# Fitchburg State University

# EDUCATOR Programs

# Comprehensive Syllabus

SAMPLE

## Applying ABA Approaches with Students who are Visually Impaired, Blind or Deafblind

**Instructor:** Patrice Glancy B.C.B.A.

**E-mail:**

***Preferred method of contact is through the Perkins eLearning website***

## Course Description:

Applied Behavior Analysis has the goal of applying behavioral theories to socially significant behaviors. Often associated with students who have autism, ABA is much more than that. Its methodologies are universal and can be applied to anything from sport psychology to law enforcement. In this course, students will identify and practice ABA approaches that will support students who are visually impaired, blind, Deafblind or multiply disabled. Through online discussion boards and activities, readings and implementation of different strategies, students will learn to apply the concepts and methodologies of Applied Behavior Analysis to their student populations.

***If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.***

## Texts:

Fitchburg State University Teacher Preparation Programs. (2012).  *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available <http://www.doe.mass.edu/frameworks/current.html>

Alberto, Paul A. & Troutman, Anne C. (2009). *Applied Behavior Analysis for Teachers (8th ed.).* Upper Saddle River, NJ: Pearson.

## Fitchburg State University Teacher Education Conceptual Framework



## Learning Outcomes / Objectives:

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of: student behavior in the context of environment, antecedents and consequences.

**Skill**: As a result of the learning experiences in the course, you will become better able to: collaborate in the development of Functional Behavior Assessments and the implementation of Behavior Support Plans as well as use ABA methodologies to teach new skills.

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to: view students’ interfering behaviors as a result of their environment and learned behaviors and, as such, put in place positive proactive supports that decrease the likelihood of the behaviors occurring at all.

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to: understand the ethical standards of practice of Applied Behavior Analysts.

## Instructional Strategies

 X Lecture X Data Collection and Analysis

 X Discussion/Questioning Pre-Practicum

 Laboratory Role Playing/Simulation

 X Problem Finding/Solving X Independent Learning

\_\_ Discovery Field Trips

 Interviewing Computer Applications

 X Collaborative Learning Groups \_\_\_ Viewing or Listening to Followed by

 X Reflective Responses Discussing

 Creating Visual Illustrations of Concepts Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Technology Initiatives:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology:

* to access the course.
* as a communication method (email & discussion boards).
* as a research method.
1. **COURSE REQUIREMENTS**:

Discussion Boards

Task Analysis

Functional Behavior Assessment

Behavior Support Plan

## EVALUATION OR GRADING POLICY

**Methods of Evaluation**

Participants are evaluated by the following methods:

* Discussion Forums =40 points
* Uploaded assignment (Hypothesis) = 5 points
* Uploaded assignment (task analysis) = 5 points
* Final Assignment –Functional Behavioral Assessment = 30 points
* Final Assignment –Behavior Support Plan = 40 points
* **TOTAL POSSIBLE POINTS = 120**
	+ **Passing score 84 points**

**FITCHBURG STATE UNIVERSITY**

**GRADUATE GRADING SYSTEM**

**4.0** 114-120 A

**3.7** 110-113 A-

**3.5** 106-109 A-/B+

**3.3** 103-105 B+

**3.0** 99-102 B

**2.7** 96-98 B-

**2.5** 92-95 B-/C+

**2.3** 88-91 C+

**2.0** 84-87 C

**0.0** 0-83 F

**W** Withdrawn

**IN** Incomplete

**IP** In-Progress

1. **RUBRICS**

**Discussion Forums:** There will be a discussion forum assignment in each of the seven sessions. Each participant is required to contribute to each forum using information and knowledge gathered from the class lecture, assigned reading, website visits, etc.

Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

* A minimum of three posts is required (initial post and at least two responses). You should submit your initial post early in the session and your subsequent responses to the posts of the other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief—keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
* Your contributions to the discussions should be complete and free of grammatical or structural errors.

The rubric point scale will be used to assess your work based on a 5-point scale.

