



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5113-101: International Training and Development

Course Description:

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

Course Dates, Format, Location and Hours

Dates: October 15-17 and 22-24, 2021
Format: On-site
Location: 3281 Sheridan Rd, Fort Sill, OK
Hours: Friday 5:30-9:00 p.m., Saturday 9:00 a.m.-5:00 p.m.; Sunday 12:00-4:00 p.m.

Last day to enroll or drop without penalty: September 16, 2021

Site Director:

Name: Ms. Anita Bailey
Ms. Kayla Damon
Email: apftsill@ou.edu
Phone: (580)-355-1974

Professor Contact Information:

Course Professor: Dr. Tamara Roberson
Mailing Address: 601 Elm Dr.
Norman, OK 73019
Telephone Number: 405-514-5468
Email Address: troberson@ou.edu
Professor availability: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU 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. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online.

1. Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). New York: McGraw-Hill. ISBN 9780071664189.
2. Marquardt, M., Berger, N., & Loan, P. (2004). *HRD in the age of globalization: A practical guide to workplace learning in the third millennium*. New York: Basic Books. ISBN 9780465043835.
3. 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>/If you will be placing materials on Canvas or Electronic Reserve please indicate that here. We will add instructions on how to access the material.

OU Email:

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

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

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

Course Format:

This course will consist of lectures, class discussion (both instructor and student lead), and presentations.

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.

Interview Paper: (Students are welcome to conduct interviews prior to the beginning of the course)

NOTE: Findings from the interview paper will be used to write your FINAL (proposal paper).

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

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

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

1. What is your involvement and role in international or multicultural training and development?
2. What does your organization expect of you; what results, outputs, or accomplishments?
3. How does your organization measure training and development results?
4. What is/are the most important training or organization development priorities/needs in your organization or industry right now, particularly in global or intercultural areas (but other areas too)? **NOTE: Take good notes on question #4 as this question will guide your FINAL – Proposal Paper based on your findings for the training needs of the organization.**
5. In what ways does your organization prepare employees for global or intercultural transactions?
6. Describe any new learning technologies your organization may be using or adopting, such as e-learning, distance learning, or other systems.

The paper should include some information about who you interviewed:

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

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

I would **not expect** this paper to be shorter than 5 pages (double spaced), nor longer than 8 pages.

Before submitting your paper, be sure to refer to your APA Manual (7th edition) for proper formatting and specific instructions on how to cite sources as well as referencing them in your paper. If you do not have a current version of the APA Manual, the OWL at Purdue (link listed below) has information and examples on how to cite, as well as how to format papers.

<https://owl.english.purdue.edu/owl/resource/560/25/>

Final Proposal Paper:

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

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

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

Grading:

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

Assignments	Points for Course Grade	Due Date
Attendance Presence & Participation	6 @ 10 points = 60 points	Listed below Tentative Timetable
Chapter Review Presentations	6 @ 10 points = 60 points	
Interview Paper	1 @ 100 points = 100 points	October 29
Proposal Paper	1 @ 100 points = 100points	November 10th
Total Points:	320 points	

Tentative Timetable & Schedule:

Day 1: Friday, October 15 -5:30-9:00 p.m.- review syllabus, outline the week’s work, interview paper, and discussions and book review assignments of **Hofstede chapters 1 & 2;** and **Marquardt chapters 1 & 2.** Discussion on proposal paper which will be due November 10th.

Day 2: Saturday, October 16 – 9:00 a.m. – 5:00 p.m. - Discussions and book review shares of **Hofstede chapters 3, 4 & 5;** and **Marquardt chapters 3, 4, 5, and 6.** (Time will be allotted to work on interviews)

Day 3: Sunday, October 17 –12:00– 4:00 p.m. - Discussions and book review shares of **Hofstede chapters 6, 7 & 8;** and **Marquardt chapters 7, 8, 9, 10, and 11.**

Day 4: Friday, October 22 –5:30-9:00 p.m. - Discussions and book review shares of **Hofstede chapter 9;** and **Marquardt chapters 7, 8, 9, 10, and 12, 13, 14, 15, and 16.**

Day 5: Saturday, October 23. 9:00 a.m. – 5:00 p.m. - Discussions and book review shares of **Hofstede chapters 10 & 11;** and **Marquardt chapters 17, 18, 19, 20, 21, 22, and 23.** (Time will be allotted to work on interviews)

Day 6: Sunday, October 24 –12:00 – 4:00 p.m. - Students will post their interview papers in Canvas discussion, allowing peers and the professor to give feedback and Q&A on the interviews. Discussions and book review shares of **Hofstede chapters 12;** and **Marquardt chapter 24.**

Attendance:

Class attendance is mandatory. Unless a written or otherwise reasonable excuse is provided (please see below for the definition on an excused absence), your final grade will be reduced by one letter grade if you are absent 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.

An “A” grade requires: full participation and class contribution to our on-line class; papers that are professionally prepared and fully proofed meeting all APA requirements; demonstration of your willingness to probe and question classmate’s weekly post/discussions, clarify an understanding of topic; above average expression of knowledge, ideas, and creativity on all assignments and other work.

Grades can be negatively affected by careless and sloppy work.

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

Policy for Late Work:

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

Attendance Policy:

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

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

Incomplete Grade Policy:

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

Technical Support Information:

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

POLICIES AND NOTICES

Attendance/Grade Policy

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

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

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended 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.
- 2012 – Present Principal – Pleasant Hill Elementary, 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
- Conflict Resolutions
- International Training and Development
- Issues in HR 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

- 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)