



Course Title:

Multicultural Issues in Human Relations

Course Number:

HR 5110-490

Course Description:

This course examines multicultural issues in human relations. Specifically, focus is directed to the historical, social, cultural, economic, and political situation of selected populations in the USA. Complex issues involved in workplace diversity are examined, and skills, policies, and processes that foster a culture that affirms diversity in the workplace are explored. Potential barriers to culturally competent practice by human relations professionals are also scrutinized and a model for enhancing multicultural practice is presented.

Class Dates:

September 1 - December 31, 2017

Last day to enroll or drop without penalty: August 3, 2017

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

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
E-mail Address: tamara.s.roberson-1@ou.edu
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. 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. Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of color blindness*. New York: The New Press. ISBN 9781595586438.
2. Rothenberg, P.S. (2016). *Race, class, and gender in the United States* (10th ed.). Manhattan, NY: Worth. ISBN 9781464178665.

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/>
4. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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 E-Mail:

All official correspondence from distance learning 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

Course Objectives:

Upon successful completion of this course, students will demonstrate ability to:

- articulate the historical, social, cultural, economic, and political situation of selected populations in the USA;
- develop knowledge, understanding, empathy, and appreciation regarding populations with similarities and differences from themselves;
- examine the pervasive effects of racism, ethnocentrism, sexism, heterosexism, and the other "isms" discussed in the course;
- articulate the complex issues involved in managing diversity in the military and other places of work;
- understand skills, policies, and processes that could foster a culture that affirms diversity in the military and other places of work;
- apply practical methods to instigate organizational change in the military and other workplaces that are inclusive of diverse groups;
- understand potential barriers to culturally competent clinical practice;
- understand a model for enhancing multicultural clinical practice; and
- analyze issues of power and privilege.

Course Goal:

The goal of the class is to internalize new ways of thinking about cultures and to create a basis for life-long growth in cultural awareness and appreciation. Over the course of the semester you will be expected to complete all assigned reading in a timely fashion. You will additionally be expected to be active participants in class discussions using the discussions forum on Canvas and periodically, you will complete reflection papers. The course will be divided into modules, each with its own participation assignments.

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, quizzes, assignments, and grading 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.**

Jim Crow Critique Paper: (30 Points)

Description and critique of text by Michele Alexander. Due the third week of class. Students should read the text prior to the beginning of class starting.

Outline:

- Overview of text
- Major themes and discussion
- Personal Response
- Implications for professionals, and relevance to all racial groups.

Paper should be 6 pages, doubled spaced. Follow APA Guidelines (Rubric on Canvas)

APA Reminder:

Before turning in papers please make sure you refer to your APA Manual (6th 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/>.

Participation assignments:

One Weekly Post and Two Response Post (5 Points) each week.

Over the course of the semester, you will be expected to complete ten 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 discussion forum posts and 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, to at least **two** of your classmates. 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.

Four Reaction Papers: (30 points each)

You will be expected to prepare four brief papers in response to the assigned material. Your reaction papers should be typed using 12-pt font and standard margins and should be two to three pages long. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked.

You should consider the goal of the chapter author(s) and your reactions to their statements (do you agree or disagree and why?). You should also consider whether the author(s) changed the way you think about the topic, whether you learned something new from the article, how it fits with the rest of what we are learning, etc. The more thorough and thoughtful your paper is, the higher your grade will be.

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.

Tentative Course Schedule

Week	Assigned Reading	Assignment	Due
Week 1 Sept. 1-3 Topic 1: Jim Crow	Alexander (2012) text. Rothenberg et al.: Pgs. 1-5 Introduction	Course Begins – Familiarize yourself with the Canvas site for the course and complete an Introduction post. Refer to course syllabus. Watch Video: The Rise and Fall of Jim Crow –Promises Betrayed. Part 1	Sunday, Sept. 3 by 4:59 PM CST
Week 2 Sept. 4- 10 Topic 1 Cont.	Continue reading Alexander (2012) text	Watch Video: The Rise and Fall of Jim Crow - Fighting Back Pt. 2 Listen to Video – Marvin Gaye	Sunday, Sept. 10 by 4:59 PM CST
Week 3 Sept. 11- 17 Topic 1 Cont.	NA	Due: Description and critique of text by Michelle Alexander. Refer to syllabus. 6 pages, double- spaced – using APA Style (30 points)	Sunday, Sept. 17 by 4:59 PM CST
Week 4 Sept. 18- 24 Topic 2: Perspectives on Race and Ethnicity	Rothenberg et al.: Perspectives on Race and Ethnicity <ul style="list-style-type: none">• Pgs. 11-17 “Racial Formations”• Pgs. 47-56 The Invention of Heterosexuality	Video: Race the Power of an Illusion Part 1 Race the Power of an Illusion Part 2 Discussion Forum	Sunday, Sept. 24 by 4:59 PM CST

