

Nos. 18-6102 / 18-6165

**UNITED STATES COURT OF APPEALS
FOR THE TENTH CIRCUIT**

RACHEL TUDOR,

Plaintiff-Appellant/ Cross-Appellee,

v.

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
and the REGIONAL UNIVERSITY SYSTEM OF OKLAHOMA,

Defendants-Appellees/ Cross-Appellants.

On appeal from the United States District Court
for the Western District of Oklahoma
The Hon. Robin J. Cauthron
No. 5:15-CV-00324-C

SUPPLEMENTAL APPENDIX *for* DEFENDANTS–APPELLEES/CROSS-APPELLANTS

VOLUME 9 – TRIAL EXHIBITS

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A Thousand Words

By

Jeremy Naranjo

4-30-2008

A Thousand words is the story of Sam a ex-marine turned photo journalist. Jaded with the visions of pain suffereing and futility of her job Sam cant help but feel as though she has profited and helped vary little. She needs to make a change. Setting out on cross country tour of the U.S. Sam searches for purpose and healing.

Scene 1: Sam meets her best friend Lisa at the D.C. Cherrie blossom festival. Lisa reveals a concern for Sam's emotional health forcing Sam to think about where she is.

Scene 2: Sam is trying to literaly exersize her demons and instead finds confermation of Lisa's concern and a new friend.

Words
by
Jeremy Naranjo

EXT. D.C. Cherie blossom festival afternoon

Sitting at a table eating fish shaped bean cakes and other Japanese foods unique to the event in the U.S. Sam waits for Lisa. Finally spotting her coming through the crowd Sam waves. Lisa is a little shorter and of more average build than Sam. She use to be more athletic but who has the time with two kids? She is dressed unusually well for a Saturday afternoon at a street festival with hair and make up done. She's even a little provocatively dressed more for an evening at a casual bar.

SAM

WOW! Take a look at you. I feel under dressed for this street festival.

Lisa makes short runway strut the rest of the way to the table even doing a stop and half turn with one hand on her hip before taking her seat.

LISA

It's my day remember. The rest of the week I look like nothing more than a broken down soccer mom with no sense of fashion. I own these clothes by God I'm gonna wear them before I get to fat. Besides, I could put you in burlap and I'd still have to get all made up to be seen in public with you. Little miss fitness over there.

SAM

You look happy.

Lisa reaches over and takes one of Sam's Japanese treats pushing aside a bean cake.

LISA

I am. How could I not be?

Lisa makes a face at the taste of the treat in her mouth and puts the rest back on the plate.

SAM

I don't know. You are truly the most fortunate of women.

LISA

Sometimes I feel like I'm dreaming but every day I wake up and I'm still me.

SAM

Why couldn't your husband have a brother? I mean who ever heard of a man that would take the kids almost every Saturday to give you the whole day to yourself?

LISA

I know! and to think it was his own idea. Maybe it has something to do with the Daddy's night I usually give him as a reward? Besides I'm pretty sure he drops them off at their Aunts house some days and goes golfing with his brother. What about that Daniel guy you always talk about.

SAM

Daniel? I don't know... he's just there. He helps me to work stuff out in training without trying to make me talk about it. He takes my punches and pushes the pace until I'm give out or I work it out. He's great but doesn't fit the bill for a relationship some how. He treats me more like a sister... he's good looking and tough like I like them I'm just so comfortable with him I feel no tension. Women he works with are sisters and comrades. That in itself is a refreshing relationship to have with a man.

LISA

Hmmm...Well I think he sounds yummy and you, are to picky! If I were single...well, you knew me when I was single.

SAM

How did that goal of trying one from every tribe and nation end?

LISA

I lost track and some repetition was inevitable but no one can say I don't try and reach my goals. Men aren't working out but At least you have the career going well right?

SAM

RIGHT...

LISA

What, awards and accolades aren't enough for you?

SAM

It doesn't change anything.

LISA

What doesn't? The awards?

SAM

Any of it! My work means nothing. I capture an image of LIFE and people gab about the quality of light and shadow...

LISA

So your not happy with your job so change it you have a Master's.

SAM

I can't stop seeing... That's all I've ever been able to do. Better than any one I've ever known I see. (pause)... That is why I took the cushy Washington post. There isn't anything to see here. Nothing to do but chronicle crusty old men's dereliction of duty. It is maddening. But at least I don't see.

LISA

Sometimes I worry about you Sam.

SAM

Me? Why?

LISA

Have you ever thought about going to counseling?

Sam stops and looks at Lisa in disbelief.

SAM

What the hell are you talking about? Counseling?! what do I need with a paid friend.

LISA

Have you ever thought about getting more friends then?

SAM

Right now I'm thinking about cutting back on them. God Lisa.

SAM (CONT'D)

I have to get some shots of this event why don't you go get yourself one of those massages you were talking about maybe we'll meet up later.

LISA

I'm just trying to help.

SAM

What, is my friendship that much of a burden to you that you think I need more people in my life so that I don't bother you as much. I only see you once a month or so.

LISA

Calm down, that is not what I meant and you know it.

Sam Looks away.

Lisa (Cont'd)

You know you can talk to me about whatever you need to but you don't. That is all I am saying.

SAM

You are the one talking crazy. I'm gonna go take some pictures. I'll call you.

Sam walks away leaving Lisa alone on the side walk.

LISA

So sensitive.

Lisa looks around

LISA

Where is that massage tent!?

She stops a passer by

LISA

Have you seen a shiatsu tent?

Cut to

INT. Boxing gym Morning

Sam is dripping with sweat as she fires off combinations at focus pads held by DANIEL. The muscular young Jewish man waves his pads and moves around the ring as Sam's fists and feet pursue the red targets as though they threatened the free world.

Daniel

How was your weekend?

WHOP WHOP!

DANIEL (Cont'd)

Heard you came in on Saturday. Did you get a good work out without me to hold your hand?

THWACK!

Sam drops her hands and straitens.

SAM

Do you think I need counseling?

Daniel looks at Sam quizzically.

SAM

I'm serious?

English 4970

Special Studies: Internship

Summer 2007 Course Syllabus

Professor: Dr. Virginia Parrish
Class Meetings: *Virtual*
Office: M309, Phone: x2594
Email: vparrish@sosu.edu
Virtual Office: Discussion Board
E-mail

Blackboard.com web site for this course is located on the Southeastern Oklahoma State University's (SOSU's) web site: <http://www.sosu.edu>

NOTE: *The professor reserves the right to modify the course assignments, grading procedures, and other related policies as circumstances may dictate.*

I. Course Description, Content, & Requirements

The focus of English 4970 involves students applying knowledge and skills from completed coursework as an intern in a "real world" setting.

- **General** course content for English 4970 students in the field *may* consist of some or all of the following areas which *may* be encountered in the workplace: ethics; correspondence and communication forms; editing; proofreading; investigation and research; summaries; graphics; reports (informal and formal); manuals; collaborative work; and other.

- **Specific** course content (requirements) for the English 4970 course and for students' successful completion of this course is as follows:
 - ✓ weekly postings and discussion with the professor of the course via Discussion Board (Blackboard.com) and e-mail
 - ✓ daily entries for work log of activities
 - become part of the content for the progress reports
 - become part of the content for the final report
 - ✓ progress reports every two weeks
 - ✓ final report.

II. Course Objectives

When students complete this course, they will have demonstrated understanding and ability in some or all of the following areas that *may* be involved in the internship environment:

- Analyze the communication situation and assess the audience, need, purpose, use, task, and limitation.
 - Plan, develop, and implement communications.
 - Work as team member.
 - Organize and structure information; design and format documents; develop rhetorical strategies and writing styles; edit; proofread; and, use effective visual displays of information (graphics, etc.).
 - Use computer technology to research, plan, draft, and design documents, as well as communicate via email and other means.
 - Maintain high ethical standards and cooperate fully and willingly with individuals in the workplace environment, especially on collaborative projects (if assigned).
-

III. Policies

A. Grade Distribution and Point Value of Assignments

This course consists of on-site, "real world" application of completed coursework, knowledge, and skills. Evaluation of the student's intern process will be assessed via postings, discussion, log entries, progress reports and a final report. Total point value for the course is 100 points and that value is based on a 100% point system. The following grade distribution represents the 100-points/100% system.

Grade Distribution: A: 90-100 B: 80-89 C: 70-79 D: 60-69
 F: 59 and below

Assignments

Weekly Postings & Discussion	15 points
Daily Entries for Log of Activities	10 points
Progress Reports	25 points
Final Report	<u>50 points</u>
TOTAL	100 points

Basic Grading Criteria for Assignments

Although you will receive grading criteria specific to certain designated assignments, the following basic grading criteria is at the core of all postings, discussion, and assignments for this course.

- Follows *all* instructions and complies with *all* requirements.
- Meets deadline for the assignment.
- Assignment is organized, flows well, uses good language skills, exhibits few (if any) errors, and the work engages the assignment (not a surface or gloss treatment).

Note: Assessment Instruments outside of the Assignments and Grading Criteria

Each participant (employer, student/intern, and professor/advisor) of English 4970, Special Studies: Internship, for summer 2007 will complete an Assessment Instrument concerning the process and experience of the Internship.

B. Academic Integrity

The following policy is from the EHL Department.

English, Humanities, and Languages, Department Policy on Academic Integrity

“Using another’s intellectual property and representing it as one’s own violates academic integrity and is known as *plagiarism*. Academic Dishonesty also includes “cheating” on exams or other assignments, whether by copying from another student, using unauthorized study materials or methods, or by supplying answers to another student. Regarding the violation of academic integrity, faculty members may impose penalties, including, but not limited to:

- 1 requesting that the student withdraw from the course;
- 2 reducing or changing a grade in the course, a test, and assignment or other academic work;
- 3 assigning the student additional academic work not required of other students in the course;
- 4 assigning a failing grade and informing the student of their right to appeal through the Academic Appeals Committee;
- 5 referring the matter to the Dean of Students as a violation of the University’s Student Code of Conduct.

Repeat offenses could terminate the student’s standing in the department and in the university. Faculty members are entitled to have additional guidelines on academic integrity specific to their course settings.” (See Student Handbook Section D.1 (http://www.sosu.edu/slife/handbook/Student_Handbook.pdf).

C. ADA Compliance

Any student needing special accommodations due to a physical, mental or learning disability should contact Mrs. Susan Dodson, the Coordinator for Student Disability Services, Halley McKinney, Room 111B or call (580) 745-2394 (TDD# 745-2704). It is the responsibility of each student to make an official request to the Coordinator for academic accommodations.

**EMPLOYER ASSESSMENT OF ENGLISH 4970
SPECIAL STUDIES: INTERNSHIP
Department of English, Humanities, and Languages
Southeastern Oklahoma State University**

Student Intern Name: _____

Student Intern Job Title: _____

Period of Student Internship: From _____ **To** _____

Company Name & Address:

Person Completing this Assessment:
Name: _____

Job Title: _____

Telephone Number: _____ **Email:** _____

Instructions: Please assess the Student Intern as objectively as possible.

Working with Others

- ___ Works exceptionally well
- ___ Works well with others
- ___ Gets along satisfactorily
- ___ Has some difficulties
- ___ Works very poorly with others

Attitude Concerning Work

- ___ Outstanding & enthusiastic
- ___ Very interested & industrious
- ___ Average in interest & diligence
- ___ Mildly interested
- ___ Not interested

Decisions

- ___ Exceptional
- ___ Above average
- ___ Generally makes right decisions
- ___ Sometimes makes poor decisions
- ___ Makes poor decisions

Dependability

- ___ Very dependable
- ___ Above average
- ___ Generally dependable
- ___ Sometimes not dependable
- ___ Not dependable

Learning Abilities

- Learns quickly
- Learns readily
- Average
- Below average
- Very poor

Work Quality

- Outstanding
- Very good
- Average
- Below average
- Very poor

Attendance

- Regular
- Irregular

Punctuality

- Regular
- Irregular

Overall Performance (Select One)

- Outstanding
- Very good
- Average
- Below Average
- Unsatisfactory

ADDITIONAL COMMENTS

Please write comments you believe might be helpful to the Student Intern.

Have you discussed this evaluation with the Student Intern? [] yes [] no

(Signed)

Date

You may return the document via postal mail or as an e-mail attachment.

Return to:

Dr. Virginia A. Parrish
 1405 N. 4th Ave.,
 PMB 4234
 Department of English, Humanities, & Languages
 Southeastern Oklahoma State University
 Durant, OK 74701
 580.745.2594
vparrish@sosu.edu

TO: Dr. Virginia Parrish
FROM: Ravyn Hitt
DATE: July 27, 2007
SUBJECT: Internship Report

Overview

For the past ten weeks, I have interned with Genworth Financial's Southern Plains Office in Tulsa, Oklahoma. Southern Plains Office is the regional office for the states of Oklahoma, Kansas, Missouri, and the southern half of Iowa.

Genworth is a global, financial security company that provides a wide variety of services including, but not limited to: Life Insurance, Long Term Care Insurance, Mortgage Insurance, and Medicare Supplement. The Southern Plains office focuses on Long Term Care Insurance, with thirty-one career agents who specialize in providing insurance and servicing clients who need long term care insurance. According to Genworth's website, "long term care can be broadly defined as care provided by another party for the benefit of those who are unable to care for themselves" (Genworth.com).

During this internship, I worked with Kyle and RaNaye Hitt. Mr. Hitt is the General Agent and RaNaye Hitt is the Office Manager. I also worked with David Osterholt, the Marketing Specialist. While there are thirty-one career agents, Mr. and Mrs. Hitt, along with Mr. Osterholt, are the only "office" staff for the Southern Plains Region. Career agents are Independent Contractors who work from their homes or personal offices.

Over the course of my internship with Genworth, I was given the opportunity to work with many, if not all, of the other agents for the office. In this report, I will discuss my responsibilities, the procedures I was responsible for both developing and following, what software I learned to use, and how my degree was useful for this internship.

Intern Responsibilities

As an intern, many of my tasks involved supporting the office and its agents. I answered the telephone, and did research for Mr. Hitt, Mr. Osterholt, and performed research for any of the agents when needed. I assisted Mr. Osterholt in the creation of the weekly newsletters and organized and reported the weekly production numbers of all the agents.

One of my largest responsibilities for the office was recruitment. I was put in charge of updating the Southern Plains office's Monster.com and Career Builders accounts, and organizing the resumes. Due to the recent restructure of the company, there were no set procedures for this process on a corporate level. Under these circumstances, I was given the responsibility of handling conception and creation of our office's postings. Each regional office has three job postings a month, divided as two and one per site, and then rotated the next month.

There were two types of resumes that I dealt with: job applications and job searches. Job applications were submitted to our office, and job searches were resumes that I had located on the web. Mr. Hitt requested that these two types be separated into different files. Once they had been approved, they were then filed by the state and district leader they are given to.

Another important responsibility was Operation Panda, which is Genworth's reward plan. For example, this year, agents who meet the production quota necessary will win a trip to Beijing, China. Genworth assigned a certain number of production credits to be given to each region to reflect the production of new agent's placed premiums. When Genworth accepts the policy, the premium from the policy is referred to as placed premium. Genworth then decided to let each region divide the production credits as they wished.

Once Operation Panda had been established, the office took two weeks to organize a fair way to distribute the credits without giving the points away freely. It was important to encourage the agents to work for the credits and to give those closest to winning a chance to go to Beijing. Agents could win "panda" points, and later trade them for production credits or keep them for the auction Southern Plains is putting on this winter.

Client inquiries were a learning experience. Part of my duties was to answer the phone, which meant dealing with 888 Genworth and the customers who called requesting information. No two phone calls were alike. One of the first problems that I had to overcome was that even though these potential clients were calling for information, many were not willing to give me any personal information. They were hesitant to give phone numbers, last names, or even their locations. Several refused to give anything and requested the information of an agent they could contact instead. Even though the customers were sometimes prickly, this was perhaps my favorite part of the job. I enjoyed speaking to the individuals and learning how to handle the customers who were not willing to be helpful.

Another duty was simply helping Mr. Hitt, Mrs. Hitt and Mr. Osterholt with the sending of emails or letters. The number of emails I looked over were small, one or two a day, but many of them required the use of more technical writing skills other than basic grammar.

I was assigned early this summer to compile the personal contact information for individual agents into an easily accessible Excel sheet. The agents are divided by states, and then into rankings, and then alphabetized. This took two or three days to create, and required adjustments all summer. Agents who had recently moved, old information, and new agents all needed to be corrected and updated.

Procedures and Software Learned

Below is a list of software that I used during my time with Genworth. Not all of it was new, but each program had a unique use for the company and for my internship.

Software:

- Siebel: PAL
- Remote Office: Reporting Star
- Digital Office
- Excel: Pipeline Reports
- Outlook

Siebel is the program that Genworth uses in order to distribute leads. Leads are prospects that have sent in information about themselves, requesting more information about long term care. They are assigned to agents based on location and the amount of production an agent has. Leads are ranked as A or B depending on time in the system, and are generated through several sources. The newest addition, AARP, holds a five-year contract beginning January 1st, 2008.

My work with this program was limited, as Mrs. Hitt, the office manager, is responsible for this duty. I was given merely a brief overview of how the program works and taught how to access the leads to print them off.

Remote Office is the program I have worked in the most, one of the facets of which is called Reporting Star. Reporting Star was created to allow agents to look up the history of a client, their policy information, and any notes or messages left about the individual. This is mostly useful when attempting to find information about an unassigned client whose original active agent is no longer available to service their policy. Reporting Star also allows the General Agent to look at information on agent production and, in the case of district leaders, their hierarchy.

Digital Office is Genworth's tool for communicating with agents. It allows both agents and office staff to download or order necessary brochures, recruitment information, training kits, and other essential materials.

Excel and Outlook are programs that I was already familiar with, yet I learned several new ways to use them. Excel was required for importing reports from the above programs. This was important as the company updates its Pipeline where the agents are in the stages of being appointed to Genworth daily. Before the program allowed us to import the Onboarding reports, the main office in Richmond used to send out weekly emails. Genworth uses Outlook for tracking emails, and for the appointment calendar; and they have an IT staff to solve any problems.

Procedures:

When I was going through the resumes generated through the job sites or doing a search, it was important that I create the procedures necessary to keep organization. This involved the following:

- Mark how I had found the resume (was it a job application or a job search)
- Place it in the correct file for Mr. Hitt

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- Mark how I had found the resume (was it a job application or a job search)
- Place it in the correct file for Mr. Hitt

- Update the Excel file with new name, mark date received
- After review by Mr. Hitt, place in new file, update Excel
- Send resumes to District Leader for interview

Client inquiries are leads given to us through 888 Genworth. Occasionally, clients call 888 Genworth after they have sent in a request to the company, generating a lead card. It was important to keep up with the names of who called in, the information we could gather, and what agent received the call-in lead. The procedure is:

- When speaking to a client, try to at least receive a phone number
- Call the agent and then send an email
- Write down all the information in the Client Inquiry Binder

When assisting with getting new agents through the pipeline. The word "pipeline" refers to the Onboarding process to be appointed with the company. In order for any of the Onboarding process to begin, a candidate must have a license. Below is a brief example of this process:

- Submit the Producer Information Request Sheet (PIFS)
- Allow 14 days for background check
- Candidate is mailed a contract and sends it back
- Candidate is sent certification
- Once Candidate passes certification, appointment process beings
- If there are no problems with the background check, agent is appointed
- Agent attends Basic Training Seminar (BTS)

Corporate

Through my responsibilities as an intern, I had the opportunity to work with individuals at various levels and positions within the company. This exposure was one that I appreciated, because it allowed a chance to see how a hierarchy within a company works, as well as creating communications lines with individuals who are in key positions at Genworth. The individuals that I had a great deal of exposure to were Sherry Johnson, the On Boarding Coordinator; Nancy Zubof, Recruiting and Sales Training Leader; Denise Baugh, the IT LTC Field Support; and Christ Petree, IT LTC Field Support.

Sherry Johnson was a great help as I worked to learn the process of Onboarding new agents. Even though there is a set process to Onboard and push agents through the pipeline, every agent has individual circumstances that must be dealt with. I worked with Nancy when setting up the Monster.com and Career Builders ads for this office. She was quick to answer any of my questions, and pointing me towards the correct individuals at each site who could offer assistance. Denise Baugh and Chris Petree worked with me to deal with the problems the agents had with the various software programs they use for leads, e-applications, and email. They also worked with me to set up access to Outlook, Remote Office, Siebel, and my email when I first arrived.

Rose Sanz, a Premier Services Associate, was an individual I had limited interactions with. Mrs. Sanz is Genworth's support for this office and worked mostly with Mr. and Mrs. Hitt. The only times I worked with her was when an agent requested new business cards.

During my internship, Craig Halverson, the Divisional Vice President, paid the office a visit. His office is based out of Chicago, Illinois, and he was making a tour of all the General Agents offices. While he visited, I had a chance to present Operation Panda to him, as well as be involved in a discussion of how the company planned to market the Beijing Trip. I enjoyed my opportunity to meet with him, as well as to watch the interactions between him and Mr. Hitt.

Conclusion

To be competitive after graduation, a student almost has to have an internship. It is important to learn skills that are marketable and to form networks that can aid a student in forming the career that they wish to pursue. With Genworth, I believe that all of this was accomplished.

Becoming an agent and selling insurance is a path that I wish to pursue. By taking this internship, I was able to see the work that was involved in this career path. I was allowed to meet and work with individuals who will be important in a future career as an agent. The relationships I formed with this region's top performing agents and District Leaders created a network I will be able to fall back on once I graduate. In working with the General Agent, I learned a great deal of what goes into the support of an agent.

This internship has laid the foundation for a smooth entry into this business at graduation. What I have learned as a recruiter and as office support has given me skills that can be used anywhere. I believe that even if I find myself changing careers in the future, the skills that I have learned at Genworth will aid me in any field.

TO: Dr. Virginia Parrish
FROM: Ravyn Hitt
DATE: December 11, 2007
SUBJECT: Internship Report

Overview

For ten weeks this summer, I interned with Genworth Financial's Southern Plains Office in Tulsa, Oklahoma. Genworth is a global, financial security company that provides a wide variety of services including, but not limited to the following areas: Life Insurance, Long Term Care Insurance, Mortgage Insurance, and Medicare Supplement. The Southern Plains Office is the regional office for the states of Oklahoma, Kansas, Missouri and the southern half of Iowa.

The Southern Plains office focuses on Long Term Care Insurance, with a number of career agents who specialize in providing insurance and servicing clients who need long term care insurance. According to Genworth's website, "long term care can be broadly defined as care provided by another party for the benefit of those who are unable to care for themselves" (Genworth.com). Long term care insurance helps individuals pay for nursing homes, assisted living facilities, adult day care and in-home care.

During this internship I worked with Kyle and RaNaye Hitt, as well as David Osterholt. Mr. Hitt is the General Agent, Mrs. Hitt is the Office Manager and Mr. Osterholt is the Marketing Specialist. Career agents are Independent Contractors so the only "office staff" for the Southern Plains Region consists of the abovementioned individuals.

Over the course of my internship with Genworth, I was given the opportunity to work with the career agents contracted to the Southern Plains' Office. In this report, I will briefly summarize my internship experience, what I learned, how my degree was useful, and make recommendations on how the English Department may possibly expand its internship program for the future.

Internship Experience

As an intern many of my tasks involved supporting the office and its agents. I answered the telephone and performed research for Mr. Hitt and Mr. Osterholt. I also assisted Mr. Osterholt with the weekly newsletter, and in the organization and reporting of weekly production numbers from the agents.

One of the more important duties I had this summer was recruitment. I was in charge of updating the office's recruitment pages at Monster.Com and Career Builders, as well as organizing the resumes we received via these sites. The office had a limited number of postings each month to the job boards, and they required updating every thirty days. I dealt with two types of resumes: job applications that were emailed directly to the office;

and, job searches where we searched for resumes matching particular criteria. Once approved, they were given to a District Leader (or DL) for follow up. District leaders are the agents below a General Agent who handle a team of agents in a particular area.

During my time at the Southern Plains Office Genworth ran a promotion called Operation Panda. This specific promotion was Genworth's reward plan for Career Agents in 2007 who met particular criteria and therefore were rewarded with a trip to Beijing, China. This year, each region was giving a certain amount of freedom in how they gave awards to the agents once the region met the necessary criteria. Because of this change in policy, the office spent most of the summer working to establish a fair way to distribute the extra points to agents

Client inquiries were another important aspect of my internship duties. Potential clients of Genworth can call an 888 number, which transfers them to the office in the region they live in. Even though many clients were calling for information, many were hesitant to give personal information such as phone numbers, last names, or even their zip codes. Many simply requested contact information for an agent near them.

The editing of emails and letters was a small duty that I performed on a daily basis. The number of documents I examined was limited, and the skills required were somewhat grammatical but mostly technical.

Programs and Procedures

While working for the Southern Plains' office, I learned a great deal about the software the company was using. Such programs required a certain amount of technical skills but were easy to learn and adapt to. In order to get permission to access these programs, I underwent a background check by Genworth. There were also certain security measures such as passwords and clearance codes.

While working inside of these programs, I had to learn a series of procedures in order to operate effectively. While none of the work done required technical writing skills, work did require a certain amount of effective communications. Because the "home office" is actually located in Richmond, Virginia, the ability to communicate clearly through emails and phone calls was vital. Through my responsibilities for recruiting agents, I was involved in what was called the "agent pipeline." This was essentially the process behind an agent receiving his license and being appointment. This is a lengthy process and requires constant communication between our office and the Onboarding Department in Richmond, but future agents.

Using an English Degree

In 2000 CNNMoney published the article Working Your Degree, which discussed the challenges English majors have on the job market. CCN states that "the fastest growing career choices for English majors are broadly defined as 'business'. The verbal and written communication skills that English majors possess remain in top demand at nearly every company in America" (CNN 2 of 5). Specific jobs listed as possibilities for

English majors in the same article are as follows: contract and grant writing or editing, sales and marketing, technical writing for high-tech industries, management training and administrative tasks such as record keeping and office management.

Why is this important?

English majors have a competitive, capable degree that allows them a wide opportunity of choices for both internships and jobs. Many English students are not aware of the versatility of the English Degree, both for English and English with a Writing Emphasis. According to CNNMoney "The versatility of the degree... is what makes the post-graduations job hunt so hard... Businesses tell us they like to hire English majors because they feel that they can think. They've got the writing and analytical skills they need. The rest they can be trained to learn" (CNN 1-2 of 5).

For students with an English degree, it is important to have an internship for two reasons: being able to have the job experience necessary to be hired directly out of graduation and seeing how market their abilities in the fields of their choice. Job markets and internships have become competitive. Students who *are* aware of this will work hard to locate a company interested in hiring interns. Surfing the web, mass emails, and follow up phone calls are tools that many students use to locate companies.

Expanding the Program

In order for the English, Humanities and Languages Department to expand to include internships, they must first create an outline for the program. Many existing programs at universities (such as Hope College in Holland, Minnesota, University of Wisconsin, University of California, Davis, and the University of Texas at San Antonio) have established English Internship Programs.

For these universities the requirements for an internship vary. Many require that students be juniors or seniors, but not all internships are for students at this level of education. Some have GPA requirements, requiring at least a 3.0 and a certain number of completed upper level classes. Another factor that should be taken into consideration is the number of credit hours that a student can earn that is applicable to their major. For example Hope College in Holland, Minnesota offers 1-8 credits to be earned overall in the internship, but only 4 can be applied to major hours. Whereas University of California, Davis only allows three hours to be earned, all for major credit.

Once an outline of requirements to enroll in an internship course has been established, something that I have noticed is that many of the universities which have an internship program have an Internship Coordinator. In order to apply for an internship, the University of Texas at San Antonio requires that students first discuss their internship with their advisor. Then the advisor contacts the Internship Coordinator. Hope College simply requires students to consult with the Internship Coordinator without a go-between such as an advisor.

Once the program has been established it is important to have the information accessible to students; not only through the department's web page, but also through advisors, information pamphlets and the Career and Placement Services website. Many students are not aware of the importance of an internship until they are on the job market and discover a need for "job experience."

Recommendations

Start off small. Build the program one or two student interns at a time as the department attempts to flesh out its requirements. Be willing to change and adapt the program from feedback from advisors and students who have gone into the field. The students will be able to give feedback concerning the rigors of the experience and make suggestions until the process smoothes out.

Keep track of interns. Internships are not a one-time event for most companies. Keep track of the students who are going out into the field and create an in-department list of places that students have gone for future students to consider. Past internships are an excellent resource for a department. Because several departments require that students have an internship as part of the graduation criteria, the possibility of putting together a school-wide internship list with Career and Placement Services should be considered. Career and Placement has a list of employment opportunities, but companies are becoming competitive and many require experience before hiring. An internship on a resume is vital to secure a job.

Keep the students informed. The John Massey School of Business does this through Blackboard. They post updates when the department has been contacted about an internship for their students. If not through Blackboard, find another source that allows you to inform students of upcoming opportunities as the program grows.

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Shannon Judd

May 3, 2007

Capstone

Memoir Revisited

The Death of Me

In year of 1999 my sister died, at least almost. To be more clear my sister, Amy, came close to death twice when she was at the very youthful age of seventeen. I was fifteen years old at the time. Since then my sister has tried to move on with her life, but experiences seasonal depression due to the memories of the past that always seem to creep up during the fall. The worst part is that there was even a darker side that developed from the fear and empty glances of hope. To me she died seven years ago and never came back.

Before Amy got sick everyone around me could always count on a smile on my face and a cheerful remark. I loved school and was excited about starting my freshman year of high school. I was especially excited because Amy would be a senior and would hopefully help guide me through my first year of intimidations and uncertainty. We also had younger brothers, but they were going to be attending a private school in another town where my mother worked. My stepfather moved us to a small town closer to Dallas the previous year so he could be closer to his work. It really felt like we were beginning to get settle into our

new home. Everyone had a set of friends and we had even begun attending a local church on a regular basis.

I will never forget the day that Amy started getting sick. It was late in August and school had started for the year. Soon after the year began Amy started missing several days of school. She went to our family physician and he diagnosed her with a cold. The week that she was taken to the hospital she missed one week consecutively. My mom and stepfather did not pay much attention to Amy's illness because she had been known to exploit her ailments. Even though Amy had been sick she still had the responsibility of picking me up from school since our parents worked so far out of town.

I had been waiting for her a while and it seemed like she was going to be late again as usual. After about an hour of waiting I checked with the office to make sure I didn't miss any messages that might have told me that I was to get a ride with a friend. After they confirmed that I had not missed any messages I was sure she had forgotten me or was sleeping on the couch.

I tried calling her and our mother, but no one was answering their cell phones. So I waited on the steps of my high school until 5:00 that evening when a gracious teacher decided she needed to take me home. Amy's car was in the driveway, which made me even angrier because I knew that she would be in doors watching television and had just disregarded me. I had planned to scold her careless behavior, but instead when I walked into the house there was only a cold silence. Where was everyone? My mother should have been home by now with

my brothers and Amy could not have been anywhere because her car was at home.

I began calling everyone I could think of until late into the night my mother finally answered her phone. Anger and worry had been infused in me for several hours now and I was ready to unleash my irritation on someone. How could everyone just forget about me? The first thing I asked my mother was concerning my sister's whereabouts. She then numbly explained to me that she had taken Amy to the hospital where she began having a stroke. The doctors could not understand what was happening and Amy was fading fast.

In that moment all of my anger and frustration was taken over by fear. Mom explained that Amy had called her at work and told her that someone needed to come home and take her to the hospital because something was wrong. When my mother arrived at home Amy was lying in bed, her face was pale, and she was incoherent in her responses. First, shock began to set in soon following was my guilt for being so angry with Amy. That night Amy was airlifted to Baylor Medical Center. My three brothers were left in my care while my mom and stepfather rushed to be with Amy. I would not see my mother for a month and my stepfather would spend most of his days at the hospital comforting my mother.

September came and the doctors finally diagnosed Amy with a rare blood disease called Thrombotic Thrombocytopenic Purpura shortened to TTP. The doctors explained to us that Amy's white blood cells were recognizing her red blood cells as foreign and would eventually start destroying her major organs if

the disease was not treated aggressively. The doctors went further by saying that this would ultimately lead to an immune disorder where she would be more susceptible to illnesses. However, the doctors did feel like there would be a positive outcome since they had caught the disease early, but the doctors could not see the complications that laid ahead for my sister.

During the next few weeks Amy underwent blood tests and blood transfusions on a daily basis. It was during this time she again experience near death. Doctors were puzzled by her body's responses to the treatment. With Amy's condition worsening my mother became even more worrisome and stressed.