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| ***Discussion Forum Rubric*** | **2 points** | **1 point** | **0 points** |
| **Initial post and responses made in timely intervals****Max pts:2** | Initial post on discussion forum and subsequent responses are made in timely intervals.  | Initial post on discussion forum or subsequent responses is not made in timely intervals. | Initial post on discussion forum is not made *and* subsequent responses are not made in timely intervals. |
| **Incorporation of and reference to the readings in discussion posts/responses****Max pts:1** | Max pts: 1 | Responses include reference to the readings assigned for the week or other related readings. | Responses do not include any reference to the readings for the week. |
| **Quality, well-written response****Max pts: 2** | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |

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| ***Functional Assessment (Hypothesis) Summary Statement Rubric*** | **2 points** | **1 point** | **0 points** |
| **Includes pertinent information in summary statement** | Identifies where and under what conditions the target behavior occurs | Identifies either where the target behavior occurs or under what conditions | Neither identifies the environment nor the conditions under which the behavior occurs |
| **Target behavior is described in observable terms** | Description of target behavior is in observable terms | Description of target behavior is in somewhat observable terms | Description of target behavior is not in observable terms |
| **Possible functions are identified** | Max 1 point | Hypothesis summary statement identifies at least one potential function of the target behavior | Hypothesis summary statement does not identify possible functions |

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| ***Task Analysis (TA) Rubric*** | **2 points** | **1 point** | **0 points** |
| **TA takes into consideration student needs** | Max 1 point | TA is appropriate considering sensory impairment(s) and cognitive level of student. Description of student and rationale for the teaching procedure are in an introduction. | TA does not consider student’s sensory impairment(s) and cognitive level. Description of student and rationale for the teaching procedure are in an introduction. |
| **TA is logical in its sequence** | TA follows logical sequence | TA follows a somewhat logical sequence | Sequence of steps is not logical |
| **Prompting procedure and rationale are identified** | Both a prompting procedure (e.g. total task, forward chaining, backwards chaining) and a rationale for it are logical in choice. | Both a prompting procedure (e.g. total task, forward chaining, backwards chaining) and a rationale for it are identified. Decision is not fully logical | Prompting procedure and/or rationale are not included. |
| **Data Collection** | Max 1 point | Data collection sheet is included. | Data collection sheet is not included. |
| **Behavior identified in TA are in observable and measurable terms** | Steps in TA are observable and measurable | Steps in TA are somewhat observable and measurable | Steps in TA are not observable and measurable |

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| ***Functional Behavioral Assessment Rubric*** | 5 | 3 | 1 |
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| Operational definition of the Behavior(s) & Reason for Referral | Description of the target behavior is unambiguous and concise. The description of the behavior refers to observable and measurable features only.Reason for referral is clearly identified. | Description of the target behavior is somewhat ambiguous and would be difficult for an unfamiliar person to identify and measure.Reason for referral is identified, but not clear. | Description of the target behavior is ambiguous, lengthy and refers to features of the behavior that are neither observable nor measurable. Reason for referral is not identified. |
| Identification of Antecedent Conditions | Events or stimulus that occur before the target behavior are clearly identified. Both setting events and immediate antecedents are identified. | Antecedents are identified, but the description is unclear. | No antecedent(s) are identified. |
| Identification of the Consequence(s) | Events that occur after the target behavior are clearly identified. | Consequences are identified, but the description is unclear. | No consequence(s) are identified. |
| Assessment Tools & Data Collection Procedures | A variety of assessment tools (direct and indirect) are utilized. Assessment tool(s) utilized are appropriate for the situation. Rate, duration and/or other results from data collection are clearly stated. | Only one type of assessment tool is used or the assessment procedures selected are not appropriate for the situation.Rate, duration and/or other results from data collection are stated but are not clear. | No assessment tools or data collection procedures are identified.Rate, duration and/or other measurement of the target behavior is not stated. |
| Functional Assessment Summary Statement (i.e., Hypothesis Statement) | Summary statement identifies setting events, immediate antecedents, target behaviors and consequences directly reflecting information gathered through the assessment process. Function(s) of target behavior are clearly and accurately identified. | Summary statement mostly reflects information gathered through the assessment process. Function(s) of target behavior are identified but they are either inaccurate or unclear. | Summary statement is unclear or does not reflect the information gathered through the assessment process. |
| Grammar, organization, spelling and mechanics | Writing is well organized and easy to follow. There are 0-4 spelling, grammar and/or punctuation errors. | Writing is fairly well organized and easy to follow. There are 4-6 spelling, grammar and/or punctuation errors. | Assignment not organized. There are 6+ spelling, grammar and/or punctuation errors. |

