

New Course Proposal
Submit completed form electronically

1. **Course prefix and course number:** ECE 450
2. **Course title:** Building Resilient Learners
3. **Abbreviated title for class schedule** (30 characters or less): Building Resilient Learners
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. **Catalog description:**

This course explores some of the major factors that can negatively impact the development of the whole child including socioeconomic status, family dynamics, environmental factors, and traumatic life changes. Students will examine the impact of exposure to multiple risk factors on brain development and learning in a diverse, adverse environment. This course will identify beneficial strategies for impactful changes supporting students to build resilience through effective curriculum adaptation, family outreach, and modifying learning environments.

6. **Prerequisites (to add each additional prerequisite, start a new line):** None
(See attached Note for samples)

A. (course prefix, (space) and number)	or	or	or
B. (course prefix, (space) and number)	or	or	or
C. (course prefix, (space) and number)	or	or	or

7. **Co-requisites (including labs, if any):** None

A. (course prefix, (space) and number)	or	or	or
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8. **Major/Class restrictions: Please indicate any class or major restrictions:** Junior status

9. **Is course repeatable?** No **If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture:** ; **# of hours lab:**
No Lab

11. **Fees: List any course fees:** None

12. **Grade Mode:** Graded Only

13. **CIP Code: Six-digit CIP code** (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No **If yes, list Strand(s)** NA

B. Honors? No

15. Cross-listing: List any cross-listing: None and and and

16. Strategic justification for proposed course:

A. Rationale: What is the overall strategic rationale for offering this course?

Many children face multiple risk factors in their daily lives, within their family and community. Repeated exposure to traumatic stressors is more likely to result in learning disabilities, behavioral challenges, social-emotional setbacks, and even delays in physical development for the child. Often these challenges are not identified until a child enters the structured, group-learning environment of a preschool or elementary school setting where the delays and coping skills become more noticeable and disruptive to the child's continued development. Teachers, particularly early childhood educators, are likely to be first responders in the identification of and intervention with children who have been exposed to trauma and multiple risk factors. Early childhood educators are in a unique position to positively impact long-term developmental and educational outcomes for children. It is imperative that teachers are armed with updated research, information, and supportive strategies regarding the impact of early trauma in order to best respond to the needs of individual children and their families. This course will introduce major risk factors children may be facing, Adverse Early Childhood Experiences (ACES), and concerning behaviors a child may display in the classroom that can be a sign of extreme stress or trauma. Because the information around early trauma can be discouraging, it is imperative that early childhood educators move to a vision of hope and action. The course will examine proactive strategies to build resilience in young children through curriculum development, positive classroom culture, and teacher relationships with children and their families. Teachers will feel empowered to actively care and respond to children and families who are burdened with multiple stress factors. In addition, early educators will increase their knowledge of the burgeoning field of response to early trauma and feel confident in continuing their research and learning in this field from this survey course.

B. Alignment:

1. How does this course align with the unit's mission plan?

In order to prepare teachers to meet the challenges and nuances of today's society, we must teach them how to respond to the diverse needs of students. Furthermore, since we work with young children within the context of their families and communities we must also strive to support the family and community to truly build successful outcomes for children. This course strives to prepare teachers to identify and respond

to the individual needs of children facing multiple risk factors by first understanding the etiology of the behavior, namely adverse childhood experiences. Secondly, students will develop skills to apply strategies that build resilience in both individual learners as well as the classroom community as a whole. Finally, students will focus on supporting resilient learners by increasing the network of support for each child through relationship-building with families and communities.

2. How does the course fit into the rest of the unit's curriculum?

This course seeks to provide students with specialized training in responding to the individual needs of children who have experienced exposure to adverse childhood experiences. The concepts of ACEs (adverse childhood experiences), trauma-informed care, growth mindset, restorative justice, and executive functioning have taken the educational field by storm, influencing decisions made in the classroom and even district-wide. Teachers must be able to confidently reference and discuss these major concepts, considering them in all decisions that a teacher faces on a daily basis from encouraging attendance, to developing curriculum, to disciplinary actions, to communication with families to name a few. Student knowledge of these concepts and strategies for prevention and intervention will more deeply inform their work in other classes in this program. Additionally, this course strives to enhance student confidence in researching and utilizing evidence-based strategies to support early learning in their future classrooms. Students will leave this course empowered to apply these concepts and explore them further as they pursue other topics and classes in their journey to becoming teachers in early childhood settings.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period?

Year 1: 20 students; **Year 2:** 20 students ; **Year 3:** 20 Students

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. Faculty:

- a. Who will teach the course?** Bridey Mendoza-Moore
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** Adjunct Instructor
- c. If additional faculty members are needed, how will that need be met?**
No additional faculty members are needed. This instructor is highly qualified to teach the curriculum designated for this course.

