



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5343-491: Conflict Resolution

Course Description:

This is an online course; we will explore the nature and origins of human conflict in modern life. It will emphasize an understanding of conflict and resolution methods useful in professional counseling and other HR settings such as organizational development and interpersonal facilitation.

Course Dates:

May 1 – August 31, 2021

Last day to enroll or drop without penalty: April 2, 2021

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
Email Address:	tamara.s.roberson-1@ou.edu
Professor availability:	The professor will be available via email to students and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Hocker and Wilmot, (2018). *Interpersonal Conflict* (10th ed.), McGraw-Hill. ISBN 9780073523941
2. 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.

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

Course Objectives:

The overall purpose of the course is for you to enhance and strengthen your skills when managing conflict. The course examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. You will draw on your own experiences and case studies supplied in class to learn the principles of conflict and the techniques for productive management. Both theory and application will be stressed, with an emphasis on their interrelation.

Learning Outcomes:

At the end of the course, you should be able to:

- Identify key elements present in conflict situations
- Clarify the impact gender and culture have on conflict choices
- Explain typical conflict reactions in your family of origin and their impact on you
- Describe the types of goals people try to accomplish during conflicts
- Conceptually distinguish between different styles of conflict
- Explain the role of power in conflict situations
- Make recommendations for different types of interventions into conflict
- Distinguish between mediation, arbitration and adjudication
- Discuss the advantages of forgiveness & reconciliation
- Suggest strategies for preventing destructive conflict

Course Outline:

I. Conflict Components

- a. The Nature of Conflict
- b. Perspectives on Conflict
- c. Interests and Goals
- d. Power: The Structure of Conflict
- e. Conflict Styles
- f. Emotions in Conflicts

II. Special Applications

- a. Analyzing Conflict
- b. Interpersonal Negotiation
- c. Third-Party Intervention
- d. The Practice of Forgiveness and Reconciliation

Course Schedule

Date	Readings – Assignments - Activities
5/1 - 5/7/21	Introduction Post, Chapter 1 pgs. 2-21
5/8 - 5/14/21	Chapter 1 pgs. 21-36
5/15 - 5/21/21	Chapter 2 pgs. 38-49

Date	Readings – Assignments - Activities
5/22 - 5/28/21	Chapter 2 pgs. 49-74
5/29 - 6/4/21	Chapter 3 pgs. 76-90
6/5 - 6/11/21	Chapter 3 pgs. 90-107 & Content Review
6/12 - 6/18/21	Chapter 4 pgs. 109-127
6/19 - 6/25/21	Chapter 4 pgs. 127-150
6/26 - 7/2/21	Mid-Term
7/3 - 7/9/21	Chapter 5 pgs. 152-171
7/10 - 7/16/21	Chapter 5 pgs. 171-193
7/17 - 7/23/21	Chapter 6 pgs. 195-216
7/24 - 7/30/21	Chapter 6 pgs. 216-226 & Content Review
7/31 - 8/6/21	Chapter 7 pgs. 230-255
8/7 - 8/13/21	Chapter 8 pgs. 257-287
8/14 - 8/20/21	Chapter pgs. 289-315
8/21 - 8/27/21	Chapter 10 pgs. 317-358 & Content Review
8/28 - 8/31/21	Final

Assignments, Grading, and Due Dates:

Points to remember:

1. Online discussion class meetings are considered a valued and important part of the learning experience and students are expected to be prepared and participate in the online discussion.
2. Please check and use your OU email account.
3. Please check for announcements/updates on the “Announcements” tab on the Canvas course home page.
4. Please contact Dr. Roberson if you anticipate meeting a deadline.

Course Structure and Expectations

This course will examine the dynamics of everyday conflicts across a variety of settings from personal relationships to the workplace. You will draw on your own experiences and case studies supplied in class and the textbook to learn the principles of conflict and the techniques for productive management. Both theory and application will be stressed, with an emphasis on their interrelation.

We will explore a variety of issues and the ways in which communicative practices create, clarify, and complicate conflict. Metaphors of conflict will be examined and similarities and differences in communication patterns will be compared across contexts in which conflicts emerge. Through assigned readings, class discussions, group research of Alternative Dispute Resolution (ADR) practices, and reflections on your own practice, you should become better critics of both the perspectives of popular culture and professional publications with regard to the relationship between communication and conflict. By the end of this course, you should be able to identify and describe significant features of communication and conflict in both the academic and broader social arena.