Soon after I received another painful phone call from my mother telling me to come to Baylor and say good-bye to Amy; she was dieing. When I arrived at the hospital we immediately went to see Amy. I was the last to go in her room because I wanted to be alone with her. I did not know what to say; to be honest I was numb. I knew that I could not act upset around her because I wanted her to have the faith and hope that I lacked for her fight to live.

I remember almost blankness in her eyes as if she was already gone. I sat beside her and clasped her hand and gently brushed the hair out of her eyes with the other. How do you say good-bye to your sister, your friend? I would not let myself cry that night. To Amy I would be her strong little sister who would joke and play and make her happy. I wanted her last moments with me be our happiest. We spoke about the past of beautiful days on the dairy farm where we were raised, and of the freeness of our spirits that connected us so deeply.

She asked me what I thought heaven would be like and if I would miss her. I could not even bring myself to answer her questions. I simply looked into her face and told her that I would not have to miss her. She would not leave me alone in this life. I felt like a liar. I would not be able to endure that kind of disappointment. If I kept my hopes alive then as quickly as she would pass too much of me would go with her. We talked until she fell into a peaceful sleep. She was almost angelic laying there in her bed. I slowly crept out of her room with one last thought in my mind, she would be alive tomorrow.

Two days after I left my sister's side the doctors discovered an infection that had developed which had been complicating her treatment. They quickly administered her antibiotics which cleared the infection almost immediately. The ups and downs with my sister's health where beginning to have serious consequences for my mother. After Amy's brush with death, my mother experienced a heart complication and endured heart surgery. My step father then left to be with Amy and my mother. With no family living close, I was officially alone to care for my three brothers.

It was now October and it would prove to be the most difficult month during these series of events. My fears and worries were amplified when one early morning I hear my stepfather cry out in pain from his room. I was a light sleeper so I immediately awoke. I rushed into his room to see what had happened. He was lying still on his bed. I asked, "Are you okay"? He then instructed me with urgency to call 911 because he was unable to move. As I pressed into the phone 9-1-1 my thoughts began to race. What would I say?

Would they think I was a kid playing with the phone or making prank phone calls? A woman answers. I tell her that my stepfather cannot move and we need an ambulance to come to our house.

When the ambulance came and the paramedics carried my stepfather out of the house the last words he said to me that day was be brave. I was tired of being brave! I wanted to be fifteen! I did not want the responsibilities of an adult! What about someone taking care of me? I did not want someone just to lean on, but I wanted an adult here to take charge. The news came that my stepfather would undergo back surgery due to a series of slipped discs. He would be moved to Baylor as well so that he could be in the same place as my mother and sister. Because of his seriousness of his surgery he would need physical therapy and would not be home for three weeks.

I was overwhelmed by my responsibility of caring for my brothers and now the relief of an adult coming home to take care of us was gone. Every day that this continued I pushed myself further away from the reality of it all. I carried on as if my mother and stepfather were all at work. I was in complete denial about my sister even being sick. My brothers were my top priority and I felt that I had to protect them from feeling abandoned or orphaned as I did. I had totally numbed my emotions. There would be no evidence of my inner sufferings. I would wear the mask of a smile to protect those around me. I pushed through the days slowly becoming more and more broken. Doubt of relief was setting in and I had to face the reality that it was just me.

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Finally, November came and everyone was coming home. Amy had stabilized and was able to come home along with our mother and stepfather. I thought I was finally going to be free and everything would be as it was! What I did not realize is that everyone had been going through a similar struggle and all of the life had been drained out of the entire family.

My mother barely looked at me and when she would speak to me it was almost as if she was talking through me. She entered into diminished parenting, a lack of parenting. My stepfather was fully recovered by the time he had come home and a week later continued working. Amy missed so much of her senior year that it was impossible for her to make it up. In addition, she had been affected by the stroke and had to learn how to write again. It would be more gradual until we saw all of the affects.

Before Amy had been a beautiful writer and dreamed of being an author, but her dreams were washed away when she soon discovered that even her way of thinking had been altered. This was the true tragedy because of the beautiful poetry and stories that she wrote. She would never write the same again.

Later Amy took her General Education Development test, or GED, to be able to carry on to college and one day rediscover herself and develop new talents. Amy also faced mental development issues. She would be lucky enough not to become mentally handicap, but she was set back mentally for almost two years. All of her social skills and daily life functioning abilities were set back by the stroke. As a result she would never really fit in with her old friends and people her own age.

Amy developed Post Traumatic Stress Disorder and is triggered by hospitals. The loss of her spleen has also doomed her to a life time of health issues. The doctors had made it clear to her that even the common cold could now end her life because the loss of her spleen meant that she did not have an immune system. Any time she gets sick she is taken to the hospital.

She lives in a constant state of fear when it comes to her health, but more than that she fears that this time her hospital visit will mean her death. Her fragile state dictates her place of work and the fun that she has. She also experiences seasonal depression that is brought on in September and lasts until the end of October. She is taking steps to rid herself of these constant fears and understands that this will be a life time battle.

No one ever spoke about that year. The year was almost something that had been misplaced in our memories. It was almost five years after that we started to speak about the events. We slowly pieced together everyone's emotions and individual events like a jigsaw puzzle.

My mother confessed regrets of missing my entire high school career and thanked me for being strong for everyone. She explained that she was only able to go through the motions of life after Amy's illness. My mother would never get the chance to know me because of the heartbreak of almost losing her first born. Her marriage would end in divorce because of the unfortunate inability to move forward. My stepfather had pent up anger that he would take out on my mother in the bitter divorce. My brother claims that he could not remember much about having to say good-bye to Amy or any of the events. Amy and I sat down and I

apologized for my own blame that I had placed upon her. The healing process finally became complete after dealing with fears and blame that we had hidden for so long.

As I came into adulthood, the blind hope that we would be the same was lifted from my eyes. The truth is that we could never be the same after such an event, but we could move forward and become someone else. Our family could become strong again.

I could not include the DVD of Amber Burkham's Capstone, a documentary film titled *The Women of WWII: Women Who Worked, Women Who Served*, as it is the only copy available for the English, Humanities, and Languages Department and I could not duplicate it at this time.

Preparing a
Technical Manual:
Hearing Conservation &
Protection

Rachel Sill
Capstone: May 5, 2008

maxell CD-R



CAPSTONE SCRIPT:

Good morning, my name is Rachel Sill and I will be presenting my Capstone, "Preparing a Technical Manual: Hearing Conservation and Protection." My Capstone will present the elements of a technical manual along with a set of instructions. As a dual major, Dr. Parrish and I decided during the development process of my Capstone to combine my Safety major with the element of technical writing. Therefore, I comprised a technical manual about hearing conservation and protection. Along with this manual, a set of instructions for hearing protection application is included.

Slide #1: Disclaimer

The disclaimer warns the user/reader about possible malfunctions and improper uses of the hearing protection. It is provided to prevent liability.

Slide #2: Warnings

Warnings supply the user/reader with possible malfunctions or dangers that are presented within the manual.

Slide #3: Table of Contents

The table of contents is a guide for the user/reader to access the manual easily and sufficiently.

Slide #4: OSHA regulations

This slide is incorporated in the manual for non-safety professionals. It facilitates non-safety professionals understanding about enforcement of hearing protection. Also, it informs the reader/user about the need of hearing protection, and the rules provided by OSHA.

OSHA regulations are the foundation for any safety program. OSHA is the enforcement agency that all of general industry must follow. This slide displays the regulations that industry must follow. Each number code is found in the U.S. Code of Federal Regulations, which is regulated by the Department of Labor. The first number is the code and the second number is the section. Each regulation is given a preamble for interpretation purposes and appendices.

Slide #5: Introduction

This slide introduces the technical manual. It gives better insight to why the manual was produced and explains the slides to come.

Slide #6: Hearing Conservation Program Elements

This slide explains why hearing protection is needed, and why proper application is important. Included in this slide, are the requirements of a Hearing Conservation Program. Also, this section explains when a HCP should be implemented.

Slide #7: List of Equipment (Foam Ear Plugs)

Now we are getting into the depth of the technical manual. This part of the manual is for the readers to learn about the devices that they will use. The list of equipment provides the reader/user with different types of hearing protection. This slide displays the first type of equipment needed for a HCP. This is the foam earplug. It is the most common hearing protection used because it is inexpensive and disposable.

Slide #8: List of Equipment (Pre-Molded, Reusable Ear Plugs)

The next type of hearing protector is the pre-molded, reusable ear plug. This hearing protector is usually made from silicone, plastic or rubber. The plugs either come in "one size fits all" or in sizes of small, medium, or large.

Slide #9: Canal Caps

Canal caps are the next type of hearing protectors. Canal caps are the most convenient for any employee because they can be worn around the neck when the employee is in non-noisy areas. This slide gives an image for the reader to look at and identify. Canal caps are the least reliable when achieving a Noise Reduction Rating (NRR).

Slide #10: Earmuffs

Earmuffs are the best choice of hearing protectors. They provide the most protection for employees but most employees chose not to wear them because they are hot and cumbersome.

Slide #11-12: Section One: Instructions

In the technical manual, this section provided instructions. The first section instructs the reader how to insert foam ear plugs. This section includes steps for the reader to follow and figures for the reader to visually focus on.

Slides #13-14: Section Two: Instructions Cont.

I set up clear concise instructions to allow the user/reader an ease of application. It is important that the user/reader follow these set of instructions accurately or the seal of the ear plugs will not work, and hearing loss may ensue.

The graphics are also important in these slides. The graphics provide another outlet for the user/reader to try.

Slide #15: Section Two

This slide is for the reader/user to recognize if the hearing protection is applied correctly. It is a visual graphic for the reader/user to identify with and learn from.

Slide #18: Conclusion

The conclusion is for the reader/user to review the information on the previous slides.

Slide #19: Works Cited

This page was done in APA to satisfy the science aspect of my safety major. Technical manuals can either be done in APA or MLA depending on the topic.

Slide #20: Appendix A

This slide contains the glossary of the technical manual. It defines words that are present throughout the manual that many non-safety professionals would not identify. Terms are bold faced to enhance the difference between term and definition.

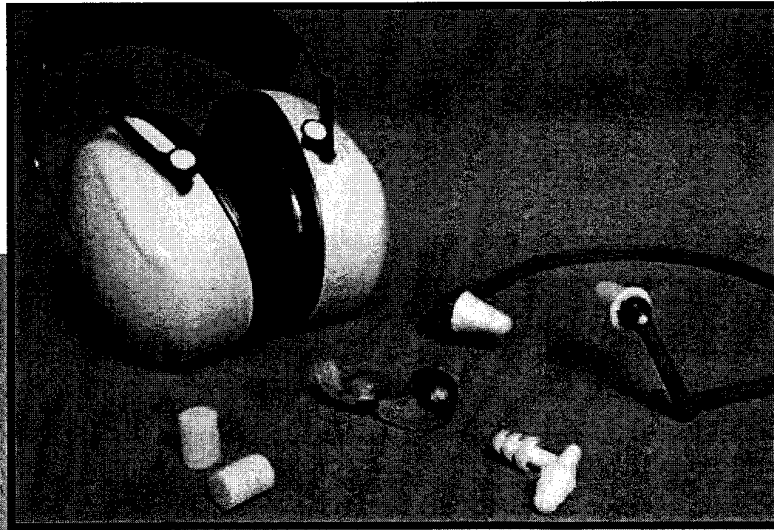
Slide #21: Appendix B

Appendix B contains figures of hearing protectors and call outs that identify different parts of the hearing protector.

Capstone

Preparing a Technical Manual: Hearing Conservation and Protection

Rachel Sill
ENG 4990.6



Disclaimer

All Hearing Protectors Are Not Created Equal. If you require hearing protection at work, your manager or company safety officer can probably recommend hearing protection that is right for your particular job. If you need hearing protection for home or recreational use, be sure to read the product packaging carefully to make sure they fit properly.

Hearing Protection Devices (HPDs) do not block all noise. Manufacturers generally provide information about the noise reducing capability of hearing protection devices by using an NRR (noise reduction rating) number on the product packaging. The NRR number is given in decibels (dB). The higher the number, the more hearing protection provided by the device.

Warnings

Not all Hearing Protection Devices (HPDs) fit every ear canal.

Employees must be given the opportunity to select their HPDs from a suitable variety.

Repeated exposures to loud noise can lead to permanent, incurable hearing loss or tinnitus.

Only use hearing protectors in those situations where dangerous noise exposures have not yet been controlled.

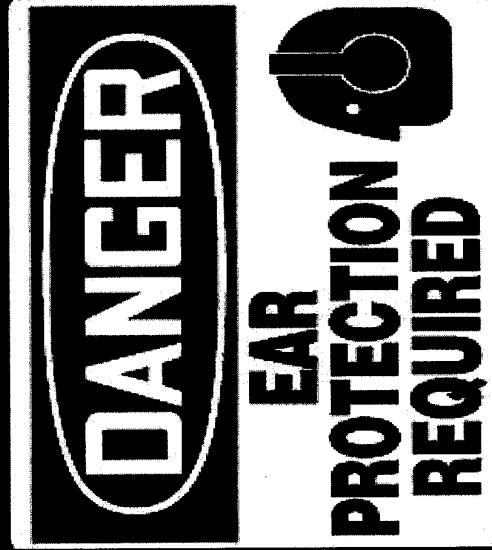


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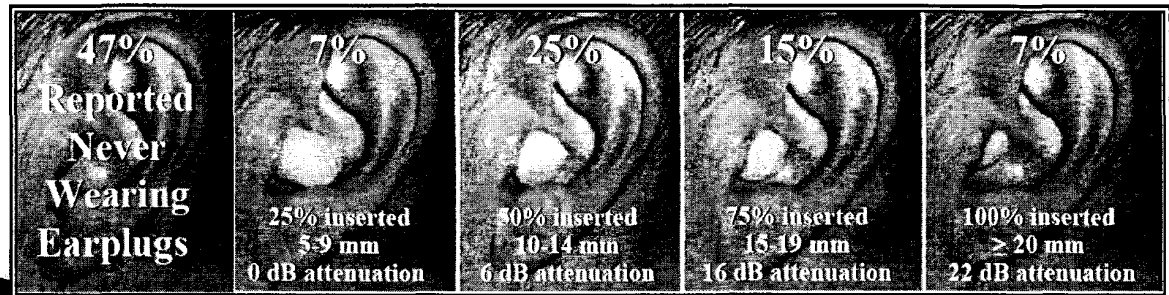
OSHA Regulations

- Regulations for noise control and exposure can be found in the Code of Federal Regulations (CFR) under General Industry.
 - 29CFR1910–General Industry
 - 1910.95–Noise Exposure and Controls
 - Appendix B–Hearing Protection Devices

OSHA ENFORCEMENT STANDARDS

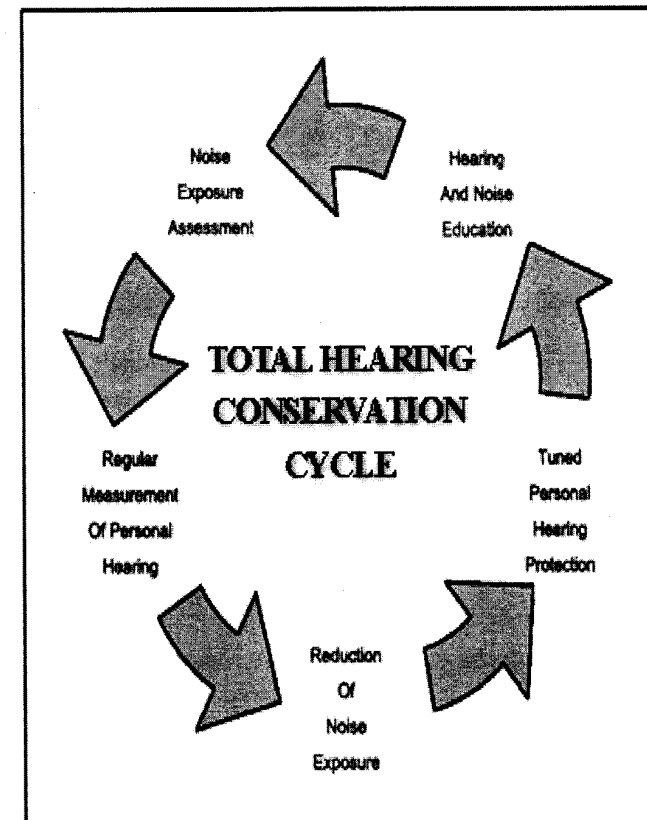
Introduction

- Hearing protection devices are personal safety products that are worn to reduce harmful auditory effects of sound.
- Hearing protectors are often used as a last resort method after engineering and administrative controls.
- Hearing protectors are components of Hearing Conservation Programs, which protect employees from hearing loss.
- Many different types of hearing protectors are offered. Hearing protectors should be tried out to determine the best fit.



Hearing Conservation Program Elements

- Hearing Conservation Programs (HCP) are designed to protect workers with significant amounts of noise exposure
- HCP cover monitoring, audiometric testing, hearing protectors, and training.
- HCP are required when noise levels exceed 85 dB on a TWA
- The employer must administer a continuing, effective HCP whenever employee noise exposures are at or above an eight hour time-weighted average (TWA) of 85 dBA or, equivalently, a dose of 50 percent.



List of Equipment

Expandable foam earplugs:

Foam plugs are made of a formable material

Foam plugs are designed to expand and conform to the shape of each person's ear canal.



Image courtesy of: www.osha.gov

List of Equipment

Pre-molded, reusable plugs

Pre-molded plugs are made from silicone, plastic or rubber

Pre-molded plugs are either “one-size-fits-most” or are available in several sizes.

Many pre-molded plugs are available in sizes for small, medium or large ear canals.



List of Equipment

Canal caps

Canal caps often resemble earplugs on a flexible plastic or metal band.

The earplug tips of a canal cap may be a formable or pre-molded material.

Newer models have jointed bands increasing the ability to properly seal the earplug.

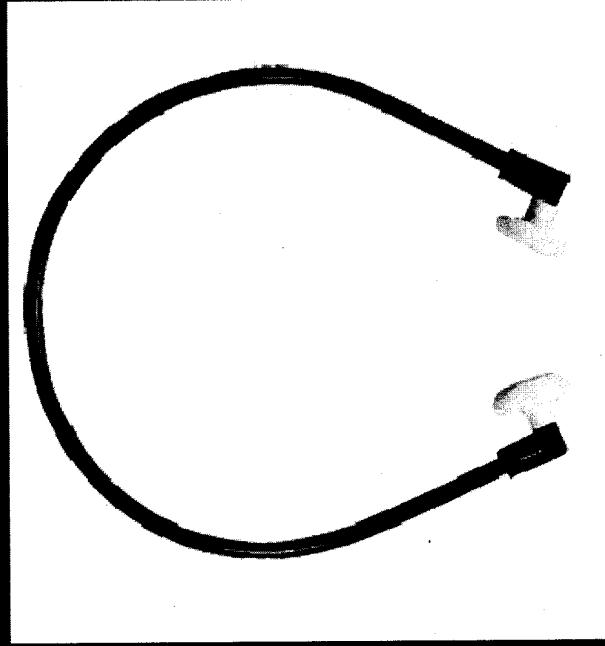


Image courtesy of: www.tascocorp.com

List of Equipment

Earmuffs

Earmuffs come in many models designed to fit most people.

They work to block out noise by completely covering the outer ear.

Muffs can be "low profile" with small ear cups or large to hold extra materials for use in extreme noise.

Some muffs also include electronic components to help users communicate or to block impulsive noises.

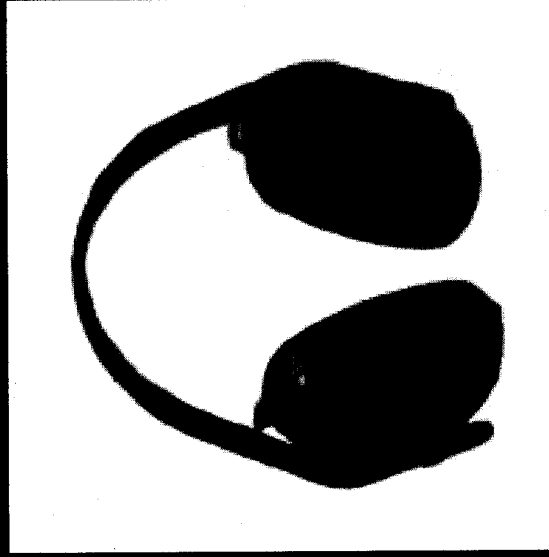


Image courtesy of: www.osha.gov

Section One: Foam Earplugs

- **Step One:** Roll the earplug into a small, thin “snake” like object with your fingers. You can use one or both hands.

- See figure 1.0



Figure 1.0

- **Step Two:** Pull the top of the ear up and back with the opposite hand to straighten out ear canal. Slide the ear plug directly into ear canal.

- See figure 1.1



Figure 1.1

Roll, Pull, and Hold Method

Section One: Foam Earplugs

- **Step Three:** Hold the earplug in with your finger. Count to 20 or 30 out loud while waiting for the plug to expand and fill the ear canal.
 - See Figure 1.2

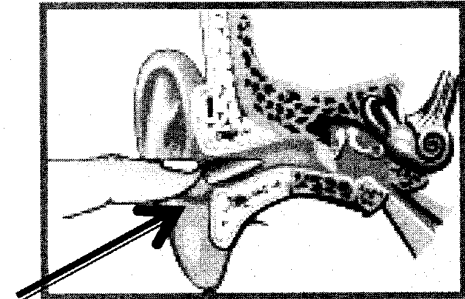


Figure 1.2

- **Final Step:** Speak. If your voice sounds muffled, you have succeeded in making a good seal.

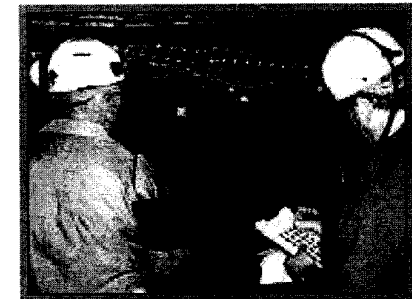


Image courtesy of www.osha.gov

Roll, Pull and Hold Method

Section Two: Pre-Molded Plugs

- **Step One:** Insert this type of plug by reaching over your head with one hand to pull up on your ear.
 - See figure 1.3
- **Step Two:** Then use your other hand to insert the plug with a gentle rocking motion until you have sealed the ear canal.
 - See figure 1.3

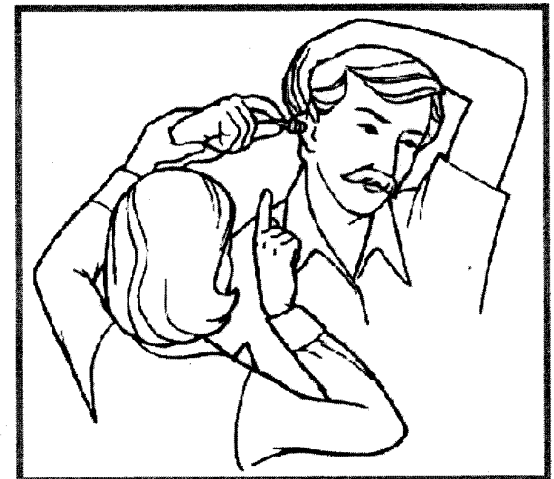


Figure 1.3

Image courtesy of: www.nonoise.org

Caution: Directions for fitting each model of pre-molded plug may differ slightly depending on how many flanges they have and how the tip is shaped.

Section Two: Pre-Molded Plugs



Figure 1.4

CORRECT



Figure 1.5

INCORRECT

Section Three: Canal Caps

- Canal caps have headbands that can be worn:
 - Behind the neck
 - Over the head
 - Under the chin
- When placing canal caps in ears, make sure the seal is proper.
 - See figure 1.6 for correct seal
- Check the seal by talking. If your voice is muffled the seal is correct.



Figure 1.6

Caution: Not all canal caps have tips that adequately block all types of noise.

Section Four: Ear Muffs

- Each ear muff can be adjusted by sliding it up or down on the wire form as shown.

- See figure 1.7

- The hearing protectors are to be worn with the headband going directly over the top of the head.

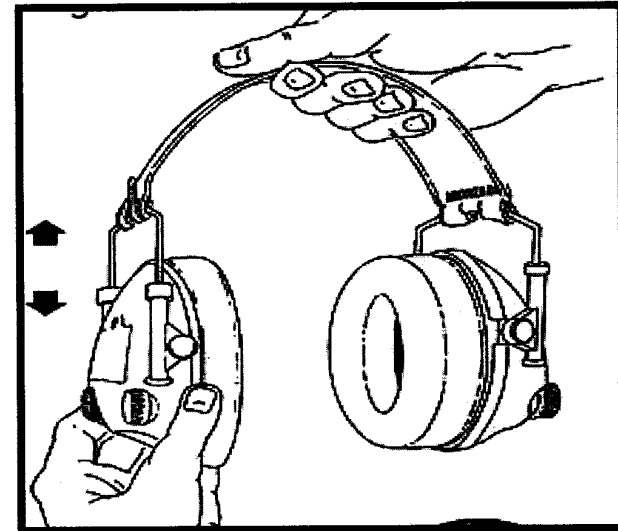


Figure 1.7

Caution: Workers with heavy beards or sideburns or who wear glasses may not receive complete noise protection. The hair and the temples of the glasses break the seal that the earmuff cushions make around the ear.

Section Four: Ear Muffs

- The hearing protectors can be adjusted while wearing them or before putting them on.
 - See figure 1.8
- After adjusting the ear muff, make sure the seal is tight with no air leakage.



Figure 1.8

Caution: Workers with heavy beards or sideburns or who wear glasses may not receive complete noise protection. The hair and the temples of the glasses break the seal that the earmuff cushions make around the ear.

Conclusion

- Hearing protectors should be provided by management to employees.
- Employees should chose the hearing protection that best fits their needs in industry.
- Hearing Protectors, when applied properly, can reduce the risk of Noise Induced Hearing Loss (NIHL).
- When hearing protectors are applied correctly, noise will not be eliminated, but reduced.

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- Regulations. Retrieved May 1, 2008, from U.S. Department of Labor Occupational Health and Safety Administration Web site: http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9735

Appendix A

Glossary:

Noise Reduction Rating (NRR): A laboratory-derived numerical estimate of the attenuation that is provided by the protector

Attenuation: Refers to the damping or decrease of noise levels as a result of wearing HPD

Time Weighted Average (TWA): That sound level, which if constant over an 8-hour exposure, would result in the same noise dose as is measured.

Action Level: An 8-hour time-weighted average of 85 decibels measured on the A-scale, slow response, or equivalently, a dose of fifty percent.


Decibels (dB): Unit of measurement of sound level.

Permissible Exposure Limit (PEL):


Appendix B: Figure

EARPLUGS


Premolded



V-51R




2-Flange




3-Flange

Custom Molded




Portion that enters ear canal


Formable



Foam



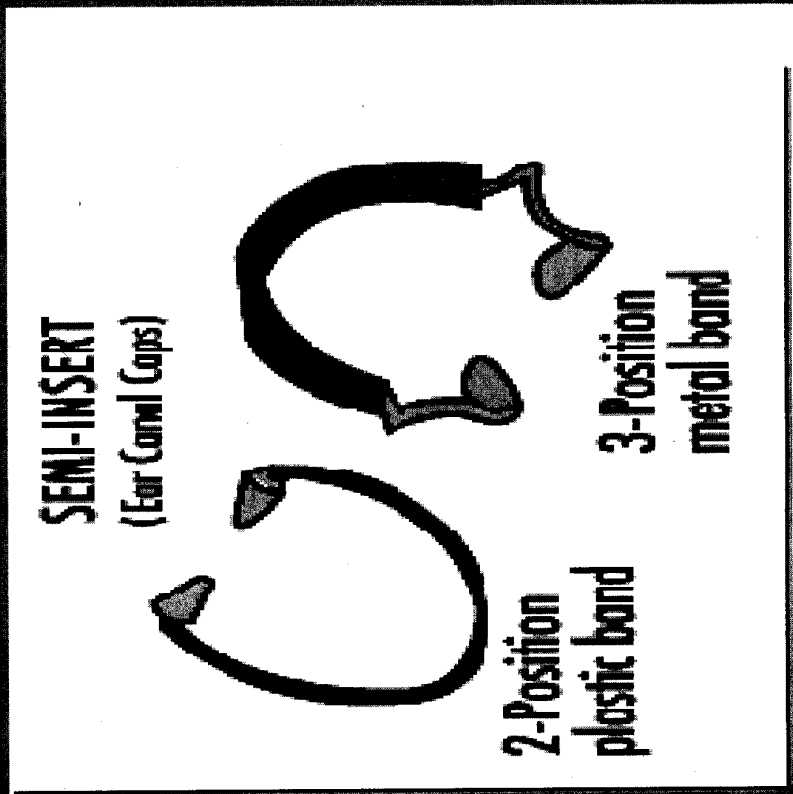
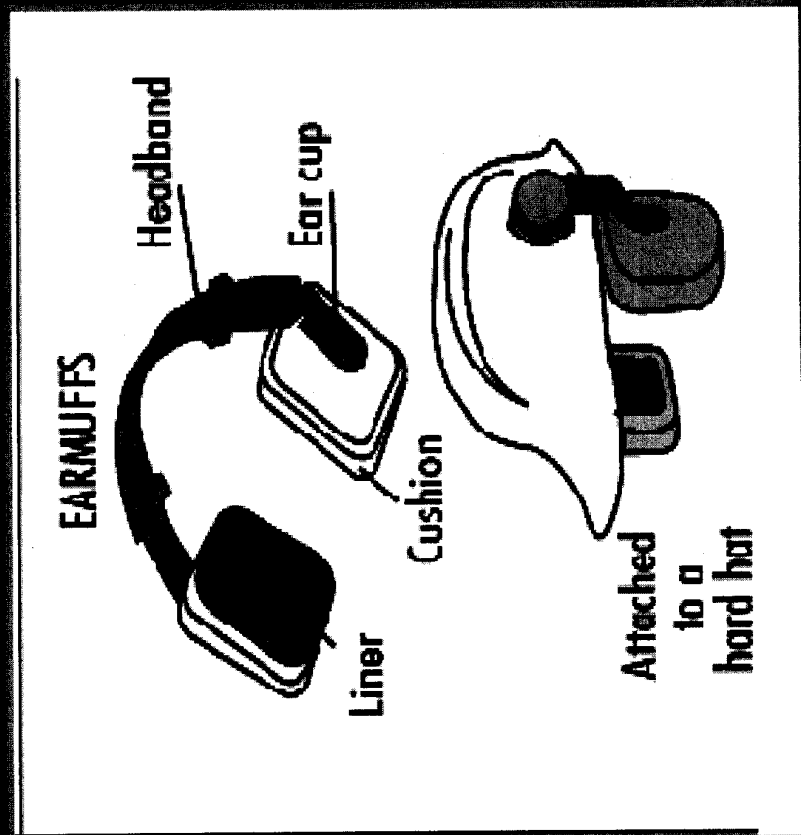
Fibreglass



Silicone

Images courtesy of: www.oshaforeveryone.com

Appendix B: Figures



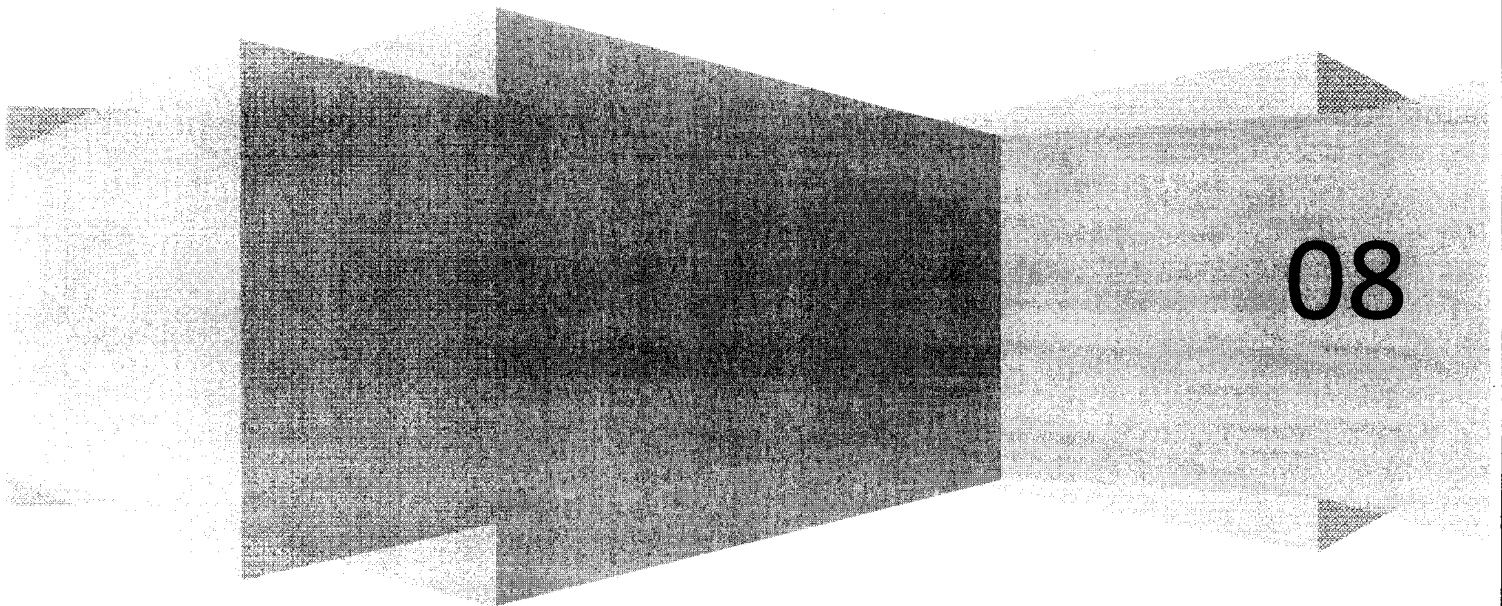
Images courtesy of: www.oshaforeveryone.com

Southeastern Oklahoma State University

Capstone: Critical Introduction

Preparing a Technical Manual: Hearing
Conservation and Protection

Rachel Sill



Preparing a capstone was a process broken into different segments. Many steps were used to incorporate all ideas into this capstone. Being a dual major gave this project a different spin than most. Incorporating not only my English major, but also my Occupational Safety and Health major was a task. The conclusion was to produce a technical manual that analyzed a safety topic and also included a set of instructions.

