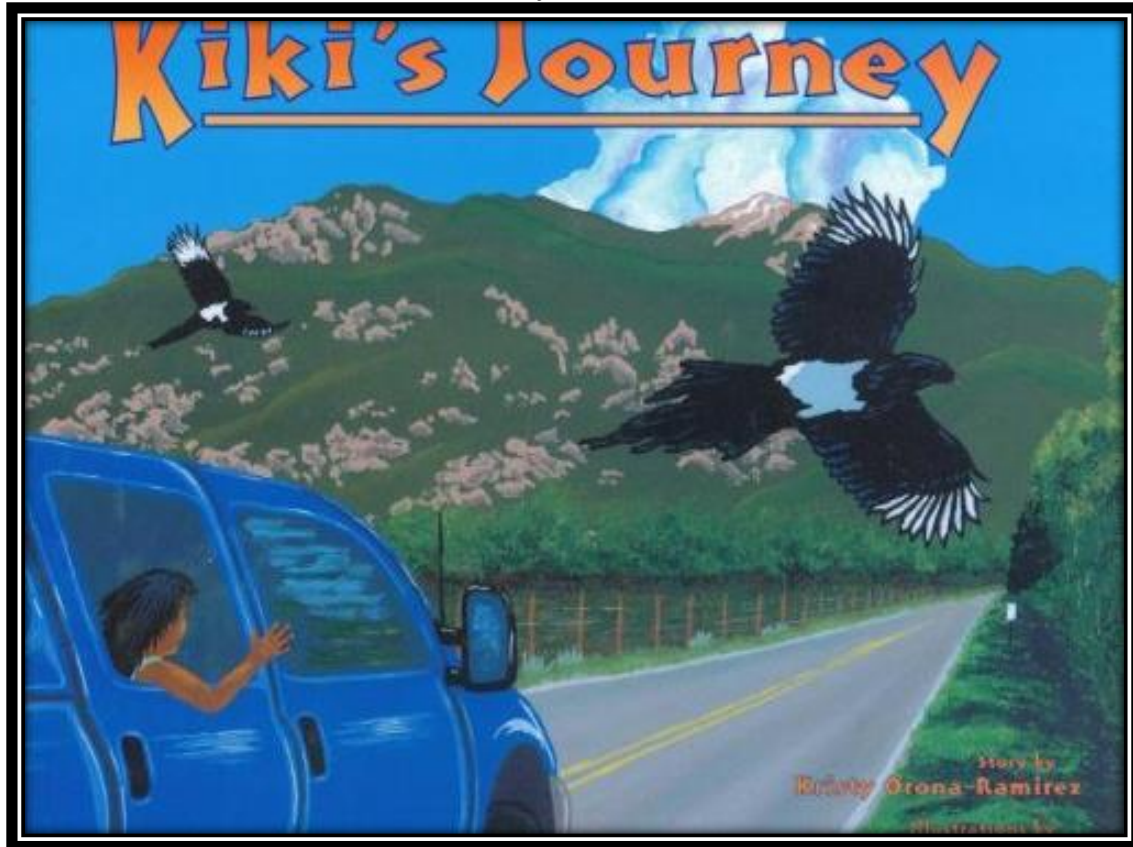


**EDUC-2243-501: Children's Literature [for Educators]**  
**Course #78165**  
**UNM-Valencia**  
**Fall 2024**  
**Syllabus**



**Instructor:** Joshua Frank Cárdenas, Ph.D.

**Classroom:** Synchronous Online via Zoom and Canvas (canvas.unm.edu)

**Class Days, Times and Location:** Wednesday from 4:30 pm - 7:00 pm via Zoom

**Office:** In person Rm. #111, Arts & Sciences building or via Zoom

**Office Phone #:** (505) 925-8618; Cell phone: academic emergencies only, 505.369.6694

**Office Hours:** Tuesday & Thursday 9:30-10:30 (A&S #111), Tuesday 3:30-4:30 (A&S #111), Wednesday 3:30-4:30pm (Online via Zoom), Thursday 2:30-3:30 (Online via Zoom). These times may be subject to change, but I will let you know at the beginning of the week with an announcement. If you would like to meet at a time more convenient for you, please suggest 3 times in a Canvas message and I will respond promptly.

