



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR5703-221: International Human Relations

Course Description:

The goal of this course will be to familiarize you with significant international issues relevant to human relations. We will explore the meaning of being a Human Relations professional in an increasingly globalized world, including the role of human relations in addressing issues such as warfare, terrorism, gender discrimination, international issues affecting children, and definitions of and the protection of human rights. Student participation is highly encouraged. We will use multiple formats, including lectures, student papers, student presentations, and class discussions to cover the material.

Class Dates, Format, Location and Hours:

Dates:	November 30 – December 5, 2021
Format:	Hybrid. Course will be held via Zoom and Canvas, professor will be in touch with information regarding zoom sessions as the course approaches.
Location for On-Site courses:	Maxwell Boulevard, Spangdahlem Education Center, Bldg. 129, 3 rd Floor, Room 304, Spangdahlem AB, 54529, Germany
Hours:	Tuesday-Friday 6:00-9:00 p.m. CET; Saturday and Sunday 3:00-6:00 p.m. CET

Last day to enroll or drop without penalty: November 1, 2021

Site Director:

Name:	Ms. Simone Moore
Location:	Maxwell Boulevard, Spangdahlem Education Center, Bldg. 129, 2 nd Floor, Room 207, Spangdahlem AB, 54529, Germany
Office hours:	Monday- Thursday- 0800- 1430
Email:	apspangdahlem@ou.edu
Phone:	DSN: 452-7555 or CIV: 49-(0)6565-61-7555

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:	troberson@ou.edu
Professor availability:	The professor will be available via email to students before and after the class sessions.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. 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. Text prices are available online.

1. Callaway, R. L., Harrelson-Stephens, J. (Eds). (2007). *Exploring international human rights: Updated 29 January 202 Essential readings*. Boulder, CO: Lynne Rienner Publishers. ISBN 9781588264374.
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.

Please consult the Purdue University OWL website for information regarding APA format and general writing style: <http://owl.english.purdue.edu/>

Course Objectives:

It is expected that you will not only become familiar with the topics we cover in class, but that you will also develop the skills necessary to think critically about the various dimensions that impact the human experience across various international settings. These include, but are not limited to, gender, nation of origin, culture, etc. Finally, it is anticipated that you will begin to develop the skills necessary to work towards the resolution of significant international concerns such as poverty, terrorism, child labor, etc. The problems that impact the international community change over time. Hence, it is important for you to develop the capacity to think critically about international social problems in general. This includes evaluating current efforts at resolution and the ability to think of novel approaches to solving these problems.

Course Outline:

The course will consist of lectures, class discussions (both instructor and student lead), and presentations. This will occur on Zoom and Canvas.

Assignments, Grading and Due Dates:

In addition to class attendance, you will be responsible for various in-class and individual projects. All assignments will be outlined below. On the first day of class, time will also be dedicated to an overview and discussion of all assignments. All due dates and times are local time. Please contact the professor with specific questions.

Reaction Paper:

On the first day of class, each student will be asked to select a chapter from Callaway & Harrelson-Stephens (2007) on which to focus for their reaction paper and presentation. Students may select a paper (other than the introduction) from one of the following chapters – 5, 6, 7, or 9. More chapters will be added if needed. The presentations will take place on the Saturday of class. The papers will be due on the date specified below. You may want to review the available chapters prior to the first day of class in order to make a decision about the papers that are of most interest to you. This will facilitate the selection process.

Your reaction paper should be **three to four** double-spaced pages long, and you should consider the following questions:

- How are the issues the author raises relevant to international human relations?
- Do you agree with the author’s perspective? Why or why not?
- What are your reactions to the paper you selected?

This paper should be informal, yet written in scholarly language.

The goal of this assignment is to provide you with an opportunity to respond to the course material and to hone your critical thinking skills.

Your paper should be typed using 12-point font and conventional margins and should be spell and grammar checked. You are not expected to refer to outside sources for this paper, but rather, should provide your perspective on and reactions to the paper. All papers will receive a grade out of 100, with papers showing the most critical thinking receiving the highest grades.

Unless prior arrangements have been made with the professor, or you experience a documented personal emergency, all later papers will be subject to a point deduction. Following the due date, ten points will be deducted for each day your paper is late.

Reaction Paper due via Canvas: Saturday, December 4, Midnight

Presentations of Reaction Paper:

Students will be expected to provide a brief overview of the subchapter that they selected for their reaction paper on the Friday and Saturday of class. Your presentation should be 10 to 15 minutes long and should provide a concise overview of the paper to which you picked. You should additionally address the questions that you have been asked to respond to in your reaction paper. You are not required to use visual aids, but you are welcome to use any aids that you find helpful in your presentation. Presentations will be conducted via Zoom. If you choose to use visual aids, you can use the “screen share” option for your presentation.