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| ***Behavior Support Plan Rubric*** | 5 | 3 | 1 |
| Operational Description of Problem Behavior(s) | Description of the target behavior(s) unambiguous and concise. The description of the behavior should refer to observable features only. | Description of the target behavior(s) somewhat ambiguous and would be difficult for an unfamiliar person to identify and measure. | Description of the target behavior(s) ambiguous, lengthy and refer to features of the behavior that are neither observable nor measurable. |
| Functional Assessment Summary Statement | Concise statement identifying the antecedent conditions, target behaviors, consequences and hypothesized function of behavior. | Functional Assessment Summary Statement is incomplete and/or unclear. | No Functional Assessment Summary Statement included. |
| Intervention/ Prevention Strategies | Strategies to make the problem behavior unnecessary are identified. A minimum of three environmental manipulations are considered (e.g., restructuring schedule, adapting curricular content, individualized instruction). | Some prevention strategies are identified, but the list is incomplete. Strategies may include restructuring schedule, adapting curricular content, individualized instruction. | Inappropriate prevention strategies are identified or no prevention strategies are identified. |
| Intervention/ Teaching Strategies | Teaching strategies to make the problem behavior inefficient are identified. Appropriate replacement behaviors and new adaptive skills are identified. | A partial list of teaching strategies to make the problem behavior inefficient is identified. Appropriate replacement behaviors and new adaptive skills may be identified but the list is incomplete. | Teaching strategies to make the problem behavior inefficient are not identified or are inappropriate for the student’s behavior. |
| Intervention / Consequence Strategies | Consequence strategies (i.e., reinforcement and/or punishment) to make the problem behavior ineffective and to promote positive behavior are identified. Strategies are research-based and appropriate for the student’s behavior. | A partial list of strategies to make the problem behavior ineffective and to promote positive behaviors are identified. Strategies are not research-based. | Strategies to make the problem behavior ineffective or to teach new positive behaviors are not identified or do not fit the student’s behavior. |
| Evaluation & Assessment | BSP includes descriptions of data collection procedures and procedures used for ongoing monitoring and evaluation of plan effects. | Descriptions of data collection, monitoring and evaluation are incomplete. | Evaluation and assessment procedures are not identified. |
| Grammar, organization, spelling and mechanics | Writing is well organized and easy to follow. There are 0-4 spelling, grammar and/or punctuation errors. | Writing is fairly well organized and easy to follow. There are 4-6 spelling, grammar and/or punctuation errors. | Assignment not organized. There are 6+ spelling, grammar and/or punctuation errors. |

1. **COURSE CONTENT/TOPICAL OUTLINE**

**COURSE CONTENT / TOPICAL OUTLINE**

**Session One:** Understanding the roots of Applied Behavior Analysis and preparing behavioral objectives

**Participants will:**

1. Describe how a Behavior Analytic approach is different from a developmental model.
2. Operationally describe target behaviors.

**Discussion Board 1:** “As a behaviorist working in a school of teachers who believe very strongly in developmental theory, how would you convince them that a behavioral approach may be more appropriate for some of their students?” Clearly relay your knowledge of both developmental and Behavior Analytic models. Respond to at least two other posts.

**Discussion Board 1.2:** Provide a brief bio for your student and then post an operational definition of the interfering behavior you will be targeting for change (directly related to final assignments). Comment on at least two other posts: Are the definitions measurable? If you did not know the student, would you be able to recognize the target behavior? Could the target behavior be broken down further?

**Readings:***Applied Behavior Analysis for Teachers,* Chapters 1 & 2

 Toward Functional Analysis of Self-Injury (Iwata, et.al., 1994)

**Session Two:** Collecting and graphing behavioral data

**Participants will:**

1. Collect and utilize behavioral data.
2. Practice using different data collection procedures (e.g., momentary time sampling).

**Discussion Board 2:** Practice at least two forms of data collection methods (e.g., duration recording, latency, frequency, intensity, etc.) with your student and post on the ease or difficulty of the process. *This data can become the beginning of baseline data for your Functional Behavioral Assessment (final assignment).* Would you use those same procedures with those behaviors again? What could you do next time to make it more efficient and accurate (e.g., different data sheet, better operational definition, a second observer, etc.)? Comment on at least two other posts.