Week	Assigned Reading	Assignment	Due
<p>Week 5 Sept. 25- Oct. 1</p> <p>Topic 3: Socialization and Racialization; Racism, Prejudice, and Discrimination</p>	<p>Rothenberg et al.: Socialization and Racialization</p> <ul style="list-style-type: none"> • 91-96 “Domination and Subordination” • 27-35 “How the Jews Became White Folks: And What That Says About Race in America” • 176-180 “White Privilege: Unpacking the Invisible Knapsack <p>Racism, Prejudice, and Discrimination</p> <ul style="list-style-type: none"> • 105-111 “Defining Racism: CanWe Talk?” • 113-140 “Color-Blind Racism • Pgs. 130-133 “Oppression” 	<p>Video: Dr. Beverly Tatum: Why Are All the Black Kids Sitting Together in the Cafeteria</p> <p>Discussion Forum</p>	<p>Sunday, Oct. 1 by 4:59 PM CST</p>
<p>Week 6 Oct. 2-8</p> <p>Topic 4: Social Stratification and Race</p>	<p>“The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets.”</p> <p>Review MPI Report</p> <p>Review: Immigration’s Aftermath</p> <p>Rothenberg et al.: Racial Identify Formation</p> <ul style="list-style-type: none"> • 218-219 “Los Intersticios: Recasting Moving Selves • 322-324 “Testimony” <p>Immigration Past and Present</p> <ul style="list-style-type: none"> • Pgs. 207-214 “Impossible Subjects: <p>Illegal Aliens and the Making of America</p>	<p>Video: The Power of an Illusion Part III</p> <p>Discussion Forum</p>	<p>Sunday, Oct. 8 by 4:59 PM CST</p>
<p>Week 7 Oct. 9-15</p> <p>Topic 5: Immigrants Today and Race: Complicating Questions of Identity</p>	<ul style="list-style-type: none"> • 428-431 “This Person Doesn’t Sound White” • 220-223 “For Many Latinos, Racial Identity is More Culture than Color” <p>Rothenberg et al.: Immigrants Today and Race: Complicating Questions of Identity</p> <p>Pgs. 230-236 “The Myth of the Model Minority”</p>	<p>Video: The Neo-African Americans</p> <p>Discussion Forum</p>	<p>Sunday, Oct. 15 by 4:59 PM CST</p>

