Child Growth, Development, and Learning (ECED 1110-501)
Early Childhood Education
University of New Mexico-Valencia
Fall 2024

Land Acknowledgement: Founded in 1889, the University of New Mexico [main campus] sits on the traditional homelands of the Pueblo of Sandia. [UNM Valencia sits on the territory of Isleta Pueblo/Tiwa.] The original peoples of New Mexico Pueblo, Navajo [Diné], and Apache ['Nde] since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Instructor: Joshua Frank Cárdenas, Ph.D.
Office: #111 Arts & Sciences
Office Hours: Tuesday & Thursday-9:30am-10:30am, also Tuesday 3:30-4:30pm in A&S 111. Strictly via Zoom my office hours are also Wednesday 3:30-4:30pm and Thursday 2:30-3:30pm. I am happy to meet in person or on Zoom at another place (such as the library) or time. Simply contact me via Canvas to schedule this at your convenience.
Email: jstjoshn@unm.edu
Office Phone: 505.925.8618
Cell Phone: 505.369.6694 (for academic emergencies only please)

Course Information
Location: Arts & Sciences Rm. 140
Time/Date: Tuesdays, 4:30pm-7:00pm

Course Description
This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop, and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized.

Required Textbook

Trawick-Smith, J. (2022). Early childhood development: A multicultural perspective (8th ed.).
New York: Pearson.
ISBN (eBook): 9780137545056, see RedShelf
Archive.org (2010): https://archive.org/details/earlychildhoodde0000traw_k1y4 (5th ed.),
reference only

Assignments and Grading

All assignments are expected to be original creations (first-time submissions created for *this* class), submitted by the scheduled due date, and completed at mastery level. **All work, in some cases artifacts, are due in Canvas, no exceptions. Find a way to post your product/work. Email and hard copies are not accepted.** Late assignments will be penalized with daily point deductions, they are however graded in the order they are received. Late work is accepted until the final day of class. All work can be revised for a better grade following the rubric and instructor feedback. All work is to be submitted in the Canvas course page, double spaced, and in APA style (8th ed.), unless otherwise specified by the instructor. **Exceeding page limits will adversely affect your grade. The same goes for being under the page limit.**

Participation and Attendance

Students are expected to attend class consistently, arrive on time and actively contribute to the discussions on assigned readings and other seminar topics. Students will be involved in class activities, such as brainstorming and/or discussion notes, quizzes, and presentations. A student can gain their participation, attendance, and discussion points by completing a weekly Reflection after full participation in class and out of class. Participation points are not earned by simply being present in class and there are no points for attendance just because you are present physically. **After three unexcused absences the student will be asked to sign a contract and must attend tutoring.** Participation expectations for students include:

• Actively attend each class in its entirety. Late arrivals, talking at inappropriate times, and early departures are disruptive to the learning environment. Students are not allowed to work on other material during class. Other distractions, such as cell phone use are always discouraged.

• Preparedness (Read all material before class time, come ready to discuss student teaching experiences).

• Communication style (Professional, respectful tone, active listening, non-distracting).

• Respect for diversity (Value others' contributions, recognize others' right to contribute).

• Flexibility and openness to new views or ideas (Value new understandings).

• Collaboration (Collegial, polite, courteous engagement with others).

• Respectful listening (Not talking in class while the instructor or others have the floor).

• Self-directed learning and classroom engagement (Self-supportive in learning, resourceful, seek out answers to questions, well-organized, prepared, and professional).

• Proficiency in navigating Canvas.

• Keep abreast of course announcements.

• Use their UNM email as opposed to a personal email address.

• Keep instructor informed of class-related problems, or problems that may prevent the student from full participation.

• Address technical problems immediately.