**Readings:**

1. *Applied Behavior Analysis for Teachers, Chapters 3 & 4*
2. Research-to-Practice: Reducing Behavior Problems in Students Who Are Deaf-Blind (Durand, M., 1999)
3. Functional Assessment: Understanding and Identifying the Causes of Challenging Behaviors in Students Who Are Deaf-Blind (Luiselli, J., 1994)

**Session Three:** Determining the function of behavior

**Participants will:**

1. Be able to name the four functions of behavior.
2. Be able to describe how one would determine the function(s) of a behavior.
3. Be able to write a functional assessment summary statement (i.e., hypothesis statement).

**Discussion Board 3.1:** Post your (draft) functional assessment/hypothesis statement (this may change slightly when you complete your FBA). Respond to at least two others’ posts. Are the statements observable and measurable? Are one or more possible functions of the target behavior identified? Are the conditions under which the target behavior occurs clearly stated?

**Assignment:** Upload PDF’s of the data sheets that you are using to collect information on your target behavior. *This will provide you with an opportunity to share your resources with your classmates. The instructor will review data sheets and provide suggestions if needed. No points will be given for this assignment.*

**Readings:**

1. *Applied Behavior Analysis for Teachers*, Chapter 6
2. Prevalence of Multiply Controlled Problem Behaviors (Beavers, G., & Iwata, B., 2011)

**Session Four:** Arranging consequences that increase and decrease behaviors

**Participants will:**

1. Identify at least two ways consequences can be arranged to increase behaviors and how that relates to the final assignment.
2. Identify at least two ways consequences can be arranged to decrease behaviors and how that relates to the final assignment.
3. Identify at least two replacement behaviors for the target (interfering) behavior identified for the final assignment.

**Discussion Board 4.1:** Re-post your functional assessment summary statement (for context) and then identify two alternative and appropriate behaviors for your target (interfering) behavior. Respond to at least two others’ posts.

**Discussion Board 4.2:** Identify at least two ways that consequences could be arranged to increase and/or to decrease behaviors and how that relate to your final assignment.

**Readings:**

1. *Applied Behavior Analysis for Teachers,* Chapters 7 & 8

**Session Five:** Differential reinforcement and antecedent control and shaping

**Participants will:**

1. Provide an example of differential reinforcement and identify how it could be utilized in their work.
2. Provide and example of a shaping procedure and/or task analysis and identify how it could be utilized in your work.

**Discussion Board 5:** How will you utilize differential reinforcement when teaching your student new alternative and/or appropriate behavior(s). Respond to at least two others’ posts.

**Assignment:**  Select a behavioral chain and create a task analysis. Select an instructional procedure to teach the chain with a written sequence for using the procedure. Provide a rationale for the instructional procedure selected.Send to instructor.

**Readings:**

1. *Applied Behavior Analysis for Teachers,* Chapter 9
2. Effectiveness of constant time-delay on teaching snack preparation (Bozkurt, Funda & Gursel, Oguz, 2005)

**Session Six:** Teaching complex behaviors and planning for generalization of behavior change

**Participants will:**

1. Describe and implement generalization strategies.

**Discussion Board 6:** What types of generalization procedures do you use right now (if they are not the best, that’s ok). How would you change how you currently address generalization? Use a student example(s), (does not have to be the same student you are focusing on for the final assignments). Make sure to identify age and disability. Respond to a minimum of two others’ posts.

**Readings:**

1. *Applied Behavior Analysis for Teachers*, Chapter 10
2. Evaluation of Tactile Prompts with a Student who is Deaf, Blind and Mentally Retarded (Berg, W. & Wacker, D., 1989)

**Session Seven:** “Wrap up”

**Participants will:**

1. Identify the core components of the behavior support plan that is being developed.

**Discussion Board 7:** Select one core ABA component of your BSP. Describe why this is included in your plan. Respond to at least two other’s posts.

**Readings:** <http://www.perkinselearning.org/scout/behavior-issues-children-visual-impairments>

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

**FITCHBURG STATE UNIVERSITY**

**DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.  Activate your library account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access article, book, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round.  Students wanting a OneCard must either complete the online Extended Campus OneCard request form at <http://www.fitchburgstate.edu/offices/technology/onecard/> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

**UNIVERSITY AND EDUCATION UNIT POLICIES**

**Policy on Disability**

 Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

# **Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

**Cellular Telephones and Other Devices**

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

# **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located: athttp://www.fitchburgstate.edu/uploads/files/EducationUnit\_NCATE/Standard2/narrative/Student\_Handbook\_Web\_1213.pdf

# **Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

# **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.