course Grade	Due Date
Attendance- Weekly Postings & Class Contribution	12 @ 5 points = 60 points	NA
Reaction Papers	3 @ 30 points = 90 points	Weeks 3,7, 12
Interview Paper	1 @ 50 points = 50 points	Oct. 28
Proposal Paper	1 @ 50 points = 50 points	Dec. 31
Total Points:	250 points	NA

An “A” grade requires: full participation and class contribution to our on-line class; papers that are professionally prepared and fully proofed meeting all APA requirements; demonstration of your

willingness to probe and question classmate's weekly post/discussions, clarify an understanding of topic; above average expression of knowledge, ideas, and creativity on all assignments and other work.

Grades can be negatively affected by careless and sloppy work.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Policy for Late Work:**

Please contact the professor regarding his/her policy for late work

**Attendance Policy:**

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

**Incomplete Grade Policy:**

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incomplete Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

**Note:** Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

### Tamara Roberson

#### Education

- 2010 Walden University, Ed. D., Specializing in Administrative Leadership for Teaching and Learning
- 1992 University of Central Oklahoma, M.Ed., School Administration
- 1986 University of Central Oklahoma, B.S., Elementary Education

#### Current Positions

- 2014 – Present Adjunct Professor, University of Oklahoma, Norman, OK.
- 2012 – Present Principal – Pleasant Hill Elementary, Midwest City-Del City Schools, Midwest City, OK.

#### Frequently Taught Advanced Programs Courses

- Multicultural Issues in Human Relations
- Cultural Diversity in Human Relations

#### Major Areas of Teaching and Research Interest

- Adult & Informal Learning
- Quantitative Research
- Civic Engagement
- Community & Organizational Change

#### Representative Publications and Presentations

- Roberson, Tamara S. (January, 2014). PreK – 5<sup>th</sup> Writing for the Common Core, Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (September, 2013). PreK – 5<sup>th</sup> Response to Interventions (RTI), Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (2012). *Riley's Race*. Philadelphia, PA: Xlibris Corporation
- Roberson, Tamara S. (2010). The relationship between principal personality type and elementary school student achievement. MI: UMI
- Roberson, Tamara S. (September, 2010). Learning from the ineffective teacher. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). The importance of lesson planning and student achievement: introduction part 1. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). The importance of lesson planning and student achievement, part 2: Setting the stage for learning: anticipatory set. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Are we accomplishing our mission? progress monitoring, assessments and accountability. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Lead and learn presentation to mid-del association of elementary principals: Coaching cycle: Diagnose – teach objectives, assess, gather results, adjust instruction; start over. Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (April, 2009). Quality time analysis. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). How to help children build better language skills. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Testing preparation for state testing. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2009). How to use data to enhance classroom instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2008). Differentiated instruction in the classroom part 2. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2008). Differentiated instruction in the classroom part 1. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Climate of high expectations for all students in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Review of academic performance index (API). Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Intergrading math and children’s literature in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Implementing policies and procedures: ensuring quality time on task. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2008). School improvement: make and take ideas for using differentiated instruction in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2008). Strategies for enhancing reading for students with English as a second language. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Differentiated reading instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Differentiated classroom instruction to enhance learning across the curriculum. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (November, 2007). School improvement strategies for improving AYP scores on state testing. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2007). School improvement: mapping grade levels curriculum. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). School improvement: surveying the daily classroom schedule. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). School improvement: data driven decision making. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (September, 2007). Using benchmark data to drive instruction. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2007). Strategies for teacher using data driven instruction to re-teach PASS skills not mastered on benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). No child left behind: expectations of 2014 and strategies to achieve the demands. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Edusoft training for teachers to use computerized data for benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Using vertical team meetings with special teachers to collect data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Modified assessments. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). In-service for the classroom teachers role in adhering to DHS regulations. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Special education: inclusion. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). API in-service: using frequent assessment in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Using guided reading instruction in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Seven correlates of effective schools. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2006). Epperly’s recipe for success: strategies to closing the achievement gap using our school data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (May, 2006). Using discussion and data to assign students to next year’s teachers. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2006). Following up on benchmark data: objectives not mastered. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2006). Follow up on benchmark data for the higher achieving students. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

### **Representative Honors and Awards Received**

- Who’s Who Among American Young Women of America (1997).
- Midwest City – Del City Schools Service Award (May, 2006).
- Recognized by Midwest City – Del City Schools for Mastery and Understanding of the Effective School Correlates (2009-2010).
- Recognized by Midwest City – Del City Schools for the MVP Award (2009-2010).

## **Major Professional Affiliations**

- Council Member, Governor Fallin's Oklahoma Economic Development Council – 2011-2012
- Committee Member, Mid-Del Association of Elementary School Principals – 2008-2010
- Chairman, Safe & Healthy School Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Title I Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Professional Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Staff Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del Discipline Committee, Mid-Del Schools, 1997 - Present
- Committee Member, Technology Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del School Calendar Committee, 1990 - Present
- Committee Member, Mid-Del Schools School Improvement Committee 1997 - Present
- Committee Member, Mid-Del Schools Elementary Curriculum Council 1988 – 1997
- National Association of Elementary School Principals (NAESP)
- Mid-Del Association of Elementary School Principals (MDAESP)
- Association of Supervision and Curriculum Development (ASCD)
- Cooperative Council for Oklahoma School Administration (CCOSA)
- Oklahoma Association of School Administrators (OASA)
- National Association for the Education of Young Children (NAEYC)
- American Educational Research Association (AERA)
- National PTA