



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5093-223: Introduction to Graduate Studies in Human Relations

### Course Description:

This course provides an introduction to and survey of the Program of Graduate Studies in Human Relations. It is designed to familiarize students with the standards and expectations of multidisciplinary graduate coursework, particularly regarding writing standards and research methods. Additionally, it provides an awareness of the history, theoretical basis, and career opportunities in human relations-oriented organizations. The course introduces students to what is required of practitioners engaged in promoting change in individuals, families, small groups, communities, and organizations. Students will gain practical knowledge of human interactions, diversity, change strategies, communication processes, service, the dynamics of groups and team building, leadership skills, and social justice issues.

The format for this class includes lectures, group discussions, class presentations, written assignments, web-based communication, and analysis of video material. Dialogue and communication is encouraged as a means of sharing knowledge and examining assumptions and beliefs. Further to this format, please note that **computers and tablets are excluded** from the classroom; this feature should be considered when ordering texts.

### Class Dates, Location and Hours:

Dates: January 23 - 28, 2018  
Location: Vilseck, Germany. Please contact Site Director for classroom location.  
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty: December 25, 2017

### Site Director:

Email: [apvilseck@ou.edu](mailto:apvilseck@ou.edu). Phone: CIV 011-49-9662-83-2069; DSN 476-2069.

### Professor Contact Information:

Course Professor: Irene Karpiak, Ph.D.  
Mailing Address: Department of Human Relations  
Norman, Oklahoma 73019  
Telephone Number: (480) 302-0217  
E-mail Address: [ikarpiak@ou.edu](mailto:ikarpiak@ou.edu)  
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment. Class material will be posted on Canvas one month prior to the start of the class. The professor welcomes student questions and comments prior to and during the class.

### 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@fhcg.follett.com](mailto:0831mgr@fhcg.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. Please avoid the electronic text, given that computers and tablets are not utilized during class hours.

1. Reece, B.L. (2016). *Effective human relations; Interpersonal and organizational applications* (13<sup>th</sup> ed.). Mason, OH: Cengage South-Western. ISBN 9781305576162.
2. Bridges, W. (2004). *Transitions: Making sense of life's changes* (2<sup>nd</sup> ed.). New York: Basic Books. ISBN 9780738209043.
3. Materials posted on the Canvas platform, according to Course Topics and Schedule. 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: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

### Course Objectives:

- Learn the historical foundations of human relations
- Understand the major theoretical approaches to human relations
- Appreciate human relations as an art, sciences, and a multidisciplinary field
- Identify issues that impede or facilitate positive human relations
- Develop communication competence, an understanding of graduate education standards, and the tools needed for graduate study
- Gain an understanding of diversity as a foundation of social justice
- Understand the concept of a service orientation to the human relations profession.
- Apply the knowledge and skills gained in the Program to career opportunities in human relations.

### Assignments, Grading and Due Dates:

Before you begin your written assignments, carefully read the relevant sections in the *APA Manual* (6<sup>th</sup> ed.), or consult one of several on-line resources that provide APA guidelines. You are responsible for following all guidelines on these pages. To be acceptable, all written work must be grammatically and stylistically correct. Be sure to edit your written works carefully before handing them in. Also, be aware of the academic requirement for 'original work' in all assignments. See guidelines on Canvas.

### Readings:

Students are expected to become knowledgeable of the content of the main texts, *Effective Human Relations; Interpersonal and Organizational Applications*, and *Transitions* for the foundation they provide for the study of Human Relations.

### Attendance and Participation:

Students will be involved in a number of individual and small-group activities to illustrate principles and concepts. Attendance, promptness, and respectful and constructive participation contribute to the learning of others and are required of all students; and these are reflected in the participation grade (10%). If an absence for any class session is necessary, students must arrange with the instructor to prepare additional assignments on the topics that were missed, as a result of the absence.