Mandatory Attendance / Participation and Discussion Reflection	75 pts (15 x 5)	Due each week on Sunday @ 11:59pm
Syllabus Quiz	25 pts	Due first week of class by Sunday @ 11:59pm
Observation & Notetaking Exercise	50 pts (2 x 25 pts)	Due 09/01 & 10/20
My Development Presentation	25 pts	Due 09/03 in class
Theory Exam	25 pts	Due 09/15
Toddler Book Review & Presentation	25 pts	Due in class - 09/24
Midterm Exam	50 pts	Due 10/08
Create a Preschool Toy/Activity & Presentation	25 pts	Due in class - 10/23
Domain Exam	25 pts	Due 11/10
Cooperative Learning Activity & Presentation	25 pts	Due in class - 11/20
Final Child Development Study	50 pts	Due in class – 12/3
Total	400 pts	Due by last class date

EVALUATION: Your grade will be determined by the following grading scale:

97 and above = A+	93-96 = A	90-92 = A-	87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-	60-64 = D	65-69 = D+	0-59 = F

Course Assignments and Requirements Description

Attendance and Participation Points:
Attendance is mandatory. It is understood that emergencies and illnesses occur. One make-up assignment for one absence will be an option. Additional absences will not be offered this option. Arriving late and leaving early will also result in participation point reduction. Students are responsible for reading the textbook chapters prior to the class session the chapters will be discussed. Discussion dates are in the Tentative Semester Schedule following this section of the syllabus. Students are expected to actively participate in and contribute to the discussions on assigned readings. Students will also be involved in class activities, which may include written work or other work, such as taking copious notes, quizzes, reflection papers and brief presentations.

Reflective Discussion
✓   Weekly, students are expected to cull the "best" of the readings by crafting a 1–2-page double-spaced reflective response to the sources/readings, class discussions, lectures, and activities. Guiding Questions will be given each week as prompts to focus upon. Must cite at least one source each week (our textbook).

✓ Feel free to incorporate ideas from other relevant sources, however, DO NOT leave out our sources, cite them when you use them and you should be using them throughout. No rants.
✓ CITE YOUR SOURCES (use APA, "in-text citation" or "parenthetical citation" styles. See OWL Purdue APA for more information), focused on our textbook and required sources.
✓ This can be in an audio or video format as well (still must cite your sources using APA)
✓ Using "I" and the personal subjective voice is okay but keep it academic.
✓ Stay away from Grammarly and other AI writing applications, instead use Spellcheck and Grammar as well find support from a study buddy or office hours or via Tutoring Services. Find a way to use your own words while seeking input from other students, staff & community. You can build on this the whole term whereas Grammarly forgets what you wrote last time as will you. Also, I am an expert at detecting and catching plagiarism and AI.
✓ Due: Weekly on Canvas on Sunday @ 11:59pm.

My Development Project
- Students will first document their own development as an Individual (Personhood) and as one of the People (Peoplehood), focusing on their "education" thus far. You **must** define "education" and how you are "educated."
- You **must** give a mnemonic presentation utilizing only "memory" devices, objects, tools, symbols, artifacts, and other things, and is primarily Oral and Visual. No reading a paper.
- Students **must** each share or "tell story" for no more than 10-15 minutes.
- Students **must** utilize (1) child development theory and the (2) peoplehood matrix as tools for analysis.

Theory Exam: This is a take-home exam consisting of multiple choice, true/false, fill-in-the-blank, and short essay questions. The contents of the exam will be over the major theories of child development. Students may send this completed exam via email to the instructor or submit a hard copy by the beginning of class on the due date**.**

Review a Children's Book: Students will select a children's book that would be appropriate for an **infant (0-18 months) or toddler (18-36 months)** to review and share with the class. For this book review assignment, students should consider the subject, plot, vocabulary, and illustrations and how they are appropriate for children in these age groups. See Book Review Assignment for specific details concerning written review and presentation.

Create a Child Toy/Activity: For this assignment, students will be placed in groups of 3 and design a toy or activity for **pre-school age children (3-5 years)**. Students will provide information on the toy description and design, specific age that it may be best suited for, and the type of development the toy/activity is supporting (e.g., motor, socioemotional, cognitive, etc.). See Create a Child Toy/Activity for specific details concerning written and oral presentation.

Domains Exam: Students will study the 5 domains of most early childhood education centers, curriculums, and classrooms. This is a take-home exam consisting of multiple choice, true/false, fill-in-the-blank, and short essay questions via Canvas.

Cooperative Learning Activity: Students will plan and develop a cooperative learning activity that supports **primary student learning (3-8 years)**. Students will choose a developmentally appropriate skill or concept and develop a cooperative activity that addresses multiple learning

styles and provides opportunity for peer teaching/learning. See Cooperative Learning Activity for specific details concerning written and oral presentation.

Final: Child Development Study:
Students will select a young child to observe. The child must be between the ages of birth to eight years old. You will complete six different observations of the child. Then, you will write a paper about what you learned. An outline and rubric will be provided.