You will receive a grade out of 100. You will be graded on the completeness of the overview that you provide as well as the thoroughness of your responses to the assigned questions. Unless prior arrangements have been made with the professor, or you experience a documented personal emergency that prevents you from attending class on the date of your presentation, no extension will be given for presentations.

Book Review Paper:

You will be expected to complete a book review relevant to this class. You may select a book from the list below, or you can select your own text. Any text that is not on the list below needs to be approved by the instructor first (this can be done via email). You should read your selected text **before** the start of class.

Book list (not provided by Extended Campus):

1. *A long way gone: Memoirs of a boy soldier*, I. Bea, 2007
2. *Night*, E. Wiesel, 2006
3. *War is not over when it's over: Women speak out from the ruins of war*, A. Jones, 2010
4. *No good men among the living: America, the Taliban, and the war through Afghan eyes*, A. Gopal, 2015
5. *The underground girls of Kabul: In search of hidden resistance in Afghanistan*, J. Nordberg, 2015
6. *Blood and earth: Modern slavery, ecocide, and the secret to saving the world*, K. Bales, 2016

You will be expected to complete a written review of your chosen book. The book review should be three to five double-spaced pages long and should include your critical analysis of the book (this should include your substantive and substantiated reflections and thoughts on the material presented, the author's perspective, and your own reactions to the book). In addition to your perspectives on the materials presented by the authors, I would like you to relate the material to what we have learned in class. Any outside sources should be cited appropriately using correct APA formatting.

The books available for this assignment all illustrate particular international problems and expand upon the material that we will be discussing in class. The book review paper thus provides you with an opportunity to engage more deeply with a topic. It allows you to apply the material we are covering in class to your analysis of the book. This contributes to your capacity to think critically about key international problems.

Your paper should be typed using 12-point font and conventional margins should be proofread and spell and grammar checked, and should be formatted using APA stylistic guidelines. All papers should be submitted via Canvas. Your paper will receive a grade out of 100 and will be graded using the following criteria:

- 20 points - for using appropriate formatting, etc.
- 30 points - for critical thinking (i.e., the degree to which you provide a thoughtful analysis of the book)
- 50 points - for the content of your paper (i.e., the degree to which you meet the requirements of the assignment).

Unless prior arrangements have been made with the professor, or you experience a documented personal emergency, all late papers will be subjected to a grade deduction. Following the due date, ten points will be deducted for each day that your paper is late.

We will additionally dedicate class time to a discussion of each selected text. On the first day of class we will ascertain who read which books. On Wednesday, students will be expected to share with the class an overview of their book, their perspective on the material presented by the author(s), and their perception of how the material relates to the class – this should include class discussion. We will use a whole group Zoom session for this purpose.

You will receive a grade out of 100 for participating in the book review discussion based upon your selected text. Your grade will be based upon the degree of your participation as evidenced by your sharing of your thoughts and your participation in the larger discussion. In addition, you will be graded based upon the degree of critical thinking and independent thought you demonstrate during the discussion. Please do not hesitate to contact the professor if you have any questions about this assignment.

Book Review paper due via Canvas: Wednesday, December 1, Midnight CST

Final Paper:

For your final paper, you will be expected to select an issue relevant to international human relations to analyze. On the first day of class we will discuss the criteria for selecting your topics. Students will be expected to have their topics selected by the Thursday of class (students who are having a hard time selecting a topic should contact the instructor for assistance). On Thursday, each student will have an opportunity to present their topic to the class via Canvas Discussion module, in order to get feedback and assistance. This will give you an opportunity to refine your topic and to bounce ideas around.

For your final paper, you should provide a thorough analysis of the issue that you have selected. You should not only discuss the reasons why this issue is relevant to international human relations, but you should additionally discuss potential solutions to this problem (including evaluating solutions already attempted). As such, your paper should provide a thoughtful analysis of the issue that you choose to address. Your final paper provides you with a forum to practice your analytic skills when it comes to your chosen international problem as well as its potential solutions.

You should use at least **ten** outside sources in your analysis, of which at least **six should be scholarly books and/or journal articles**. The other four sources may be websites of non-governmental organizations or agencies, newspaper articles, and/or reports published by international organizations such as Amnesty International, etc.

Your paper should be **10-12 pages long, double-spaced** and typed using 12-point font and conventional margins, should be proofread and spell and grammar checked, and should be formatted using **APA stylistic guidelines**. All papers should be submitted via Canvas.

Your paper will receive a grade out of 100 and will be graded using the following criteria:

- 20 points for using appropriate formatting, etc.
- 30 points for critical thinking (i.e., the degree to which you provide a thoughtful analysis of the issue that you have selected); and
- 50 points for the content of your paper (i.e., the degree to which you meet the requirements of the assignment).