### Written Assignments

The Syllabus is posted in a timely way to allow students to prepare for the class in advance. Also, the Canvas site with course and reading materials is posted in advance for student reference and guidance. **Assignments 1, 2, and 3 papers are due on the first day of the on-site gathering of the class.** This feature ensures that students make maximum use of the on-site class time with the professor and can

participate fully in the discussion and contribute to the learning environment. Students are encouraged to contact the professor concerning any questions or need for guidelines with regard to the assignments.

**Assignment 1: An analysis of your organization through the theories and concepts of human relations.**

In Chapter 1 of the Reece text, beginning on page 9, the author outlines the “Major Forces Influencing Behavior at Work.” Among the forces included are Organizational Culture, Supervisory-Management Influence, Work Group Influence, Job Influence, Personal Characteristics, and Family Influence. Your Assignment is as follows: a) first, drawing from the text, briefly summarize each of the ‘forces’ that Reece has identified in the schema on page 10, Figure 1.2, and described in Chapter 1 (do not use Dictionary definitions; rather, paraphrase the definition in your own words); b) consider this schema with respect to your present work setting or one in which you have worked or studied in the past—how do each of these ‘major forces’ present themselves in your work setting? And c) conclude by noting where the strengths and weaknesses lie in your organization with regard to the ‘forces’. The intent is to have the opportunity to analyze an organization, through the schema of the ‘forces’ that Reece has outlined.

You are asked to submit a 4-5 page (1000-1200 words) paper following the guidelines detailed above. Please bring one copy of the paper to class for your own reference; post the other copy into the Canvas Dropbox for Workplace Forces Analysis. Grading is 5% for each of the points a-c, and 5% for organization and writing style, total 20% of the final grade; paper is due on the first day; with late papers subject to the loss of one point).

**Assignment 2: A Research paper and Seminar Presentation of an in-depth exploration of three Topics of human relations (from the list below).**

Students have the opportunity to select **three** topics from those listed below, to research the topics of their choice, and to prepare a written paper for each one. Each paper must be at least **500 words**, or the equivalent of 2 pages, double-spaced; and each paper **must be written in three voices: the Scientist, the Artist, and the Philosopher** (see guidelines for ‘voices’, below; see also the sample posted in the Syllabus and Guidelines section of Canvas). Students will be asked to share their research papers with the class, in the form of class seminars, group presentations, and round-table discussion.

Your papers should draw on the textbook material, **and at least one other relevant, credible source, either from the readings on Canvas or other literature.** Please bring one copy of the paper to class for your own reference; post the other copy into the Canvas Dropbox under Topics in HR 1, 2 and 3. Grade is (10 % for each paper, total 30% of grade for the written portion; due on day one of the class; with late papers subject to the loss of one point). Suggestion: If, by chance you do not receive your text book in time, please focus your research on other materials, such as chapters and journal articles through OU Libraries.

**Each of your Topic Research Papers must be written in three voices.** To clarify, you should ‘assume’ the voice of the Scientist, the Artist, and the Philosopher, as you write each paper. In the voice of the Scientist, summarize the main points concerning the topic, taking care to convey the main point(s) of the reading, while refraining from any personal comment. Assume that the reader has not read the text or the materials. Then in voice of the Artist, offer your personal comment on the reading, including any possible experience that you have had with the topic, and how your experience may have shaped your approach or understanding of the topic. Finally, in the voice of the Philosopher, given what you have learned so far about this topic, consider the significance, value, and possible application of this topic, or what is worth doing for Human Relations and human relations settings, including your own work setting. Note that there must be a balance of attention (word count) to each ‘voice.’ A sample of the 3-voices paper is posted on Canvas under the Syllabus and Guidelines section.