Tentative Semester Schedule: This schedule is subject to change if necessary. Any changes will be discussed in class and a revised syllabus posted to accompany changes in Canvas. All Canvas due dates are the official due dates unless otherwise noted.

Week 1 – 8/20 & 08/22	**Syllabus and Introduction Holm, "Peoplehood Matrix" Anaya/Rael, "The Four Elements"**	Due—Syllabus Quiz Reflection 1
Week 2 – 8/27 & 08/29	Ch.1: Early Childhood Development in a Diverse World Science from a Native Perspective	**Due—Reflection 2 Notetaking Sample**
Week 3 – 9/03	Ch. 2: Research & Assessment in EC Development Ch. 3: Theories of Child Development Marin, Indigenous Child Development	**Due—Reflection 3 My Development Presentation**
Week 4 – 9/10	Ch. 4: Genetics, Prenatal Development, & Birth Ch. 5: The Newborn Why Every Navajo Baby's First Laugh is Celebrated	**Due—Reflection 4 Theory Exam (Ch. 1-5)**
Week 5 – 9/17	Ch. 6: Physical Growth / Infants & Toddlers Ch. 7: Cognitive Development / Infants & Toddlers	**Due—Reflection 5**
Week 6 – 9/24	Ch. 8: Infant & Toddler Language & Literacy Ch. 9: Infant & Toddler Social & Emotional Development	**Due—Reflection 6**
Week 7 – 10/1	Infant / Toddler - Putting it all together	**Due—Reflection 7 Children's Book Review & Presentation**
Week 8 – 10/8	Ch. 10: Preschool Physical & Motor Development Ch. 11: Cognitive Development / Preschool Years	**Due—Reflection 8 Midterm Exam (Ch. 1-11)**
Week 9 – 10/15	Ch. 12: Symbolic Thought: Play, Language, & Literacy / Preschool Years Ch. 13: Social & Emotional Development / Preschool Years	**Due—Reflection 9 Observational Notetaking Sample 2**

Week 10 – 10/22	Preschool Years – Putting it all together	Due—Reflection 10 Toy/Activity & Presentation
Week 11 – 10/29	Ch. 14: Physical & Motor Development / Primary Years Ch. 15: Cognitive Development / Primary Years	Due—Reflection 11
Week 12 – 11/05	Ch. 16: Language & Literacy / Primary Years Ch. 17: Social & Emotional Development / Primary Years	Due—Reflection 12 Cooperative Play-Based Learning Activity & Presentation
Week 13 – 11/12	Primary Years – Putting it all together	Due—Reflection 13
Week 14 – 11/19	Ch. 18: Parents, Families, Children: A Multicultural Perspective	Due—Reflection 14 Domains Exam Final Draft 1
Week 15 – 11/26	Putting it all together - Class Summary & Review	Due—Reflection 15 Final Draft 2
Week 16 – 12/03	**Child Development Presentations**	**Due—Final Draft 3 of Child Development Study**
Week 17 – 12/10	**Potluck in the Plaza 12/10**	**Grades & Final Thoughts**

Course Objectives
This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1
- Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, and cognitive, and cultural domains in the healthy development of each child. A.2
- Demonstrate knowledge of significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rat3e of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3
- Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4
- Demonstrate knowledge of many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A. 8

- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternat9ive means of communication. A.9
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A. 10
- Use appropriate guidance to support the development of self-regulatory capacities in young children. A. 11

STUDENT LEARNING OUTCOMES
Students will:

• Articulate a comprehensive understanding of developmental stages, processes, and theories of growth, development, and learning.
• Make connections between theories of growth, development, and learning and early childhood education practices birth through age eight.
• Explain teaching methods and relationship-based interactions that are grounded in developmentally appropriate practice, cultural sensitivity, and individual differences and diverse needs.

Students in this course are further required to demonstrate the National Educator Standards defined by the Interstate Teacher Assessment and Support Consortium (Intasc). Three Intasc standards that outline teacher effectiveness and career readiness will be addressed:

• **Standard #1: Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
• **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
• **Standard #5: Application of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Technical Skills
In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:
- Use Canvas (canvas.unm.edu).
- Use Canvas Messages (1st) and UNM email (2nd), including attaching files, opening files, and downloading attachments.
- Copy and paste within applications including Microsoft Office.
- Open a hyperlink.
- Use Microsoft Office applications.
- Download and Open .pdf files (articles, chapters, etc.)