**Email:** [jstjoshn@unm.edu](mailto:jstjoshn@unm.edu), however, *the best way* to communicate with me is with a Canvas message. *Note: I do not usually respond to messages from Friday evening until Monday morning. If you have an academic emergency, you can also phone a friend-classmate, contact a Librarian, a Writing Center tutor, or PASOS for help on-off campus.*

### **Land Acknowledgement**

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache 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 with Indigenous peoples. We gratefully recognize our history; past, present, and emerging.

### **Course Description**

This course is designed to prepare early childhood professionals for promoting children's literacy through literature. This course focuses on building familiarity with high quality, culturally responsive, and authentic children's literature with the purpose of supporting literacy instruction in K-8 classrooms. Students will be introduced to a range of literature and strategies for incorporating this literature into their instruction.

### **Student Learning Outcomes**

1. Identify the characteristics of quality children's literature from various literary genres.
2. Evaluate the quality of children's literature.
3. Analyze literary aspects of children's literature including plot, setting, characterization, theme, point of view, and figurative language.
4. Identify major authors and illustrators of children's literature, past and present; identify major milestones in the history of children's literature.
5. Discuss current issues relating to children and children's books.
6. Select appropriate children's literature to meet the needs of individual children.

### **Required Textbooks & Materials**

Young, T. A., Bryan, G., Jacobs, J. S., & Tunnell, M. O. (2020). Children's literature, briefly (Seventh edition). Hoboken, NJ: Pearson Education, Inc. ISBN (eBook): 978-0135185872

For Reference Only: Hougen, M. & Smartt, S. (2012). [Fundamentals of Literacy Instruction & Assessment, Pre-K-6](#). [link to Archive.org copy for borrowing]

### **Credit-Hour Statement**

This is a three-credit-hour course delivered in an entirely online modality over 16 weeks during the Fall 2024 semester (August 19<sup>th</sup>-December 14<sup>th</sup>, 2024). Please plan for a minimum of 24 hours per week to learn course materials and complete assignments.

### **Course Webpage on Canvas (canvas.unm.edu)**

Course information including this syllabus and grades will be available via canvas.unm.edu. This course will appear in your Canvas course listing. I will send messages via Canvas, give announcements or updates, as well as being the place where our resources, assignments and work is completed and turned in. Students should also check their email at least every couple of days, if not every day in case there are unforeseen issues with Canvas.

## Grading and Assignments

<b>Assignments</b>	<b>Grade Percentage</b>
Attendance & Reflective Discussion (Weekly x 15, 10 pts each) 150 pts	15%
Syllabus Quiz (1) 25 pts	2.5%
Author Study & Presentation (1) 100 pts	10%
Chapter Review & Socratic Discussion (1) 100 pts	10%
Storytelling Sample (1) 75 pts	7.5%
Book Critique & Discussion (1) 100 pts	10%
Chapter Quizzes (2, 75 pts each) 150 pts	15%
Mid-Term Exam (1) 150 pts	15%
Final (1) 150 pts	15%
<b>Total</b> 1000 pts	100%

## Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77 C+	69-66 D+	58-0 F
96-93 A	86-83 B	76-73 C	65-62 D	
92-90 A-	82-80 B-	72-70 C-	61-59 D-	

## Course Outline

### **Week 1: Aug. 21<sup>st</sup>**

Topic: Course Introduction

Readings: Weingarten “For the Love of Reading”, Anaya/Rael “The Four Elements”, Holm “Peoplehood Matrix”

Assignments: Syllabus Quiz & In-Out of Class Discussion Reflection 1 on Readings

### **Week 2: Aug. 28<sup>th</sup>**

Topic: Reading the World & Critical Literacies

Readings: Freire “The Importance of the Act of Reading”, Cajete “Children, Myth & Storytelling”, Ch. 1 Children’s Literature