Choosing a topic was the next step in the process. Hearing conservation and protection is a topic that remains a large part of the safety industry. Many men and women suffer from hearing loss because of a lack of clear instructions. Therefore, hearing conservation and protection became my focus.

After choosing a topic, the next step in preparing my capstone was research. Researching the topic from reputable sources allowed the topic to hold validity. Government agencies such as, The U.S. Department of Labor-Occupational Safety and Health Administration (OSHA), and entities recommended by governmental agencies were sources chosen for the technical manual. OSHA provided many other outlet sources such as the Center for Disease Control (CDC) for information that was included in the technical manual. The foundation of the technical manual is the information provided by these sources.

When creating the technical manual, I made the decision to use Power Point to format the document. This decision was based on prior experiences while using Power Point. Using Power Point to previously create safety training documents and also documents in technical writing propelled the idea to make the technical manual in this program. Using Power Point

also allows the technical manual to be organized more efficiently. Graphics, white space, font size, and other aspects of this program allow the technical manual to become more user/reader friendly. The set of instructions included in the technical manual were created to be easily followed with call outs and clear steps. By using consistent fonts and bullets, the flow of the Power Point becomes easily followed and does not welcome interruption. White space is an important aspect when building the Power Point. Using white space breaks up the information so that it is given in segments. When the information is given in segments, it allows the reader/user to follow the document with ease. The information is not overwhelming, but straightforward and concise. Pauses are created with white space and bullets, which allows the reader/user time to follow the steps accurately.

After organizing the text in the manual, the next step was creating figures and choosing graphics. Choosing the correct figure is vital in the process of creating the technical manual. If the reader/user views an image that is incorrect, then the probability that the reader/user will make a mistake when following the instructions is elevated. Thus, choosing images that are clear and easy to read make the instructions more comprehensible. Call outs with the images are equally important. Images with large clear call outs make the instructions easily viewable for the reader/user. Bold facing the arrows and using a black font create visual assistance for the reader/user as well.

Decisions and choices were abundant throughout the editing stages of the technical manual. The choices were made solely on readability and usability. The manual is for the reader/user, therefore making the manual clear, crisp, and organized is critical. Components of

the manual were changed constantly during the editing process. Decisions such as graphic size, font color, and bold facing made the manual user friendly. The glossary is an example of this process. Bold facing the terms made the glossary much more accessible to the reader/user and separated the terms from the definitions. Bold facing the terms made them more noticeable, which in turn will generate more attention to the appendix.

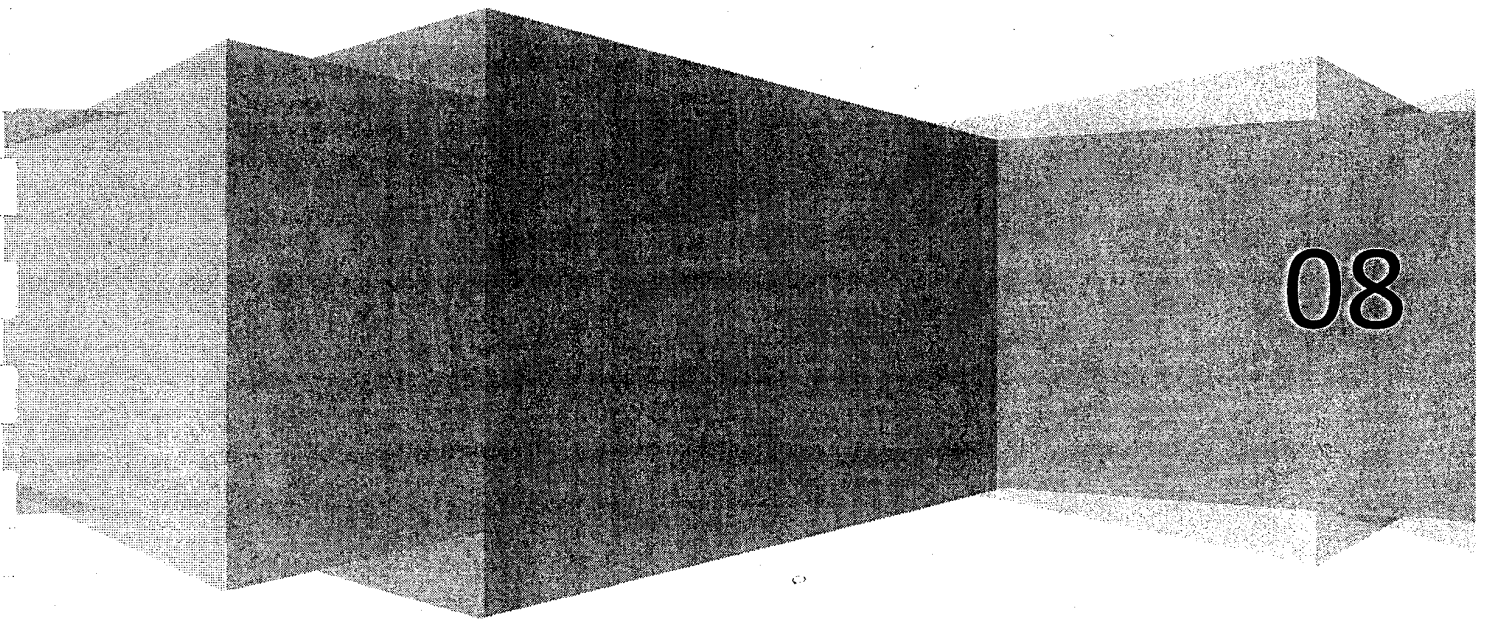
In conclusion, all of these elements functioned in creating my capstone. Research, communication, decision making, and organization were all steps that created the manual. Producing and preparing this project was a learning experience. I learned by trial and error. For example, I would try a graphic and if it was not visually satisfying I would delete and try a new graphic. Different fonts, formats, and spacing were also decided by trial and error. The key was to make sure the information was easily read and could be carried out by anyone. The key was to keep the reader/user in mind at all times while constructing the technical manual and to organize for simple, straightforward instructions and information.

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CAPSTONE SCRIPT:

Good morning, my name is Rachel Sill and I will be presenting my Capstone, "Preparing a Technical Manual: Hearing Conservation and Protection." My Capstone will present the elements of a technical manual along with a set of instructions. As a dual major, Dr. Parrish and I decided during the development process of my Capstone to combine my Safety major with the element of technical writing. Therefore, I comprised a technical manual about hearing conservation and protection. Along with this manual, a set of instructions for hearing protection application is included.

Slide #1: Disclaimer

The disclaimer warns the user/reader about possible malfunctions and improper uses of the hearing protection. It is provided to prevent liability.

Slide #2: Warnings

Warnings supply the user/reader with possible malfunctions or dangers that are presented within the manual.

Slide #3: Table of Contents

The table of contents is a guide for the user/reader to access the manual easily and sufficiently.

Slide #4: OSHA regulations

This slide is incorporated in the manual for non-safety professionals. It facilitates non-safety professionals understanding about enforcement of hearing protection. Also, it informs the reader/user about the need of hearing protection, and the rules provided by OSHA.

OSHA regulations are the foundation for any safety program. OSHA is the enforcement agency that all of general industry must follow. This slide displays the regulations that industry must follow. Each number code is found in the U.S. Code of Federal Regulations, which is regulated by the Department of Labor. The first number is the code and the second number is the section. Each regulation is given a preamble for interpretation purposes and appendices.

Slide #5: Introduction

This slide introduces the technical manual. It gives better insight to why the manual was produced and explains the slides to come.

Slide #6: Hearing Conservation Program Elements

This slide explains why hearing protection is needed, and why proper application is important. Included in this slide, are the requirements of a Hearing Conservation Program. Also, this section explains when a HCP should be implemented.

Slide #7: List of Equipment (Foam Ear Plugs)

Now we are getting into the depth of the technical manual. This part of the manual is for the readers to learn about the devices that they will use. The list of equipment provides the reader/user with different types of hearing protection. This slide displays the first type of equipment needed for a HCP. This is the foam earplug. It is the most common hearing protection used because it is inexpensive and disposable.

Slide #8: List of Equipment (Pre-Molded, Reusable Ear Plugs)

The next type of hearing protector is the pre-molded, reusable ear plug. This hearing protector is usually made from silicone, plastic or rubber. The plugs either come in "one size fits all" or in sizes of small, medium, or large.

Slide #9: Canal Caps

Canal caps are the next type of hearing protectors. Canal caps are the most convenient for any employee because they can be worn around the neck when the employee is in non-noisy areas. This slide gives an image for the reader to look at and identify. Canal caps are the least reliable when achieving a Noise Reduction Rating (NRR).

Slide #10: Earmuffs

Earmuffs are the best choice of hearing protectors. They provide the most protection for employees but most employees chose not to wear them because they are hot and cumbersome.

Slide #11-12: Section One: Instructions

In the technical manual, this section provided instructions. The first section instructs the reader how to insert foam ear plugs. This section includes steps for the reader to follow and figures for the reader to visually focus on.

Slides #13-14: Section Two: Instructions Cont.

I set up clear concise instructions to allow the user/reader an ease of application. It is important that the user/reader follow these set of instructions accurately or the seal of the ear plugs will not work, and hearing loss may ensue.

The graphics are also important in these slides. The graphics provide another outlet for the user/reader to try.

Slide #15: Section Two

This slide is for the reader/user to recognize if the hearing protection is applied correctly. It is a visual graphic for the reader/user to identify with and learn from.

Slide #18: Conclusion

The conclusion is for the reader/user to review the information on the previous slides.

Slide #19: Works Cited

This page was done in APA to satisfy the science aspect of my safety major. Technical manuals can either be done in APA or MLA depending on the topic.

Slide #20: Appendix A

This slide contains the glossary of the technical manual. It defines words that are present throughout the manual that many non-safety professionals would not identify. Terms are bold faced to enhance the difference between term and definition.

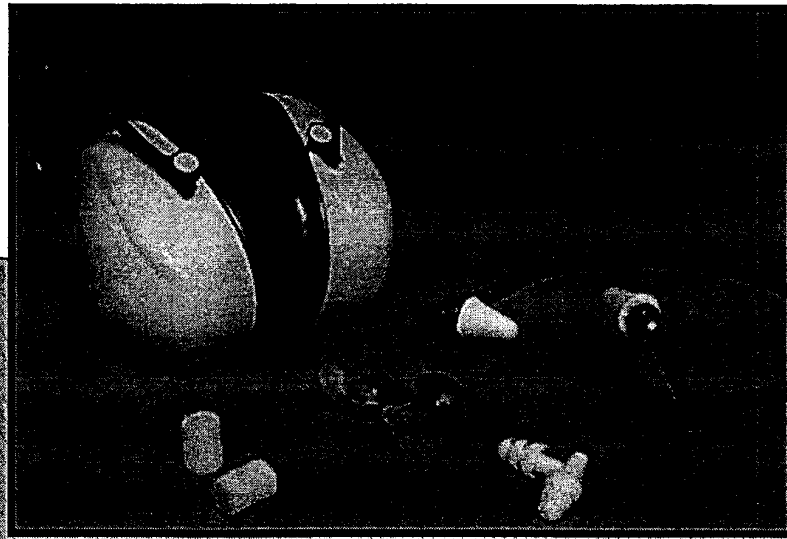
Slide #21: Appendix B

Appendix B contains figures of hearing protectors and call outs that identify different parts of the hearing protector.

Capstone

Preparing a Technical Manual: Hearing Conservation and Protection

Rachel Sill
ENG 4990.6



Disclaimer

- **All Hearing Protectors Are Not Created Equal.** If you require hearing protection at work, your manager or company safety officer can probably recommend hearing protection that is right for your particular job. If you need hearing protection for home or recreational use, be sure to read the product packaging carefully to make sure they fit properly.
- **Hearing Protection Devices (HPDs) do not block all noise.** Manufacturers generally provide information about the noise reducing capability of hearing protection devices by using an NRR (noise reduction rating) number on the product packaging. The NRR number is given in decibels (dB). The higher the number, the more hearing protection provided by the device.

Warnings

- Not all Hearing Protection Devices (HPDs) fit every ear canal.
- Employees must be given the opportunity to select their HPDs from a suitable variety.
- Repeated exposures to loud noise can lead to permanent, incurable hearing loss or tinnitus.
- Only use hearing protectors in those situations where dangerous noise exposures have not yet been controlled.

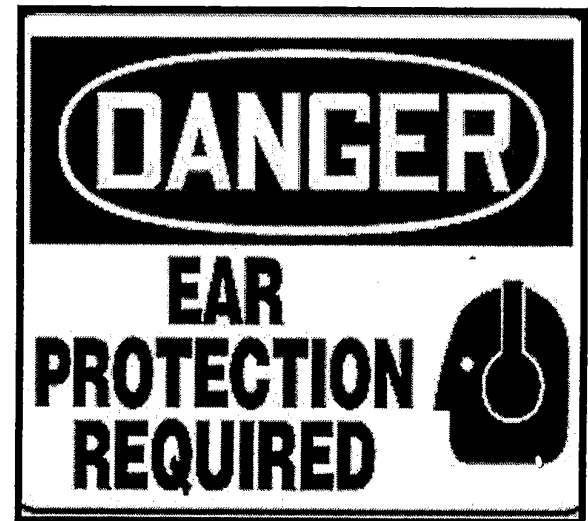


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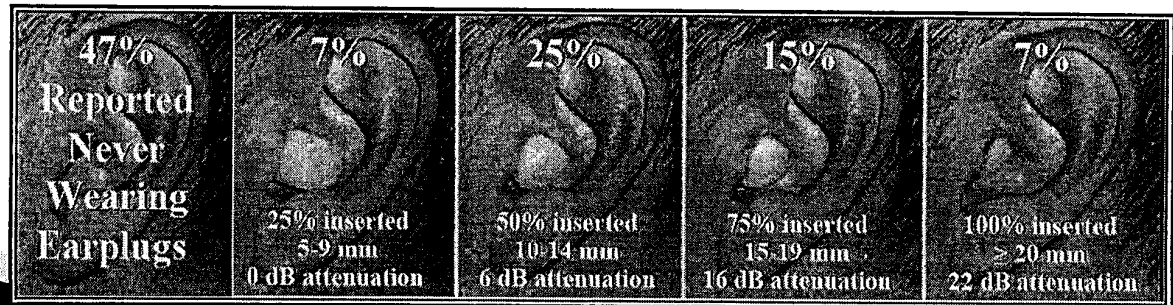
OSHA Regulations

- Regulations for noise control and exposure can be found in the Code of Federal Regulations (CFR) under General Industry.
 - 29CFR1910–General Industry
 - 1910.95–Noise Exposure and Controls
 - Appendix B–Hearing Protection Devices

OSHA ENFORCEMENT STANDARDS

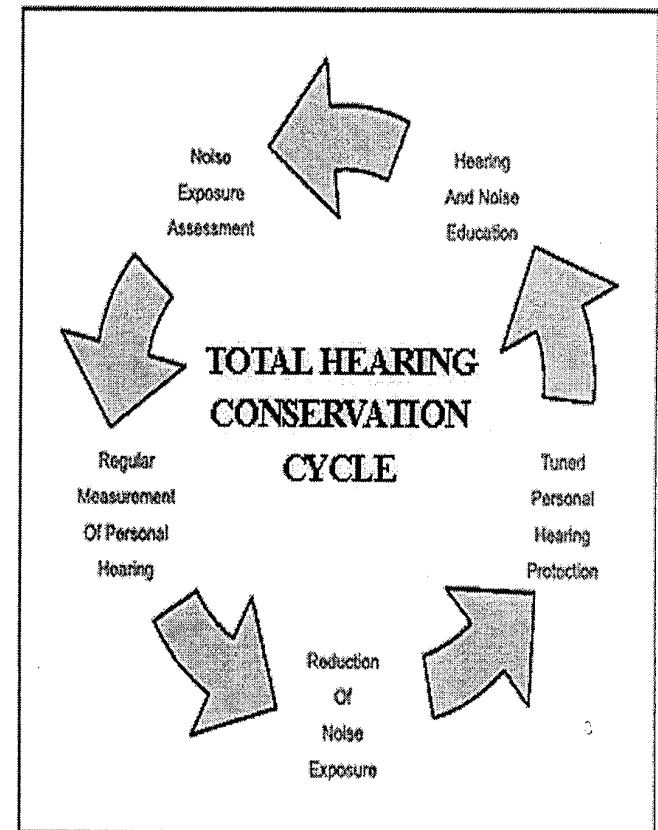
Introduction

- Hearing protection devices are personal safety products that are worn to reduce harmful auditory effects of sound.
- Hearing protectors are often used as a last resort method after engineering and administrative controls.
- Hearing protectors are components of Hearing Conservation Programs, which protect employees from hearing loss.
- Many different types of hearing protectors are offered. Hearing protectors should be tried out to determine the best fit.



Hearing Conservation Program Elements

- Hearing Conservation Programs (HCP) are designed to protect workers with significant amounts of noise exposure
- HCP cover monitoring, audiometric testing, hearing protectors, and training.
- HCP are required when noise levels exceed 85 dB on a TWA
- The employer must administer a continuing, effective HCP whenever employee noise exposures are at or above an eight hour time-weighted average (TWA) of 85 dBA or, equivalently, a dose of 50 percent.



List of Equipment

Expandable foam earplugs:

- Foam plugs are made of a formable material
- Foam plugs are designed to expand and conform to the shape of each person's ear canal.

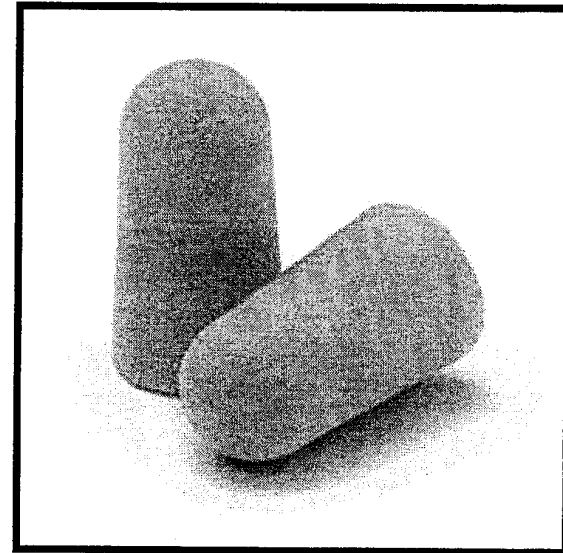
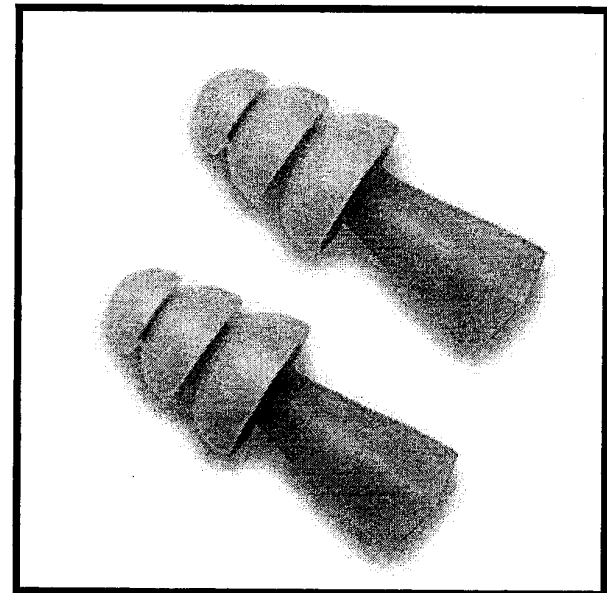


Image courtesy of: www.osha.gov

List of Equipment

Pre-molded, reusable plugs

- Pre-molded plugs are made from silicone, plastic or rubber
- Pre-molded plugs are either “one-size-fits-most” or are available in several sizes.
- Many pre-molded plugs are available in sizes for small, medium or large ear canals.



List of Equipment

Canal caps

- Canal caps often resemble earplugs on a flexible plastic or metal band.
- The earplug tips of a canal cap may be a formable or pre-molded material.
- Newer models have jointed bands increasing the ability to properly seal the earplug.

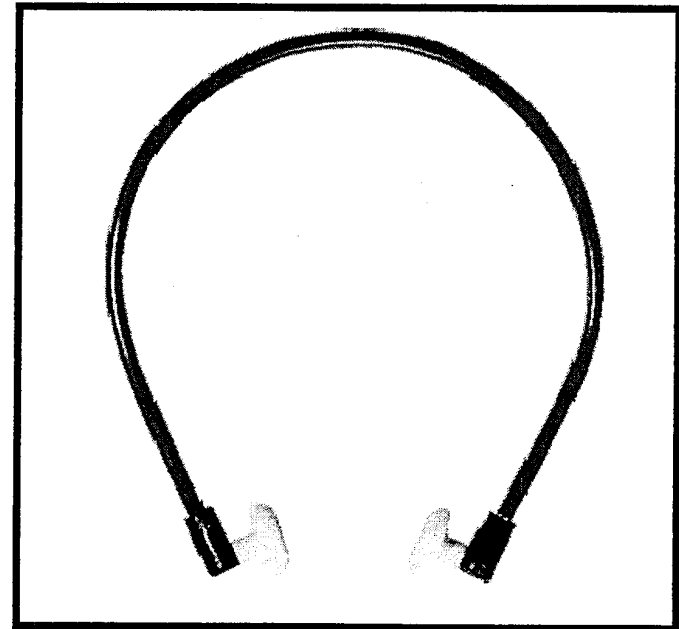


Image courtesy of: www.tascocorp.com

List of Equipment

Earmuffs

- Earmuffs come in many models designed to fit most people.
- They work to block out noise by completely covering the outer ear.
- Muffs can be "low profile" with small ear cups or large to hold extra materials for use in extreme noise.
- Some muffs also include electronic components to help users communicate or to block impulsive noises.



Image courtesy of: www.osha.gov

Section One: Foam Earplugs

- **Step One:** Roll the earplug into a small, thin “snake” like object with your fingers. You can use one or both hands.
 - See figure 1.0

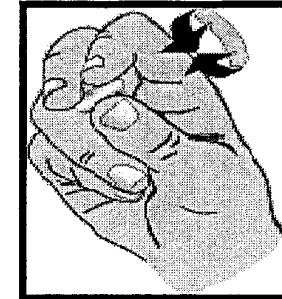


Figure 1.0

- **Step Two:** Pull the top of the ear up and back with the opposite hand to straighten out ear canal. Slide the ear plug directly into ear canal.
 - See figure 1.1

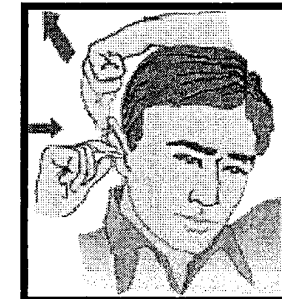


Figure 1.1

Roll, Pull, and Hold Method

Section One: Foam Earplugs

- **Step Three:** Hold the earplug in with your finger. Count to 20 or 30 out loud while waiting for the plug to expand and fill the ear canal.

- See Figure 1.2

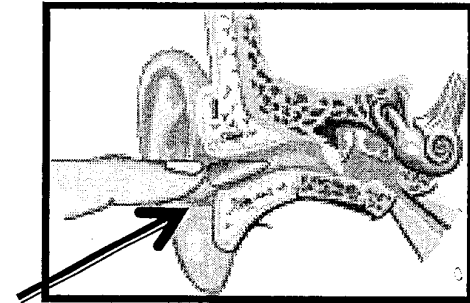


Figure 1.2

- **Final Step:** Speak. If your voice sounds muffled, you have succeeded in making a good seal.



Image courtesy of www.osha.gov

Roll, Pull and Hold Method

Section Two: Pre-Molded Plugs

- **Step One:** Insert this type of plug by reaching over your head with one hand to pull up on your ear.
 - See figure 1.3
- **Step Two:** Then use your other hand to insert the plug with a gentle rocking motion until you have sealed the ear canal.
 - See figure 1.3



Figure 1.3

Image courtesy of: www.nonoise.org

Caution: Directions for fitting each model of pre-molded plug may differ slightly depending on how many flanges they have and how the tip is shaped.

Section Two: Pre-Molded Plugs



Figure 1.4

CORRECT



Figure 1.5

INCORRECT

Section Three: Canal Caps

- Canal caps have headbands that can be worn:
 - Behind the neck
 - Over the head
 - Under the chin
- When placing canal caps in ears, make sure the seal is proper.
 - See figure 1.6 for correct seal
- Check the seal by talking. If your voice is muffled the seal is correct.

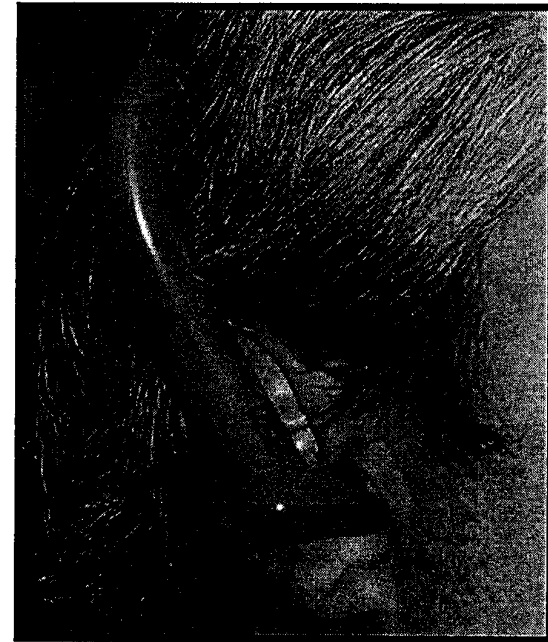


Figure 1.6

Caution: Not all canal caps have tips that adequately block all types of noise.

Section Four: Ear Muffs

- Each ear muff can be adjusted by sliding it up or down on the wire form as shown.
 - See figure 1.7
- The hearing protectors are to be worn with the headband going directly over the top of the head.

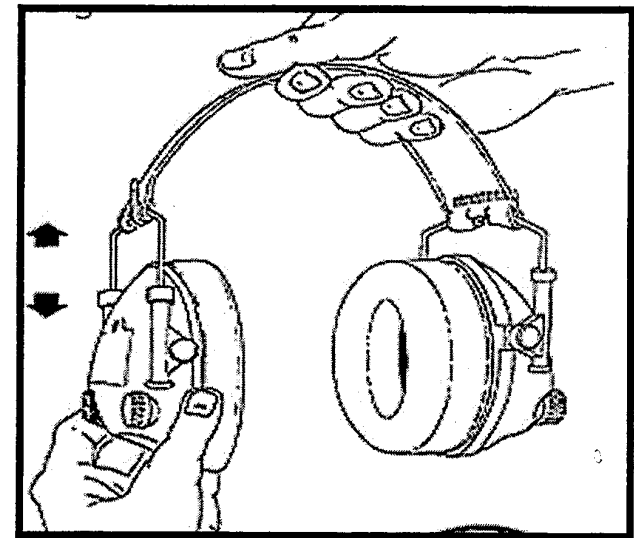


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Caution: Workers with heavy beards or sideburns or who wear glasses may not receive complete noise protection. The hair and the temples of the glasses break the seal that the earmuff cushions make around the ear.

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- The hearing protectors can be adjusted while wearing them or before putting them on.
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- After adjusting the ear muff, make sure the seal is tight with no air leakage.

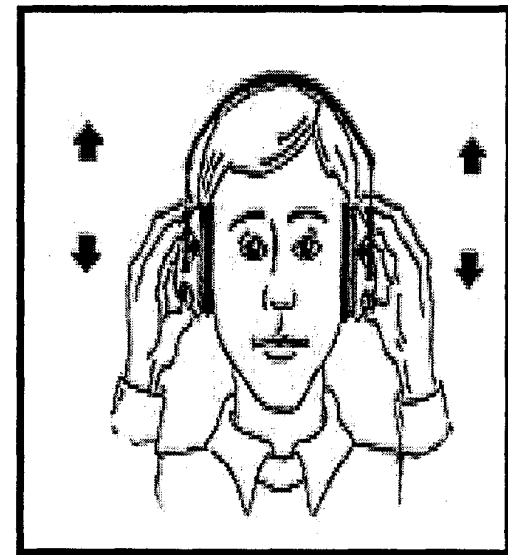


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Conclusion

- Hearing protectors should be provided by management to employees.
- Employees should chose the hearing protection that best fits their needs in industry.
- Hearing Protectors, when applied properly, can reduce the risk of Noise Induced Hearing Loss (NIHL).
- When hearing protectors are applied correctly, noise will not be eliminated, but reduced.