Unless prior arrangements have been made with the professor, or you experience a documented personal emergency, all late papers will be subjected to a grade deduction. Following the due date, ten points will be deducted for each day that your paper is late.

Please do not hesitate to contact the professor if you have any questions about this assignment.

Final Paper Due via Canvas: Sunday, December 19. Midnight

Grading:

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

Assignment	Points for Course Grade	Due Date
Book Review Paper	100 points	Wednesday, Dec. 1
Book Review Presentation	100 points	Wednesday, Dec. 1 Zoom
Reaction Paper	100 points	Saturday, Dec. 4
Presentation of Reaction Paper	100 points	Saturday, Dec. 4
Final Paper	100 Points	Sunday, Dec. 19 (Two weeks after course ends)

Tentative Schedule:

Day 1 - Tuesday, Nov. 30: Zoom meeting from 6-9 PM to review syllabus, establish outline the week’s work, and start discussion of chapters 8.1, 8.2, 8.3, 8.4, 8.5, and 8.6.

Day 2 – Wednesday, Dec.1: Zoom from 6-9 PM for book review discussion. Canvas discussion forum of chapters 1.2, 1.3, 1.4, 1.5, 2.5, 3.5, 4.2, 4.3, 4.5.

Day 3 – Thursday, Dec. 2: Students will post their final “draft” paper topics to a Canvas discussion, allowing peers and the professor to give feedback on these topics. Canvas discussion forum of chapters 5.2, 5.3, 5.4, 5.5, 5.6. and 6.2, 6.3, 6.4, 6.5.

Day 4 – Friday, Dec. 3: Zoom from 6-9 PM for student presentations of reaction paper. Canvas discussion of chapters 7.2, 7.3, 7.4, 7.5, 7.6.

Day 5 - Saturday, Dec. 4: Zoom from 3-6 PM for student presentations of reaction paper. Canvas discussion forum of chapters 9.2, 9.3, and 9.4 Reaction paper due in Canvas.

Day 6 – Sunday, Dec. 5: Zoom from 3-6 PM for student presentations and wrap-up. Class meeting time to wrap up.

Attendance:

Class attendance is mandatory. Unless a written or otherwise reasonable excuse is provided (please see below for the definition of an excused absence), your final grade will be reduced by one letter grade if you are absent for more than 20% of class hours. An excused absence may require a make-up assignment if three hours or more of class time will be missed.

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.

OU faculty will submit grades online through ONE not later than 30 days after the course end date. Course end dates are approximately one calendar month after the final seminar date on this syllabus and are provided on the official scheduling website for reference.

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 the professor 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

Extended Campus (also and formerly known as 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 e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

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 OU Extended Campus, 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.
- 1994 - Present School Administrator (Principal) Midwest City-Del City Schools, Midwest City, OK.

Frequently Taught Extended Campus (Advanced Programs) Courses

- Multicultural Issues in Human Relations
- Cultural Diversity in Human Relations
- International Intercultural Relations
- International Training and Development
- Conflict Resolutions
- Issues in Human Relations Training

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

- Dyer, Kari B. & Roberson, Tamara. (February 2021) Utilizing the zones of regulation within the classroom: A refresher. Pleasant Hill Elementary Professional Development. Forest Park, OK.
- Dyer, Kari B. & Roberson, Tamara. (August 2020). Social emotional learning: A crash course. Pleasant Hill Elementary Professional Development, Forest Park, OK.

- Dyer, Kari B. & Roberson, Tamara. (January 2020). Student dysregulation: Recognizing triggers of students and of ourselves as practitioners. Pleasant Hill Elementary Professional Development, Forest Park, OK.
- Dyer, Kari B. & Roberson, Tamara. (September 2019). Practical classroom management. Pleasant Hill Elementary Professional Development, Forest Park, OK.
- Dyer, Kari B. & Roberson, Tamara. (September 2019). Utilizing the Zones of Regulation within the classroom/help recognizing student dysregulation. Pleasant Hill Elementary Professional Development, Forest Park, OK.
- Dyer, Kari B. & Roberson, Tamara (November 2017). Working together: Building a positive school culture, Oklahoma School Counselor Association Annual Conference, Northeastern State University – Broken Arrow, OK.
- Dyer, Kari B. & Roberson, Tamara. (January 2018). The effects of trauma on students and adults. Pleasant Hill Elementary Professional Development Day, Forest Park, OK.
- Roberson, Tamara S. (September, 2019). Mentoring: Career teachers mentoring new to teaching teachers. Midwest City, Oklahoma.
- 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.
- Dyer, Kari B. & Roberson, Tamara (November 2017). Working together: Building a positive school culture, Oklahoma School Counselor Association Annual Conference, Northeastern State University – Broken Arrow, OK.
- 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)