Technical Requirements

• Have regular access to a computer.

• A high-speed internet connection.

• Supported browsers include Chrome, Firefox, and Safari.

• Any computer capable of running a recently updated web browser should be sufficient to access Canvas. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance.

• For using the Kaltura Media Tools inside Learn, be sure you have downloaded and installed the latest version of Java (URL), Flash (URL), and Mozilla Firefox (URL). They may not be preloaded.

• Microsoft Office products are available free for all UNM students (more information on http://it.unm.edu/software/index.html(URL)).

For Canvas Technical Support, call 505-277-0857 (24/7) or use the "Create a Support Ticket" link in your course.

Tracking Course Activity

UNM Learn automatically records all students' activities including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty.

Expectations for Students

• Professional, respectful, and ethical behavior is always expected.

• Be prepared for class by completing all readings and other assignments before class meetings and due dates.

• Participate in all class discussions and small or large group activities. A portion of the course grade addresses participation.

• Students are expected to abide by the university policies on academic honesty and integrity as given in Pathfinder. It is the student's responsibility to be familiar with these policies. Violations of these policies will not be tolerated and are subject to severe sanctions up to and including expulsion from the university.

• Participate in discussions and exchange of experiences related to the seven early childhood professional competencies.

• Writing is an essential part of this level class and an essential skill for an early childhood professional. All assignments are graded for content and quality of writing. Students must submit high quality, edited work that adheres to APA guidelines and reflects course content.

• Assignment of an Incomplete Grade will occur according to policies set forth in the UNM Catalogue.

• Please be aware that talking, when the instructor or someone else is talking or during videos, is disrespectful and unprofessional. Opportunities for discussion and collaboration will be provided during class.

• Extra credit may be earned by filling out the final course evaluation and as assigned during the semester, and at the discretion of the instructor.

• Cell phones will be kept on silent during group sessions. In case of pending emergency, ask for permission to keep phone on vibrate, within sight, or to leave class to take a call. **Consistent distraction caused by cell phone usage will result in a lowered participation grade. If cell phone use is excessive, the student will be asked to leave the class.**

• Computers are to be used ONLY FOR CLASS ACTIVITIES facilitated by the professor.

Course Community
Our class is an intellectual community in which everyone is respected as an active and honored participant, as an undergraduate level learner. As your instructor, I honor each student's search for what will give meaning to this important class for them. It is a journey and as the instructor, I am responsible for creating the road map and facilitating connections and discovery in the study of how family, language and culture influence professionals working with children and families. All of us in our classroom will demonstrate support for each other as both listeners and communicators. Every class member is expected to contribute to our collective learning through regular attendance and discussion participation, participate in projects based on assigned readings and course assignments, and exhibit an undergraduate level of reflection.

Class Confidentiality
It is important to note that confidentiality is practiced in this class. I want to assure that we can have a free and open discussion in which you may elect to discuss your organization or school and its policies and procedures as they apply to the course material, each student is expected to respect the confidentiality of what your classmates wish to share. If you have any questions about any of the information contained in this syllabus, or about any other aspect of this course, please do not hesitate to ask.

Acceptable Computer Use
You agree to abide by the UNM Acceptable Computer Use policy.

Sensitive and Protected Information Statement
When using UNM Learn and associated services, you agree to act in accordance with applicable contracts, laws (e.g., FERPA), regulations, and in accordance with UNM policies, procedures and operational controls regarding UNM sensitive and protected data as identified in UNM Policy 2520, which states, "Users are responsible for proper use and protection of University information and are prohibited from sharing information with unauthorized individuals."