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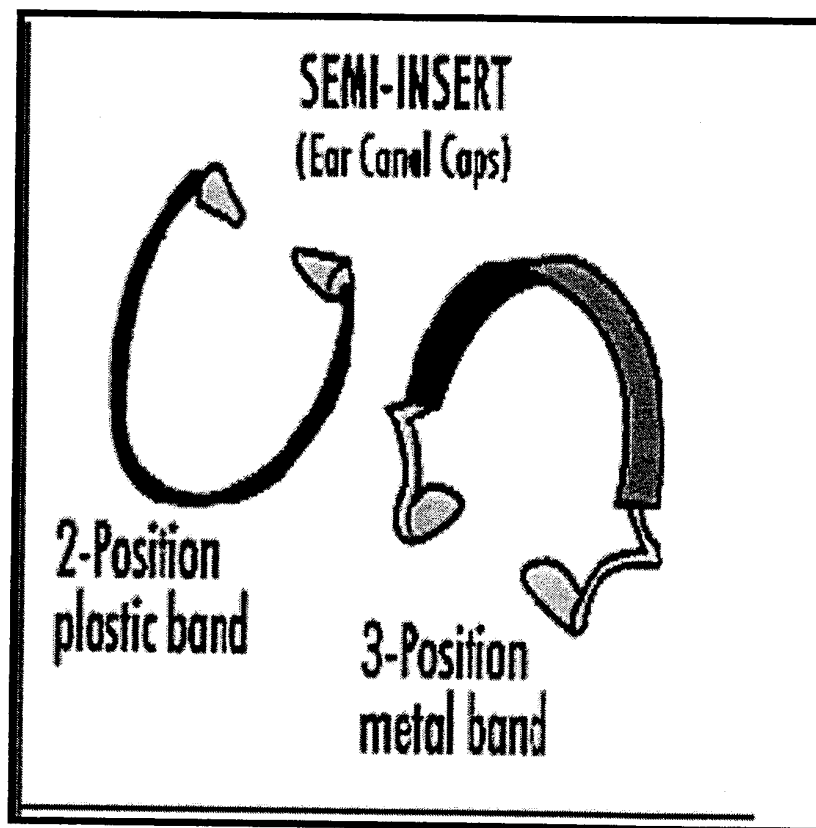
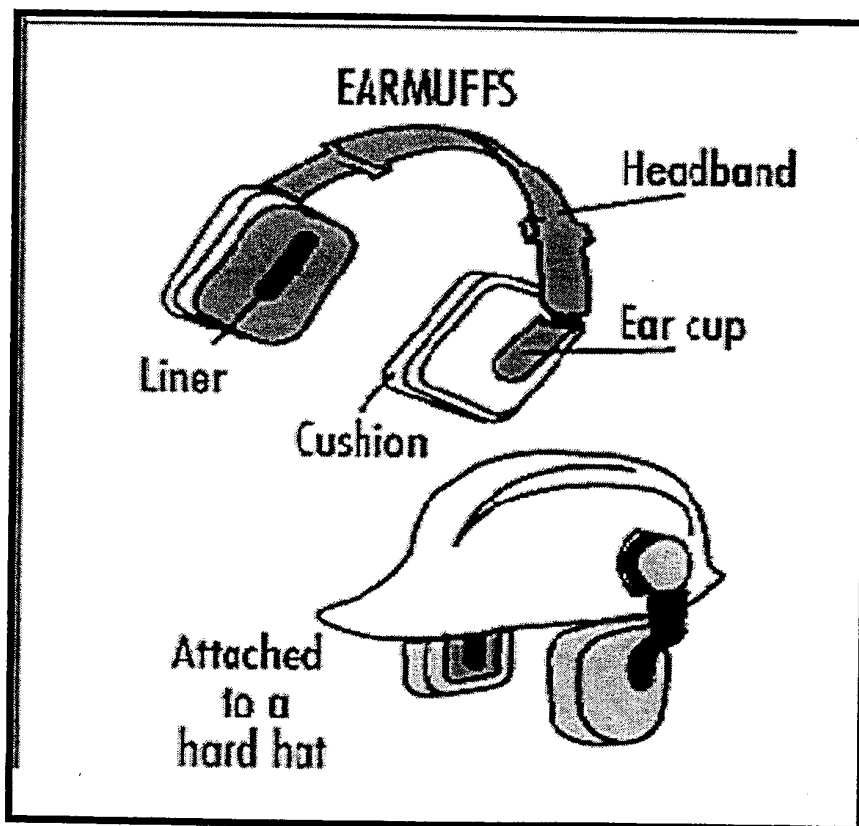
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- Regulations. Retrieved May 1, 2008, from U.S. Department of Labor Occupational Health and Safety Administration Web site: http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=S_TANDARDS&p_id=9735

Appendix A

Glossary:

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- **Decibels (dB):** Unit of measurement of sound level.
- **Permissible Exposure Limit (PEL):**

Appendix B: Figures



Images courtesy of: www.oshaforeveryone.com

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Slide #1: Disclaimer

In the technical manual, this slide prevents liability. Being the author, I would have to convey to the readers that there are some situations that hearing protection will not protect them.

Slide #2: Warnings

This slide is very important because it is present in any technical manual, and it is safety related. This slide lets the reader be cautious of possible dangers that exist in the technical manual and the instructions.

Slide #3: Table of Contents

Table of Contents is a guide for the reader to navigate the manual easily.

Slide #4: OSHA regulations

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This slide explains why hearing protection is needed, and why proper application is important. Included in this slide, are the requirements of a Hearing Conservation Program. Also, this slide explains when a HCP should be implemented.

Slide #7: List of Equipment (Foam Ear Plugs)

Now we are getting into the depth of the technical manual. This part of the manual is for the readers to learn about the devices that they will use. This slide displays the first type of equipment needed for a HCP. This is the foam earplug. It is the most common hearing protection used because it is inexpensive and disposable.

Slide #8: List of Equipment (Pre-Molded, Reusable Ear Plugs)

The next type of hearing protector is the pre-molded, reusable ear plug. This hearing protector is usually made from silicone, plastic or rubber. The plugs either come in "one size fits all" or in sizes of small, medium, or large.

Slide #9: Canal Caps

Canal caps are the next type of hearing protectors. Canal caps are the most convenient for any employee because they can be worn around the neck when the employee is in non-noisy areas. This slide gives an image for the reader to look at and identify. Canal caps are the least reliable when achieving a Noise Reduction Rating (NRR).

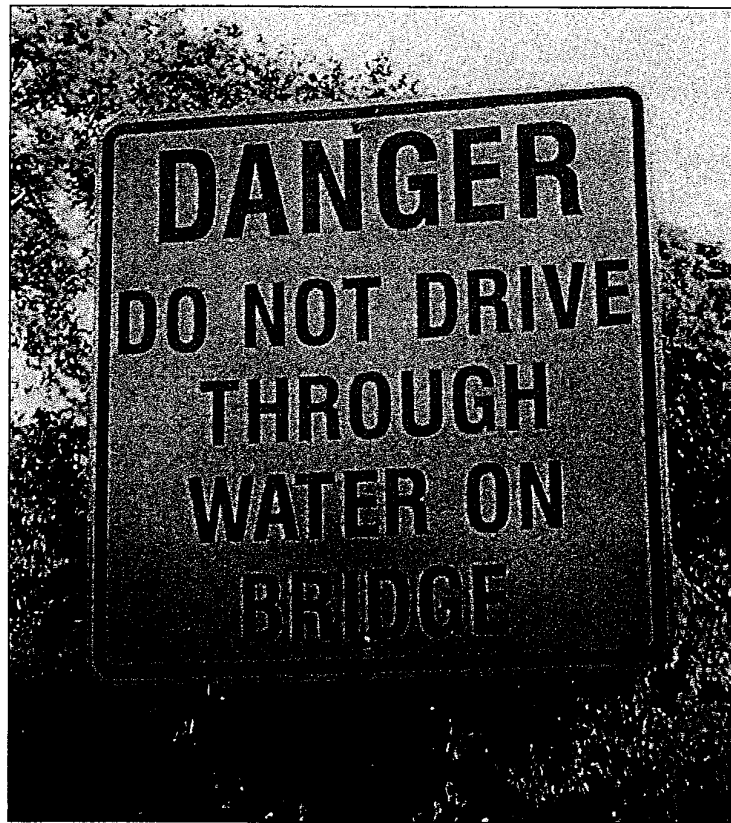
Slide #10: Earmuffs

Earmuffs are the best choice of hearing protectors. They provide the most protection for employees but most employees chose not to wear them because they are hot and cumbersome.

Slide #11-12: Section One: Instructions

In the technical manual, this section provided instructions. The first section instructs the reader how to insert foam ear plugs. This section includes steps for the reader to follow and figures for the reader to visually focus on.

Slide #13: Section Two: Instructions Cont.



(Courtesy of Audrey Carson: April 28, 2005)

Security Solutions for the Briarwood Low-Water Crossing

Proposed and Presented by:

Briarwood High-water

Audrey Carson

Syed Hassan

Ryan Johnson

Seth Southerland

English 3903.1

Danger
Do Not Drive Through
Water On Bridge
Security Solutions for the Briarwood
Low-Water Crossing

To: Paul Buntz, City Manager
City of Durant, Oklahoma

From: *Briarwood High-Water*
Audrey Carson
Syed Hassan
Ryan Johnson
Seth Southerland

CC: Dr. Virginia Parrish, Professor
English 3903

Date: May 11, 2005

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ABSTRACT

The Briarwood Avenue low-water crossing over Chuckwa Creek is becoming an area of extreme concern in the city of Durant, Oklahoma. During seasons of high rainfall the crossing often becomes submerged with substantial amounts of water moving across the street at considerable momentum.

City officials have expressed concern over the problematic area, and have attempted to take measures to increase the safety. Presently, temporary barricades are placed in the road when the crossing becomes submerged in an attempt to prevent drivers from proceeding through the water, but hurried motorists often maneuver around the barricades, or physically remove the barricades and fail to replace the barricades leaving the streets open for following drivers.

Multiple accidents have been documented by the Durant Daily Democrat and the City of Durant files where vehicles have been washed downstream and the occupants have been retrieved by rescue crews. To date, there have been no injuries reported, but city safety management admits that without alternate security measures in the area, it is likely that an injury will occur.

The optimum solution would be the construction of a bridge over the creek, but estimated costs exceed \$200,000 and the city has been unsuccessful obtaining funds to afford an expense of that magnitude. We believe that placing more significant barricades on either side of the crossing will prevent additional accidents in the area and provide the city of Durant with a far more affordable alternative.

In order to present the most economical solution to the city we have divided our plan into two phases. The first phase consists of a barricade system that places a barricade on both sides of the crossing. Automatic arms will lower to cover both lanes of the road and a fence would be constructed from the base of the barricade back to the woods in order to prevent motorists from driving around the barricade. The second phase is to place removable warning and detour signs a significant distance from the creek in order to advise motorists of the danger before they reach the area and attempt to cross rather than turn around.

We feel that these solutions are simple to implement and would be all that is needed to increase safety in the area, preventing further accidents.

Introduction

Motivation

In recent years the economic department of the city of Durant, Oklahoma, has made extensive efforts to improve the roadways in the city. The city efforts have been widespread and highly successful. One area that we have determined is in need of attention is the Briarwood Avenue crossing over Chuckwa Creek.

The Chuckwa Creek is highly susceptible to flooding. During seasons of high rainfall the creek floods frequently and significantly. As the creek floods, a portion of Briarwood Avenue becomes submerged by high waters and rapid currents. City residents are increasingly concerned as accidents occur yearly, but to date the city has been inactive due to other projects being undertaken in the city and the high costs that would be incurred to construct a bridge in the area (Cooke Interview, 5/4/05).

Many avenues have been pursued in an effort to implement a solution to the dangers present during flooding seasons. However, the city has yet to eliminate the problem and city residents become increasingly more concerned about the situation. It is our hope that we have been able to create a workable solution that will assist as the city continues to review and consider changes to this area.

The Need

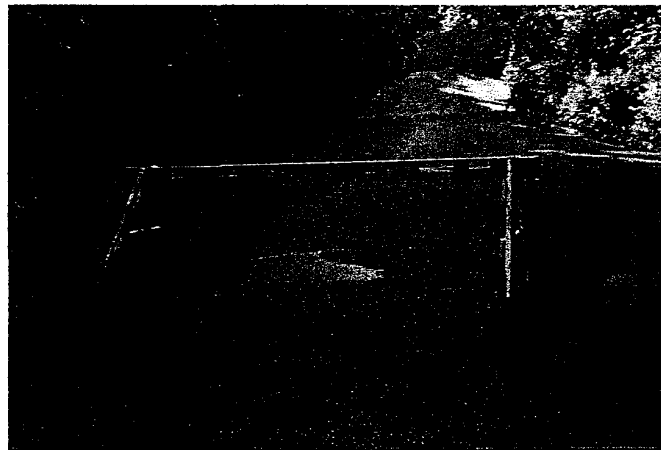
Flooding of the Briarwood low-water crossing happens quickly during seasons of high rainfall; principally April, May and October. Tim Cooke of the City of Durant states that two inches of rainfall lead to serious levels of flooding at the crossing. Despite predominant signs and barricades placed in the roadways, multiple drivers attempt to cross the submerged crossing every year and Cooke estimates one to three serious incidents each season where a vehicle is washed downstream and the passengers must be rescued. Whether unaware, uncaring, or uninformed of the danger, drivers enter the water regularly and expose themselves to threat.

Drivers often underestimate the dangers associated with driving through moving water, many given a false sense of security by their four-wheel drive vehicle. Six inches of moving water can knock a person down; two feet of water can carry away any vehicle including a bus. Moving water carries tremendous momentum; shallow water often travels six to twelve miles per hour. A vehicle becomes jeopardized the moment that contact with the ground is lost and it becomes buoyant. For every foot that water raises on the side of a vehicle, 1,500 pounds of the vehicle's weight is displaced (Flood Safety Tips, 15).

According to the National Weather Service records for Bryan County, on June 26, 2003 a woman and her baby were rescued by firefighters from the river after they escaped as their vehicle was washed downstream (Swearengin, 1). Tim Cooke remembers the experience and states that the barricades had not been in place on that particular night, and the woman had entered the water in the dark. For a brief period bystanders feared the lives of the baby and woman were lost. Remembering this as the worst incident in the area he quoted, "I think to myself, all we have to do is have something; a bridge, or gates or something, to keep someone from dying here. It's upsetting." The Durant Daily Democrat states that in the past, dozens of vehicles have been pulled from the creek, and residents say they often hear the screaming and hurry to assist (Swearengin, 6).

The city once placed locking gates on either side of the crossing to prevent motorists from crossing, however the gates were later removed because drivers were driving through neighboring yards to bypass the prevention. City Manager, Paul Buntz, stated that "The intent was good" but at the expense of local property owners (Swearengin, 6). As an alternative, the city has begun to place barricades on either side of the creek, and predominant signs to warn drivers "Danger, Do Not Drive Through Water on Bridge". The temporary barricades are placed in the road by city officials as soon as the bridge begins to submerge. Problems occur in situations when flooding occurs quickly during storms and the barricades are mistakenly overlooked for many hours, or when the barricades are in place, and drivers opt to maneuver around them. The situation becomes most hazardous when drivers move the barricades, successfully cross the overpass and fail to replace them leaving the road open for following drivers. City workers spend excessive amounts of time replacing the barricades in the road after they are removed, or supplying new barricades when drivers destroy them (Cooke Interview, 5/4/05).

FIGURE 2: BRIARWOOD BARRICADE



(Courtesy of Audrey Carson: April 28, 2005)

The city applied for a federal grant in 2003 to fund construction of a high-level bridge in the area, but the grant was denied. It is estimated that construction would have cost in excess of \$250,000 (Swearengin, 6).

The severity of the situation lies in the safety of drivers who enter the water unsuspecting or uninformed. Structural damage to the concrete on the crossing is a problem that will need to be addressed in coming years, however the main focus of our proposal will be the implementation security reinforcement in the area (Cooke Interview, 5/4/05).

Methodology

Upon the determination of the need for security in the area, the principle focus for our proposal was the evidence of the danger to drivers caused by the flooding. To defend our criteria we used the following methods of evidence:

A solid, impassible barricade system- Options were explored via the internet and e-mail correspondence from vendors. Results were compared and analyzed for cost-effectiveness, feasibility, and whether it is workable in the area.

Advanced warning signs and alternate detour information- It was established that the most efficient method of analyzing this information was to obtain information about a warning system that would offer detour information. Research for warning signs was conducted via the internet and e-mail correspondence from vendors.

Solutions that can be quickly implemented- Multiple incidents occur in this area every year, therefore it is of importance that a workable solution be available for implementation quickly.

The cost-benefit of action taken in the area- The Briarwood Avenue is not a highly utilized route. It is used mostly by local citizens and students who utilize it as a shortcut between Highway 69 and Southeastern Oklahoma State University. Because usage is limited, the selection of proposed solutions was weighed heavily on the affordability of the components reviewed.

Briarwood High-Water interviewed several people concerning this Recommendation Report. These interviews were very instrumental in developing solutions for the Briarwood low-water crossing. The following people were interviewed for this report:

- Tim Cooke, Emergency Management Director, City of Durant. Interview was conducted through email and personal visits.
- Jerry Tomlinson, Mayor, City of Durant. Interview was conducted through email via Barbara Lilley.
- Eddie Donnell, City Engineer/Assistant City Manager, City of Durant. Interview was conducted through email via Barbara Lilley.
- Denise Lyon, Sales Representative for B&B Roadway. Interview was conducted through email.
- David Dickinson, Sales Representative for Delta Scientific. Interview was conducted through e-mail.

Information concerning flash flooding and the dangers associated with flooding was found via a web search. floodsafety.com offers an excerpt from a report that the Lower Colorado River Authority published. This document contained a lot of information concerning the risks involved when crossing a flooded street.

Additionally, our group conducted surveys to establish the opinions and concerns of the community regarding the area. These surveys were conducted on the campus of Southeastern Oklahoma State University, in the residential areas around the crossing, in a nearby park, and other various locations in order to gain an understanding from a group of people both directly and indirectly related to the problem.

Description of Criteria

The criterion for an acceptable solution at the Briarwood Avenue creek crossing is the safety of motorists. These criteria are minimum specifications based upon the ongoing problem of motorists trying to cross Chuckwa Creek when it is flooded. Following these minimum specifications will lead

to an increase in safety for the motorists of Bryan County and the surrounding areas. These guidelines should help give motorists advanced warnings of the creek conditions and bring an added measure of safety in preventing motorists from crossing the flooded creek. When looking at possible solutions, the following criterion was taken into consideration:

- A solid, impassible barricade system
- Advanced warning signs
- Alternate detour information
- Solutions that can be quickly implemented
- The cost-benefit of costs incurred for the low-traffic area

Solutions and Evaluations

Overview of Solutions

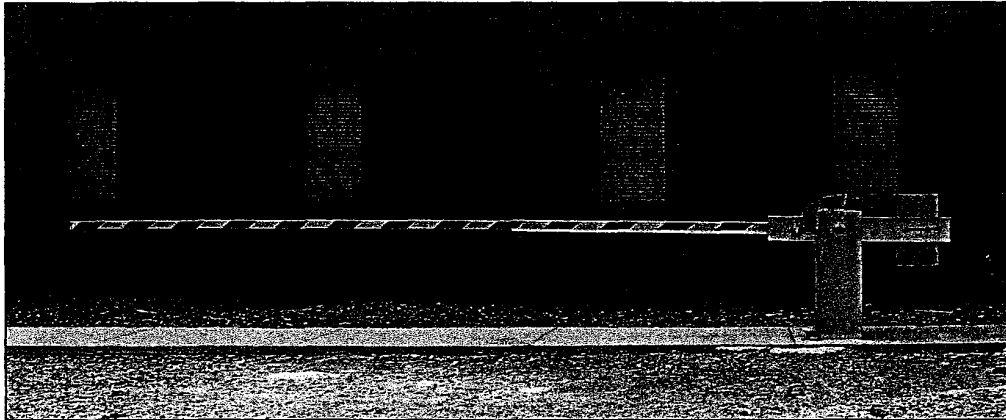
With the fore mentioned criterions in mind, Briarwood High-Water has developed several workable solutions. These solutions will provide safety to the motorists by securing the creek crossing during periods of flooding. Keeping economical constraints in mind, the workable solutions have been divided into two phases. Phase one contains the minimum acceptable solutions that would secure the low-water bridge on Briarwood Avenue. This phase is top priority because it contains the solutions to securing the creek crossing. Phase two involves giving motorists advanced warning of the creek conditions during periods of significant rain fall. Although this phase is not necessarily critical in securing the area, it will aid in helping motorist make advanced decisions when it comes to crossing the flooded creek.

Phase 1: The Barricade System

Description of Solution

To prevent motorists from crossing the creek when it is flooded, we are proposing a barricade system to be placed on the east and west entrance to Chuckwa Creek on Briarwood Avenue. These barricades are very similar to a railroad style barricade system. Each barricade will consist of one arm that moves up and down across a vertical plane. The arm sections of the barricades will be at least 31 feet in length in order to cover the width of the road. In exploring different barricade systems, we contacted several companies concerning their barricade systems and what they had to offer. Based upon information received from these companies, we went with B&B Roadway in Norwood, Louisiana. We chose B&B Roadway because of their competitive pricing, as well as their exceptional willingness to work with us concerning this project. In talking with Denise Lyon, a sales representative for B&B, she suggested two models of their barricade systems for this project. The two models are the VW-M3 and the VW-4.

FIGURE 3: VW-M3 GATE SYSTEM



(Courtesy: B&B Roadway)

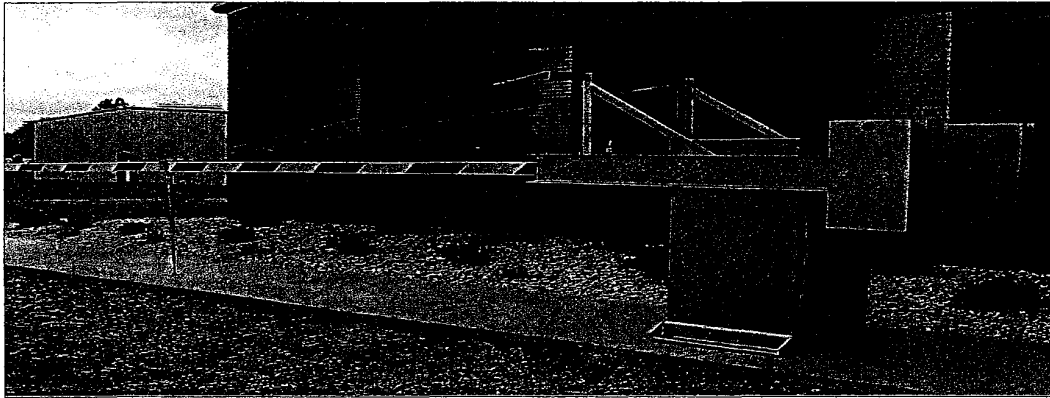
The VW-M3 is a manually operated gate approved for various types of traffic control. The gate stand is constructed using heavy structural steel. Upon completion, the entire stand will be painted or hot dip galvanized. The base will be mounted on a foundation specified by the project engineer with four $\frac{3}{4}$ inch diameter anchor bolts. The gate arm will be made out of 4 inch square aluminum extruded tubing and have a maximum arm length of 34 feet from the centerline of the pivot. Front and rear arm surfaces will be covered with red and white diamond grade reflective sheeting. The design of the VW-M3 allows for 90 degree vertical rotation of the arm; which will latch in the open and closed positions. An optional provision for padlocking can be provided. The VW-M3 comes with a two year warranty that covers the gate and related equipment. The price for the VW-M3 is approximately \$6,000 each, for a grand total of \$12,000 (VW-M3 Manual, 1999). To prevent motorists from driving around the gates, a chain link fence is being proposed to run from the gates to the woods. This solution is discussed in further detail under the VW-4 solution. For additional information and complete specifications concerning the VW-M3 please see Appendix F.

Evaluation

The VW-M3 model is the most feasible model for this project based on the cost-benefit analysis. The VW-M3 also meets the criterion of installing an impassible barricade system. Following these criterions, this model is the most logical choice for the City of Durant. However, this model faces a couple of problems. This is not an automated system but rather a manual system. Therefore every time significant rainfall occurs, emergency personnel would have to go down and manually lower the gates. This is problem because according to Tim Cooke the creek is often forgotten about during periods of heavy rainfall (Cooke Interview, 05/04/05). Emergency personnel are usually concerned about other matters during this time. The VW-M3 model would also require a padlock to keep the gate secure. This poses the question of who gets to have keys to the padlock. One of the problems they had with the previous gate installed was trying to find someone with a key to unlock the gates once they had been locked. In all, this is a very feasible solution for the City of Durant. However, it does have some negative consequences that need to be considered.

VW-4

FIGURE 4: VW-4 GATE SYSTEM



(Courtesy: B&B Roadway)

The VW-4 is an electrically operated gate that is approved for various types of traffic control. The operating mechanisms and main control components are contained in a weatherproof housing. This housing is constructed out of carbon steel and hot dipped galvanized after fabrication. Front and rear access doors are placed on the housing for easy access to all major components. The housing will be mounted to a suitable foundation, as specified by the project engineer, using four $\frac{3}{4}$ inch diameter anchor bolts. The gate will be made out of 4 inch square extruded tubing, with a maximum arm length of 40 feet. To help support longer arms, a truss system made from steel cables will be furnished at the discretion of the manufacturer. In the event that a car hits the arm, a shear pin will break allowing the arm to swing 75 to 80 degrees. When the arm swings the full length, a spring-loaded latch will engage preventing the arm from swinging back. The warning arm pivots on a vertical plane via a mechanical 4-bar linkage. This system yields a raise and lower time of approximately 11 seconds. There are many options when it comes to accessories for the VW-4. Some of the options include arm lights, flashers, gong, and a vibrating bell. The price for the VW-4 is estimated to be about \$14,860 each; for a grand total of \$29,720 (VW-4 Manual, 2005). For more information and complete specifications concerning the VW-4 model, please see Appendix G.

In addition to proposing the VW-4 model, we are proposing another step to make this a completely automated system. To make this a completely automated system, we are proposing the use of a float device that will be located in Chuckwa Creek. When the creek expands and hits a certain depth, the float device will trigger a relay switch that will be connected to the gates. Once the relay switch is triggered, the gates will give a 30 second notice prior to closing by using the optional flashing red lights and vibrating bell. At the end of the 30 seconds, the arm of the gates will begin to lower. When the creek subsides, the float device will trigger the relay switch again causing the arm to be raised. Prior to being raised, the gates will give a 15 second warning using the flashing lights and vibrating bell. The exact depth to trigger the relay switch has not yet been determined. However, based on research concerning flood waters, we are suggesting having the gates close when four to six inches of water covers the roadway. Another solution to secure

the creek crossing would be to install a chain link fence from the gates to the woods. This fence would prevent motorists from driving around the gates and going through people's yards. Jesse Lewis with Green Oaks Landscape was contacted for an estimate to install a chain length fence. His price was seven dollars a foot plus labor. Based on measurements taken at the creek crossing an estimated 200 foot of fencing would be needed to secure the area. This would cost around \$1,400 plus labor.

Evaluation

Although the VW-4 model is more expensive, it serves the purpose of securing the area in a greater capacity. This particular model has the ability to secure the area through automation. The best case scenario for this solution is having the automated float switch in the creek. This would relief emergency personnel from the duty of going to the creek and manually lowering the gate. Another option for an automated gate would be to install a remote control to raise and lower the gate. This model would definitely secure the area in a tremendous way. This solution meets the criterion that was set forth as an evaluation tool. However, the cost-benefit criterion might come into play on this solution because of the fairly low traffic area. This would be the best possible solution if the City of Durant had the funds to appropriate to this project.

Phase 2: Advanced Warning

Description of Solution

Phase two consists of giving motorists advanced warning of the creek conditions. Although this is not a critical part to securing the area during flooding, it will help motorists make better decisions concerning detour routes. One of the main reasons people try to cross the creek when it is flooded is because they are usually in a hurry and when they get down to the creek they try to cross anyway because of time constraints. By giving motorists advanced warning of creek conditions via an electronic billboard, they will be able to pick a more feasible detour route. The advanced warning signs that we are proposing, are full matrix LED display. These signs are available through All Traffic Solutions in State College, Pennsylvania. The instALERT™ Rapid Messenger is designed for ease and speed of deployment. The sign can be mounted on a receiver hitch on a vehicle, a portable or stationery pole, and a trailer. The design of this sign makes it very easy to haul. Dimensions of the sign are 3"x 28"x 30" while it is in the carrying state. This carrying size folds out to make a sign that is 2.3'x 5'. The instALERT™ weighs approximately 40 pounds which makes it very light to haul. Storing messaging is very simple with the instALERT™. It has the capability to store up to twenty-five multi-page text/graphics (instAlert, 2005). Custom messages also can be designed fairly simple using a PDA, laptop, or PC. What makes this unique for the City of Durant is the various uses this sign would have. Not only would it help alert drivers of the creek conditions on Briarwood Avenue, but other agencies would have access to the displays; agencies such as the police department, fire department, EMS, and roadway crews. Since this is a new technology, the City of Durant would be on the cutting edge buy purchasing these new LED displays. For further information and video demos, visit www.alltrafficsolutions.com.

Evaluation

This solution is not critical to the safety and security of the Briarwood Creek Crossing. However, implementing this solution will give motorists advanced warning of the creek conditions. This advanced warning will help motorists make better informed decisions concerning detour routes.

What makes this solution very appealing is the versatility of these LED signs. This would be a great investment for the City of Durant because various agencies would have the ability to use these signs. The solution presented here follows all of the criteria that were set forth in the description of criteria section. What makes this solution cost effective is the versatile use of these signs. Once again, if the City of Durant could appropriate funds to this project, this would be a great investment in the long-run for the city.

Recommendation

Based on the solutions described above, our recommendation is to immediately budget for the purchase of two of the VW-M3 gates and additional padlocks to fortify the system. These gates are the simplest in design and the least expensive, but still provide sufficient, immovable security around the low-water crossing. It is estimated that the gates could be completely installed and functional in three to five working days including the preparation of the foundation, construction of the barricades and fencing from the gates to the edge of the nearby wooded areas.

We have created the following budget in accordance with our estimated expenditures:

FIGURE 5: ESTIMATED BUDGET FOR EXPENDITURES

<u>Quantity</u>	<u>Description</u>	<u>Estimated Price</u>	<u>Total</u>
2	VW-M3 Barricades	6,000.00	12,000.00
-	Labor (3 Workers, 5 days, \$11.00 per hour)	440.00	1,320.00
200 ft	Fencing	7.00	1,400.00
8	Anchoring Bolts	15.00	120.00
2	Paddlocks	30.00	60.00
*	Concrete	<u>100.00</u>	<u>100.00*</u>
		\$7,208.00	\$16,748.00

* Exact measurements for pad size will need to be determined at a later date.

Conclusion

Despite its growing economy and development, the city of Durant has to deal with a limited budget and therefore it may be impractical to construct a bridge, although that is the most ideal solution. It is best to consider other economically friendly measures that can be established immediately before heavy rainfall begins.

Public involvement and awareness is a very important and relevant approach towards tackling problems of this kind. Previous efforts made by City officials such as putting up barricades and warning signs have been successful in maintaining safety for some, but are easily avoidable. A solution for the Briarwood crossing means placing safety in the area which cannot be bypassed by drivers.

The implementation of the gates and warning signs are a cost-effective and manageable solution that the city of Durant should consider taking action on quickly. Issues such as these require equal participation by residents as well as the authorities and need to be addressed immediately because any incident resulting would be unfortunate.

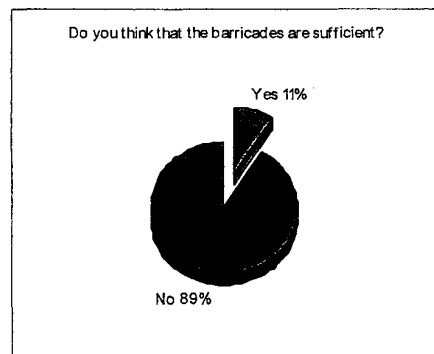
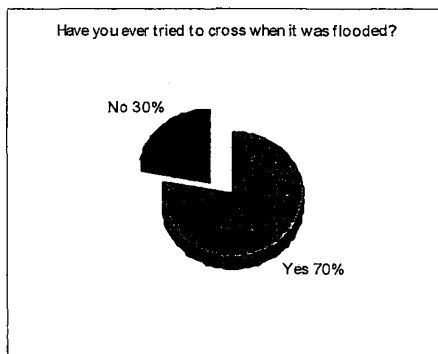
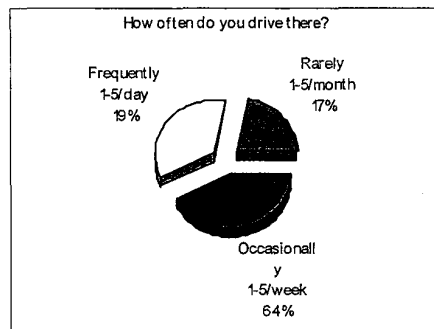
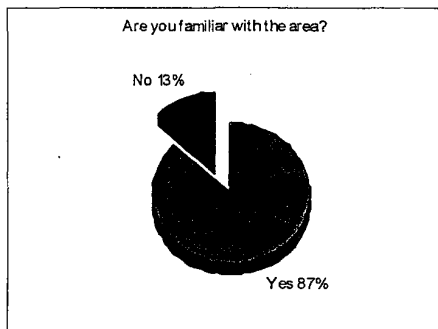
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APPENDIX A
Survey Results:
Briarwood High-Water

The process of gathering the survey results for this project was not a difficult one. There were many people available in the area to be surveyed, and most of them were willing to answer the questions. Most of the residents of the area have been complaining about this problem for many years, and would be very happy to see something done to improve the situation.

Overall, there were 94 surveys collected. Some of them were collected on the campus of Southeastern Oklahoma State University, others were collected at Carl Albert Park, in Durant, Oklahoma, and the rest were collected from friends and family of the members of team Briarwood High-water. There were four questions on the survey. The first question was "Are you familiar with the area?" to which 87% of the people answered in the affirmative. This road is very close to Briarwood Apartments, to the college campus, and also to the park, which means that this road should see traffic often, and it does, according to the survey results. The second question asked how often that the people drove on Briarwood Drive, 19% of the people answered that they frequently use the road, while 64% use the road occasionally, and the other 17% use the road rarely. For this question, the person that we recorded as using the road the most, claimed to drive on it over 40 times per week. Everyone that was surveyed that was familiar with the area were also people that use the road, and only the people that were not familiar were the ones that did not. The third question asked if they had ever tried to travel over the crossing while it was flooded, and 70% of the people answered that they had. The final question asked if the people thought that the wooden barricades that have been used in the past and are still being used are sufficient to keep people from crossing, to which 89% of the people answered in the negative. An interesting note here is that the 11% that answered "yes" on question number 4, also answered "no" on question number 3, saying that they had never crossed when it was flooded.



