



NEW JERSEY CENTER  
FOR TEACHING & LEARNING

## **SPED6230: Emotional & Behavioral Supports**

**Primary Student Contact:** Dr. Stephanie A. Ramos

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**Course Credit:** 3.0 NJCTL credits

### **Dates & Times:**

This is a 3-credit, self-paced course, covering 6 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend 12-20 hours per module, completing the module slides, readings, videos, short answer assignments, and any other applicable mastery exercises.

**LMS Link:** <https://moodle.njctl.org/course/view.php?id=294>

### **COURSE DESCRIPTION:**

Teachers will learn about behavior disorders and practical strategies to support students in school. Key topics include behavior disorders in children and adolescents, classroom supports and interventions, behavior interventions within Individualized Education Programs (IEPs), behavioral analysis and data collection methods, and the impact of adverse childhood experiences.

**Prerequisite:** SPED6210, SPED6220

### **STUDENT LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

1. Identify and describe the social history and potential causes and related effects of mental health challenges including behavioral and socio-emotional dysregulation.
2. Obtain, adapt, and employ methods and strategies to support students with mental health challenges including behavioral and socio-emotional dysregulation.
3. Document and analyze atypical behaviors and interventions, including Multi-Tiered Systems of Support, Functional Behavioral Assessment, and Behavioral Intervention Plans.
4. Employ self-care and collaborate with affiliated teachers and personnel to support students with mental health challenges including behavioral and socio-emotional dysregulation.

### **TEXTS, READINGS, INSTRUCTIONAL RESOURCES:**

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**Required Text(s):**

This course uses presentations and journal articles accessible within each course module. When viewing each module’s PowerPoint slideshow, you should review all external links in white boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the “notes” section are for reference or further information only.

**Optional Text:**

The open-source textbook below is used throughout this program and may be a helpful reference. Lombardi, P. (2023). *The Roles and Responsibilities of the Special Educator*. University System of New Hampshire Pressbooks. Retrieved from <https://pressbooks.usnh.edu/edc703-803/>

**COURSE REQUIREMENTS:**

Consistent attendance in your online courses is essential for your success. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact the Dean of Students.

Students should interact with fellow students and course instructor via the discussion boards within the course modules. These discussion boards are monitored by your course instructor, and you can post questions or thoughts on module learning here.

Online classes have assignments and participation requirements just like on-campus classes. Budget your time carefully. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

**GRADE DISTRIBUTION AND SCALE:**

In order to receive a Passing grade, the participant must complete the following course requirements: all short answer assignments, critical thinking assignments, and the final reflection outlined in the *Assignments* section of the Class Schedule (below).

**Grade Distribution:**

Critical Thinking Assignments	60%
Final Critical Thinking Assignment	10%
Short Answer Assignments	30%

**Grade Scale:**

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76

C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

**GRADING RUBRIC:**

The following rubric is used to score:

- Short Answer Assignment – 30% of grade
- Critical Thinking Assignments – 70% of grade

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>	<b>Limited Evidence</b>
	<i>7 points</i>	<i>5 points</i>	<i>3 points</i>	<i>1 point</i>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates fair knowledge of concepts, skills, and theories.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no knowledge of concepts, skills, and theories.</li> </ul>
<b>Depth of Reflection</b>	<ul style="list-style-type: none"> <li>• Content is well supported and addresses all required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is partially supported; addresses most of the required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Content contains major deficiencies; addresses some of the required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is not supported and/or includes few of the required components of the assignment.</li> </ul>

<b>Evidence and Practice</b>	<ul style="list-style-type: none"> <li>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</li> </ul>
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Writing Quality</b>	<ul style="list-style-type: none"> <li>Writing is well-organized, clear, concise, and focused; no errors.</li> </ul>	<ul style="list-style-type: none"> <li>Some minor errors or omissions in writing organization, focus, and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Some significant errors or omissions in writing organization, focus, and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in writing organization, focus, and/or clarity.</li> </ul>

**ACADEMIC STANDING:**

NJCTL has established standards for academic good standing within a student’s academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

**ACADEMIC INTEGRITY:**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

**CITING SOURCES WITH APA STYLE:**

All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found [here](#).