2. Facilities:

Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Moodle and online support from IT Helpdesk and Moodle support team as needed.

3. Other:

- a. Are Hannon Library resources sufficient to meet the needs of this course?** Yes
- b. Are any other resources needed to support this course?** Active student accounts, Moodle access, and access to the internet.

If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? No impacts are anticipated.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

**Southern Oregon University
School of Education
Early Childhood Development Program**

**Building Resilient Learners
ECE 450: CRN xxxx
Term/Year**

Instructor: Bridey Mendoza-Moore, MS
E-Mail: mendozamb@sou.edu
Office Hours: Monday, Wednesday, Friday 9:30-12:30. Phone conference, email, or online meeting availability during office hours.
Credits: 4 Credits

Course Description

Explores some of the major factors that can negatively impact the development of the whole child including socioeconomic status, family dynamics, environmental factors, and traumatic life changes. Examines the impact of exposure to multiple risk factors on brain development and learning in a school environment. Identifies beneficial strategies for supporting students to build resilience through curriculum development, family outreach, and modifying classroom environments.

NAEYC Standards for Early Childhood Professionals Preparation Programs

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

SOU Early Childhood Development Course Outcomes for Becoming a Professional

- A. Communicate effectively in writing, speech, and technology.
- B. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
- C. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
- D. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

Course Outcomes

Students will be able to:

- Identify the major cause/factors that potentially put students “at risk” of poor developmental and educational outcomes
- Describe the impact of trauma and neglect on brain development
- Describe the impact of attachment on resiliency
- Explain multiple research-based approaches to build resilience in children
- Generate strategies to use in the classroom to support resilience in students

Required Texts

Burke, N. (2018). *The deepest well: Healing the long-term effects of childhood adversity*. Houghton Mifflin Harcourt.

Sours, K., and Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. ASCD.

Recommended Texts

Ginsburg, K. R. (2011). *Building resilience in children and teens: Giving kids roots and wings*, 2nd Edition. American Academy of Pediatrics.

Oehlberg, B. (2014). *Making it better: Activities for children living in a stressful world*, Second Edition. Redleaf Press.

Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. Houghton Mifflin Harcourt.

Attendance Policy

This is an online course utilizing Moodle platform. Students will read, view and listen to various media forms of information each week and then apply knowledge through assignments, discussions and interactions with the instructor. Students are expected to participate weekly by reviewing all materials, completing assignments, posting in discussion forums, responding to your peers in discussions, emailing and responding to emails from the instructor and responding to the instructor in any Moodle area.

Computer Technology Requirements

Students must have basic computer skills such as word processing, saving, returning files, knowing how to navigate, and have experience using the Internet and email.

This online course requires:

- Access to the Internet with a browser (Safari, Firefox, Internet Explorer)
- An SOU email account
- Word processing software (e.g., Word)

Course Expectations

- Assignments **must be turned in as Word Document File** (consult instructor if you have an obstacle)
- All assignments must be submitted via the Moodle Assignment page
- Read and follow the Guidelines & Rubric for each assignment
- ***Seek feedback from instructor BEFORE deadline through email or phone. Once turned in on Moodle, the assignment is graded.***
- When you quote, summarize or discuss text or articles in any way you *must* provide the appropriate reference both within the text and as a reference at the end. See Purdue Owl APA Guide for further details: <https://owl.english.purdue.edu/owl/resource/560/02/>
- Follow the “Academic Paper Format Guide” provided by the instructor for writing assignments
- If you are having trouble with writing in this course, please contact the Writing Center 541-552-8415 <http://hanlib.sou.edu/lc/writing.html> for additional help, or contact me and we can work it out together.
- Students are expected to maintain academic honesty and integrity in completion of all work in this class. Please refer to the SOU Academic Integrity section for further information and SOU Cares for further assistance if you are facing major obstacles in your learning. All submitted assignments will be reviewed for originality.

Course Assignments

These are brief descriptions. You **MUST** read the guidelines and rubric to get the details on each of these assignments.

1. Weekly Discussion Posts & Activities

You will participate in discussions and activities online on a weekly basis. Post your initial discussion by Wednesday to allow others to respond. Respond to at least two peers as well as all questions posed by peers or instructors on your posts. Complete all posts and responses by Sunday of the same week.

2. Weekly Journal Reflection

You will submit a weekly journal entry that will be kept confidential between you and the instructor. We are all “at-risk” in some ways and we all have resilient characteristics. Studying this topic can bring up a lot of thoughts, questions, concerns, reflections. This is an opportunity to explore these thoughts throughout the course.

3. Risk & Resiliency Exploration Essay

In the first week of class you will write a one-page essay summarizing what risk and resiliency means to you.