Assignments: Discussion Reflection 2

### **Week 3: Sept. 4<sup>th</sup>**

Topic: Why Books and other Reading Material

Readings: Ch. 2-4; Choose 1 Traditional or Ancient Story from Canvas (or with approval)

Assignments: Discussion Reflection 3; Storytelling Sample

**Week 4: Sept. 11<sup>th</sup>**

Topic: A Deep Dive into the History of Children's Literature

Readings: Ch. 5; Strauss & Nel "[Breaking up with your favorite racist childhood classic books](#)"

Assignments: Discussion Reflection 4

**Week 5: Sept. 18<sup>th</sup>**

Topic: Privileging Literacy and Literature, and a View of Multicultural/International Lit

Readings: Ch. 6 & (1) Story outside your People or cultural-language-religious group.

Assignments: Discussion Reflection 5; Chapter Review & Socratic Discussion

**Week 6: Sept. 25<sup>th</sup>**

Topic: Organizing and Disorganizing Children's Literature by Genre/Theme

Readings: Ch. 7; Choose a Genre to Focus On

Assignments: Discussion Reflection 6; Quiz #1 (Ch. 1-6)

**Week 7: Oct. 2<sup>nd</sup>**

Topic: Picturing Stories and Stories with Pictures

Readings: Ch. 8; Choose a Favorite Illustrator

Assignments: Discussion Reflection 7

**Week 8: Oct. 9<sup>th</sup> (Midterms)**

Topic: Midterm Review, Weeks 1-8

Readings: None

Assignments: Discussion Reflection 8; Midterm Exam

**Fall Break from Oct 10<sup>th</sup> through Oct 11<sup>th</sup> 2024**

**Week 9: Oct. 16<sup>th</sup>**

Topic: Traditional Song, Poetry and Oral Stories in Translation/Interpretation

Readings: Ch. 9-10 & Poem for Children to Share

Assignments: Discussion Reflection 9

**Week 10: Oct. 23<sup>rd</sup>**

Topic: Historical and Modern Fantasy

Readings: Ch. 11 & Fantasy Story to Share

Assignments: Discussion Reflection 10; Book Critique & Discussion

**Week 11: Oct. 30<sup>th</sup>**

Topic: Magical Realism, Realistic Fiction, & Historical Fiction

Readings: Ch. 12-13; [Magical Realism a Genre for Youth](#)

Assignments: Discussion Reflection 11; Quiz 2 (Ch. 7-13)

**Week 12: Nov. 6<sup>th</sup>**

Topic: Autobiography, Biography, Narrative & Testimonio

Readings: Ch. 14 & Excerpt of your studied Author

Assignments: Discussion Reflection 12;

**Week 13: Nov. 13<sup>th</sup>**

Topic: Non-Fiction and Information-Packed Books

Readings: Ch. 15

Assignments: Discussion Reflection 13; Author Study & Presentation; Final Brainstorm and Research

**Week 14: Nov. 20<sup>th</sup>**

Topic: Social Justice, Controversial & Banned Books

Readings: Ch. 16; Kuhn "[Library Book Ban Attempts are at an All-Time High](#)"

What's on your mind? What needs exist in your family and community related to reading?

Assignments: Discussion Reflection 14; Final Draft 1

**Week 15: Nov. 27<sup>th</sup>**

Topic: Teaching with Children's Literature

Readings: Ch. 17; Final Review (Ch. 14-17)

Assignments: Discussion Reflection 15; Final Draft 2

**Week 16: Dec. 4<sup>th</sup>**

Topic: Finalizing

Readings: No Readings

Assignments: Final Draft 3 due Dec. 8<sup>th</sup> by Midnight

**Week 17: Dec. 11<sup>th</sup>**

Topic: Reflections & Evaluations

Readings: None

Assignments: None

\*\* Instructor reserves the right to make required changes during the course

**Attendance Policy**

Student's must attend class each day for the entire class time. A maximum of 3 missed classes is allowed with instructor notification. Frequent lateness and leaving early is not acceptable and will result an applied absence for each offense after the 2nd. All students must attend the

first day and week of class or will be dropped. Excessive absences, lateness and leaving early prior to census will force a student to be dropped. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. It is the prerogative of the instructor to decide what is an extreme circumstance. Canvas message me if you have something unusual that comes up that interferes with your ability to complete assignments. A single point will be removed from each Reflective Discussion for an unexcused (non-communicated, fabricated) or beyond the 3rd absence.