**DISABILITY SERVICES STATEMENT:**

We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable

accommodations for students with documented disabilities (melissa@njctl.org).

### NETIQUETTE:

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

### READING SCHEDULE:

Required readings are available within each module by clicking the links where materials are listed under the “Required readings:” tab. Many modules in this course offer choice. The list of readings, podcasts, and videos are inclusive. Students have significant choice in their supplementary materials as noted in the module’s PowerPoint. Full information on course assignments can be found on the course Moodle page.

Module	Required Readings & Videos	Assignments
<b>1 – Introduction, Background &amp; Terminology</b>	<ul style="list-style-type: none"><li>• Module PowerPoint via Moodle</li><li>• TEDx Talks. (2017). What can we do with disruptive children?   Debbie Breeze   TEDxNantwich. Via YouTube: <a href="https://njctl.org/video/?v=IXSJKIRpmHs">https://njctl.org/video/?v=IXSJKIRpmHs</a></li><li>• Emotional Disturbance   Definition, Prevalence &amp; Symptoms Video. (2024). Emotional Disturbance   Definition, Prevalence &amp; Symptoms - Video   Study.com. Retrieved from study.com website: <a href="https://study.com/academy/lesson/video/emotional-disturbance-definition-symptoms.html">https://study.com/academy/lesson/video/emotional-disturbance-definition-symptoms.html</a></li><li>• Your Special Education Rights. (2013, September 1). The IDEA’s Special Education Categories: Emotional Disturbance. Retrieved from YouTube: <a href="https://www.njctl.org/video/?v=KcxPQ3AYpgo">https://www.njctl.org/video/?v=KcxPQ3AYpgo</a></li><li>• National Center for Learning Disabilities. (2020). Significant Disproportionality in Special Education: Current Trends and</li></ul>	<p><b>Short Answer (Q&amp;A):</b> Have you ever taught a student like “Bobby” in educator Polly Bath’s short video? What specific challenges did you—or if you have not, might you—have encountered? What did you attempt to help that student?</p> <p><b>Critical Thinking:</b> Speak with the interventionist, counselor, or a special education teacher in your school or district. What emotional disturbance concerns do they navigate? What options are available to support those students? Write about your</p>

	<p>Actions for Impact. Retrieved from <a href="https://nclcd.org/wp-content/uploads/2023/07/2020-NCLD-Disproportionality_Trends-and-Actions-for-Impact_FINAL-1.pdf">https://nclcd.org/wp-content/uploads/2023/07/2020-NCLD-Disproportionality_Trends-and-Actions-for-Impact_FINAL-1.pdf</a></p> <ul style="list-style-type: none"> <li>• Learning Disabilities Association of America. (2020, August 20). Core Principles: Disproportionality in Identification for Special Education – Learning Disabilities Association of America. Retrieved from Learning Disabilities Association of America website: <a href="https://ldaamerica.org/core-principle-disproportionality-in-identification-for-special-education/">https://ldaamerica.org/core-principle-disproportionality-in-identification-for-special-education/</a></li> <li>• Bath, P. (2014). Emotional disturbance in the classroom: don't give up on Bobby. Retrieved from YouTube: <a href="https://njctl.org/video/?v=pJFAUAutxBA">https://njctl.org/video/?v=pJFAUAutxBA</a></li> </ul>	<p>conversation and discuss lingering questions that you hope to answer in this course.</p>
<p><b>2 – Understanding Factors that Impact Student Behavior &amp; Our Responses</b></p>	<ul style="list-style-type: none"> <li>• Module PowerPoint via Moodle</li> <li>• PsychHub. (2021, November 19). What is Trauma? Retrieved from YouTube website: <a href="https://njctl.org/video/?v=q0UPnWfNpak">https://njctl.org/video/?v=q0UPnWfNpak</a></li> <li>• Office of the California Surgeon General. (2023, August 17). Understanding ACEs: What are Adverse Childhood Experiences (ACEs)? Retrieved from www.youtube.com website: <a href="https://njctl.org/video/?v=-vIqJK8Nu1Q">https://njctl.org/video/?v=-vIqJK8Nu1Q</a></li> <li>• IHDCYH Talks. (2018). Adverse Childhood Experiences (ACEs): Impact on brain, body and behaviour. Retrieved from <a href="https://njctl.org/video/?v=W-8jTTIsJ7Q">https://njctl.org/video/?v=W-8jTTIsJ7Q</a></li> <li>• Cleveland Clinic. (2023b, April 4). Adverse Childhood Experiences (ACEs) &amp; Childhood Trauma. Retrieved from Cleveland Clinic website: <a href="https://my.clevelandclinic.org/health/symptoms/24875-adverse-childhood-experiences-ace">https://my.clevelandclinic.org/health/symptoms/24875-adverse-childhood-experiences-ace</a></li> <li>• Starcheski, L. (2015, March 2). Take The ACE Quiz — And Learn What It Does And Doesn't Mean. Retrieved from Npr.org website: <a href="https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-">https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-</a></li> </ul>	<p><b>Short Answer (Q&amp;A):</b> Think of a student that you have now, have had previously, or have read/viewed in case studies. What indications of ACEs or other traumatic experiences did the child exhibit? What methods of self-care do you regularly use? How have they impacted your teaching practices?</p> <p><b>Critical Thinking:</b> Choose a student case (either from your own classroom experience, a hypothetical student, or a child you know if your daily life). Ensure that the case involves a student with behaviors that significantly impact their learning and social interactions. If using a real student, ensure</p>