List of Topics related to Human Relations from which to choose three:

- a. Communication
- b. Self-Awareness
- c. Values/Ethics
- d. Attitudes
- e. Motivation

- f. Personal and Work Stress
- g. Emotions and Emotional Balance
- h. Resolving Conflict
- i. Diversity and Inclusion
- j. Changing Roles of Men and Women
- k. Interpersonal Relations
- l. Leadership

### **Assignment 3: An Analysis of an instance of personal change**

In the book, *Transitions*, William Bridges reviews the processes of undergoing changes and corresponding transitions in our life. He outlines and describes the phases of transition: the Ending Phase, the Neutral Zone, and the New Beginning. You have the opportunity to revisit an event of personal change (or the change that you have observed in someone else), and to explore its process, using the phases outlined in Bridges' text, as well as other materials that may be relevant. Your paper should include the following features: a) an overview of the phases of transition that Bridges outlines in the text, b) a description of the your own or another's transition process, c) an analysis that considers the connections or the fit between the phases by Bridges and your personal experience or observation of change, d) your ideas for how you or others can be most helpful for those going through personal change. Be sure to outline the phases and concepts from the text that you are using; in other words, **assume that the reader has not read the text**. And be sure to address all of the points, a, b, c, and d of the assignment. The length of your paper should be 4-6 pages, double spaced or 1000-1500 words. Post your paper into the Canvas Dropbox under Transitions; (grading is 5% for each of points a-d, total of 20% of the final grade; **due on the first day of class**; with late papers subject to the loss of one point).

### **Assignments 4 and 5:**

Student may choose either Assignment 4, a Take-home Exam, or Assignment 5, a Term Paper. Students must **advise the instructor on the last day of class** which option they will pursue. **The choice is final.**

#### **Assignment 4: End of Class Exam:**

The Take-Home Exam, based on the class materials, **must be prepared individually and submitted to the Dropbox by midnight of January 28th**, the last day of our class; 20% of the final grade.

#### **Assignment 5: Term Paper:**

Students have three options from which to choose their Term paper, its intent being to integrate the main ideas and topics of the class. Post your Term Paper into the Canvas Dropbox under Term Paper (20% of Grade; **due two weeks after the end of the class, February 11th**). Students should discuss their choice of the various options with the instructor, before embarking on the assignment.

#### **Option A:**

Film Analysis: Select a film that portrays dimensions of **one or two** of the Topics listed above (Motivation, Leadership, etc.), which we have discussed in class, and/or themes (Change, Development, Transformation), examined in class and discussed throughout the course. Prepare a paper (1000-1500 words or 4-6 pages, double-spaced) in which you analyze the film with reference to **one or two** of these Topics of the course. Your paper should include the following: a) a brief description of the topic(s) that you are applying (assume that the reader has not read the text); b) a review of the film and the relevant parts you wish to highlight; c) your observations concerning the way in which the film can be seen as 'a case in point' concerning the topics, how it furthers our understanding of these topics of human relations; and d) what you have learned from doing this assignment. Grading is 5% for each point a-d, total of 20% of the final grade. (**Due date is two weeks after the end of the class, February 11**).

#### **Option B:**

**Prepare a Personal Autobiography in five chapters; 20% of the final grade.**

This option affords you the opportunity to write your life story, not near the end of life, but much earlier, when its process might be useful to the your life still ahead. Imagine that a publisher has offered to publish your autobiography, and has asked for five chapters of your life story. What might be the titles of

your chapters? What would be the title of your story? Prepare an outline of these five chapters and then write the chapters, allowing approximately two to three pages for each chapter. Make an effort to include both descriptive and reflective dimensions, that is, to move beyond mere outlining of events and, rather, to consider their significance or meaning in your life. (Often this reflection comes naturally in the last chapter). An outline identifying the five chapters and the autobiography title should be presented to the instructor prior to embarking on this project. And be sure to decide upon a title of your narrative. Length should be at least 10-15 pages, double-spaced (2-3 pages per chapter). Post your Autobiography into the Canvas Dropbox. **It is due two weeks after the end of the class, February 11, 2018.** To help guide you, this is a sample (example only) of one student's Autobiography and Chapter titles:

Autobiography: Through My Goggles

Chapter 1: The Shaping of a Mind

Chapter 2: Fitting In

Chapter 3: Critical Exploration: The Turning Point

Chapter 4: Resolution

Chapter 5: Where to Now?