### **Required Reading Assignments**

Throughout the course, you will be provided with required reading assignments. The textbook for our course should be purchased, rented or borrowed, you cannot succeed without it. The Resources/Materials module has required and supplementary sources, however all articles, videos and other required sources will be within each week's module. The assignments are located in each Module and in the Syllabus tab on the course menu. You are expected to complete all of the required reading assignments and to integrate what you have read into your course assignments, weekly in-class discussions, and will be the basis for our Quizzes, Mid-term and Final exams.

### **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. I am an expert at detecting and catching plagiarism and AI.
- ✓ Due: Weekly on Canvas on Sunday @ 11:59pm.

### **Major Projects, Presentations & Assignments**

Projects and cumulative assignments are rooted in course objectives and give students an opportunity to choose various subjects, formats, and other aspects of the assignment. They are drafted over a period such as a month and comprise multiple parts which entail the whole. Some

are individual and group based, performed both in the classroom and out of the classroom. Presentations will consist of in-class performances demonstrating proficiency in a key idea from our course as well as student learning outcomes.

### Storytelling Sample

For this assignment students will choose a traditional or ancient story, retell it, provide a discussion of key topics and ideas, and offer ideas about how and when to teach with it.

### Chapter Review & Socratic Discussion

For this assignment students will focus on Ch. 5 of our textbook, providing a review of the chapter, selected quotes and critiques, and lead a whole class Socratic discussion.

### Book Critique & Discussion

For this assignment students will locate a children's book for grades k-8, provide a review and critique of the book, suggest possible uses in the classroom, and lead a whole class discussion.

### Author Study & Presentation

For this assignment students will identify an author of children's literature, give a brief biography, discuss at least 2-3 texts written by the author, and share this via a presentation.

### **Mid-term**

A mid-term cumulative exam will test your knowledge at the midway point, ideally weeks 1-8. A pre-test will be given the week before and study materials will be provided after an in-class study session. It will include multiple kinds of questions, will have unlimited time, and unlimited attempts. It can be revised or taken again until you are happy with your grade using instructor feedback and a rubric.

### **Final**

The final will consist of a study about one of the three topics: Controversy of Banned Books, Diverse Peoples and Characters in Books, or a Pedagogy of Children's Literature. This will be a 5-page paper or a 15 minute audio-video presentation, your choice.

### **Exams or Quizzes**

There will be a mid-term and a final exam on Canvas. The requirements to complete the exams are the same for all students, whether undergraduate or dual credit.

### **Due Dates Policy, Late Work and Revision**

Students are expected to turn in work on the date that it is due. Feedback comes along with each assignment, and so will be given liberally for on time material while late work will receive the minimum of feedback. Late work is accepted however 1% will



be deducted for each day it is late down to 60%. Late work is graded also in the order it was received along with other late work, and never is graded before current ungraded work. All work can be revised for a better grade, but like above, will be regraded in the order it was received as a regrade, which will be graded *before* late work. Turn in the work on time and often, even early and receive liberal, constant feedback and no penalty. This is a drafting and editing process. Get used to this. Get used to reading and writing 1-2 pages each week as notes, discussion posts and replies, weekly reflections, projects, papers, quizzes, exam questions, and more. Everything is practice as a student and as a future teacher.

### **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 (1<sup>st</sup>) and UNM email (2<sup>nd</sup>), 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 Canvas, 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**

Canvas 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 Canvas 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](https://registrar.unm.edu/UNM%20Catalog/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](mailto:sjclawson@unm.edu). Or the UNM-Albuquerque Accessibility Resource Center (<https://arc.unm.edu/>) at [arcsrvs@unm.edu](mailto: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](mailto:ceeo@unm.edu). The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

### **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](mailto: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](mailto: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.