When the people were informed that the city of Durant had budgeted \$250,000 for the Briarwood Bridge Project, almost all of them agreed that they believed that something much cheaper could be done, that would protect the safety of all of the drivers. They all agreed, that even for a bridge, \$250,000 seemed to be an excessive amount of money, and most of them considered the installation of barricades to be an acceptable alternative.

During the process of collecting survey results from people, some of the people also told us about some of their personal experiences with the creek crossing. Mrs. Clay, a professor in the Computers and Electronic Technology Department, and a resident of the area, was one of these people. She provided with some very useful information. From her, we discovered that there are people who use this road up to, and at least 50 times per week. We knew that this road was used often, but we had no idea that it was used as often as about 50 times per week. Also provided by her was helpful information that lead us to locating a Durant Daily Democrat article about a major accident that occurred at the crossing a few years ago. A woman and her baby were rescued from the creek after her truck was washed into the creek. She also expressed her concern, as well as the concern of her friends and neighbors that are familiar with the area, that something should be done to help prevent any further accidents.

Another gentleman also provided some of his experiences. He is a former resident of the area, but he quickly became familiar with the problems that the flooding introduced to drivers. Being the owner of a four wheel drive jeep, he said that he had helped pull many people out of the water that had gotten stuck trying to cross. He also said that at \$20-\$30 per job, he made a lot of money helping people get out of the water.

APPENDIX B
E-mail Correspondence:
Delta Scientific
David Dickinson, Sales
Scott Altizer, Sales

Email correspondence was also a very informative and helpful way of helping us to gather information for this project. Personally, I emailed one company that makes traffic barricades Delta Scientific, asking for pricing and details about some of their barricades. Here are the emails that were sent to, and that were received from, Delta Scientific.

*To "David Dickinson" david@deltascientific.com
From "Seth Southerland" seth_southerland@yahoo.com
Date: 4-22-05
Subject: High Security Surface Mounted Barricades*

Hello,

My name is Seth Southerland, a current student of Southeastern Oklahoma State University. I am doing a group project in my Technical and Professional Writing class that deals with traffic barricades and my research has brought me to your website. Would it be possible for me to get estimated costs of the purchase and installation of your High Security Barricades?

This will help us very much! Thank you for your time.

*From "David Dickinson" david@deltascientific.com
To "Seth Southerland" seth_southerland@yahoo.com
Date: 4-22-05
Subject: Re: High Security Surface Mounted Barricades*

Seth,

High security barricade systems average \$30,000 per lane. Installation is \$20,000 to \$30,000 per gate depending on product type. Some of our products are surface mounted and require little or no installation; examples are the IP500, the DSC1100, and the MP5000. We would enjoy seeing a copy of your study.

Best regard,

David Dickinson

*To "David Dickinson" david@deltascientific.com
From "Seth Southerland" seth_southerland@yahoo.com
Date: 4-24-05
Subject: Hello Again*

Hello,

Would it be possible for you to give me the total dollar amount of the cost and installation of a few of your barricades?

IP500
DSC900
DSC1100

Thank you very much for your help!

Seth Southerland
Survey Manager and Research Specialist
Team Briarwood High-water
Southeastern Oklahoma State University

From "Scott" scott@deltascientific.com
To "Seth Southerland" seth_southerland@yahoo.com
Date: 4-29-05
Subject: Delta Scientific Portable Barricades
Hi Seth,

Attached please find generic price sheets for the requested equipment, minus the freight and installation costs. Please look at the optional items and add/subtract any of those as you see fit.

Regarding installation, all three of these cost about the same to install. To install one of the IP500, the DSC900 or the DSC1100, you're looking at somewhere between \$13,000 - \$16,000, this is an estimate as site requirements always differ.

Freight costs will depend on how many, which barrier and what city it's going to.

Please let me know if you have any questions or if you need anything else.

Regards,

Scott Altizer

APPENDIX C
Tim Cooke
City Emergency
Management Director
Personal Interview,
May 4, 2005

“I’ve been in this job six years and I’ve known about the low-water crossing for eight years. I worked for the National Guard for twenty-one years, and so we responded many times to the civil defense, at that time. That low-water crossing has a long history of people getting in trouble. Usually it occurs from somebody that wants to challenge it, they think their car can get through it. But it only takes twelve inches of water to move a light car, and two feet will move a truck. Now it seems like there’s more of a problem because everybody is buying a four-wheel drive so they think they’re invincible and they’ll try to cross, and then there’s some people who just aren’t familiar with the area.

“The Tuckers have been through it all. Twenty-one years they’ve lived at that location, and she’ll tell you that she and her husband have pulled so many people out. People will come to their house in the middle of the night to use the phone, because their car has been washed over. So they have detailed knowledge. We tried to keep people from driving through their yard, because we had put this gate up, but people would drive around it through their yard and just tear it up leaving big ruts. So the Tuckers put out rocks, but it didn’t stop them, they drove around the rocks.

“At one time they had gates that locked, I don’t know why they stopped it, that was the best way. If you could have prevented it, besides building a bridge, that was the way to do it. They would put these gates up and lock them, then people can’t go around them so they have to turn around and go back. That’s the best way. But I’m not sure why they took the gates down, it may have been an inconvenience, or people driving through the yards, but that’s due to the gates being in the wrong spot. You can fix that. A fence, or even running the pipe farther back would solve that problem.

(About the property around the creek) “Some of it is mine, the city has the easement, and the lot on the north side that is vacant.

“Then they came up with the barricades, that’s my tenor. They put them up, and then people just move them, they don’t put them back because they’re in a hurry and they get across maybe, but they don’t go back and put the barricades back, then along comes an unsuspecting person and it just creates a nightmare. I have spent many a night, and the police has spent many a night, putting the barricades back up, until finally people will just tear up the barricades. Then we have to get new barricades and it becomes an ongoing process. There’s no telling how many barricades we’ve been through in six years.

“The city manager wanted to know what we could do because we were going to build a bridge in last years’ budget. We had several meetings about it. It was decided we were going to build a bridge. This bridge was \$250,000, to me that seemed excessive. I’m not an engineer, but I asked the engineer if we could just use three huge tin horns, but apparently I don’t know what I’m talking about when it comes to building bridges. So the amount was \$250,000 to build a bridge. That money had to be taken out of the budget last years so we could finish the University corridor, the red lights, curbs... so I got the money taken away for the bridge. When that happened, the manager asked for suggestions from public works director, the police department and myself. I wrote a

response in detail about how the barricades weren't any good and that we probably had the materials at public works to build the gates. I don't know what the other suggestions were. I didn't do a good selling job, we've gone back to the barricades. It must be the least expensive or time consuming. If you're looking at it from the perspective of the police department it's more time consuming because we're continually having to put them back or the police department is giving people tickets for going around the barricades. To me, the simple solution is to put a gate with a fence all the way to the creek.

"Last month they were supposed to put the gates back up. I could see where there could be a problem with the key, if nothing else the captain of the police department could have a key, he's always there. If he's not there the key could be given to the sergeant. That's the best way to protect peoples' lives.

"The worst case that I have seen was on a storm night. Most of the time I remember when it starts raining hard to call dispatch and remind them to check the low-water crossing. On this one particular night we were so busy with the storm that I didn't think about it. I heard someone calling in on the radio and the dispatcher telling one of the officers that they heard screams coming from the apartments. It hit me, it's not the apartments. There's somebody at the low-water crossing, because we hadn't put the barricades up, we were busy with other things. I called my wife and told her to see if there's somebody at the low-water crossing. She steps out in the backyard, and sure enough there's a pickup there with a lady in it and her baby. The baby's less than a year old, you could hear her screaming. Of course the fire department responded since they're right there. My wife called me upset saying 'You would not believe what she's screaming, "Save my baby! Save my baby!'. They were trying to get to her, but the water was so swift that the pickup was washed down to the east about 100 yards. The fireman finally walked the length of the creek and he jumped in and saved that lady and her baby without any ropes or safety devices. It could have been his death, but he risked his own life to save the woman and her baby. I can remember her cries and thinking to myself 'all we have to do is have a bridge, or gates or something to keep someone from dying here. It was upsetting.' All because she was unaware. She left the apartment at 2 o'clock in the morning and drives down that hill right into it.

(Regarding reported injuries) "No injuries that I'm aware of, there's been a lot of people who have driven into it and got out to have to call a wrecker, or stayed in the vehicle and had to be rescued. It's something that's a constant threat. We've had as many as three or four in a spring or fall, to just one.

"The police are good about always putting the barricades up in the middle of the night and observing. It would work if people cooperated. We've had who knows how many people move the barricades. It just happens all the time. If the barricades are there, the one thing you can be sure of is the barricades are going to be moved no matter what the water is like. We've got to do something, somebody will die.

“The city council wants to do something. I thought we’d have the bridge last year. It just so happened we ran short of money and were already obligated to other project. It may come about this year, depending on how tight the budget is.

“The city manager has told the city workers to put the gates back up, they just haven’t found a good time to start. If you went to public works, you’d see that they have the pipe, the locks, the signs, they’ve got everything. It’s just time and personnel that they’re short on. It would take a week to put it all together.

“When the water comes up, it comes up fast. If it rains hard two inches, you better put the barricades up. If it rains one inch in fifteen minutes it will flood. The worst I’ve seen the water was three feet deep, and going no telling how fast.

“I can’t get any grants to work. They pay for buying out properties in the flood plain which we’ve done. We’ve bought out more than 70 properties.

APPENDIX D
E-mail Correspondence:
B & B Roadways
Denise Lyon, Sales

From: Ryan Johnson <ryanjohnson@cableone.net>
To: <sales@bbgates.com>
Sent: Monday, april 25, 2005 12:00 PM
Subject: MU-600 Gate

To Whom it May Concern,

My name is Ryan Johnson, and I am a Business Management major at Southeastern Oklahoma State University in Durant, Oklahoma. I am doing a community service project for my Technical and Professional Writing class. This project involves securing a low-water bridge crossing when the creek floods. To help secure the low-water bridge, we are proposing the installation of safety gates. To help out with this project, would please send me prices for the MU-600, as well as installation prices? Thank you for your time.

Ryan Johnson
ryanjohnson@cableone.com

From: Denise Lyon <roadway@hiwaay.net.
To: <ryanjohnson@cableone.com>
Sent: Thursday, April 28, 2005 1:57 PM
Subject: Flood Closure Gates

Hi Ryan,

I will send the drawing separately this time.

I am also send (separately) installation instructions, as we discussed. A contractor who has installed gates before would be able to install and make wiring connections to both gates in less than a day (probably half a day) with a small crew (2-3 people, including an electrician). This assumes that the foundation and anchor bolts have been prepared and power wiring and any remotely connected control wiring has been run through conduit, ready to connect.

Three phase power is recommended- either 230V or 460V. We can also do single phase power. Controls are 120V single phase.

Standard specifications can be found on our website: www.roadwaymg.com.

Estimate: \$14,860 each, \$29,720 total. Deduct \$560 if arm lights are not required. This includes delivery to the job site and a simple local 3-button station for control. If you require a firm quotation, let me know. We'll need to get a few more details. However, I don't think it would be more than I estimated and could be a little less.

Denise Lyon
B&B Roadway

APPENDIX E
E-mail Correspondence-
City of Durant

Tim Cooke,
Emergency Management Director

Jerry Tomlinson, Mayor

Eddie Donnell,
City Engineer/Assistant City
Manager

*From: Barbara Lilley [mailto:blilley@durant.org]
Sent: Thursday, April 28, 2005 3:39 PM
To: 'ryanjohnson@cableone.net'
Subject: RE: Briarwood Bridge Project*

Ryan,

I'm sorry I'm just now getting back with you. I just received information from the City's Engineer, along with information from the Public Works Director and the Emergency Management Department as follows:

Barbara: My response to the questions is as follows:

1. David Hawkins has prepared an plan for the construction of a bridge at this location. He began work in 2003 and submitted it, the Council approved I think \$250,000 for construction of the bridge in last years budget but it was taken out because of work to be done on the University Project. I was under the impression that this funding was to be placed back into this years budget for this purpose.

2. In the meantime for this past year and in all other years at least for the past 6 years the police department puts up the barracides and yellow "do not cross" tape across the roads at both ends and low life citizens come and remove the barricades, then drive their four wheel vehicles across, and never put the barricades back. So either myself, police dept, or public works spends endless hours trying to replace the barricades back. Sometimes they destroy the barricades and new ones have to be put up. This is the most frustrating thing for me. Someone told me that my suggestion of putting back up gates and lock them was going to be pursed quickly, but Public Works has yet to do this. This would greatly enhance the security of this location until the bridge could be built.

3. The only security measures during the building of the bridge would be to close this road from both the North and South with locked gates until the bridge is finished.

This is all I know. Ti m

This was originally budgeted for in 2004-2005 in the amount of \$220,000. This amount was later used to fund the university corridor project, so there are no funds available for this project. We have proposed \$250,00 for FY 2005-2006 to put this project back on the list for completion in 2006. We do not know the status of the proposed budget at this time, of course, and won't know until probably June when the new budget is passed. In regard to the security measures, I am not sure what he is referring to with this question. It will have to inspected as with any other bridge, but other than that, it will be treated like any other thoroughfare in the city.

Jerry

-
1. The plan for the funding that has been approved. \$220,000 was approved for budget year 04-05
 2. The timeline for implementing changes. Due to budget constraints, we were unable to construct the bridge in fiscal year 04-05.

Funding has been proposed for the upcoming fiscal year.

3. The expected expenditures. \$250,000- \$275,000 plus city labor.
4. The security measures the city plans to take during and after the completion of the project. I have not participated in a discussion of this subject.

[Eddie Donnell

]

Ryan, let me know if you need further information.

Barbara Lilley

-----Original Message-----

From: ryanjohnson@cableone.net [mailto:ryanjohnson@cableone.net]

Sent: Friday, April 22, 2005 12:27 PM

To: cityaction@durant.org

Cc: ryanjohnson@cableone.com

Subject: Briarwood Bridge Project

Mr Buntz,

I am a junior, majoring in Business Management, at Southeastern Oklahoma State University. My purpose for writing is to request your assistance in a project that my teammates and I are involved in for a Technical Writing course.

The purpose of this project is to identify a problematic situation in the city of Durant and explore it to propose and present various solutions. After reviewing a few possibilities, my group has been conducting research on the Briarwood Avenue low-water crossing over Chuckwa Creek. We are most concerned with the security around the bridge while serious flooding is occurring.

Our research has indicated that the city of Durant has established funds in the 2004-2005 Budget for action in this area. We are hoping to obtain the following information:

- The plan for the funding that has been approved.
- The timeline for implementing changes.
- The expected expenditures.

- The security measures the city plans to take during and after the completion of the project.

I would appreciate the opportunity for myself and my teammate, Audrey Carson, to visit with you about this matter at your convenience. We would be happy to correspond with you in person, by telephone, or e-mail. Our questions will be brief and I anticipate needing less than 30 minutes. If you feel there is someone else who can assist us, I would appreciate your direction to that person.

If you would like to verify my intentions, please feel free to contact Dr. Virginia Parrish of Southeastern Oklahoma State University at vparrish@sosu.edu or 580-745-2000 Ex. 2594.

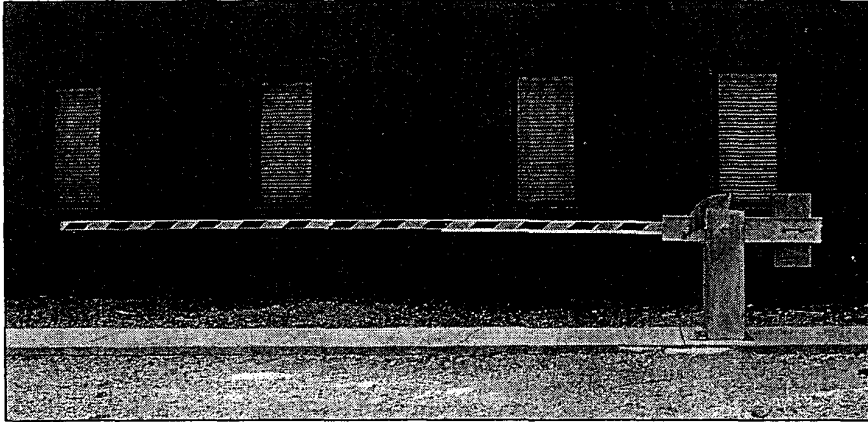
Thank you for your time!

Sincerely;

Ryan Johnson

APPENDIX: F
VW-M3 Gate System
Specifications

VW-M3 MANUAL VERTICAL WARNING GATE
Specifications



GENERAL: The warning gate shall be Model VW-M3, manually operated, as manufactured by B&B Roadway, LLC, (888) 560-2060, or an approved equal meeting all specifications defined herein.

APPLICATIONS: The gate shall be designed for use as a warning, traffic control and access control gate where manual operation is desired for closure of up to two lanes.

GATE STAND and MOUNTING PROVISIONS: Gate stand shall use heavy structural steel [option: aluminum], welded in a rigid configuration. Entire stand shall be painted [option: hot dip galvanized] after fabrication. The base shall be mounted to a foundation specified by the project engineer with four 3/4" diameter anchor bolts, provided by the installer to suit the installation [option: provided by the manufacturer, as specified by the project engineer].

SIDE ARM CHANNELS and CROSSMEMBER: Steel side arm channels and cross members, forming a sturdy yoke shall be welded and painted [option: hot dip galvanized, when stand is galvanized] after fabrication. The cross member section shall provide for mounting of the arm.

LATCHING / LOCKING PROVISIONS: The design shall permit 90 degree vertical rotation of the arm. The arm shall latch in both the open and closed positions. Provision for padlocking can be provided on request.

BEARINGS: Permanently lubricated, bronze spherical bearings shall be provided as standard equipment for smooth, reliable operation.

ARM: The gate arm shall be 4" square (102mm), 6063-T5 aluminum extruded tubing. [option: with 3" square end section of high-strength UV-resistant fiberglass or 3" square extruded aluminum.] Maximum arm length shall be 34' (10.3 m) from the centerline of the pivot. Front and rear arm surfaces shall be covered with red and white diamond grade reflective sheeting. Stripes shall be 6" (152mm) wide, and shall slope at 45 degrees down toward the arm tip.

ACCESSORIES AND MODIFICATIONS: All common accessories and modifications shall be available. Custom modifications and accessories shall be available through coordination with manufacturer.

WARRANTY: A 2 year warranty shall cover the gate and related equipment against defective material and components.

PARTIAL LIST OF AVAILABLE OPTIONS:

Limit Switch (to indicate gate status)

Anchor Bolts (provided by manufacturer)

Special Swing Angles

Mounting Template

Revised 5/99

APPENDIX: G
VW-4 Gate System
Specifications

VW-4 VERTICAL WARNING GATE HANDBOOK

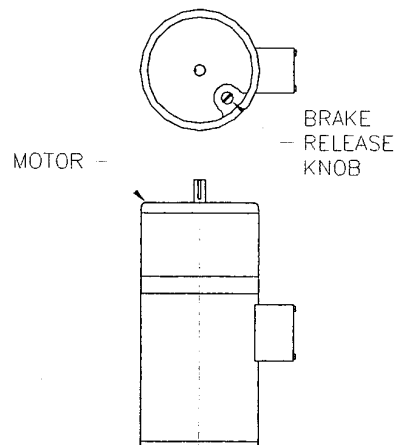
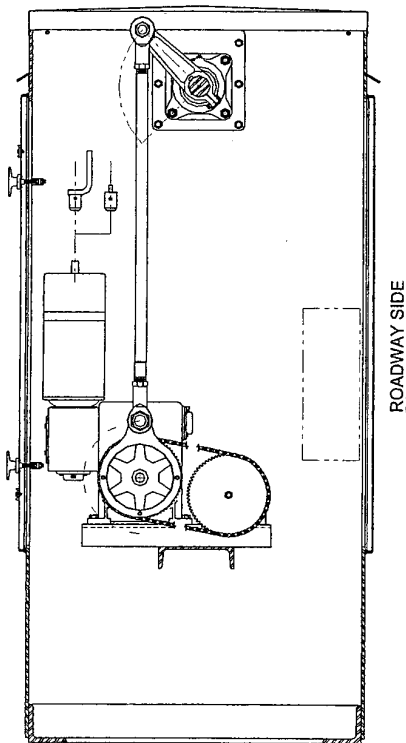
MANUAL OPERATION PROCEDURES

NOTE: Follow instructions carefully and in order. If you do not understand an instruction, you can obtain assistance by calling the factory toll free at (888) 560-2060.

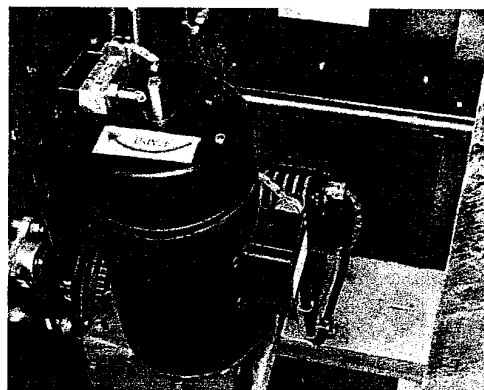
SUGGESTION: It is recommended that a fully charged, battery powered drill be kept in the control house for the purpose of more quickly and easily manually operating the barriers. Also, if the barriers have lockable doors, a key will be required to gain access to the mechanism for manual operation.

Manual or Emergency Operation:

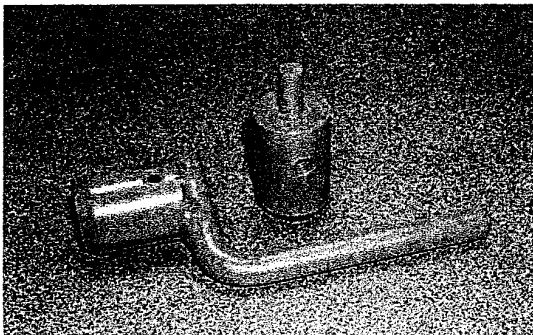
1. As a precaution, **DISCONNECT POWER** (flip power switch off) to prevent any possible unexpected automatic operation during manual operation.



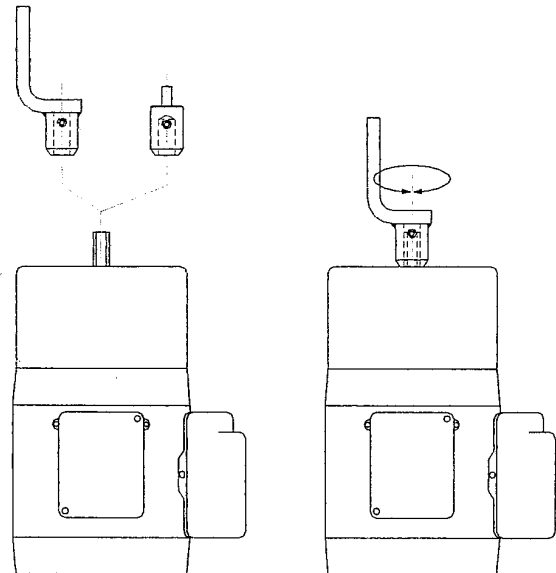
2. **Release the motor brake.** The brake is on top of the electric motor. It is released by rotating the knob on top of the cover about 90 degrees.



3. **Locate the drill crank adapter or hand crank.** These accessories are mounted on the wall inside each barrier housing.



4. **Place the drill crank adapter or hand crank over the shaft** extending through the brake on top of the electric motor.
5. **Check the label on the brake cover to determine the correct cranking rotation** to operate the barrier in the desired direction.

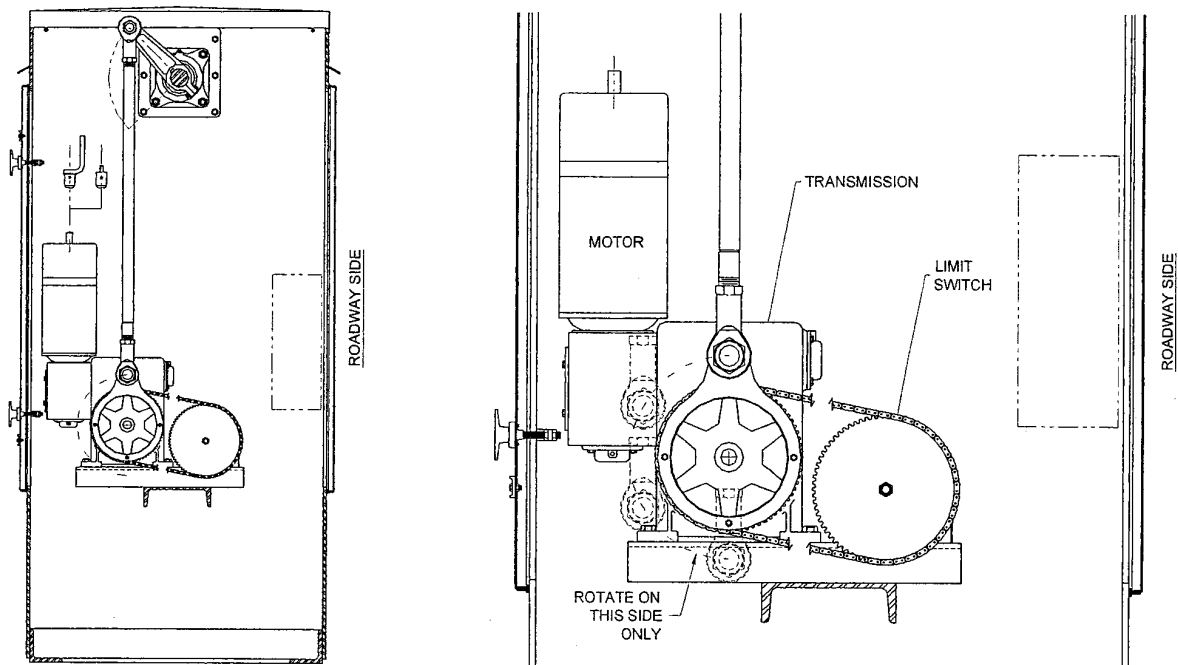


IMPORTANT: Be sure to crank in the proper direction. Cranking in the wrong direction will appear to operate the gate correctly, but the transmission crank will be in the wrong rotation range, causing the mechanism to be out of synchronization with the limit switch. (See sketch below.) If you do inadvertently crank the mechanism the wrong way, simply reverse the cranking direction until the transmission crank is again operating in the correct rotation range and the mechanism is again synchronized with the limit switch. **DO NOT ATTEMPT TO CORRECT BY ADJUSTING LIMIT SWITCHES!**

6. **Crank the barrier** to the desired position.

HINT: If you anticipate a need to manually operate the barrier several times and your barrier does not have a gong or other equipment mounted directly to the top cover, manual operation will be more convenient with the top cover of the housing removed.





7. **Reset the brake.**
8. **Remove the hand crank or drill crank adapter.**
9. **Reconnect power (flip power switch on).**
10. **Close (and lock) the barrier.** Never leave the barrier unsecured and/or the mechanism exposed to the weather.

B&B Roadway LLC
 15191 Hwy 243
 Russellville, AL 35654

(888) 560-2060 toll free
(256) 332-4036 fax

VW-4 VERTICAL WARNING GATE HANDBOOK

INSTALLATION INSTRUCTIONS

BEFORE YOU BEGIN: You will save time and prevent potential damage to the barrier gate by reading all instructions before beginning installation. Follow instructions carefully and in order. If you do not understand an instruction, you can obtain assistance by calling the factory toll free at (888) 560-2060.

Preparation:

1. **Prepare the barrier foundation** according to the plans prepared by the project engineer. If installing as a replacement using the existing foundation, double check the anchor bolt size and pattern to be sure they will work with the new equipment. (See installation drawing following for dimensions.)
2. **Arrange to have necessary equipment available during installation.** A forklift, hoist or other lifting equipment will be required. You will also need standard tools (wrenches, screw drivers, etc.) and some apparatus to prop or hold the arm up at the correct height (closed to traffic position) until the counterweights are installed (such as a pair of sawhorses and shimming blocks). A reversible, electric (if power will be available) or battery-powered drill is very useful for manually operating the barrier and is recommended.

Installation:

CAUTION: Do NOT install the arm or counterweights until Step 9!

1. Carefully **set the operator housing over the anchor bolts**. Add flat washers and tighten the nuts. Seal between the base and the foundation with silicon caulking.

NOTE: *Be sure the operator is turned with the roadway side toward the roadway. The main arm shaft (extending out of the housing near the top) will be offset toward the roadway. Refer to the installation drawing included in this handbook.*

2. Test the barrier's basic operation. **Manually operate the barrier** with the hand crank or drill adapter included (mounted inside the housing). Refer to **MANUAL OPERATION PROCEDURE** in this handbook if you are not certain of the procedure.

IMPORTANT: *The limit switch has been pre-set during testing at the factory and the barrier is shipped with the mechanism in the **OPEN-TO-TRAFFIC** (i.e. **RAISED**) position. Be sure to crank in the proper direction ("lower / close" direction first) to avoid getting the mechanism out of synchronization with the limit switch settings. If you do inadvertently crank the mechanism the wrong way, simply reverse the cranking direction (manually) until you get back to the correct synchronization.*

HINT: If your barrier does not have a gong or other equipment mounted directly to the top cover, manual operation will be more convenient with the top cover of the housing removed.

3. **Wire the barrier** according to the wiring diagram. A copy of the wiring diagram for this barrier is included in this installation handbook. The wiring diagram is also mounted inside

the access door of the barrier. **This must be done by a qualified electrician!** Do not run the barrier yet!

4. **Initially test** the barrier as follows.

A) First, **manually crank** the barrier to an intermediate position between full open and full close.

B) **Reconnect power.** Be ready to break the circuit (issue a "stop" signal or disconnect power) in case the barrier functions differently than expected.

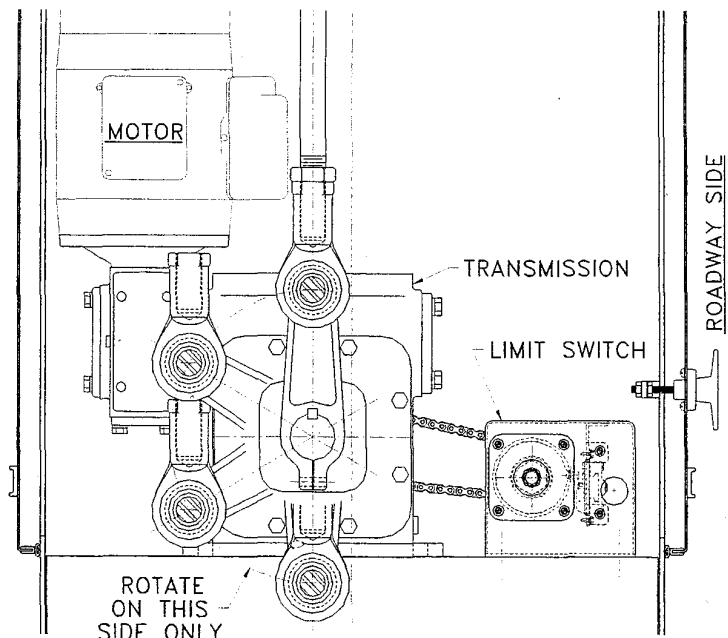
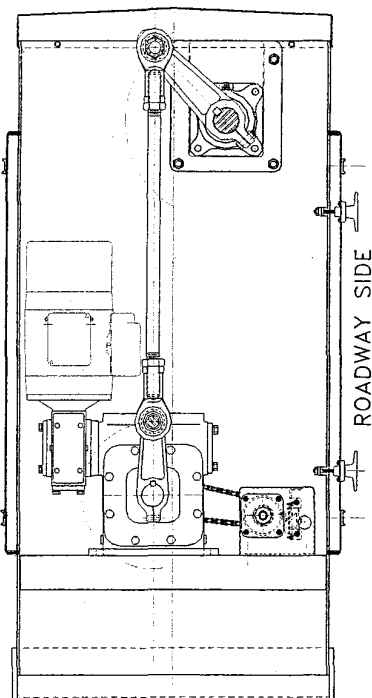
C) **Give the barrier a signal to "open"** (i.e. raise the arm).

NOTE: If your barrier has a crank safety switch, the circuit is disabled whenever the hand crank or drill crank adapter is in place on the shaft extending through the motor brake. Or, if your barrier has door safety switches, opening either access door disables the control circuit, preventing automatic operation. The door safety switches have a "pull-to-override" feature for testing purposes. Pull the plunger on the switch to enable the circuit.