### Option C:

An Analysis of an Autobiography/Biography of an Individual that highlights one or more of the human relations topics studied in this class. Read an autobiography or biography of an individual whose life touches upon or informs your study of Human Relations or of life's issues and challenges. The Human Relations Topics (e.g., Motivation, Values, and Leadership, etc.) could be areas to explore, of which you should **choose one or two**. Prepare an essay 1000-1500 words (equivalent of 4-6 pages, double-spaced) that covers the following points: a) your brief summary of the life or significant life events of this individual, b) select and briefly summarize the Topics that you believe are illustrated in this individual's story; c) explore how the life of this individual illustrates the Topic(s) you have selected; and d) sum up with the way that this individual and his/her story has impacted you, as a student of human relations. Be sure to cover each of the points (a-d). Grading is 5% for each of the points, a-d, a total of 20%. The choice of book and outline should be discussed with the instructor during class and prior to writing. Post your paper into the Canvas Dropbox. **It is due two weeks after the end of the class, February 11, 2018.**

### Grading:

This is a letter-graded course: A, B, C, D, or F. Attendance at all class meetings is required.

Assignment	Due Date to Post on Canvas	Percent of Grade
Pre-Course Analysis Paper	The first day of class	20%
Three Topics papers (10% x 3)	The first day of class	30%
Attendance, Participation, Presentation	In all class sessions	10%
Transitions Paper	Due prior to 5th day of class	20%
Term Paper or Take-Home Exam	<b>Due 2 weeks after last day of class, February 11, 2018</b> <b>Due on January 28, 2018</b>	20%

The following explains my interpretation of each letter grade.

A = Superlative work. It reflects scholarship, depth, accuracy, and good grammar. Papers and critiques receiving an A grade: a) clearly address the stated objectives, b) are well organized and formatted, c) cogently address the relevant points, d) use appropriate citations and references, with all sources of information clearly referenced, d) and structure their papers to have an appropriate introduction and conclusion; e) word count accords with the assignment.

B = Above average work. It reflects sound scholarship, but may contain a few distracting presentation and process errors such as grammatical mistakes, spelling errors and lack of clarity or organization. Responses to all parts of the assignment may be incomplete, sources of information not clearly identified and referenced, and word count may be shorter than required.

C = Average work. The work reflects marginal scholarship. It contains frequent grammatical mistakes and spelling errors. Objectives are not clear, sentence structure may be flawed, organization may be weak, citations are inadequate or missing, interpretation is questionable, and analysis is weak.

D = No comment.

### **Criteria for Writing through the Lens of a Scientist, an Artist, and a Philosopher**

Rationale for this Format: The action of bringing the 'outside' and the 'inside' views, the "I," "it," and "we" together is believed by authors such as Ken Wilber (1995) to promote integration for the individual and to develop a perspective that is more inclusive and complex.

#### **The Scientist:**

The scientist represents the 'it', the objective, theorizing, "outside" view. As the scientist, you should: Introduce the Topic, define it, and outline its main features according to the text(s), making clear what the text and authors attempted to do.

#### **The Artist:**

The qualities or criteria distinguishing the artist, the "I," include interiority (taking the inside view), subjectivity, sincerity, and truthfulness. Interiority includes reference to one's personal experience and impressions in relation to the Topic. Include your personal comments, reflections, experiences, or observations.

#### **The Philosopher:**

The criteria for distinguishing the philosopher, the "we," include goodness, justness, care, and concern. This perspective concerns what personal viewpoint has emerged out of reading about this Topic, that is, what have you learned? How has your knowledge affected you as the reader? The question to ask, given what you have learned, is 'what is worth doing?' What does it suggest for action to be taken by yourself or others, for implications, and for doing things differently?