Readings, individual and group research, and reflections on cultural stereotypes and norms of conflict interaction will provide the basis for class discussion. I expect that each of you will bring to the class discussions your own perspectives, but that you will be open to the views and positions of others as they engage in reflective analysis of communication in conflict. I trust that you will enter this course with an openness that allows you to develop and/or re-evaluate your current perspectives and beliefs about the conflict process. I do not expect each of you to wholeheartedly accept and adopt all of the ideas presented

in this course. In fact, I encourage you to bring your questions and challenges to the course material so that together we can engage in the kind of dialogue that may result in a greater level of understanding for all. I do expect, however, that you will have a greater understanding about the theoretical processes and the application of personal skills in conflict situations by the time you complete this course.

This is not a typical “read all you can class.” Rather, this particular class will focus on integration of concepts so that you can readily apply them. As a result, rather than reading long boring assignments that wash through your mind, I have purposely limited the reading to one central textbook. This limited reading allows you to thoroughly learn the material from start to end. The trade-off is that I expect you to master the concepts fully and be able to talk about them spontaneously. In fact, I’ll give you many opportunities to do so through class online discussion threads

Course Requirements

Attendance- Discussion Board Participation:

Attendance is critically important for learning. When you attend class, you can demonstrate your knowledge, curiosity and questions regarding the course content. You also have several opportunities to practice your existing and newly acquired skills through class discussions and activities. Discussion board participation is critical to the success of this online course. You will post your views and deconstruct the reading in a professional manner.

Class Participation (225 points)

As mentioned above, your physical attendance is important. Your psychological attendance is even more important (e.g., cognitive, behavioral, and affective). You can earn class participation points by adhering to the following principles for effective participation:

- **Presence/Participation:** (10) Your presence in online discussions are considered a valued and important part of the learning experience. Students are expected to be prepared and actively participate in the online discussion.
- **Dialogue:** (5) You are able to carry on respectful conversation in the discussion threads with your classmates and me. You also encourage others to engage in this dialogue with you during class time.

I typically do not assign a class participation grade. However, the success of this course relies heavily on the quality of class participation and individual engagement. The class participation points require that you do more than just login for class (i.e., participation is required).

You are expected to reflect on your own experiences of conflict in a variety of settings and your own communication patterns in conflicts. While you can expect to engage in the reflexive process throughout the course, public disclosure of personal experience is NOT an expectation in the class.

Chapter Content Reviews (150 points)

You will complete three *chapter content review assessments* (50 points each). Each review will cover 3 chapters from the required textbook. I am calling them *content reviews* rather than quizzes or tests because you will be reviewing content that you have already read from the book. You may use your book and notes as you *review the content* and answer the questions. There is a lot of material to cover in a short amount of time. The reviews will be comprised of true-false, multiple choice, and short-answer questions.

Chapter Content Reviews - 150 Points

You will complete three *chapter content review assessments* (50 points each). Each review will cover 3 chapters from the required textbook. I am calling them *content reviews* rather than quizzes or tests because you will be reviewing content that you have already read from the book. You may work with a classmate, using your book and notes as you *review the content* and answer the questions. The reviews will be comprised of true-false, multiple choice, and short-answer questions.

Mid-Term Presentation - 100 Points

Along with an assigned partner, you will create a PowerPoint or similar presentation that will be submitted in Canvas under the Modules tab titled Mid-Term. Presentations will be presented and discussed by classmates. Each small group must submit the PowerPoint in Canvas. The following topics will be assigned to each small group by the professor during the 5th week of class. Some of the topics may need to be narrowed in focus or adjusted due to the number of students in the class.

Conflict Components

- The Nature of Conflict
- Perspectives on Conflict
- Interests and Goals
- Power: The Structure of Conflict
- Conflict Styles
- Emotions in Conflicts

APA Requirements

Browse sites related to your topic, jot down information you think will be important to include in your presentation. You may wish to assign individual group members specific tasks.

APA Reminder: Before turning in assignments please make sure you refer to your APA Manual (6th /7th 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).

Presentation PowerPoint (or similar application)

Use PowerPoint or similar application, check with your instructor for other options. The following sequence can serve as a guideline, though you are free to organize it in other ways. A total of no less than 10 slides is appropriate. Try not to clutter a slide with too much information. You may add additional pages in slides 3-10 if needed. Rubric listed below.