HINT: If the barrier operates opposite of that expected (i.e. it "closes/lowers" when it is supposed to "open/raise" or the reverse) check the following:

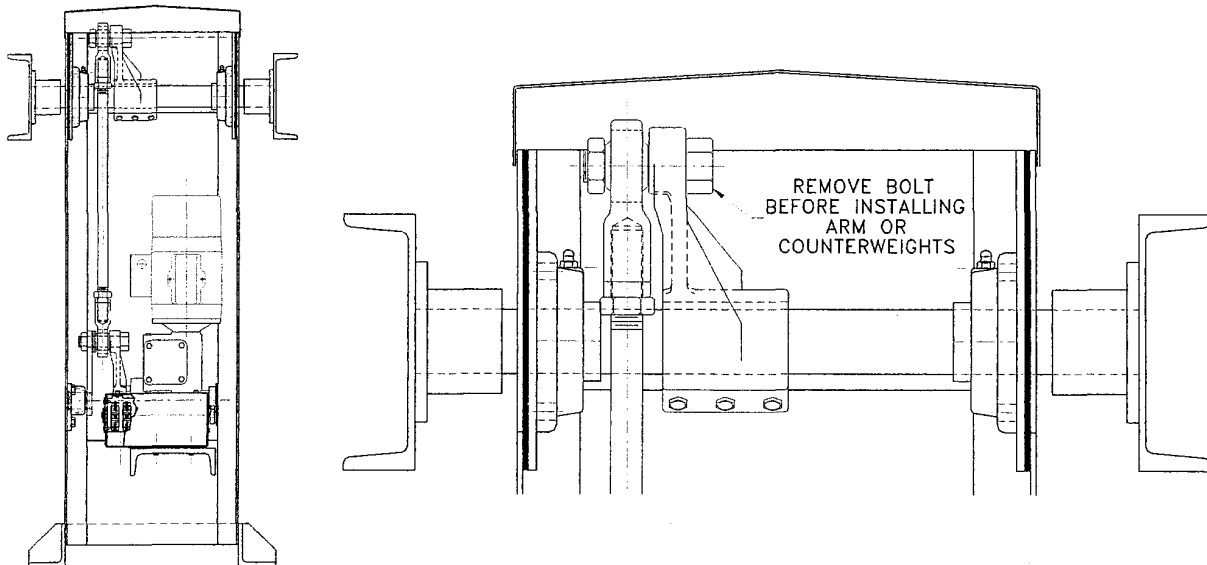
a - If your barrier uses three phase power, reverse any two of the three incoming power leads to the motor.

b - Manually operate the barrier to see if the barrier was cranked backwards in step 2 above - if it was, it will also appear to have incorrect limit switch settings (i.e. not stopping at the correct positions automatically, refusing to operate, etc.). Correct this by manually operating the barrier until the transmission crank is again positioned within the correct range of rotation. See drawing following, illustrating the correct rotation range.



NOTE: Each barrier is fully tested through a minimum of 20 complete cycles at the factory before shipping. The limit switch cams were preset during factory testing and should not require significant adjustment, if any adjustment at all! *Please contact the factory before adjusting limit switch cams at (888) 560-2060.*

5. **Continue testing** by issuing a “close/lower” signal and continuing through all other operation sequences, including emergency reverse (i.e. issue an “open/raise” signal while the barrier is closing).
6. **Operate the barrier to the fully “closed” (down) position**, allowing it to stop automatically.
7. **DISCONNECT POWER.**
8. **Remove the bolt connecting the main arm crank to the upper rod end.** See below.

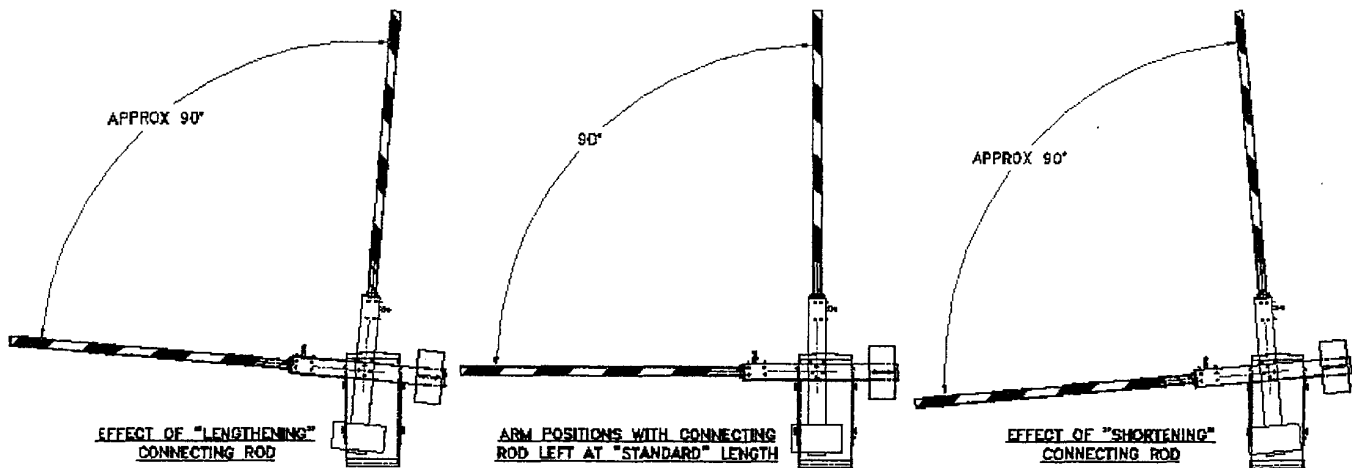


9. **Install the barrier arm.** *IMPORTANT: Keep the arm propped up until the counterweights are installed.* Slide the arm over the base and fasten with the bolts provided. Refer back to the arm assembly drawing in this handbook. If your arm uses truss cables, attach the cables using the turnbuckles and tighten to remove slack. Do not leave slack, allowing the arm to droop, and do not tighten excessively, flexing the arm upward. Do NOT unfasten the bumper rod yet.
10. **Install the counterweights.** Balance the counterweights between each side arm channel. Refer to the drawing or photo following to determine the correct arrangement for your barrier.

NOTE: During installation, if the arm begins to rise, pull the arm back down manually and slide the counterweights forward until balanced.
11. **Check and adjust the balance of the arm and counterweights.** Carefully remove the props. Adjust by sliding the counterweights in the slot until the arm is balanced. Tighten the bolts securely to hold the counterweights in place.

12. Replace and tighten the bolt to connect the crank and rod end.

13. The total swing angle of the arm is 90 degrees. This total swing angle can not be adjusted unless your barrier was ordered with a special adjustable length crank. However, the positions of the extreme ends of travel can be adjusted (cocked a few degrees from vertical and horizontal). This may be desirable if you wish to have the closed/down position of the arm parallel to a sloping roadway, for example. First, operate the barrier to the position you wish to align (i.e. raised or lowered). Loosen the nuts at each end of the connecting rod where it screws into the rod ends. Twist the connecting rod, observing the change in arm position. The new raised and lowered positions of the arm will be approximately 90 degrees apart.



14. Check to be sure that power is still disconnected. Then connect wiring for the arm lights.

15. Install or wire any additional optional equipment.

16. Retest the operator under power with all equipment installed.

17. With the barrier in the lowered position, unfasten bumper rod (if your barrier has one). Shorten or lengthen as required by loosening the jam nuts and turning the threaded portion. Retighten the jam nuts after adjustment. The arm should rest on the bumper rod, but not prevent the arm from traveling to the fully closed position, thereby jarring the arm and possibly even causing damage to the bumper rod.

B&B Roadway LLC
15191 Hwy 243
Russellville, AL 35654

(888) 560-2060 toll free
(256) 332-4036 fax

be driven by a fully enclosed, double reduction, worm gear speed reducer. Gear ratio used shall produce an operation time of 11 seconds [option: other operation speeds available, depending on installation configuration].

On longer arms or when specified by the customer, an auxiliary crank shall be used, paired with the transmission crank, to reduce the load on the transmission and to better balance and stabilize the load on the housing and mounting structure. The auxiliary crank shall be mounted in a permanently lubricated bronze bearing.

The velocity of the arm shall follow a sinusoidal pattern to provide smooth operation. The arm shall begin and end its full motion path with zero velocity and accelerate smoothly to maximum velocity at mid-travel.

MOTOR: The motor voltage and phase shall be as specified by the customer. The motor shall be 1/2 hp, except when a greater rating is recommended by the gate manufacturer to handle exceptionally heavy applications and is approved by the customer. The motor shall be a C-face design and shall be mounted directly to the transmission. The motor shall be instantly reversing and overload protected.

BRAKING MECHANISM: The motor shall be equipped with a solenoid-release, automatic brake. The brake shall have a manual release lever to permit manual operation of the gate during emergencies or setup.

HANDCRANK: A handcrank shall be provided with each gate to facilitate manual operation of the gate.

LIMIT SWITCH: The gate limit switch assembly shall be a self-contained unit. The assembly shall provide 8 independent SPDT control switches. Switches shall be rated for 15 amps at 480 VAC. Switches shall be controlled by individually adjustable cams. The limit switch assembly design shall permit adjustment of all cams with the gate in any position. The limit switch assembly shall have a removable cover to help prevent accidental contact with switch terminals. Shaft, cams, bushings and housing pieces shall be of non-ferrous corrosion resistant materials.

SAFETY SWITCHES, TERMINAL BLOCKS AND WIRING: A manual disconnect switch shall be provided, pre-wired at the factory to break the main motor leads, to protect personnel during service. A handcrank safety switch shall be provided to prevent powered actuation of the gate during manual operation. [OPTION: Safety switches shall be installed and set at the factory to break the control circuit when either access door is opened. Door safety switches shall have a pull-to-override feature for test operation and shall automatically reset when doors are closed.] Control components and terminal blocks shall be mounted inside an electrical enclosure mounted facing the roadway side access opening, except where custom components required by the customer prevent this arrangement. Pressure-type, modular terminal blocks shall be fully labeled and clearly coded to wiring diagrams. All control wiring shall be clearly coded to wiring diagrams and shall terminate at the terminal block. Connections to screw-type terminals shall have lugs. Conductors shall be #16 AWG stranded, minimum. Wiring shall be run in conduit where practical.

ACCESSORIES AND MODIFICATIONS: All common accessories and modifications shall be available. Custom modifications and accessories shall be available through coordination with manufacturer.

WARRANTY: A 3 year warranty shall cover the gate and related equipment against defective material and components. Manufacturer shall furnish replacement parts for a minimum of 10 years. Replacement parts for standard components shall normally be available within 1 working day. Lamps, fuses and other components designed for a life less than 3 years shall be covered for the rated life of the component or the warranty period of the component manufacturer.

PARTIAL LIST OF AVAILABLE OPTIONS:

Aluminum or Stainless Housing	Arm Finishes, Striping Materials and Colors
Anchor Bolts (provided by manufacturer)	Fiberglass Arm Section (at end of arm)
Mounting Template	Arm Lights
Alternate Door Handle Styles	Flasher
Offset Side Arm Channels	Gong
Rigid Arm Base	Vibrating Bell
Special Swing Angles	Sidewalk Arm

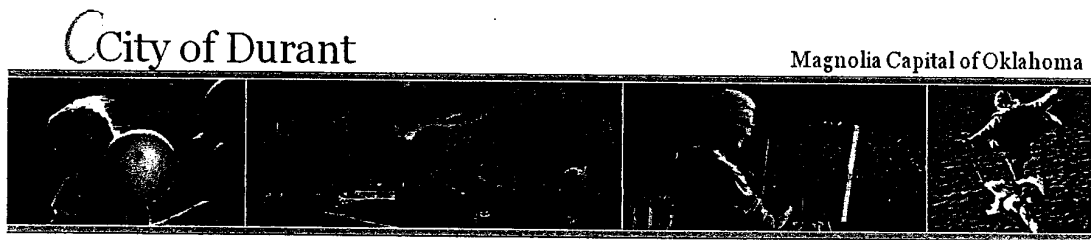
Revised 3/05

Finding the Link

Team Charity
Robyn Hitt
Jason Hunt
Scott Uhlenhake

English 3903.1

Figure 1



Courtesy of Robyn Hitt

Title Page

Finding the Link

Amy Chapman,
Director of Student Life

Kimberly Bowen,
City of Durant Administrative Secretary

Team Charity
Robyn Hitt
Jason Hunt
Scott Uhlenhake

Cc to Dr. Virginia Parrish, Professor of English 3903

Wednesday, May 11, 2005

Executive Summary

Currently, Team Charity is researching information regarding the charitable and volunteer organizations in the Durant Community. Through our research we find the following information in order; The Need, The Solution, and The Solution Continued:

- There are no public listings of the charitable and volunteer organizations in the Durant community.
- Place a link on the City of Durant and Southeastern Oklahoma State University's Website.
- Promote this link by posting a banner on the websites, and advertisement in local newspapers.

Doing this creates opportunities for those in need to seek help and help provide opportunities for those who would like to donate to the different charitable and volunteer organizations in Durant. This allows the different charities and volunteer organizations in Durant to get their information out to the public, and help them promote themselves.

We set up interviews with Amy Chapman, Director of Student Life, and receive helpful data regarding information about the different charitable and volunteer organizations in Durant. The Durant community has a lot to offer only it is hard for the citizens to find where and how they can help. It is very beneficial to the City of Durant to post a link on the city website to promote listings of the charitable organizations in the community. This project not only benefits the City of Durant but also the people seeking help in the area and the charitable and volunteer organizations themselves. *Team Charity's* goal is to post a link on both the City of Durant and Southeastern Oklahoma State University's webpage. However, the actions will not be complete without promoting the link to the citizens of Durant. Promotion is the second key to our solution.

By contacting Kimberly Bowen, City of Durant Administrative Secretary, she states that she would like to receive any information about the charitable organizations in the Durant community that we uncover. Bowen also states that she is in the process of updating the Durant webpage to make it more informative. What better way to inform those in the community about the charitable organizations through the city of Durant's webpage.

Team Charity feels that only positive actions will result from the solution. We gain helpful knowledge regarding the charitable and volunteer organizations through our research. *Team Charity* anticipates seeing action taken towards the problem and recognizing the positive results that came from this research.

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Introduction

Overview: *Team Charity* developed a research program to seek any listings of charitable organizations in the Durant community. Through our research we found that there are no public listings on the City of Durant webpage. We decided to use this as our project and research the different charities and volunteer organizations to see what has been done in the past, and to discover what we could do for the future.

Team Charity's goal for this project is to make sure that there will be a link displayed on the City of Durant's webpage as well as Southeastern's webpage listing all charitable organizations in this community. Doing so will create opportunities for those in need to seek help and help. Also providing opportunities for those who would like to make donations to these charitable organizations. This will allow these same organizations opportunities to inform the public and promote their purposes.

We arranged interviews with Amy Chapman, Director of Student Life, and received helpful data regarding information about the different charitable and volunteer organizations in Durant. The Durant community has a lot to offer only it is hard for the citizens to find where and how they can help. It would be very beneficial to the City of Durant to post a link on the city website to promote listings of the charitable organizations in the community. This project would not only benefit the City of Durant but also the people seeking help in the area and the charitable and volunteer organizations themselves. The people of Durant would be able to find food, jobs, shelters, and much more. *Team Charity's* goal is to have a link posted on both the City of Durant's and Southeastern Oklahoma State University's webpage's. However, the actions would not be complete without promoting the link to the citizens of Durant. Promotion is the second key to our solution.

Background: There have never been any listings of the charitable and volunteer organizations through the City of Durant's webpage. Through our research project *Team Charity* has received information from the webmaster that they are in the process of updating the webpage and intend on placing information regarding the charitable and volunteer organizations. We have contacted Kimberly Bowen, City of Durant Administrative Secretary, and she stated that she would like to receive any information about the charitable organizations in the Durant community that we uncover. Bowen also stated that she was in the process of updating the Durant webpage to make it more informative. What better way to inform those in the community about the charitable organizations than through the city of Durant's webpage.

Figure 2

Home | City Officials | Agendas / Minutes | Annual Budget | News and Events | Economic Development | Employment | Helpful Links | Online Form | Maps | Durant Community Facilities Authority | City Departments | City Services Guide | Code of Ordinances | LOCATE US !! | Tourist Attractions

Courtesy of Robyn Hitt

The Need

The Problem

There is not enough information provided to the citizens of Durant, Oklahoma about the different charities and organizations available. This information should be both accessible and tailored to meet the needs of the Durant citizen's, as well as the organizations themselves. This is especially noticeable on the Durant city webpage. The Durant webpage does not have a link for information on charitable and organizations.

Why is it a problem?

A roadblock has been created between the community and the charitable organizations of Durant due to a lack of information and resources. This problem affects both the people of Durant and the organizations in the community.

The average household and college student today are linked to the internet. This resource allows them to search for information regarding their community, environment, and the world around them. According to Amy Chapman, this lack of internet information greatly affects college students who "no longer read the mail or watch the news." As college students begin seeking further opportunities, the lack of community service hours may hurt their chances when applying for a job or graduate level school. Students might become more involved in volunteer work if they were properly informed of the opportunities these organizations provide.

This also affects the average citizen of Durant in addition to the potential college student. The family needs of different citizens may not be properly met due to the lack of information this website provides. On occasion, information may need to be requested after Chamber of Commerce hours. With a properly informed website, these requests could be easily accessed any time of the day or night.

The charitable and volunteer organization will also benefit by having this information publicly available through the Durant webpage. The immediate advertisement would allow people to be aware of specific needs and volunteer work. According to Amy Chapman, having this information readily available on the Durant webpage is vital and "would give the charities and organizations here in Durant a way to get their information out."

Without a direct link for these organizations to utilize they are unable to properly further their cause. Having an informative online website would enable specific information to be obtainable to individuals in the Durant and surrounding areas. The organization of this website is of great importance. The charitable and volunteer groups can emphasize the needs for group or individual volunteers, long or short term commitments, or even

donations that need to be made. Having different links tied to one website can truly emphasize on the true needs of these charitable and volunteer organizations.

What has been done?

In order to receive the information needed people have been involved in a door to door search for details on different groups. They have also contacted local churches in search of volunteer organizations and information needed to answer the questions they were inquiring.

The Durant Chamber of Commerce has a booklet that you can request if you go there and ask for the information. Another place that information on such charitable and volunteer organizations is available would be at the Southeastern Oklahoma State University. There is a list of charitable and volunteer organizations and their contact information in the Office for Student life.

The time and effort people have given to searching for information could be replaced by instant knowledge of the needs these volunteer and charitable organizations possess. These places listed above are the only places that this information is currently available in Durant. However, if you are new to the Durant area, or do not know where to look, you might not be able to find the specific information that you need. Without a direct link online that tailors to both the needs of the citizens and to the need of the charitable and volunteer organizations in Durant, a citizen will have difficulty finding what they are searching for. When asked, Amy Chapman agreed and also said that "When we went to compile the information here about the different organizations in Durant, it was a massive project. We had to call people, see if anyone knew of anything, or if they new of a link to any organization. To be able to have a link to that information, and have that information made readily accessible by the charities and organizations would be a big help."

Description of Criteria and Methodology

Team Charity's objectives are two fold. One is to create a link listing information about the charitable organizations published on the city of Durant's webpage. The second objective is to ensure that the link is tailored to both the organizations and the citizens of Durant. Through our research we discovered that there is not a list readily available from any of the local government buildings for the citizens of the Durant community.

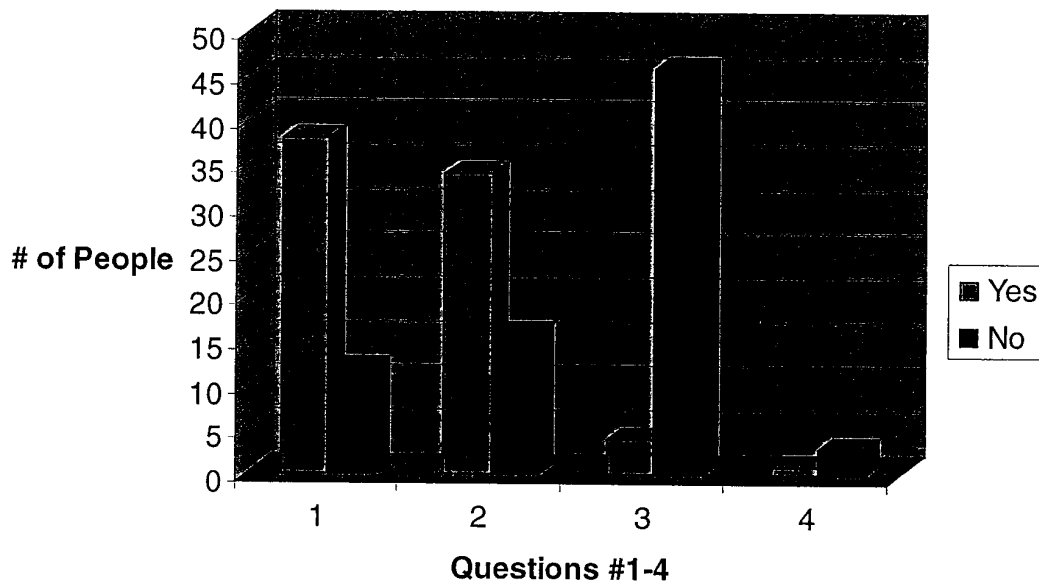
We first contacted several offices in the Bryan County Court House. We then contacted the local Districts Attorney office via the telephone and spoke with the administrative assistant, in hoping to find a listing of the local charities and volunteer organizations. Unfortunately, they were not able to provide a list with this information. The next step in our researching was to contact the Durant Chamber of Commerce. The Chamber of Commerce was also unable to provide a list of the information that we requested.

In an effort to conclude our research we have conducted a survey within the SOSU campus and within the Durant community.

This survey was intended to help *Team Charity* gain an understanding of how the general populace felt about the different charities and organizations in Durant. It also helped to receive feedback about if placing the information on the Durant website would be a viable solution to the lack of information on the different charities and volunteer organizations in Durant. The survey was very helpful in our research and helping us determine if our solutions were feasible in the overall scheme of our recommendation.

Table 1

Team Charity Survey



Courtesy of Scott Uhlenhake

1. Are you are aware of any charitable organizations in the Durant Community?
Circle one: Yes No
2. Have you ever had an interest in the charitable organizations and/or volunteer organizations in the Durant Community?
Circle one: Yes No
3. Have you ever searched for a list of the charitable organizations in Durant?
Circle one: Yes No
4. If yes, were you able to find the list of the charitable organizations?
Circle one: Yes No

Solutions

- Solutions
 - We recommend the solutions below create a bridge of information between charitable and volunteer organizations and the Durant community. This would create ample information for those who are in need and to those who are willing to serve the community through charitable and volunteer organizations.
- Solution 1
 - Posting a link on the City of Durant's webpage that contains information about charitable and volunteer organizations in the Durant Community. This would create a simple and easy link between the Durant Community and the charitable and volunteer organizations in Durant, with information becoming readily available to both parties.
- Solution 2
 - Posting a link on the City of Durant and Southeastern Oklahoma State University's Webpage that contains information about charitable and volunteer organizations. The second part of this solution is promoting this link. In order for the people of Durant to know that this information is now available to the Durant Community this information will need to be promoted. Perhaps through a banner on the Durant website, and through the charities and volunteer organizations themselves.
- Solution 3
 - Posting a link on the City of Durant and Southeastern Oklahoma State University's webpage that contains information about charitable and volunteer organizations, promoting the information, and specifically compiling the information into categories. In order for the people of Durant to quickly find the information they need this information needs to be organized. These categories include: long term or short term volunteers, food drive assistance, donations, etc. Having this information organized will help the charities and volunteer organizations get the specific assistance that they need, and ensure the citizens of Durant know exactly how to help.

Evaluations

- Evaluations of Solutions
 - Each solution presented by Team Charity is very feasible. These solutions are well planned ideas on how to solve the lack of information. We are evaluating each solution for feasibility, time, and cost to the Durant and Southeastern Oklahoma State University's webmaster.
- Evaluation of Solution 1
 - Solution number one is the basic answer to the need for information on the Durant and Southeastern websites. It creates a link regarding the information that is needed by the Durant community. It gives the

charitable and volunteer organizations a place to host their information and get their information out to the community.

- Evaluation of Solution 2
 - Solution number two takes into consideration of both adding the link to the webpage's and also brings in the need to promote this information to the public. This is a good idea for the general public who watches television, and reads the newspaper. However it does not reach the average college student who does not participate in those activities. This is a viable solution because it promotes the information that this link is now available. Conversely, depending on what type of advertising is used, the cost could increase significantly as different types of advertising range in expense. The idea to put a banner up on the Durant and Southeastern Oklahoma State University webpage's is perhaps the best solution to promotion of this information.
- Evaluation of Solution 3
 - Solution number three is perhaps the best overall solution because it takes into account of linking the information, promoting the information, and ordering the information. By ordering the information into certain criteria it can be easily accessed. It is also perhaps the most time consuming and costly of the three solutions.

By organizing each of the charitable and volunteer organizations into groups and categories the information is easily seen. It also helps the citizens of Durant identify what they can specifically do to help. However, it will take the most time because this information has to be obtained, organized into the groups, linked, and then promoted. While this would be the most efficient and easily used solution once it is implemented, the work alone would be twice of that for the first solution.

Conclusion

Team Charity has researched information on the different charitable and volunteer organizations in the Durant community. We observed that there were no public listings of the charitable and volunteer organizations in the Durant community. We discovered this lack of information affects both the Durant community and the charitable and volunteer organizations themselves. Therefore, we decided on solutions that enable information to be passed freely between both the Durant community and the different charitable and volunteer organizations in Durant. Our solution is simply placing a link on the Durant and Southeastern Oklahoma State University's webpage. This link should contain information that is organized, easily understandable, and effortlessly promoted. Thus, the link would create a bridge that will benefit both of the parities.

Through our research we contacted Amy Chapman, Director of Student Life, and Kimberly Bowen, City of Durant Administrative Secretary, which they both provided valuable information and were very supportive. *Team Charity* feels that only positive

actions will result from the solution. We gained helpful knowledge regarding the charitable and volunteer organizations through our research. *Team Charity* anticipates seeing action taken towards the problem and recognizing the positive results that came from this research.

Recommendations

The recommendations offered by *Team Charity* are straight forward. Kimberly Bowen, City of Durant Administrative Secretary, already placed a link on the City of Durant's webpage that contains the information acquired by Team Charity. This link contains information regarding the charitable organizations in the community. With this new development, *Team Charity* recommends moving forward with our second and third solutions. The next step is promoting this new addition to the Durant website with a simple banner on the city of Durant's main web page and followed by placing an ad in the local newspaper. We feel this will increase the community's awareness of local charitable and volunteer organizations and help make Durant a friendlier, nicer, and more respectable place for everyone to live.

We also recommend organizing the information on the link according to its criteria. Possibly by what the charitable and volunteer organizations are looking for in their volunteers, how much time they are willing to give, and what requirements they need met. We also recommend this for the people of Durant so they know exactly what help they can offer, and what is needed by the different organizations in Durant.

Works Cited

Hitt, Robyn. Figures 1-2. Created using Adobe Photoshop and Microsoft Word Office Professional. April 25, 2005.

Bowen, Kimberly. City of Durant Administrative Secretary. Personal Interview. 2 May 2005

Chapman, Amy. Director of Student Life, Southeastern Oklahoma State University. Personal Interview. 18 April 2005

Uhlenhake, Scott. Tables 1-2. Created using Microsoft Excel Office Professional and Microsoft Word Office Professional. May 04, 2005.

Appendix A
Interviews

Amy Chapman Interview Questions

Q. What procedure does the school have in getting this information out to the students here at southeastern?

A. If they want they information then they go to the Office for Student Life, and request the information. Otherwise there is no other method of getting this information out.

Q. Do you know if anything had been done here at Southeastern to make this information more public, and known about?

A. The only thing that has been done is they have a new program in the works called Service Learning. Where if you are an accountant major you do free taxes, this program will have many different angles, though we don't know what all of those are right now since they have just named Dean McGraw as head over that program.

Q. More specifically do you know if the southeastern webpage has any plans to put this information up on its website?

A. The Office for Student Life does not have a student worker who can work with WebPages, so while that would be great, right now; we are not able to do so.

Q. As Durant is a rapidly growing and changing community do you think that not having this information readily accessible through technological means could one day pose a problem in the Durant Community?

A. Yes, particularly in the means of education. As the Durant community grows, if we have an influx of homeless, they are not going to know where to go or what if offered to them.

Q. Besides the students who come in because they have to put in community service hours in the dorms students come in and ask for this information? Can you give me a rough estimate of how many?

A. A handful a year, 2 or 3 people as we mostly have student organizations that come in and ask for that information. And the students who do come in and ask for it, well it could be for any variety of ways. They might have to do community service or for some other reason.

Q. Do you think the students of southeastern are aware of the different charities and volunteer organizations that are available here in Durant?

A. The people who grew up here in Durant are pretty aware of what is going on the Durant Area, especially if they went to the Durant high school which is pretty good at getting that information out to its students.

However, the people who go to school here and are not originally from Durant are not as aware of what is offered here in Durant. Especially since Collage students do not self advertise. The groups that do community service don't tell anyone about it, so the message is not getting passed along.

Q. Would you recommend getting this information up on the Southeastern and Durant City webpage to make it more available to the public?

A. Yes, especially for the students here at southeastern. Grad schools and even jobs today are starting to look at what community service projects you have done, and asking you about your leadership skills, and this would make this information and make them aware of more opportunities here at Southeastern.

Q. Do you think getting this information up on the internet will help promote these charities and organizations and make a difference in the community here in Durant?

A. Yes, because this would give the charities and organizations here in Durant a way to get the information out. We have had charities and organizations come along and give us flyers and handouts when they are really in need of volunteers and are getting desperate, but this would give them a way to get their specific information out to potential volunteers and donators.

Q. Once this information is up would advertising that this information is up on WebPages, would make an impact on people's realization of the different needs here in Durant, and get more support for these charities and volunteer organizations?

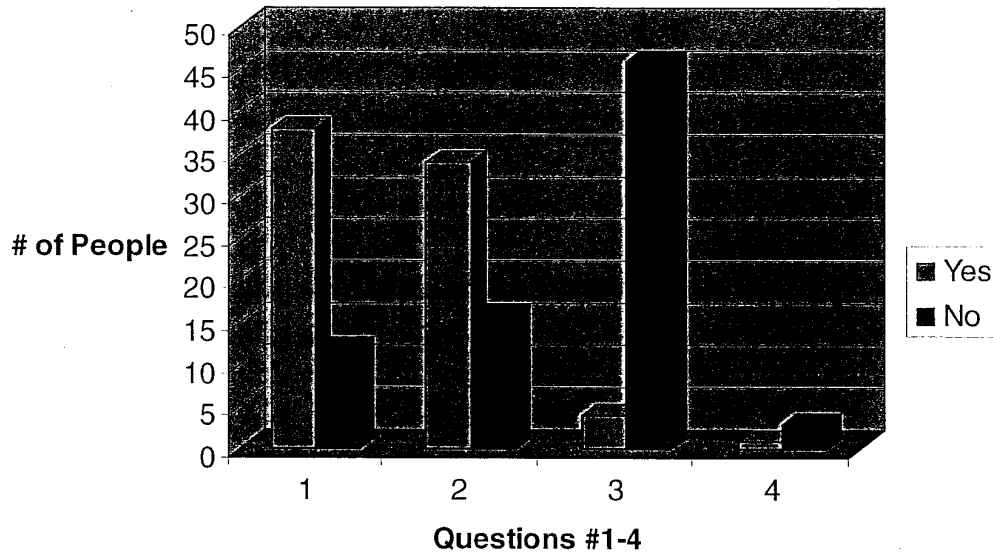
A. Yes, but not as flyers, pamphlets etc. because collage students do not read the mail or watch the news. What would really work as advertisement for the students here at southeastern would be to have a link from the Durant website, if they put that information up, here at Southeastern. Especially if they separated each group into its individual needs, whether they need groups, individuals, long term assistance or short term assistance to meet the individual needs of the people who wish to volunteer.

When we went to compile the information here about the different organizations here in Durant, it was a massive project. We had to call people, see if anyone knew of anything, or if they new of a link to any organization. To be able to have a link to that information, and have that information made readily accessible by the charities and organizations would be a big help.