Academic Integrity, Honesty, and Plagiarism (from UNM Pathfinder)
Academic Integrity Academic integrity encompasses the core values and basic principles of honesty and responsibility that govern our practices as scholars, researchers, and creative artists in the university. Unfortunately, incidents of academic dishonesty, especially plagiarism, have been increasing throughout colleges and universities in the United States. Plagiarism is the act, intentional or unintentional, of using other people's words or ideas as your own. This trend in part results from the ready availability of papers and resources on the internet. The university, college, department, and I expect you to write your own papers and to provide full and accurate citations for any specific ideas or language-words, phrases, sentences-that you take from outside sources, including the internet. Refer to the UNM Pathfinder (http://pathfinder.unm.edu) and the UNM Catalog (https://registrar.unm.edu/UNM Catalog/index.html) for the university's policy on Academic Dishonesty. Following the guidelines of UNM policy, any act of academic dishonesty in this class will be reported to the department and to the Dean of Student's office and may result receiving an F on the assignment, dismissal from class with a final grade of F, and even suspension or expulsion from the university, depending upon the severity of the violation. Academic Dishonesty and Plagiarism Policy. Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their

own without properly acknowledging and citing the source. Familiarize yourself with UNM's Student Code of Conduct http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html#studentcode and UNM's policies on academic dishonesty.

Media Retention Notice
Faculty and students are responsible for maintaining original copies of their own uploaded audio and video files. UNM will make a best effort to retain encoded versions of all faculty and student media for courses for up to two years following completion of the course.

Accommodations
UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact the UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu. Or the UNM-Albuquerque Accessibility Resource Center (https://arc.unm.edu/) at arcsrvs@unm.edu or by phone at 505-277-3506.

Title IX
The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation, and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (https://loborespect.unm.edu), the Women's Resource Center (https://women.unm.edu), and the LGBTQ Resource Center (https://lgbtqrc.unm.edu). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see https://policy.unm.edu/university-policies/2000/2740.html and CEEO's website.

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

Credit-hour statement
This is a three credit-hour course delivered in an entirely synchronous online modality over 16 weeks during the Fall 2024 semester. Please plan for a *minimum* of 24 hours per week to learn course materials and complete assignments.

Student Support
[UNM-Valencia Learning Commons (Tutoring)](#)
Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.
Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses.

To schedule an appointment, please go to: [Learning Commons Bookings](#)
If you are making an email appointment with the Writing Center, email your draft to tutor@unm.edu after you fill out the form above.
If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You will get answers during business hours Monday through Friday.
The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#)
Resources to support study skills and time management are available through [Student Learning Assistance](#) at the Center for Teaching and Learning in Zimmerman Library or online.

Safety, Diversity & Inclusion Statement
COE faculty and staff are deeply committed to creating a supportive, inclusive, and safe campus climate where all students can successfully pursue their academic and professional goals. We will not tolerate actions that undermine the safety and human dignity of our community and will protect those who choose to voice their concerns. The cultural and societal landscape of the campus has changed and continues to evolve. We believe all voices should be respected, honored, and given the opportunity to be heard as reflected in the COE Core Values of Dignity and Diversity and Social Justice. We strive to treat all people ethically, respectfully and afford them the dignity that is their innate right. We seek to understand the social structures and power relations that hinder equal access for all, and support the educational and political work that addresses inequality. We as a College are a diverse community of educators, researchers, learners, and collaborators dedicated to the advancement of education and innovation in the State of New Mexico and beyond. We engage in positive, ethical, respectful, and inclusive practices in our professional relationships and communications. We are dedicated to the safety of our students regardless of religion, political beliefs, immigration status, US citizenship, nationality, race, ethnicity, disability status, gender identity, sexual orientation, socioeconomic status, age, health, military status, and/or other characteristics that have resulted in a history of being marginalized. UNM has policies in place to protect individuals who report real or perceived misconduct or violations of rights, policies, statutes, or laws. We have a responsibility to actively promote and reinforce the values and beliefs represented in the COE. The variety of the ideologies, experiences, and backgrounds represented by our faculty, staff, and students enrich our campus community. We acknowledge this multiplicity of discourses may also result in tensions, conflict, and divisiveness. Nevertheless, we strive to create safe spaces through open, honest, and respectful dialogues in our professional, academic, and personal interactions to provide opportunities to learn from one another. We are dedicated to a positive and enriching experience for all members of the COE community. If you or someone you know is feeling unsafe (i.e. threatened, discriminated against, victimized, violated, harassed, and/or endangered) please reach out to a faculty or staff member. He or she can support you and direct you to the

appropriate support and advocacy services. If you prefer to pursue such services on your own, please contact the LOBORespect Advocacy Center.

Religious Accommodations
Every effort shall be made to reasonably and fairly accommodate religious obligations that will conflict with scheduled assignments or required attendance, provided advance notification is given. Whenever possible, you should give at least two weeks' advance notice to request special accommodation.