4. Personal Stress Management Plan

Midway through the course you will complete the resilience stress management plan for yourself provided by the instructor and then reflect on your experience and how this plan may be applied in your current/future work setting.

5. **Memoir Book Analysis & Discussion**

In the first week the instructor will provide you with a list of books. You will select one of the books to read independently during the course. You will then write a summary and analysis of the book to share in a discussion group with other students who have read the same book. You will also have an opportunity to share your analysis with other members of the class who have not read the same book.

6. **At-Risk Summary**

You will write a 5-7 page paper summarizing what you have learned about risk factors that many children face. The assignment will be completed in three parts throughout the course to allow you time to receive feedback and revise before submitting the final paper.

- a. Part 1: Outline of the paper
- b. Part 2: Rough Draft
- c. Part 3: Final paper for complete grading

7. **Children's Book Review**

Towards the end of the quarter you will find 5 children or young adult books that you think promote resiliency. They can be picture books or chapter books. Write a brief summary of each and how it promotes resiliency.

Calendar of Topics, Assignments and Due Dates

This schedule may be amended from time to time depending on the pace of the class.

Week	Topics	Materials & Due Dates
Week One	Introductions	Materials Listed On Moodle Risk & Resiliency Exploration- DUE
Week Two	Examining risk- Trauma/ACES Impact on brain development	The Deepest Well- Chapters 1-3 Fostering Resilient Learners, Part I (Chapters 1-2) Article: Adverse Childhood Experiences and the Lifelong Consequences of Trauma InBrief: The Impact of Early Adversity on Children's Development from Center on the Developing Child at Harvard University Video: Trauma & At-Risk Youth Complete ACEs Questionnaire Additional supplemental Materials Listed On Moodle
Week Three	Examining risk- Poverty/Environment	The Deepest Well- Chapter 4-5 Article: NCCP- Basic Facts about Low-Income Children under 18 Years, 2016 Infographic: Poverty's Effects on Infants & Toddlers from Zero to Three Videos: A Conversation with Dr. Donna Beegle Maslow's Hierarchy of Needs Additional Supplemental Materials Listed On Moodle

Week Four	Examining risk- Insecure Attachment	The Deepest Well- Chapter 6 Article: Bonding & Attachment in Maltreated Children: Consequences of Emotional Neglect by Bruce Perry Mandatory Abuse & Neglect Reporting (California or Oregon) Videos: Ainsworth & Attachment, Parts 1-3 Attachment & Resilience-The Power of One by Dr. Erica Liu Wollin Additional Supplemental Materials Listed On Moodle
Week Five	Assessment & identification- when specialized help is needed	The Deepest Well- Chapter 7-10 CDC Tips for Talking With Parents About Developmental Concerns Additional Supplemental Materials Listed On Moodle At-Risk Paper OUTLINE- DUE
Week Six	Foundation of resiliency in schools- Trauma-Informed Care & Modeling	The Deepest Well- Chapter 13 Fostering Resilient Learners Part II (Chapters 3-6), and Chapter 16 Article: The Cost of Caring Secondary Traumatic Stress and the Impact of Working with High-Risk Children and Families by Bruce Perry Review website: Treatment & Services Adaptation Center- Resiliency, Hope, and Wellness in Schools Personal Stress Management Plan-DUE
Week Seven	Foundation- Trauma Informed School Culture	Fostering Resilient Learners Part III (Chapters 7-10) Article: Tips For Talking With and Helping Children and Youth Cope After a Disaster of Traumatic Event from Substance Abuse and Mental Health Administration Book: Helping Traumatized Children Learn- Creating and Advocating for Trauma-Sensitive Schools, Chapter 1 by Trauma and Learning Policy Initiative Additional Supplemental Materials Listed On Moodle Video: Mindful Schools-In Class Instruction Review IChill App from Trauma Resource Institute Memoir Book Analysis DUE
Week Eight	Building resiliency- Secure Attachment, Executive Functions	Book Introduction- Mind in the Making by Ellen Galinsky Videos: Science of Resilience Executive Function Circle of Security Introduction Podcast: Dr. Kenneth Ginsburg Additional Supplemental Materials Listed On Moodle