- Slide 1: Title, names of group members
- Slide 2: Attention grabber, put a thought-provoking question or image here
- Slides 3-5: Explain the topic, what is the problem and why it is a problem (do NOT copy and paste information from other websites, use your own words.) Include images to help explain your points and to make your slides more interesting
- Slides 6-8: Explain what can be done (or what is being done) to solve the problem. You may want to include specific laws and regulations related to your topic here.
- Slides 9-10: What can one individual do to help? Offer advice and tips to the class about how individuals can help to solve the problem or promote awareness.

Final - 100 Points

Following the same format and instructions as the Mid-Term, you will create a PowerPoint or similar presentation that will be submitted in Canvas under the Modules tab Final. Presentations will be viewed and discussed by classmates. Each small group must submit the PowerPoint on their personal Canvas. The following topics will be assigned to each small group by the professor during the 10th week of class. Some of the topics may need to be narrowed in focus or adjusted due to the number of students in the class.

Special Applications

- Analyzing Conflict
- Interpersonal Negotiation
- Third-Party Intervention
- The Practice of Forgiveness and Reconciliation

Grading:

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

Assignments	Points Available
Attendance & Class Participation	225
Content Review I	50
Content Review II	50
Content Review III	50
Mid-Term Project	100
Final	100
Total	575

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.

Final course grades will be assigned based on the total number of points that you earn from the required course assignments. Specifically, the final course grades will be assigned according to the following scale:

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/> (Links to an external site).

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 making 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
- Conflict Resolutions
- International-Intercultural Relations
- Issues In Human Relations

Major Areas of Teaching and Research Interest

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

Representative Publications

- Roberson, Tamara S. (March, 2018). Grant Writing: Grant writing resources and advice on writing school and classroom grants. Midwest City, Oklahoma.
- Dyer, Kari B. & Roberson, Tamara S. (November, 2017). Working Together: Building a positive school culture. Oklahoma School Counselors Association Annual Conference, Broken Arrow, OK.
- 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

Representative Presentations

- Roberson, Tamara S. (October 2018- May, 2019). Facilitator /Trainer – Preparing the assistant principal: Are you ready for your building assignment? Professional Development, Midwest City – Del City Schools Administration, Oklahoma
- Roberson, Tamara S. (September, 2010). Presenter - Learning from the ineffective teacher. Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (September, 2010). Presenter - The importance of lesson planning and student achievement: introduction part 1. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - 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). Presenter - Are we accomplishing our mission? progress monitoring, assessments and accountability. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - 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). Presenter - Quality time analysis. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Presenter - How to help children build better language skills. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Presenter - Testing preparation for state testing. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2009). Presenter - How to use data to enhance classroom instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2008). Presenter - Differentiated instruction in the classroom part 2. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2008). Presenter - Differentiated instruction in the classroom part 1. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Presenter - 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). Presenter - Review of academic performance index (API). Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Presenter - Intergrading math and children's literature in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Presenter - Implementing policies and procedures: ensuring quality time on task (QTA) Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2008). Presenter - 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). Presenter - 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). Presenter - Differentiated reading instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (January, 2008). Presenter - Differentiated classroom instruction to enhance learning across the curriculum. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (November, 2007). Presenter - 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). Presenter - School improvement: mapping grade levels curriculum. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - School improvement: surveying the daily classroom schedule. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - School improvement: data driven decision making. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - Using benchmark data to drive instruction. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2007). Presenter - 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). Presenter - No child left behind: expectations of 2014 and strategies to achieve the demands mandated. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Presenter - 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). Presenter - 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). Presenter - Modified assessments. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Presenter for 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). Presenter - Special education: inclusion. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Presenter – Academic Performance Index (API) in-service for teachers: using frequent assessment in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Presenter - Using guided reading instruction in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Presenter – Research on effective schools. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2006). Presenter – A 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). Presenter - 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). Presenter for follow up on benchmark data: objectives not mastered. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2006). Presenter for 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 & Committees

- Mid-Del School Foundation Board Ex-Officio Member, 2018-2019
- Grant Committee Member, Greatest Stories Never Told: Fly with Banning traveling Exhibition, 2017-2018
- Program Committee Member, Pleasant Hill Elementary Black History Program: The Hallelujah Flight, 2015
- Council Member, Governor Fallin's Oklahoma Economic Development Council – 2011-2012
- Committee Member, Mid-Del Association of Elementary School Principal's – 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)