	<p><a href="#">quiz-and-learn-what-it-does-and-doesnt-mean</a></p> <ul style="list-style-type: none"> <li>• Huang, P. (2024, January 26). To help these school kids deal with trauma, mindfulness lessons over the loudspeaker. Retrieved from NPR website: <a href="https://www.npr.org/sections/health-shots/2024/01/26/1227056527/to-help-these-school-kids-deal-with-trauma-mindfulness-lessons-over-the-loudspea">https://www.npr.org/sections/health-shots/2024/01/26/1227056527/to-help-these-school-kids-deal-with-trauma-mindfulness-lessons-over-the-loudspea</a></li> <li>• Education Support. (2020, July 2). Secondary trauma. Retrieved from www.youtube.com website: <a href="https://njctl.org/video/?v=srO-w_pOttQ">https://njctl.org/video/?v=srO-w_pOttQ</a></li> <li>• TEDx Talks. (2018). Learn to shine bright-the importance of self care for teachers.   Kelly Hopkinson   TEDxNorwichED [YouTube Video]. Retrieved from <a href="https://njctl.org/video/?v=5O5QIqlDxjg">https://njctl.org/video/?v=5O5QIqlDxjg</a></li> <li>• PACEs Connection. (2023b). StressBusters  PACEsConnection. Retrieved from Pacesconnection.com website: <a href="https://www.pacesconnection.com/ws/Handouts_StressBusters_National_EN.pdf">https://www.pacesconnection.com/ws/Handouts_StressBusters_National_EN.pdf</a></li> </ul>	<p>confidentiality by using pseudonyms and omitting identifying details.</p>
<p><b>3 – Understanding Dysregulated Emotions &amp; Behaviors in Children</b></p>	<ul style="list-style-type: none"> <li>• Module PowerPoint via Moodle</li> <li>• Harvard Medical School Continuing Education. (2022, November 17). How Common are Mental Health Issues in Children and Adolescents? Part 1. Retrieved from YouTube website: <a href="https://njctl.org/video/?v=Qw7ZVAOVt5w">https://njctl.org/video/?v=Qw7ZVAOVt5w</a></li> <li>• Harvard Medical School Continuing Education. (2022b, November 18). What are the Drivers of Mental Health Challenges in Young People? Part 2. Retrieved from YouTube website: <a href="https://njctl.org/video/?v=53f7kydPRCY">https://njctl.org/video/?v=53f7kydPRCY</a></li> <li>• Harvard Medical School Continuing Education. (2022b, November 18). Identifying Young Patients at Risk for Mental Health Concerns. Part 3. Retrieved from YouTube website: <a href="https://njctl.org/video/?v=kflVY6-7L08">https://njctl.org/video/?v=kflVY6-7L08</a></li> </ul>	<p><b>Short Answer (Q&amp;A):</b> Choose one of the diagnoses reviewed in this module. What concerns do you have about teaching students with that challenge? How would you go about alleviating or relieving those concerns?</p> <p><b>Critical Thinking:</b> Over the course of a week, collect behavioral data for the student you selected in the last module using direct in-class observation. An "ABC Chart" is available on the course Moodle page for you to record the data you</p>