		At Risk Paper ROUGH DRAFT- DUE
Week Nine	Building resiliency- Self-Regulation & Grit	<p>The Deepest Well- Chapters 11-12 Fostering Resilient Learners, Chapter 11-13 Article: Ask The Cognitive Scientist- Grit Is Trendy, Can It Be Taught? by Daniel T. Willingham Don't Grade Schools on Grit by Angela Duckworth Review Character Growth Card from Character Lab Videos: Daniel Siegel- The Teen Age Brain Explore Self-Regulation Explore Grit Grit Curriculum Lesson Additional Supplemental Materials Listed On Moodle</p> <p>Children's Book Review- DUE</p>
Week Ten	Building resiliency- Growth Mindset	<p>Fostering Resilient Learners Chapter 14 & 15 The Deepest Well- Epilogue Articles: How Not to Talk to Your Kids: The Inverse Power of Praise by Po Bronsen Carol Dweck Revisits the Growth Mindset by Carol Dweck Videos: Carol Dweck-Effect of Praise on Mindsets Praising the Process- See it in Action Encouraging Students to Persist Through Challenges Additional Supplemental Materials Listed On Moodle</p>
Week 11	Finals week	At Risk Paper FINAL- DUE

Criteria for Evaluating Achievement	Points
Risk & Resiliency Exploration Essay	10
Discussion Participation (3 points each)	30
Journal Reflection	10
Personal Stress Management Plan	15
Book Analysis & Discussion	25
Resiliency Books Project	20
At Risk Paper- OUTLINE	20
At Risk Paper- ROUGH DRAFT	20
At Risk Paper- FINAL	30

Participation & Professionalism	20
Total points available for the class	200

Grade Scale

A: 96-100 A-: 90-95 B+: 87-89 B: 84-86 B-: 80-83
 C+: 77-79 C: 74-76 C-: 70-73 D+: 67-69 D: 64-66 D-: 60-63 F: <60

Late Assignments

Late assignments/papers will result in a reduction of points. If your work will be unavoidably delayed, notify the instructor in advance or as soon as possible to discuss alternative plans.

Instructor Communication

You can contact me anytime via email and I typically respond within 24 hours. Please commit to responding to my emails within 24 hours as well.

Course References

American Academy of Pediatrics (2014). *Adverse childhood experiences and the lifelong consequences of trauma*. Retrieved from https://www.aap.org/en-us/Documents/ttb_aces_consequences.pdf.

Bronson, Po (2007). How not to talk to your kids: The inverse power of praise. New York Magazine. Retrieved from <http://nymag.com/news/features/27840/>

Center on the Developing Child at Harvard University (2015, April 22). *Inbrief- The science of resilience*. [Video File]. Retrieved from <https://developingchild.harvard.edu/resources/inbrief-the-science-of-resilience/>

Center on the Developing Child at Harvard University (2012, June 18). *Inbrief: Executive function: skills for life and learning*. [Video File]. Retrieved from https://www.youtube.com/watch?v=efCq_vHUMqs

Dalai Lama Center for Peace and Education (2014, May 13). *Daniel Siegel-The teenage brain*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=TLULtUPyhog>

Duckworth, Angela (2016). Don't grade schools on grit. *New York Times*, SR5.

Edutopia (2014, April 29). *Grit curriculum lesson: The perseverance walk*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=F6BZ-boSKts>.

Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. HarperCollins.

- Koball, H., and Jiang, Y. (2018). *Basic facts about low-income children: Children under 18 years, 2016*. Retrieved from http://www.nccp.org/publications/pdf/text_1194.pdf.
- Mindful Schools (2010, June 29). *Mindful schools in-class instruction*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=MMK481p5wWM>
- Perry, B.. *Bonding and attachment in maltreated children: Consequences of emotional neglect in childhood*. Retrieved from <http://teacher.scholastic.com/professional/bruceperry/bonding.html>.
- PERTS (Project for Education Research that Scales) (2015, August 14). *Encouraging students to persist through challenges*. [Video File] Retrieved from https://www.youtube.com/watch?v=voa0F2C_hjY.
- TedxTalks (2014, January 7). *Attachment and resilience: The power of one: Dr. Erica Liu Wollin at TedxHongKong 2013*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=C-ZIUtJr8nE>.
- TedxTalks (2013, May 9). *Grit: The power and passion of perseverance*.. [Video file]. Retrieved from <https://www.youtube.com/watch?v=H14bBuluwB8>
- The Brainwaves Video Anthology (2015, May 11). *Walter Mischel: The marshmallow test*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=XcmrCLL7Rtw>
- Trauma and Learning Policy Initiative (2005). *Helping traumatized children learn: Creating and advocating for trauma-sensitive schools*. TLPI.
- Willingham, D.T. (2016). Ask the cognitive scientist: “Grit” is trendy but can it be taught?. *American Educator*, Summer 2016, 44-28.
- Zero to Three (2018). *Poverty’s effect on infants and toddlers infographic*. Retrieved from <https://www.zerotothree.org/resources/516-poverty-s-effect-on-infants-and-toddlers-infographic>.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <https://inside.sou.edu/ssi/index.html>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

<https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Emergency Notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <https://inside.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at <https://inside.sou.edu/dr/index.html> for more information or to schedule an appointment. ***If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.***