Appendix B
Team Chairty Survey

Table 1

Team Charity Survey



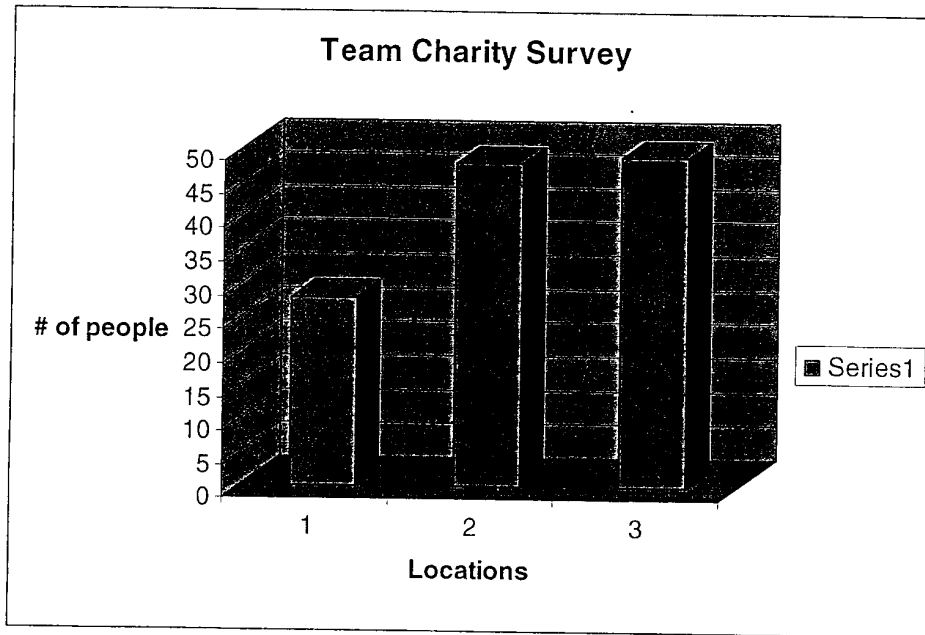
Courtesy of Scott Uhlenhake

Team Charity Survey

1. Are you are aware of any charitable organizations in the Durant Community?
Circle one: Yes No
2. Have you ever had an interest in the charitable organizations and/or volunteer organizations in the Durant Community?
Circle one: Yes No
3. Have you ever searched for a list of the charitable organizations in Durant?
Circle one: Yes No
4. If yes, were you able to find the list of the charitable organizations?
Circle one: Yes No

Team Charity Survey Continued

Table 2



Courtesy of Scott Uhlenhake

5. Where do you think a list of charitable organizations in the Durant community should be found?

Circle one or more:

- 1. Court House
- 2. City Webpage
- 3. Chamber of Commerce

Online Investigation of Student Job Opportunities

Aaron Hamilton

English 3903.1

Online Investigation of Student Job Opportunities

Ms. Pam Fahrendorf
Department Chair, Computer Science and Information Systems

Aaron Hamilton

Cc to Dr. Virginia Parrish, Professor of English 3903

April 10, 2006

Introduction

An integral part of attracting new computer science students to Southeastern Oklahoma State University, as well as keeping current students involved and interested, is showing a commitment to supporting professional success. There are many different kinds of jobs available in the realm of computer science and students just beginning their work on a degree may not be aware of the possibilities of employment that await them when they graduate. In order to bring employment and student job opportunities to students' attention, a guide listing available employment programs is needed. Such a guide would give computer science students a wide view of employment possibilities, along with the opportunity to take classes that would help them in specific jobs that they may be interested in.

To develop such a guide, I have completed an investigation on accessible student programs and entry level positions at various entities. The following sections contain information on how and why I did my research, the results of the research, and my recommendation based upon the evaluation of investigation results.

Methodology

To obtain information for the investigation, research was done over the internet. I typed in the name of the entity I was searching for in the address bar of the web browser, followed by the appropriate domain name (.com, .gov, .org). Once I reached the website of an entity, I selected website links to find information pertinent to the investigation.

The Need

As a new student at SOSU, I was not informed of any school programs, internships, or co-op programs that were available for my degree in computer science. While there may be programs in place, if students are not made aware of feasible options, they can not take advantage of possible opportunities. For the Department of Computer Science to thrive, keeping a flow of new students entering the program is important. An increase in the number of computer science students will not only help with SOSU enrollment, but also result in the expansion of the computer science program. In addition to recruiting new students, keeping current students interested is also important. Involved and interested students will stay in the program and also help with the recruitment of new students. Students will want to be a part of a department that shows them options for potential employment. This is important to keep students focused on why they are getting a degree, and not just on obtaining a degree itself. By encouraging students to be successful in the professional world, the department can more easily recruit new computer science students as well as keep current students interested in the program.

To give students examples of job opportunities, a guide of different kinds of jobs available in different areas of computer science is needed. The guide could list credible job programs such as internships and cooperative (co-op) programs. It could also list job pay, vacation, and benefits available from employers. In order to keep students' minds open to different kinds of employment scenarios, the guide should include non-government organizations/non-profit organizations (NGOs/NPOs) and federal agencies as well as companies. My investigation into possible job opportunities is intended to find solutions to creating such a guide.

Description of Criteria

The criteria for evaluating the entities of my investigation differ slightly between the three types of entities. All entities have background information listed to provide a small overview. The background information for the companies will include financial information to show the status/stability of the company. After the background information for each entity are the findings for student job possibilities. I looked for internships and co-op programs for each entity, and if these programs were available during my investigation, I provide as many details on pay/stipends, benefits, term of service, relocation, and housing as I could locate on the website for the entity. For the federal agencies, I have also listed scholarship programs available to students, which I examine under the same criteria as the internship/co-op programs. Following the student job programs, results of an investigation into entry level positions are discussed. Entities are judged on job salary, location, benefits, educational assistance and any extra employment incentives that could be found. In between the background and student job possibilities, the NGO/NPO category has an additional criterion on volunteer options. Volunteerism is evaluated based upon location. The number one question when evaluating all of the employment and student options is: Is this option viable for an SOSU computer science student?

The Investigation

To provide information on actual student jobs, an investigation was done on six different entities. Investigated entities are divided into three categories: agencies, companies, and NPOs/NGOs. Two entities from each category are represented. Each entity was evaluated based upon the criteria stated in the previous section. The two agencies investigated are the CIA and NSA. Both of these agencies have solid student job programs and excellent employment benefits. SAIC and Electronic Arts are the two investigated companies. These companies have limited information on student job programs, but could provide students with challenging, exciting employment opportunities. The last entities researched, Red Cross and United Way, are both NPOs. Neither has an appealing student job program and the United Way had no jobs available for computer science majors at the time of investigation.

Agencies: CIA and NSA

The CIA and NSA both provide excellent opportunities for undergraduate students. In addition to having internship and co-op programs, both agencies provide scholarship programs that students need to be aware of. Because both entities are federal government agencies, they are able to provide substantial benefits packages to employees. Job applicants to either agency can expect an extensive background check.

Agency #1: CIA

Background

The CIA (Central Intelligence Agency) is headquartered in McClean, Virginia near the Washington, DC area (CIA, "About" ¶3). This agency gathers information about potential national security issues, interprets and analyses the information, then reports their findings to U.S. policymakers (CIA, "Today's CIA" ¶3).

Scholarship/Co-op /Internship Programs

In my investigation, I found three undergraduate programs for the CIA. The first program I investigated was the Undergraduate Scholarship Program. Though this program was designed to help minority and disabled students, any college sophomore enrolled in a four or five year college program can apply (CIA, "Student" ¶6). The program matches work to a variety of majors, including computer science (CIA "Student" ¶8). Participants in the Undergraduate Scholarship Program receive an annual salary (amount not provided), a benefits package that includes insurance and retirement, up to \$18,000 a year in educational assistance, a housing allowance (amount not provided), and paid relocation between school and college each summer (CIA, "Student" ¶9). Students are to work during summer breaks, and are required to agree to work with the CIA for a period one and one half times the length of the college sponsorship (CIA, "Student" ¶10). To be eligible to apply, students must have at the least a 3.0 GPA, "financial need as demonstrated by the household income ceiling of \$70,000 for a family of four, and \$80,000 for a family of five or more," and must pass a security and medical screening (CIA, "Student" ¶11). While not an internship or co-op program, the Undergraduate Scholarship Program would be a great opportunity for interested students who qualify.

Another option for students is the Undergraduate Co-Op Program. Participants are to work on "an alternating semester or quarterly basis and are expected to spend a minimum of three semesters or four quarters (this can include a summer tour) on the job prior to graduation" (CIA, "Student" ¶16). Computer science majors are accepted into the co-op program. This program requires that the participants provide their own housing in the Washington, DC area, but assistance is available in locating "affordable, temporary and convenient accommodations" (CIA, "Student" ¶5). Some Co-Op opportunities require applicants to complete an extensive medical and psychological examination, a polygraph interview, and background investigation (CIA, "Co-Op Computer Systems" ¶3).

Students enrolled must relocate to the Washington, DC area while working (CIA, "Co-Op Computer Science" ¶4). I was unable to find any other details.

In addition to the Undergraduate Scholarship Program and Undergraduate Co-Op Program, the CIA has an internship program. Interns can "work either a combination of one semester and one summer internship, or two 90-day summer internships" (CIA, "Students" ¶19). Like the Co-Op program, this program requires that the participants provide their own housing in the Washington, DC area, but assistance is available in locating "affordable, temporary and convenient accommodations" (CIA, "Student" ¶5). I was unable to find any other details.

Entry Level Positions

My investigation into the CIA yielded eight entry level jobs for computer science majors. All of these jobs are located in the Washington, DC area and starting salaries for the positions range from \$41,000 to \$62,500 (see Appendix A).

The benefits package for employees provides moving expenses for new appointees. Covered in the moving expenses are personal and dependant travel expenses, as well as the shipment of some household items (CIA, "Benefits" ¶12). Insurance is provided, as well as a federal retirement plan called the Federal Employees' Retirement System (CIA, "Benefits" ¶25). Educational assistance is available, but details are not provided on the benefits webpage (CIA, "Benefits" ¶23). The total benefits package is quite impressive and would be appealing to many new graduates.

Agency #2: NSA

Background

The NSA (National Security Agency) was developed in 1952 and specializes in cryptology (NSA, "Introduction History" ¶1). Cryptology is the study of code making and code breaking (NSA, "Cryptology" ¶2). NSA is a federal agency that is a "high technology organization" (NSA, "Introduction NSA" ¶1). "NSA is on the frontiers of communications and data processing. It is also one of the most important centers of foreign language analysis and research within the government" (NSA, "Introduction NSA" ¶1). The high tech work of the NSA accompanied by working with secret information is an alluring option to computer science students.

Scholarship/Co-op /Internship Programs

Like the CIA, the NSA has scholarship, co-op, and internship programs. Sophomore computer science students can apply for the Stokes Educational Scholarship Program (NSA, "Stokes" ¶2). Program participants must work during the summer and, after graduation, must work for the NSA at least one and one half times the length of college sponsorship. Students must have a 3.0 GPA or higher for their freshman year and must maintain a 3.0 GPA or higher for the duration of the program (NSA, "Stokes" ¶4). Not only will students have a job after graduation, the program pays tuition, a year-round salary (amount not available), travel (Ft. Meade, MD) and housing expenses (NSA, "Stokes" ¶5). This program is comparable with the CIA's scholarship program, but

applicants do not have an income restriction. This program is an excellent opportunity for students to gain meaningful experience, have tuition paid for, and have employment after graduation.

Computer science students involved in the Cooperative Education Program “operate under a rotational program, alternating semesters of full-time work with full-time study from entry into the program until graduation” (NSA, “Cooperative” ¶2). A minimum of 52 weeks of co-op work experience is necessary before graduation and students will work 40 hours weeks (NSA, “Cooperative” ¶2). Salaries while attending college range from \$26,715 - \$36,671 annually and are determined by the number of credits achieved towards a degree (NSA, “Cooperative” ¶6). Students majoring in computer science who complete the 52 week requirement can expect to start work as a full time employee of the NSA in a salary range from \$58,650 - \$62,469 (NSA, “Cooperative” ¶7). I was not able to locate housing information, but round trip airfare to Ft. Meade, MD for out of state students is available as well as tuition assistance (NSA, “Cooperative” ¶8). NSA’s Cooperative Educational Program is a very promising opportunity for interested students.

Interns at the NSA receive a salary proportionate with their education level (NSA “Internships” ¶5). Benefits include holidays, annual leaves, and paid round-trip airfare to Ft. Meade, MD (NSA “Internships” ¶6). Computer science students are eligible for several different internships. The Director's Summer Program (DSP) is an internship designed for mathematics majors, but computer science students with a minor in mathematics or a math intensive curriculum may apply. This program runs from the end of May to the middle of August (NSA, “DSP” ¶4). Another program for computer science students with a strong math curriculum is the Mathematics Summer Employment Program (MSEP) (NSA, “MSEP” C). Students without a strong math background can apply for the Seasonal Intern Program for Knowledge Discovery (SIP/KD). This 12-week program for upperclassmen includes arranging housing accommodations for long distance students (NSA, “SIP/KD” ¶6). The Signals Intelligence Collection & Collection Management Summer Intern Program (CCMP) is similar to the SIP/KD program and is available to freshmen and sophomores, as well as juniors (NSA, “CCMP” ¶7). These internship opportunities provide students with a way to gain experience without being required to work a certain amount of time for the NSA after graduation.

Entry Level Positions

I was unable to find any specific open entry level positions for the NSA. While the NSA has a job search webpage, a search of computer science jobs found a general advertisement for all computer science jobs (NSA, “Computer Science” ¶3).

An investigation of benefits for the NSA shows that the agency provides similar benefits as the CIA. Insurance, retirement plans, and educational assistance are all provided (NSA “Benefits”). Details on covered moving expenses are also the same as with the CIA (NSA, “Work/Life” ¶17).

Companies: SAIC and Electronic Arts

SAIC and Electronic Arts are both leaders in their fields and both provide computer science students with the chance to excel in their majors after graduation.

Company #1: SAIC

Background and Financial Information

SAIC (Science Applications International Corporation) was founded in 1969 in La Jolla, California and is a leading research and engineering firm (SAIC, "About History" ¶3). SAIC's clientele consists of the government as well as commercial entities. According to SAIC's overview webpage "SAIC and its subsidiaries have more than 43,000 employees with offices in over 150 cities worldwide" (SAIC, "About Overview" ¶1). Revenues for SAIC in 2005 were \$7.2 billion (SAIC "Financial Results" ¶2). From the information gathered on the overview webpage, SAIC certainly seems to be a reputable, stable, solid company with numerous honors and impressive rankings, such as #5 Top NASA Contractor by Government Executive, Aug. 2005 and #4 America's Most Admired Companies - Information Technology Services by Fortune, Feb. 2006 (SAIC "Industry Rankings").

Internship/Co-op Programs

SAIC has an internship and co-op program. While most of these student programs are available in the summer, there are some positions available during the school year (SAIC, "Careers" ¶4). To be considered for the computer science internship/co-op program, students must have at the least a 3.2 GPA, be involved in the community or campus activities, and be a U. S. citizen or permanent resident (SAIC, "Careers" ¶6). The webpage containing the information on internships/co-ops also provides a link to search current available positions. At the time of my search, I located four intern positions and one co-op position for computer science students. Student programs are located in Maryland, Virginia, New Mexico, and Pennsylvania (SAIC, "Internships"). I was unable to locate specific details on the amount of pay for student programs. I was also unable to find any information on relocation, stipends, or benefits.

Entry Level Positions

A search on the SAIC – Job Opportunity web page for current job openings returned numerous results. In the "Info Tech/Telecommunications" category alone, over 1100 positions were listed at the time of my search (SAIC, "Find"). I investigated each of these openings and found 51 viable job openings for students graduating with a four year degree in computer science (see Appendix B). These entry level jobs are in a variety of computer related fields and are available in many locations throughout the U.S. (One position is located in Cuba). Information on job salary was unavailable. Of all the entities investigated, SAIC had the most job openings, the most job locations, and the largest variety of job titles.

Benefits for employees include insurance, educational assistance, and retirement plans. Insurance plans are available for medical, dental, vision, life, and disability. Some

program fees are covered completely by the company while others require employee contributions (SAIC, "Why" ¶3). Educational assistance is available, but no significant details on the program are available online (SAIC, "Why" ¶7). Retirement plan options are in the form of mutual funds, stock in SAIC, and a 401(k) plan with company matching contributions. The retirement plans require employees to work a certain amount of time before they become fully vested (SAIC, "Why" ¶11). The benefits options listed may not be available for all SAIC organizations (SAIC, "Why" ¶1).

Company #2: Electronic Arts

Background and Financial Information

Electronic Arts (EA) develops, publishes, and markets video games for popular gaming systems and personal computers. Based in Redwood City, California, EA was founded in 1982 and employs 4800 people worldwide (EA, "Corporate" ¶1). EA's revenues for 2005 were \$3.1 billion (EA "Fourth Quarter" 1). Electronic Arts is a young, solid company in a growing industry.

Internship/Co-op Programs

EA does have an internship/coop program for computer science students. The company calls the program "EA Academy" but I was unable to locate any specifics on pay/stipends, relocation, or benefits (EA, "How"). Most internships are served during the summer months but some are available during the fall and spring. Cities for the internships are Orlando, FL; Redwood City, CA; Los Angeles, CA; and Chicago, IL (EA, "Job Details" ¶3).

Entry Level Positions

A search for entry level positions returned a few positions in California and one in Illinois. Starting salary was unavailable. For job titles and cities, see Appendix C (EA, EA Jobs). While not having as many job opportunities as SAIC, EA would be attractive to students who want to work in the growing video game industry.

Employee benefits include insurance, educational assistance, retirement plan, and paid winter holiday (EA, "EA Extras" ¶2). Insurance details are unavailable. EA will provide up to \$5000 per year towards career related education (EA, "EA Extras" ¶8). The retirement plan consists of a company matching 401(k) program (EA, "EA Extras" ¶2). EA shuts down globally for the week between Christmas and New Years Day and employees are fully paid during this time (EA, "EA Extras" ¶4). This extra incentive would be important to prospective employees who require family time during the winter holidays.

NGO/NPO: Red Cross and United Way

Students not wanting to travel far away for a student job program may be interested in volunteering with a NPO/NGO. American Red Cross and the United Way of America do not have tantalizing internships or numerous job positions, but both provide volunteer opportunities in local communities. As a volunteer, a student can serve their communities and gain an experience that would look appealing on a resume.

NGO/NPO #1: Red Cross

Background

American Red Cross is a non-profit organization committed to saving the lives and easing the suffering of victims of war, disaster, and epidemics. The organization was started on May 21, 1881 by a group headed by Clara Barton and based on the International Red Cross Movement in Europe (Red Cross, "Brief History" ¶1). Since this time, American Red Cross has expanded to include over 800 local chapters and Blood Services Regions (Red Cross, "Your Red Cross" ¶1). Not only helping communities in the United States, American Red Cross also has an International Response team that travels abroad when disasters strike (Red Cross, "International" ¶4).

Volunteering

Volunteer opportunities are available at local chapters throughout the country. American Red Cross will work volunteer time around the volunteer's schedule. Training is provided to volunteers who need it. Volunteers account for 97% of the Red Cross work force (Red Cross, "Volunteer" ¶4).

Internship/Co-op Programs

The American Red Cross website claims that there are paid and non-paid intern programs available through American Red Cross (Red Cross, "Paid Intern"). The only program that includes computer science students is the Presidential Intern Program, and it is available in the summer months. Though any graduate or undergraduate students can apply, students are recruited from the Washington, D.C. area (Red Cross, "Presidential" 1). Living costs are the responsibility of the student and pay for the 2006 program is \$10.00 an hour a 40 hour week is expected (Red Cross "Undergraduate and Graduate" 1). I could not locate benefit and relocation information. Based upon the information I did find, I do not think that the Presidential Intern Program would be feasible to the majority of the students attending SOSU. Ten dollars an hour would be insufficient to fund living expenses.

Entry Level Positions

To find open positions, I did a search for "computer science" on the Red Cross job search webpage and investigated the results (Red Cross, Jobs). I found three jobs, all based in Virginia, which could be desirable for a newly graduated student. Starting pay was unavailable.

For employees, Red Cross has options of medical, dental, vision, life, and disability insurance. (Red Cross, "Benefits") Retirement plans are in the form of a pension plan (five years vesting service), 401(k) (three years vesting service), and a 403(b) program (Red Cross, "Retirement"). I did not find any information on educational assistance programs.

NGO/NPO #2: United Way

Background

The United Way began as a small organization in Denver, Colorado in 1887. The four religious leaders who started the non-profit organization had a goal to act as an agent to raise money for other organizations in need (United Way, "History" ¶1). Today the United Way includes about 1,350 local branches with each local chapter independent and locally governed. United Way joins with local businesses and agencies to acquire donations and determine where funds are needed most in the community (United Way, "About" ¶1).

Volunteering

The United Way Volunteer webpage has a search engine to find local chapters by entering a zip code (United Way, "Volunteer").

Internship/Co-op Programs

United Way has an intern program they call The United Way Summer Program. This program is open to graduate and undergraduate students, but by reading the testimonials located on the Summer Program webpage, it is possible that the program is mainly for business/management students (United Way, "Summer" ¶13). The program lasts 8-10 weeks and requires students to pay all travel and living costs, but a stipend of \$400-\$500 a week is provided (United Way, "Summer" ¶11). The webpage does not specifically state where the internship is to be served. The program is comparable with the Red Cross program in that although it may be a great opportunity for students to learn, the expenses incurred will outweigh the benefits for most students.

Entry Level Positions

I found no job openings with United Way that pertained to computer science. I also did not find any listing of job benefits. Because of the lack of job openings, United Way would be a poor choice for the Department of Computer Science to advertise career opportunities.

Solution

With the CIA and NSA both being federal agencies in the intelligence field, many of the benefits and student programs were equal. Both agencies have excellent student job possibilities with the scholarship programs. NSA had more details available on co-op and internship programs, and both are very viable student options. The CIA is the better choice for entry level positions, having competitive starting pay and great benefits.

Table 1: Agency Comparison

	Viable Student Programs?	Viable Entry Level Jobs?	Good Benefits?
CIA	Yes	Yes	Yes
NSA	Yes	N/A	Yes
Courtesy of Aaron Hamilton			

The two companies, SAIC and EA both provide excellent job opportunities for freshly graduated students. When compared with each other, SAIC would be the best option to computer majors, as it provides more jobs at more locations. Benefits were very similar, though EA had a small edge in job perks. Because starting pay was unavailable, it was not used in comparison. Also, because information on student job programs was lacking, I cannot recommend the programs from either company.

Table 2: Company Comparison

	Financially Stable?	Viable Student Programs?	Viable Entry Level Positions?	Good Benefits?	Job Perks?
SAIC	Yes	No	Yes	Yes	No
EA	Yes	No	Yes	Yes	Yes
Courtesy of Aaron Hamilton					

Neither of the NPOs in the investigation had viable student job options. Only the Red Cross had entry level job openings for computer science students. The Red Cross was also the only one of the two to have benefits listed. Both organizations could provide great opportunities for students interested in volunteering.

Table 3: NPO Comparison

	Viable Volunteering?	Viable Student Programs?	Viable Entry Level Positions?	Good Benefits?	Job Perks?
Red Cross	Yes	No	Yes	Yes	No
United Way	Yes	No	No	N/A	N/A
Courtesy of Aaron Hamilton					

Conclusion

Based upon the investigation of just six different entities, it is easy to see that there are many possibilities awaiting students in the form of student job programs. There are also many entry level jobs that would challenge new graduates and help them develop in the professional world. By helping students realize the possibilities in the workplace before and after graduation, the Department of Computer Science at SOSU can keep students interested in the program and focused on succeeding. A dedication towards the professional success of students will also aid in recruitment efforts. The following recommendation takes the solutions found in the investigation and applies them into a workable plan to aid in the retention and recruitment of computer science students.

Recommendation

My recommendation, based on my investigation, is for the Department of Computer Science to create a guide for students majoring in computer science. This guide will be comprised of three different sections. The first section will list viable internships, co-op programs, and scholarship programs for computer science students. Programs should be listed by the entity offering them, along with a brief overview of each program. Because the CIA and NSA have excellent programs, these agencies should both be included in the guide. I recommend the department make an effort to obtain more information on student job programs for the two companies because the two company websites did not contain enough information. Also, the department should look at other agencies, companies, and NPOs/NGOs to find similar programs. Having more entities added to the guide will help make students aware of the options they have in looking for student job programs.

The second section will list entities that have entry level jobs available for computer science majors. Even though available jobs are constantly changing, having a list of entities that regularly hires computer science majors will help students who are contemplating employment after graduation. A brief overview of benefits offered by the entity should also be included, as well as a URL address for a job search website for each entity listed. From the results of my investigation, I recommend that the CIA, SAIC, and EA be listed as entities in this second section. The Red Cross, though having entry level positions, has a very small selection of jobs. Because of the lack of variety and location, they should not be included in the section for entry level jobs. As in the first section, I believe that the department should also investigate other agencies, companies, and NPOs/NGOs to find entities that regularly hire computer science majors, as my investigation is just a tiny sample of what is available.

The final section will contain volunteer information for students interested in donating their time to not only help out the community, but to gain valuable experience that could aid them in the workplace. This section will list NPOs that have convenient volunteering options for students. Red Cross and United Way should both be listed in this section, as well as others that could be found by further investigation. Each organization should have a website and/or phone number available so students can find the nearest volunteering opportunity.

The completed guide should be mentioned to all students entering into the computer science program and advertised when recruiting new students. A hard copy of the guide should be kept by advisors so students can access the information. Students might also find an online guide convenient to use, though creating this would use more resources and possibly provide access to students not enrolled at SOSU, thus nullifying any advantage the guide would provide in recruitment.

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Appendix A**Entry Level Positions for the CIA for March 23, 2006**

The following jobs were found by visiting the CIA's job webpage at <<http://www.cia.gov/employment/viewall.html>>. All of the jobs listed were found on the web page under the "Information Technology" heading. Each of these jobs is located in Washington, DC. Jobs are categorized by job title and list the starting job salary and the URL address to the webpage of the job listing. Please note that as positions are filled, jobs may be unlisted.

Job Title: Applications Developer
Starting Salary: \$44,500
URL: <http://www.cia.gov/employment/jobs/software_app_dev.html>

Job Title: Computer and Network Engineer
Starting Salary: \$44,500
URL: <http://www.cia.gov/employment/jobs/network_eng.html>

Job Title: Desktop Technology Consultant
Starting Salary: \$41,000
URL: <http://www.cia.gov/employment/jobs/desktop_tech_consult.html>

Job Title: Information Management Technical Officer
Starting Salary: \$50,000
URL: <http://www.cia.gov/employment/jobs/info_manager_tech_officer.html>

Job Title: Network Design and Management
Starting Salary: \$50,000
URL: <http://www.cia.gov/employment/jobs/network_design.html>

Job Title: Science, Technology, and Weapons Analyst
Starting Salary: \$49,100
URL: <http://www.cia.gov/employment/jobs/science_tech_weapons_analyst.html>

Job Title: Server Operations Specialist
Starting Salary: \$57,500
URL: <http://www.cia.gov/employment/jobs/server_ops_specialist.html>

Job Title: Software Systems Specialist
Starting Salary: \$62,500
URL: <http://www.cia.gov/employment/jobs/software_spec.html>

Appendix B

Entry Level Positions for the SAIC for March 23, 2006

The following jobs were found by visiting the SAIC's job webpage at <http://jobs.saic.com/ajobbext3.nsf/category?OpenView>. All of the jobs listed were found on the web page under the "Info Tech/Telecommunications" link. This link then lists job positions by state. Jobs are categorized by location and list the starting job title and the URL address to the webpage of the job listing. Please note that as positions are filled, jobs may be unlisted.

Huntsville, Alabama

Job Title: Information Assurance/Info. System Security Professional

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/LAL137186?OpenDocument>

Job Title: Junior, Programmer

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/JGS137982?OpenDocument>

Job Title: Junior Software Engineer

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/WBW138915?OpenDocument>

Job Title: Software Application Engineer

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/JLH135087?OpenDocument>

Job Title: Software Engineer

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/GJS133888?OpenDocument>

Job Title: Software Programmer

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/RW134795?OpenDocument>

Job Title: Technician 2 / ADP Specialist

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/LAL138017?OpenDocument>

Anchorage, Alaska US

Job Title: Desktop-Project Support Analyst

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/EAG139141?OpenDocument>

Job Title: Network Engineer

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/JSJ136930?OpenDocument>

Job Title: Software Engineer/Developer

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/SLD136391?OpenDocument>

Oakland, California

Job Title: Junior Database Analyst

URL: <http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/TAH132746?OpenDocument>

**Appendix B
(Continued)**

San Diego, California

Job Title: S/W Applications Engineer/Analyst

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/SWJ126720?OpenDocument>>

Job Title: Web Developer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/RC136996?OpenDocument>>

Aurora, Colorado

Job Title: Software Developer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/SMR134507?OpenDocument>>

Guantanamo Bay, Cuba

Job Title: Systems Administrator

URL:

<<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/SRH139104?OpenDocument>>

Atlanta, Georgia

Job Title: Application Programmer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/COB133768?OpenDocument>>

Job Title: Help Desk Support Specialist

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/JB138489?OpenDocument>>

Job Title: JSP/Java Programmer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/COB138351?OpenDocument>>

Job Title: Junior Web Programmer (ASP.Net/JavaScript/SQL Server)

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/LWL135968?OpenDocument>>

Ft. Gordon, Georgia US

Job Title: Systems Integrator

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/CVM136241?OpenDocument>>

Honolulu, Hawaii

Job Title: Systems/Database Administrator

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/PLS136543?OpenDocument>>

**Appendix B
(Continued)**

O'Fallon, Illinois

Job Title: Applications Systems Analyst

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/MLJ136656?OpenDocument>>

Job Title: Network Design Engineer I

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/GDO138004?OpenDocument>>

Crane, Indiana

Job Title: Software Engineer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/TJR137875?OpenDocument>>

Fort Leavenworth, Kansas

Job Title: Software Engineer I (codes, tests, debugs)

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/PAM130627?OpenDocument>>

New Orleans, Louisiana

Job Title: Software Engineer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/VLM136758?OpenDocument>>

Abingdon, Maryland US

Job Title: IT Software Technician

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/JSM136558?OpenDocument>>

Job Title: Programmer/Analyst

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/JSM134213?OpenDocument>>

Bethesda, Maryland

Job Title: System Design Architect I

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/MAT135499?OpenDocument>>

Ft. Detrick/NCI-Frederick, Maryland

Job Title: LAN/Network Specialist I (NCI 134915)

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/KMB134915?OpenDocument>>

Ft. Meade, Maryland

Job Title: Software Engineer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/KA0136124?OpenDocument>>

**Appendix B
(Continued)**

Ft. Meade, Maryland (cont.)

Job Title: Software Integrator

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/ES134404?OpenDocument>>

Greenbelt, Maryland

Job Title: Operations Analyst I

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/AGR137847?OpenDocument>>

Riverdale, Maryland

Job Title: Windows Systems Administrator

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/JRL131576?OpenDocument>>

Suitland, Maryland

Job Title: Software Tester

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/KMH138681?OpenDocument>>

Findlay, Ohio

Job Title: Webmethods

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/ARM138807?OpenDocument>>

Portland, Oregon

Job Title: Software Programmer - Visual Basic

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/EMS134612?OpenDocument>>

Middletown, Rhode Island

Job Title: Jr. Software Engineer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/TLM138885?OpenDocument>>

Newport, Rhode Island

Job Title: Software Engineer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/RC125443?OpenDocument>>

Houston, Texas

Job Title: Webmethods

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/JFT138992?OpenDocument>>

**Appendix B
(Continued)**

Arlington, Virginia

Job Title: Jr. Software Engineer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/SLD137422?OpenDocument>>

Job Title: Junior Web Developer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/FC135617?OpenDocument>>

Charlottesville, Virginia US

Job Title: Software Application Engineer I

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/HN134966?OpenDocument>>

Fort Belvoir, Virginia

Job Title: Web Application Developer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/PDN135310?OpenDocument>>

McLean, Virginia

Job Title: Junior Software Developer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/BCH132398?OpenDocument>>

Job Title: Jr. Software Programmer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/BCH129085?OpenDocument>>

Job Title: Junior Software QA Test Engineer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/SMB133060?OpenDocument>>

Job Title: Software Engineer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/MLO134322?OpenDocument>>

Job Title: Systems Engineer I

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/WJR137993?OpenDocument>>

Warrenton, Virginia

Job Title: Jr. Software Programmer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/PDN138059?OpenDocument>>

Washington, Washington D.C.

Job Title: Java Programmer

URL: <<http://jobs.saic.com/ajobbext3.nsf/alljobsbyrequestno/VLM136624?OpenDocument>>

Appendix C

Entry Level Positions for the EA for March 23, 2006

The following jobs were found by visiting the EA's job webpage at <http://jobs.ea.com/pljb/ElectronicArts/United_States/applicant/index.jsp>. All of the jobs listed here were found on the webpage by typing in "Computer Science" in the job search field. Jobs are categorized by location and list the starting job title and the URL address to the webpage of the job listing. Please note that as positions are filled, jobs may be unlisted.