### **Further Guidelines for Preparing Papers, Exam, and Presentations**

Call Upon CLOE:

- **Clarity** with respect to expression, grammar, meaning, sentence structure, and paragraph structure (each paragraph should have an introductory sentence, a body that develops the thought, and a concluding sentence);
- **Logic** in defining the problem to be addressed and the presentation of arguments, positions, treatment of issues, and conclusions;
- **Organization** that builds a coherent paragraph and overall structure (work from an outline!)
- **Evidence** that supports statements and opinions of the writer/speaker. Ask, "On what basis am I making this statement—my experience, the literature?" Bring in appropriate references.

**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.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

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](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. Advanced Programs does not provide duplicating services or office supplies.

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

Irene Eugenie Karpiak, Ph.D.

### Education

1990 Ph.D. in Education/Adult Education, University of Minnesota

### Current Positions

- Advanced Programs professor since 1995
- Professor Emerita of Educational Leadership and Policy Studies  
University of Oklahoma

### Frequently Taught Advanced Programs Courses

- HR 5093 Introduction to Graduate Studies in Human Relations
- EDAH 5353 Adult Learning and Development
- EDAH 5453 Autobiography and Life Writing
- EDAH 5463 Transformative Learning in Adult & Higher Education

### Representative Publications and Presentations

- Karpiak, I. E., (2010). After Life Review: Autobiography as ‘Art of the Future,’ in *Journal of Studies in Continuing Education*, Vo. 32, No. 1, 47-60.
- Karpiak, I. E., (2008). The Weir: Storytelling that Transforms, in *Canadian Journal of University Continuing Education*, Vo. 34, No. 1, 81-94.
- Karpiak, I. E., Chaos and Complexity: A Framework for Understanding Social Workers at Midlife, in Vincent A. Anfara & Norma T. Mertz (Eds.), *Theoretical Frameworks in Qualitative Research*, Thousand Oaks, CA: Sage, 2006.
- Karpiak, I. E. Taken-from-Life: The Tasks of Autobiography for the Adult Learner, in Tom Smith, (Ed), *Lifewriting Annual: Biographical and Autobiographical Studies*, Vo. 1, 2006, New York: AMS Press, Inc.
- Karpiak, I. E., More Than Artistry: The Integral Aspect of Autobiography, in the *Canadian Journal of University Continuing Education*, Vo. 31, No. 1. 2005.
- Karpiak, I. E., The Shadow: Mining its Dark Treasury for Teaching and Adult Development, in the *Canadian Journal of University Continuing Education*, Vo. 29, No. 2, 2003, pp. 13-27, (recognized by the Canadian Association for University Continuing Education as the best article published in the Journal in 2003).
- Karpiak, I. E., The Ethnographic, the Reflective, and the Uncanny: Three “Tellings” of Autobiography, in the *Journal of Transformative Education*, Vol. 1, No. 2., 2003, 99-116.
- Karpiak, I. E., Midlife: The ‘Second Call’ for Faculty Renewal, in *The Department Chair*, Vol. 11, No. 4, 2001, pp. 11-12.
- Karpiak, I. E., Evolutionary Theory and the “New Sciences”: Rekindling our Imagination for Transformation, in *Studies in Continuing Education*, Vol. 22, No. 1, 2000, 29-44.
- Karpiak, I. E., Writing Our Life: Adult Learning and Teaching Through Autobiography, in the *Canadian Journal of University Continuing Education*, Vol. 26, No. 1, 2000, 31-50.

### Major Professional Affiliations

- American Association for Adult and Continuing Education (AAACE)
- Society for Research in Adult Development (SRAD)
- American Educational Research Association (AERA)

## **Representative Honors and Awards**

- University of Oklahoma, Educational Leadership, Teacher of the Year Award, 2011
- University of Oklahoma, College of Education, Teaching/Advising Award, 2002, 2008
- Canadian Journal of University Continuing Education, Journal Award, 2004
- Sheffield Journal Award, Canadian Society for the Study of Higher Education, 1997
- Journal Award of Excellence, Canadian Association for University Continuing Education, 2003, 1996
- Junior Faculty Research Award, The University of Oklahoma, 1997, 1995