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- Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2019). 5.1 Sensation versus Perception – Introductory Psychology. Retrieved from opentext.wsu.edu website: <https://opentext.wsu.edu/psych105/chapter/5-2-sensation-versus-perception/>
- The Autism Helper. (2019, May 22). Mini Training Series: Ep 17 All Behavior Is Communication. Retrieved from www.youtube.com website: <https://njctl.org/video/?v=pP6cHqTnVRs>
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- National Institute of Mental Health. (2024). Anxiety disorders. Retrieved from National Institute of Mental Health website: <https://www.nimh.nih.gov/health/topics/anxiety-disorders>
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observe.



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- Wai Mon Chiu, A. (2022). On the Mind Podcast | Weill Cornell Medicine Psychiatry. Retrieved from Cornell.edu website: <https://psychiatry.weill.cornell.edu/podcasts>
- Cole, M., & Faulk, A. (2022). Anxiety in Children Podcast | Weill Cornell Medicine Psychiatry. Retrieved from Cornell.edu website: <https://psychiatry.weill.cornell.edu/news/anxiety-children-podcast>
- Rogers Behavioral Health. (2018). Anxiety in Schools. Retrieved from Apple Podcasts website: <https://podcasts.apple.com/us/podcast/anxiety-in-schools/id1434340579>
- Bubrick, J. (n.d.). What Teachers Should Know About OCD. Retrieved from Child Mind Institute website: <https://childmind.org/article/what-teachers-should-know-about-ocd/>
- CDC. (2024a, September 26). Obsessive-Compulsive Disorder in Children. Retrieved from Children's Mental Health website: <https://www.cdc.gov/children-mental-health/about/obsessive-compulsive-disorder-in-children.html>
- OCD & Related Disorders. (n.d.). Retrieved from Child Mind Institute website:

<https://childmind.org/topics/ocd-related-disorders/>

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- Osmosis. (2016b). Obsessive compulsive disorder (OCD) - causes, symptoms & pathology. Retrieved from  
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- Osmosis. (2016b). Obsessive compulsive disorder (OCD) - causes, symptoms & pathology. Retrieved from  
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- Quick Guide to Trichotillomania. (n.d.). Retrieved from Child Mind Institute website:  
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<https://childmind.org/guide/quick-guide-to-excoriation-disorder/>
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website: <https://childmind.org/guide/quick-guide-to-body-dysmorphic-disorder/>

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<https://njctl.org/video/?v=vYR9JPztdn4&list=PLazcP3->

[djRZ3\\_VgA6P42Z0j3dkfyu6WWk](https://njctl.org/video/?v=vYR9JPztdn4&list=PLazcP3-djRZ3_VgA6P42Z0j3dkfyu6WWk)

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## 5 – Behavior Supports and Interventions

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### Short Answer (Q&A):

Thinking about your classroom, take the [Tier 1 subsection](#) of the [PBIS Self-Assessment Survey](#). If you are not currently working in a classroom, you may use one of the [unedited high-leverage practice videos](#) and respond as if you were the teacher in that classroom. In the discussion board, share at least one example of a positive behavior structure that is in place and one that is not. Is the practice in place working? Why or why not? What do you think is needed to set an additional structure in place? Why would you pick that practice?

### Critical Thinking:

Behavior Analysis: Based on the direct observations (ABC Chart) and indirect observations (records review and interviews) conducted over the last two modules, analyze the data you collected previously to:

- identify patterns and trends in behavior.
- identify potential triggers (antecedents) and reinforcers (consequences).
- hypothesize the function of the behavior (e.g., attention-seeking,