Week	Assigned Reading	Assignment	Due
<p>Week 8 Oct.16- 22</p> <p>Topic 6: Discrimination in Everyday Life</p>	<p>Rothenberg et al.: Discrimination in Everyday Life</p> <ul style="list-style-type: none"> Pgs. 247-254 “The Problem: Discrimination <p>“Abercrombie Settles Class- Action Suit</p> <p>“Apparel Factory Workers Were Cheated, State Says</p>	<p>Discussion Forum</p>	<p>Sunday, Oct. 22 by 4:59 PM CST</p>
<p>Week 9 Oct. 23- 29</p> <p>Topic 7: Discrimination in Everyday Life (Part 2)</p>	<p>“Why Transgender Identity Matters”</p> <p>Pgs. 285-287 “Where “English Only” Falls Short</p> <p>Pgs. 289-291 “Black vs. Latinos at Work”</p> <p>Pgs. 294-295 “Muslim-American Running Back Off the Team at New Mexico State</p> <p>“Tennessee Judge Tells Immigrant Mothers: Learn English or Else”</p> <p>Pgs. 288-289 “My Black Skin Makes My White Coat Vanish”</p>	<p>Video: Black’s v Latinos: A racial rift? Discussion Forum</p>	<p>Sunday, Oct. 29 by 4:59 PM CST</p>
<p>Week 10 Oct. 30- Nov. 5</p> <p>Topic 8: The Economics of Race, Class, and Opportunity</p>	<p>Rothenberg et al.: The Economics of Race, Class, and Opportunity</p> <ul style="list-style-type: none"> pp. 329-337 “Imagine a Country” pp. 340-343 “Wealth Inequality Has Widened Along Racial, Ethnic Lines Since End of Great Recession” 	<p>Discussion Forum</p>	<p>Sunday, Nov. 5 by 4:59 PM CST</p>
<p>Week 11 Nov. 6- 12</p> <p>Topic 9: Many Voices, Many Lives: Issues of Race, Class, Gender, and Sexuality</p>	<p>Rothenberg et al.: Many Voices, Many Lives: Issues of Race, Class, Gender, and Sexuality</p> <ul style="list-style-type: none"> 410-413 “Civilize Them with a Stick” <p>“The Arab Woman and I”</p>	<p>Discussion Forum</p>	<p>Sunday, Nov. 12 by 4:59 PM CST</p>

Week	Assigned Reading	Assignment	Due
Week 12 Nov. 13-19 Topic 10: How It Happened: Race and Gender Issues in U.S. Law	How It Happened: Race and Gender Issues in U.S. Law <ul style="list-style-type: none"> • 489-492 Declaration of Sentiments and Resolutions • 519 United States Constitution: Nineteenth Amendment (1920) • 528 Roe v. Wade, 1973 • 529 The Equal Rights Amendment (Defeated) 	Videos: Prezi: The Antisuffragists Selected Papers, 1852-1887 YouTube Video: Bradwell v. Illinois, 1873 YouTube Video: Minor v. Happersett, 1875 Discussion Forum	Sunday, Nov. 19 by 4:59 PM CST
Week 13 Nov. 20-26	Happy Thanksgiving! Enjoy time with family and friends.	NA	NA
Week 14 Nov. 27-Dec. 3 Topic 11: Maintaining Race, Class, and Gender Hierarchies: Reproducing "Reality"	Maintaining Race, Class, and Gender Hierarchies: Reproducing "Reality" <ul style="list-style-type: none"> • Pgs. 541-546 Self-Fulling Stereotypes 	Prezi: Anti-Gay Stereotypes Discussion Forum	Sunday, Dec. 3 by 4:59 PM CST
Week 15 Dec. 4-10 Topic 12: Maintaining Race, Class, and Gender Hierarchies: Reproducing "Reality" (Part 2)	Maintaining Race, Class, and Gender Hierarchies: Reproducing "Reality" <ul style="list-style-type: none"> • 547-553 "Am I Thin Enough Yet?" • Pgs. 562-569 "Media Magic: Making Class Invisible" 	Discussion Forum	Sunday, Dec. 10 by 4:59 PM CST
Week 16 Dec. 11-17 Topic 13: Social Change: Previsioning the Future and Making a Difference	Rothenberg et al.: Social Change: Previsioning the Future and Making a Difference <ul style="list-style-type: none"> • Pgs. 609-615 "Age, Race, Class, and Sex: Women Redefining Difference" • Pgs. 629-635 "Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change" 	Discussion Forum	Sunday, Dec. 17 by 4:59 PM CST

Week	Assigned Reading	Assignment	Due
Week 17 Dec. 18-24 Topic 14: Critical Incident Review	"10 Things You Can Do to Improve Race Relations"	Work on Final- Critical Incident Review	
Week 18 Dec. 25-31	NA	Final Due: Critical Incident Review	Sunday, Dec. 31 by 4:59 PM CST

Grading:

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

Assignment	Points for Course Grade
Jim Crow Paper	30
Attendance/Weekly Participation Posts	10 @ 5 points = 50
Reaction Papers	4 @ 30 points = 120
Final – Critical Incident Review	35
Total Points	235

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 Incompleted 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

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 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 – 5th Writing for the Common Core, Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (September, 2013). PreK – 5th 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