		<p>avoidance, sensory stimulation).</p> <ul style="list-style-type: none"> <li>hypothesize about some interventions that might help this student.</li> </ul> <p>Write a reflection of 600-750 words discussing your thoughts on the bullets above, as well as any additional analysis of the student's behavior that is important. To protect the privacy of this student, you should use a pseudonym for this project.</p>
<p><b>6 – Behavioral Assessments and Interventions</b></p>	<ul style="list-style-type: none"> <li>Module PowerPoint via Moodle</li> <li>IEP Help. (2023). What Are Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)? Retrieved from <a href="https://njctl.org/video/?v=KzXi0qxWkUQ">https://njctl.org/video/?v=KzXi0qxWkUQ</a></li> <li>IRIS Center Peabody College Vanderbilt University. (2018, February 1). A Summary of Functional Behavioral Analysis (FBA). Retrieved from www.youtube.com website: <a href="https://njctl.org/video/?v=NFHck-X43y4">https://njctl.org/video/?v=NFHck-X43y4</a></li> <li>Special Education Decoded. (2019). The FBA   Functional Behavior Assessment   Special Education Decoded [YouTube Video]. Retrieved from <a href="https://njctl.org/video/?v=sMTtIc6zEpM">https://njctl.org/video/?v=sMTtIc6zEpM</a></li> <li>How to ABA. (2022b, March 1). Developing a Functional Behavior Plan (FBA) with Shira and Shayna. Retrieved from www.youtube.com website: <a href="https://njctl.org/video/?v=Y7gJyyzzN3k">https://njctl.org/video/?v=Y7gJyyzzN3k</a></li> <li>How to ABA. (2022). What Are the ABC's of Behavior? Why is ABC Data Important? Retrieved from <a href="https://njctl.org/video/?v=r1uA_Jaz010">https://njctl.org/video/?v=r1uA_Jaz010</a></li> <li>Special Education Resource. (2019). Behavioral Intervention Plans In Special Education   Special Education Decoded.</li> </ul>	<p><b>Short Answer (Q&amp;A):</b> Thinking about the data you've collected on your selected student over the course of the last several modules, discuss the following. What challenges did you discover as you worked to gather data? What data could you not find? What could you do differently when you next observe a student's behavior?</p> <p><b>Critical Thinking:</b> Based on your assessment of the data collected on your student in previous modules, create a concise plan that addresses the identified behavior. Include each of the components below. To protect the privacy of this student, you should use a pseudonym for this project.</p>

Retrieved from

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#### A. Student Background & Behavioral Concerns

- Provide a brief description of the student, including relevant information about their disability, learning environment, and any existing support services.

- Summarize the specific behavior being targeted.

#### B. Goal & Objectives

- Develop one measurable behavior change goal based on your assessment findings.
- Create 2-3 specific, observable, and time-bound objectives aligned with the main goal.

#### C. Intervention Strategies

- outline evidence-based strategies tailored to the student's needs, focusing on:
  - proactive strategies (e.g., environmental modifications, positive behavior supports).
  - reactive strategies (e.g., replacement behaviors, de-escalation techniques).
- address reinforcement plans (e.g., token systems, positive reinforcement schedules) to

	<p><a href="#">3-comprehensive-functional-behavior-assessment-fba-guide</a></p> <ul style="list-style-type: none"> <li>• Basic FBA to BIP. (2023). Forms &amp; Resources – Basic FBA to BIP. Retrieved from Basic FBA to BIP website: <a href="https://basicfba.com/forms-resources/">https://basicfba.com/forms-resources/</a></li> <li>• New Jersey Department of Education Office of Special Education. (2024b). Behavior Supports and Interventions. Retrieved from www.nj.gov website: <a href="https://www.nj.gov/education/specialed/programs/additionalsupports/behavior/">https://www.nj.gov/education/specialed/programs/additionalsupports/behavior/</a></li> </ul>	<p>encourage the desired behavior.</p> <p>D. Progress Monitoring &amp; Data Collection</p> <ul style="list-style-type: none"> <li>• design a simple system for tracking the student’s progress (e.g., behavior charts, daily logs).</li> <li>• specify the tools and timeline you will use to measure success and adjust the plan if needed.</li> </ul>
<p><b>7 – Final Reflection</b></p>	<ul style="list-style-type: none"> <li>• Review course topics in preparation for final writing assignment</li> <li>• Zoom meetings with instructor and discussion board posts</li> </ul>	<p><b>Critical Thinking:</b> Full assignment prompt and requirements are posted in online course</p>