Burnaby – British Columbia

Job Title: Software Engineer

URL:

<http://jobs.ea.com/pljb/global_jsp/applicant/DisplayJob/JobDetails.jsp?display=1&pljbHome=/ElectronicArts/United_States/applicant/index.jsp&id=2928>

Los Angeles - California

Job Title: Designer I

URL:

<http://jobs.ea.com/pljb/global_jsp/applicant/DisplayJob/JobDetails.jsp?display=1&pljbHome=/ElectronicArts/United_States/applicant/index.jsp&id=2208>

Job Title: Desktop Tech I

URL:

<http://jobs.ea.com/pljb/global_jsp/applicant/DisplayJob/JobDetails.jsp?display=1&pljbHome=/ElectronicArts/United_States/applicant/index.jsp&id=2819>

Job Title: SW Engineer I

URL:

<http://jobs.ea.com/pljb/global_jsp/applicant/DisplayJob/JobDetails.jsp?display=1&pljbHome=/ElectronicArts/United_States/applicant/index.jsp&id=1976>

Job Title: User Interface Developer

URL:

<http://jobs.ea.com/pljb/global_jsp/applicant/DisplayJob/JobDetails.jsp?display=1&pljbHome=/ElectronicArts/United_States/applicant/index.jsp&id=2544>

Redwood City - California

Job Title: SW Tester

URL:

<http://jobs.ea.com/pljb/global_jsp/applicant/DisplayJob/JobDetails.jsp?display=1&pljbHome=/ElectronicArts/United_States/applicant/index.jsp&id=2909>

**Appendix C
(Continued)**

Chicago - Illinois

Job Title: SW Eng I

URL:

<http://jobs.ea.com/pljb/global_jsp/applicant/DisplayJob/JobDetails.jsp?display=1&pljbHome=/ElectronicArts/United_States/applicant/index.jsp&id=2319>

Appendix D

Entry Level Positions for the Red Cross for March 23, 2006

The following jobs were found by visiting the Red Cross's job webpage at <https://sjobs.brassring.com/EN/ASP/TG/cim_advsearch.asp?ref=3312006234726>. All of the jobs listed here were found on the webpage by typing in "Computer Science" in the keyword search field. Jobs are categorized by location and list the starting job title and the URL address to the webpage of the job listing. Please note that as positions are filled, jobs may be unlisted.

Falls Church, VA

Job Title: Analyst II

URL:

<https://sjobs.brassring.com/EN/ASP/TG/cim_jobdetail.asp?jobId=56326&type=search&JobReqLang=1&recordstart=1&JobSiteId=5014&JobSiteInfo=56326_5014&GQId=0>

Job Title: Engineer II, Software

URL:

<https://sjobs.brassring.com/EN/ASP/TG/cim_jobdetail.asp?jobId=59445&type=search&JobReqLang=1&recordstart=1&JobSiteId=5014&JobSiteInfo=59445_5014&GQId=0>

Job Title: Specialist II, Help Desk

URL:

<https://sjobs.brassring.com/EN/ASP/TG/cim_jobdetail.asp?jobId=56326&type=search&JobReqLang=1&recordstart=1&JobSiteId=5014&JobSiteInfo=56326_5014&GQId=0>

Recruitment and Retention
Recommendation Report for the Department
of English, Humanities, & Languages



Courtesy of: Microsoft Clip Art Gallery

Ravyn Hitt

English 3903.2

Recruitment and Retention Recommendation Report for the Department of English, Humanities, & Languages

Dr. John B. Mischo, Chair, Department of English, Humanities, & Languages

Ravyn Hitt

CC to Dr. Virginia Parrish, Professor of English 3903

April 10, 2006

Introduction

Language skills are vital to students not only to survive college, but also to communicate effectively in their future workplaces. Despite this fact, studying English is not seen as a career enhancing option compared to more focused majors such as business or computer science. This investigation compiles information collected with the intention of increasing the retention and recruitment of English Majors in Southeastern's degree program. Southeastern's 2010 Vision Statement said that the University would "increase its enrollment to 5000 by optimizing recruitment/retention strategies and by expanding its service area through alternative delivery formats and new delivery sites" (Vision Statement 2010).

Southeastern must equip the student population with the tools they need to survive their college experience, to be able to enter the job market and to be a success. To do this, each student must have an intimate knowledge of what is going to meet them in the world. Students must learn to utilize the skills and knowledge they have been given.

In this report, internships, co-ops, and entry-level positions have been explored for various opportunities which could benefit the Faculty and the students of this University. Each of the six entities that have been investigated for this report were examined for the best way that they can benefit our program.

Compiling this information and offering it to the faculty, current students, and future students will create an environment that encourages growth and invites opportunity. By offering up such opportunities and information Southeastern will "be a leader and innovator in higher education" (Vision Statement 2010).

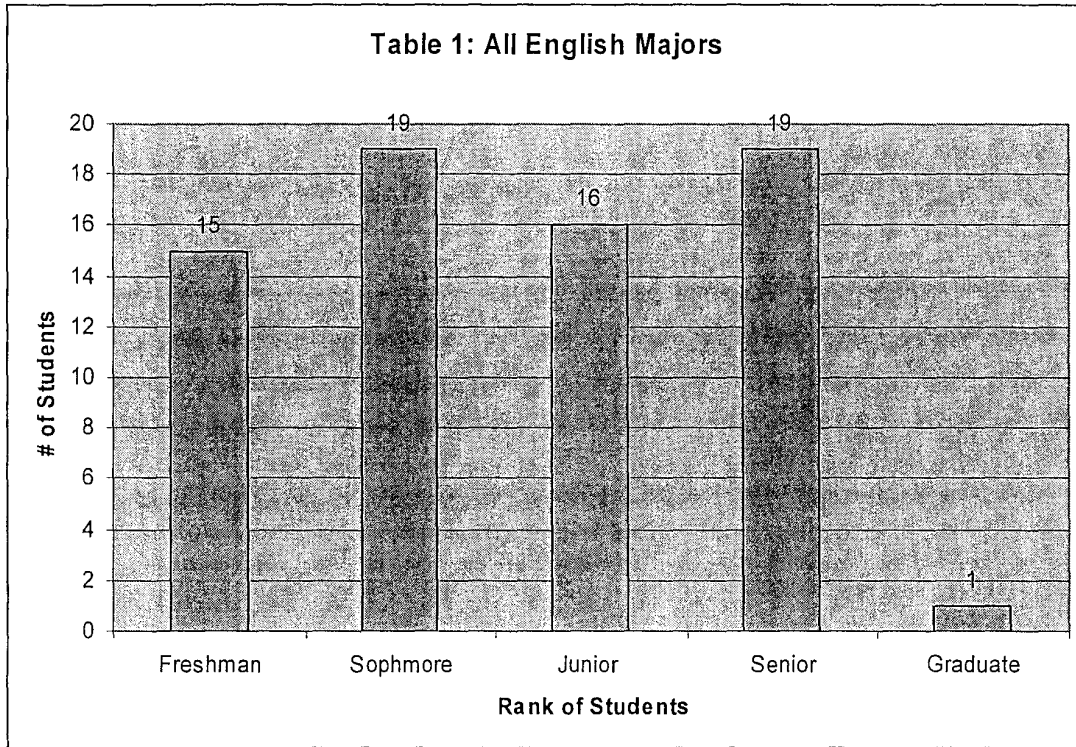
English Majors

At Southeastern we have a large group of assorted majors. Our particular major program sponsors three different degrees: English, English with a Writing Emphasis, and English Education. With such diverse emphases, it is important to be able to provide field experience that broadens the students' proficiency and to prepare them for the real world.

It is our intention for students to graduate with the best education possible and this campus provides a well-rounded education for this purpose. Therefore, it is important to examine both why students choose to become English majors and how the department can best aid them in reaching their goals.

English majors enter their particular field with many different career paths in mind, for example: writing, teaching, and law. By maintaining the balance between the three separate tracks of this degree, we will offer students relevant experiences and enable each individual student to succeed in their major of choice.

The chart below represents the number of majors that were enrolled in the Spring Semester of '06:



Information provided by Sigma Tau Delta
 Chart generated by Ravyn Hitt

Methodology

The entities that were investigated in this report were all reviewed via the internet. Each co-op, internship and all job-openings were found through the companies' websites. This method was picked because this is becoming a common way for graduates to research companies.

In cases where the information was difficult to find under their websites individual phrases were used in search engines such as Google. For example, if internships from Random House were difficult to investigate the phrase 'Random House Internships' was "Googled".

This method was used for various aspects of the investigation and is responsible for a great deal of the information that was located. Various websites, articles, and pieces of information were all found via the Web.

The Need

Recruitment and retention are very important issues for the students of SOSU. What makes students stay? What makes students go? Students who feel comfortable in entering and completing a degree plan *graduate*. What makes students comfortable? How can we improve that study environment to allow them to feel welcome, enlightened, and important to the program?

English is a degree plan that is not, on the surface, as versatile as a degree in Business or Computer Science. According to the Oklahoma Higher Education web-site, Southeastern's overall retention rate for 02-03 was higher than 03-04. At 63.5% in 02-03, it only reached 61.7% in 03-04 (Report Card). It's only a minor 1.5% drop but with enrollment that has been steadily rising every semester, the influx of new students should also bring an increase to the graduation rates.

Where does the English department fit into this?

By examining-ways to reach out to incoming students, by finding the information that they need to succeed, and by locating different ways to reach out to current students we can apply the information in this report in a way that will expand the and rise above that 1.5% drop. We can apply the information in this report in a way that will expand the department. By finding a way to give the students tools to prosper in the English major, by giving them a sense of stability on how they can use their degree, and by creating a solid base of information to draw upon we will improve our department. We can release confident graduates who will leave with a sense of determination and a quality degree that will give them no limitations except for the ones they give themselves.

Description of the Criteria

Internships, co-ops, and entry-level positions are the building blocks that each student will incorporate in order to create a career for themselves.

It was vital to establish a certain amount of background information for each company that was researched. This was done via the Web. While compiling the information, it was important to establish a set list of requirements from each entity for each level of investigation:

Internships

Internship programs can be important to the development of a career. Because of this, it is important to take many things into consideration while researching particular organizations:

- Stipend
- Location
- Relocation funds

- Room and board funds
- Criteria
- Age preferred

All internships investigated in this paper were considered for the benefit of all students with the emphasis on challenges which will both stimulate and enlighten as they work towards their career.

Co-ops

Co-Ops are opportunities that help broaden a student's horizon and give them challenges to narrow their field of specialty. Listed below are requirements that were considered during this investigation:

- Opportunities
- Requirements
- Stipend
- Relocation funds
- Preferred Age

Co-op programs should benefit the student as they go into a career by giving them a narrow field of specialty and work experience with groups of people that are difficult to find otherwise.

Entry-level positions

Job hunting after graduation can be difficult. Giving each student a chance to see what sort of possible positions are out there before graduation is very important. While hunting for entry-level positions, certain standards were applied:

- Degree Requirements
- Starting Salary
- Benefits
- Career paths

Entry-level positions should act as a guide for students to look at and plan a career, but they should also be useful in breaking open the job market after graduation.

The Investigation

This investigation was centered on two companies, two agencies, and two NGO's/NPO's: SAIC, Random House, CIA, Library of Congress, Red Cross and Defenders of Wildlife.

During this investigation I looked into internships, co-ops and entry level positions. Each company had a different approach to each website and in many cases the sites were difficult to navigate through. Because of this, many times it was simply easier to

“Google” the name of the company with the words ‘internship’ or ‘jobs’ attached to the end of it.

Below is an overview of all the information that was compiled during this investigation, with a graph that shows the positions each agency fills. In all cases, the information was dependent on what was offered on the website.

Agency	Internships	Co-Ops	Entry-Level Positions
CIA	X	X	X
Library of Congress	X		
Company			
SAIC	X		X
Random House	X		X
NGO's/NPO/s			
Red Cross	X		
Defenders of Wildlife	X		

Chart generated by Ravyn Hitt

Agencies: CIA and Library of Congress

The CIA and Library of Congress are government agencies that operate on a large level. They offer excellent internship opportunities and interesting job openings.

Agency #1: CIA

The CIA is a massive agency that has many, many possible job opportunities for those who wish to engage in a career with the Federal Government. The CIA offers stability and building block opportunities that can greatly benefit any current or future employee, especially those majoring in English with plans to be accepted into law school as their next career step.

For internships and co-ops, the CIA simply listed the requirements for being accepted into the program but did not offer information as to the *specific* internship opportunities that were available for students.

In order to apply for any CIA program they require that applicants be US citizens and have an academic record of 3.0 GPA or higher (CIA Student Opportunities).

Internships

The CIA does not list the specific titles given to internships. However, their program is designed to give practical work experience that complements each student’s academic studies. The CIA is interested in students majoring in engineering, computer science,

mathematics, economics, physical sciences, foreign languages, area studies, business administration, accounting, international relations, finance, logistics, human resources, geography, national security studies, military and foreign affairs, political science and graphic design. Each intern is required to work either a combination of one semester and one summer internship or two 90-day summer internships (CIA Student Opportunities).

Co-Ops

The CIA's cooperative education program has expanded and evolved over time into a comprehensive and challenging opportunity. Students in the vital work of the Agency gain unmatched experience and become acquainted with professionals in the intelligence field. At the same time, the Agency will be able to assess the student's potential for future permanent employment (CIA Student Opportunities).

The CIA seeks highly motivated undergraduates studying a wide variety of fields, including engineering, computer science, mathematics, economics, physical sciences, foreign languages, and area studies. Business administration, accounting, international relations, finance, logistics, human resources, geography, national security studies, military and foreign affairs, political science, and graphic design majors are also offered the opportunity to enter this program. (CIA Student Opportunities)

Job Opportunities

The only job opportunity found in the CIA during the time of this investigation was that of a summer Law Clerk. It is not an entry level position but it *is* something that can be shown to a student who is considering law as their future employment. The CIA's career site is one that can be watched and should be considered for employment ideas for uncertain majors because of the accessibility and variety of information.

Agency #2: Library of Congress

Library of Congress is a very good resource for future law students to investigate to see what sorts of internships are available. The website is extremely easy to maneuver and their opportunities cover a broad base.

Internships

Library of Congress has a large variety of internships and fellowships. The majority of the internships were with a stipend, some of them with large monetary funds available; but they did not list information about room and board or relocation funds. The internships are for High School students, Undergraduates, Graduate students, and Professionals.

A variety of criteria was listed but the majority of internships went to: law, humanities, art, and literature and public relations. Students are required to be U.S. Citizens and applications are accepted at any time during the year (Library of Congress Opportunities).

Students who are accepted are required to attend their internship for time specified by the internships (Library of Congress Opportunities).

Co-Op

Unavailable

Job Opportunities

At the time of this investigation, there were three job openings at the Library of Congress that were applicable to people with English degrees, Technical Writer Editor, Administrative Support Assistant, and Writer-Editor (Library of Congress Opportunities). Library of Congress did not have information posted as to what sort of criteria was needed in the area of a degree, but they did post the salary quotes, opening and closing date of the positions and how to apply.

There are several law and analyst positions that might benefit someone with those specialties.

Library of Congress also posted a list of all the benefits that are offered to their employees. As a government agency, they have complete Federal Benefits including: long-term care insurance, retirement, Federal Employees Health Benefits and various health insurance policies (Library of Congress Federal Benefits).

There is no suggestion of what career paths can be followed for extended time with the Library.

Companies: SAIC and Random House

SAIC and Random House are two very large companies. SAIC is a company that deals with a great deal of scientific information. Random House, as a publishing company, is a large resource for English majors that can be used as an example of possible job market opportunities.

Company #1: SAIC

SAIC is a company that relies very heavily on the fields of Science, Technology, and Business-based fields. For someone with an English-based career plan, SAIC mostly offers experience for those who have an interest in editing/writing, with a heavy emphasis in technical writing. There is also a need for those with trained communication skills, so graduates with a Writing Emphasis degree are excellent candidates!

Internships:

SAIC internships are very broad but somewhat limited for those with an English degree. Most of the internships that I was able to locate are geared for Business, Engineering, and Technological degrees. However, because SAIC has such a broad background, it would be prudent to keep an eye open for future possibilities. The company has such a wide-variety of job positions that it is possible that future internships will open that are beneficial to this department.

Co-Op

Unavailable

Job Opportunities:

There were many job opportunities that were available for someone with good writing skills. The job listings covered a wide area: Grant Writing, Associate Technical Writer/Meeting Coordinator, Jr. Editing Specialist, Proposal Writing, and Electronic Publishing (SAIC Job Opportunities). Not all of these positions are entry level. Many of them required previous years of experience in the desired fields. For example: Proposal Writing required 10 years of experience where Grant Writing only needed a bachelor's degree.

Company #2: Random House

This is a company that can be very beneficial to majors who wish to go into publishing or to whom being published is very important. Random House, Inc. is the world's largest English-language general trade book publisher (Random House Jobs and Careers). This makes them an invaluable resource for investigating what jobs are available on the market, and their website is user friendly.

Their Jobs & Career page was expertly developed and showed all the current openings for internships, entry-level positions, professional job opportunities, and experienced professional job opportunities; all within various areas of expertise in Random House itself.

Random House offered a list of entry-level job positions that can be expected to be filled by a graduate within a diverse field of possibilities. By having this list available for student reference, it gives the student the possibility to see what sort of jobs they can expect, such as: Editorial Assistant, Publicity Assistant, Marketing Assistant, Production Assistant and Sales Assistant (Random House Jobs and Careers).

Internships

At the time of this investigation, Random House only showed openings in two internship fields. However, Random House seemed to be willing to have an open dialogue

concerning upcoming possibilities. Their website suggests that, “when expressing an interest in their company, to feel free to inform them of an interest in a specific genre, division, or format” (Random House Interns). Random House, however; is a company that will have various internship opportunities in the future. They have suggested that they are targeting undergraduates who are between their junior and senior year (Random House Interns).

Currently, however, the only two internships that I was able to locate on their website were an Information Technology Internship and a Graphic Design Internship. Both of the internships were paid internships but the company did not list how much the stipend was worth or if they offered relocation funds.

All applications for Summer Internships were expected to be received before March 15th (Random House Interns).

Co-Op

Unavailable

Job Opportunities

During the time of my investigation, I was able to locate three “entry level” positions: Associate Editor, Editorial Assistant/Assistant Editor, and Editorial Assistant – Knopf Publishing Group (Random House Entry Level).

The positions on the website did not offer any salary information, nor did they show benefits. Two out of the three “entry level” positions required job experience beforehand. The Associate Editor position required five years and the Editorial Assistant/Assistant Editor simply asked for some sort of job experience, preferably in children’s literature (Random House Entry Level). Only the Editorial Assistant – Knopf Publishing Group asked merely for a BA/BS degree in order to fulfill the position.

It appears that Random House seeks to encourage professionals and experienced professionals to work for them. More importantly, however, the Jobs & Careers page allows students to see what sort of position they can fill and work towards to in the later years of their careers.

NGO/NPO: Red Cross and Defenders of Wildlife

The Red Cross and Defenders of Wildlife are programs that both rely heavily on donations and volunteer work, so some of the options available in other companies are limited here.

NGO/NPO #1: Red Cross

The Red Cross is an organization that relies mostly on volunteer work to survive. Because of this they only have a limited supply of paid job openings. Working with the local Red Cross does have its benefits, because it is so widespread in every state.

Internships:

The Red Cross offers both paid and non-paid internships. They offer these internships to High School, Undergraduate, and Graduate students. The Red Cross attempts to help students "explore their career options while developing their personal and professional skills "on-the-job" (American Red Cross Paid & Non-Paid Intern Positions).

There are several communication programs that an English major could possibly be interested in. Because the Red Cross operates mostly out of its National Headquarters in Washington D.C., it could be of interest to the Faculty or Chair to develop dialogue with the local chapter of the Red Cross to locate internships that are closer to home.

While they offer a paid stipend, housing is the responsibility of the intern. They do not offer funds for room and board or relocation money.

Each student may apply for up to three internship positions (Red Cross Presidents Internship Program Fact Sheet).

Job Opportunities:

In order to access the job opportunities for the American Red Cross you must first create an account with them. This allows you to have complete access to all their job seeking tools. To create an account you must use your current email address. Once you have an account you will be allowed to view all the current openings or search specific criteria to find jobs. This will also allow you to submit your Resume/CV without submitting to a specific job (Red Cross Career Opportunities).

The Red Cross does have benefits for its workers such as Health and Life Insurance Benefits, Retirement, Work/Life Benefits and also includes options such as health and dental, a 401K, and paid time off (American Red Cross Benefits).

NGO/NPO #2: Defenders of Wildlife

Defenders of Wildlife is a small, well-organized NPO. Their main concerns are vested in the preservation of endangered wildlife and the habitat that they occupy. Because Defenders is a Non-profit group and because most of its workers are volunteers, there are limited internships and limited paid job opportunities.

However, for a student who is interested in conservation law or any future in law, this would be a good place for them to start looking for examples.

Internships:

Defenders of Wildlife had only one internship position and that was of Law Clerk. According to the Defenders website the position is “designed to provide a wide range of legal, programmatic, and administrative experience relating to conservation issues of national significance. The intern is expected to: provide research, writing, and general support for our domestic projects” (Defenders of Wildlife Employment).

Co-Op

Unavailable

Job Opportunities:

There were two job openings that were relevant for the English Degree program and neither of those were entry-level. Both required at least 3 years of experience in a related field. However, both of the job openings required an extensive understanding of writing along with communication and organizational skills.

The Defenders’ website offered a list of benefits: leave, health and wellness, life insurance, and much more (Defenders of Wildlife Employment).

Solutions

Solution #1

A possible recruitment tool for the future would be to track the jobs held by graduating majors. According to Dr. Kitty Campbell, an advisor and professor of The John Massey School of business, this is one of the tools that are being slowly worked into their recruitment plan. “We attempt to keep track of our majors for two reasons,” Dr. Campbell commented. “The first is to let our majors know that we aren’t just casting them out into the real world and leaving them alone. We want you to know that we care. The second is to be able to show our incoming majors where exactly our graduates are and to show them how their degree is being used in the real world (Dr. Kitty Campbell Personal Interview).

Emphasizing that the entire faculty is interested as a whole in students' careers after college serves two purposes: you create a feeling of investment in the student and you create a recruitment tool that can be very beneficial. Creating an environment that encourages the students to feel that they are wanted will increase the activity with the University after graduation and prompt s graduates to give back. One way to promote the idea would be to utilize academic advisors. Have them plant the idea early that an exchange of information is both wanted and valued, as they have the most interaction with students on a one-on-one basis.

Being able to show the incoming or future English majors that graduates from Southeastern are succeeding in life would provide huge boosts in morale and confidence in the program as a whole. This will demonstrate how competitive graduates are in the real market, even when compared to students from larger universities.

One of the ways that the department could keep track of graduates would be to create a listserv. This would allow a fairly simple reciprocal exchange of information between the English department and the students who graduate from Southeastern.

One drawback to this idea is the time, effort and manpower it would take to create a listserv. It would require personnel to create the program, run it, and maintain the list. Moreover, it would require another set of individuals to be responsible for updating and collecting the information each semester.

Furthermore, Faculty members are individuals who have full teaching schedules and many other responsibilities. Laying additional requirements on their shoulders may tax them excessively.

Solution #2

Another solution would be to create a working webpage of tools for the department majors. Assisting the students already in the English program can also be its own reward. Giving them tools that will help them succeed creates loyalty and dedication to a program but it can be difficult to find out exactly what the students need; reaching them once the need is established can be even more difficult.

One of the best tools the department has is its webpage.

By creating a "Career Development and Survival Skills" link on the webpage, the department will have the ability to reach students through many areas." For example, this link could lead to MLA formatting sections for basic career-related needs, including: resumes, cover letters, capstones, basic essays, citation styles, etc. This is information which majors need to know, but often seem to be unaware of. The website would also have listings of which areas are the professors' specialty, so that students with certain interests could find a match.

This gives students a constant source base in which to draw on, helping them to feel confident. Not all students are comfortable communicating with a professor on a one-on-one basis and this allows freedom to learn outside the classroom without having to go and dig through books in the library or having the faculty continuously copy handouts.

Nevertheless, creating such a link will be time-consuming. Finding someone with the expertise create the website, run it, and continue to locate needs to be filled by this link will take manpower. Also, there is the issue of what can legally be posted on the website from MLA format.

However, such a resource page could be extremely beneficial to the English department.

Solution #3

Not all students are aware that internships can be a great boost to their resume, nor are they aware of what job opportunities they can fill. Because of this, they are uncertain as they attempt to choose a major or struggle to find reasons to stay in a major for more than love of a subject. They need concrete matter to hold between their hands and consider while they are still able to transition from one major to another smoothly.

Therefore, again; a website can be an excellent tool in reaching students. By creating a page that is dedicated to a limited set of internships, co-ops and entry-level positions you can give them an idea of what is available. It could be a list of local internships and positions that have been filled in the past by Graduates with small bits of information giving the student an idea of how they were used or a list of possible internships on a local, state, or national level they can consider and at least look at.

A good way to maintain this webpage would be to use the English Honors Society to maintain the information or at least compile what would best serve the English students at this time. It would take pressure off of the faculty to maintain the site and allow the students some input on what they consider to be appropriate. Even if all the page does is give an example of what has been done in the past, with the academic advisors gently advising students to look at the site when they had the time to check back in; it has the possibility to be useful to many students.

Yet, again, there are possible hitches. Compiling the information, forming the additional webpage and finding people willing to maintain the website without putting it on the Faculty or Secretary's shoulders is vital for the webpage to be maintained without becoming a burden. Over-extension of our resources will need to be considered.

Conclusion

To make the English major attractive and practical, it's essential to show that it is a viable major for students' future careers. The purpose of this report was to look for new ways to create a dynamic department that would appeal to incoming freshman and current students alike; to investigate what different organizations are doing with the English degree and how it is being made available to the 'real world'.

By continuing and revitalizing its innovative programs, the department can renovate the major program and show students that an English major and the communication skills learned in our department are invaluable in the real world. This information is not new but the incoming student's perspective on what they require *is*. By finding new and unique ways to present the information they have already know to be true by enrolling in the English degree, we not only have caught their attention, but we can *keep it*.

Recommendation

In light of the preceding information, it would be of interest to this department to further investigate the possibility of expanding its webpage. An efficient long-term plan will enable development of the webpage in a controlled manner that will be beneficial to the department without over-running the faculty and administrative secretary.

A departmental webpage can be a means of communicating with and informing the students. A can have many resources, and it is recommended that this department investigate further what the students would like to see added and what sources would be most beneficial to them. By doing this, the students and faculty can both create tools that will add to the existing programs available and strengthen the program as a whole.

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Appendix A: Investigation Sources

Listed below are the individual jobs, search engines, and other links that were found during this report. At the time of this investigation, the links were current and active but they may now have fallen into disuse due to the fluidity of the Internet and the nature of their purpose.

Defenders of Wildlife:

Job Opportunity:

Communication Specialist:

<http://www.defenders.org/about/jobs/cs.html>

President's Council Manager:

<http://www.defenders.org/about/jobs/pcm.html>

Internship:

Summer Law Clerk:

<http://www.defenders.org/about/interns/summerlawclerk.html>

CIA:

Internships and Co-Ops:

Student Opportunities:

www.cia.gov/employment/student.html

Job Opportunity:

Summer Law Clerk:

www.cia.gov/eemployment/jobs/attorney_summer.html

Library of Congress:

Internships:

Other professionals:

Library of Congress Coca-Cola fellowships for Study of Advertising and World Cultures:

<http://www.loc.gov/hr/employment/index.php?action=cFellowships.showDetail&lastSearch=|||&record=10>

Congressional Research Service Law Recruit Program:

<http://www.loc.gov/hr/employment/index.php?action=cFellowships.showDetail&lastSearch=|||&record=106>

Graduate Student and Undergraduate Students:

Ability Internship Program:

<http://www.loc.gov/hr/employment/index.php?action=cFellowships.showDetail&lastSearch=|||&record=7>

Asian Pacific American Institute for Congressional Studies:

<http://www.loc.gov/hr/employment/index.php?action=cFellowships.showDetail&lastSearch=|||&record=2>

Student Academic Intern Program:

<http://www.loc.gov/hr/employment/index.php?action=cFellowships.showDetail&lastSearch=|||&record=5>

American Indian/Alaskan Native Leadership Initiative (The Washington Center):

<http://www.loc.gov/hr/employment/index.php?action=cFellowships.showDetail&lastSearch=|||&record=29>

High School Students:

Harvey Mudd Upward Bound Internship Program:

<http://www.loc.gov/hr/employment/index.php?action=cFellowships.showDetail&lastSearch=|||&record=112>

Job Opportunities:

Technical Writer Editor (Vacancy #: 060063), Administrative Support Assistant (Vacancy #: 050311), and Writer-Editor (Vacancy #: 060021):

<http://www.loc.gov/hr/employment/index.php?action=cMain.showJobs>

Random House

Internships:

No links at this time

Job Opportunities:

Editorial Assistant – Knoff publishing Group, Editorial Assistant/Assistant Editor – Random house Children’s Publishing Group, and Associate Editor – Fodor’s:

http://myjobs-en.becruiter.net/jobagent/_randomUS/profitcenter/job_details.aspx?jobid=5

Appendix B: Report Card Chart

Southeastern Oklahoma State University

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Annual Headcount	4,869	4,821	4,785	4,709	4,963	4,953	5,150
Annual FTE	3,336	3,343	3,220	3,193	3,370	3,387	3,480
% Lower Division	42.5%	41.5%	43.4%	42.8%	44.9%	44.0%	44.5%
% Upper Division	48.2%	49.6%	48.1%	50.0%	47.7%	48.2%	47.4%
% Graduate Division	9.3%	8.9%	8.6%	7.2%	7.4%	7.9%	8.1%
% Professional Division	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0
Student Origin							
% from Oklahoma	81.5%	79.4%	77.6%	78.2%	77.3%	76.3%	77.7%
% from Out-of-State	16.8%	19.1%	20.9%	20.0%	21.0%	22.0%	20.8%
% from Out-of-Country	1.7%	1.5%	1.5%	1.8%	1.8%	1.6%	1.5%
Full-/Part-Time Status							
% Full-Time	77.0%	77.2%	76.1%	75.4%	76.5%	76.8%	76.8%
% Part-Time	23.0%	22.8%	23.9%	24.6%	23.5%	23.2%	23.2%
Gender							
% Male	45.0%	44.0%	44.9%	46.0%	46.8%	47.2%	46.0%
% Female	55.0%	56.0%	55.1%	54.0%	53.2%	52.8%	54.0%
Race							
% Black	4.3%	4.2%	4.6%	4.9%	5.1%	4.7%	4.3%
% Native American	30.9%	30.4%	31.7%	29.9%	29.9%	27.1%	27.5%
% Asian	0.8%	0.6%	0.6%	0.7%	0.7%	0.6%	0.8%
% Hispanic	1.0%	1.0%	1.3%	1.1%	1.3%	1.8%	1.9%
% White	61.3%	62.3%	60.3%	61.5%	61.2%	64.1%	64.0%
% Nonresident Alien	1.7%	1.5%	1.5%	1.9%	1.8%	1.7%	1.5%
Degrees Granted							
Certificates	0	0	0	0	0	0	0
Associate Degrees	0	0	0	0	0	0	0
Bachelor's Degrees	572	657	598	574	570	618	629
First-Professional Degrees	0	0	0	0	0	0	0
Master's Degrees	91	102	100	81	80	99	140
Doctoral Degrees	0	0	0	0	0	0	0
Faculty	205	N/A	212	N/A	234	N/A	204
% Full-Time	76.6%	N/A	74.1%	N/A	60.7%	N/A	68.1%
% Part-Time	23.4%	N/A	25.9%	N/A	39.3%	N/A	31.9%
% of Full-Time Faculty Tenured	36.9%	N/A	34.4%	N/A	44.4%	N/A	51.1%
Staff	234	N/A	257	N/A	305	N/A	301
% Full-Time	90.2%	N/A	87.2%	N/A	89.5%	N/A	87.0%
% Part-Time	9.8%	N/A	12.8%	N/A	10.5%	N/A	13.0%
Brain Gain							
Graduation Rate	N/A	34.6%	34.1%	34.6%	32.3%	35.6%	31.5%
Retention Rate	N/A	68.3%	64.5%	61.2%	61.3%	63.2%	61.7%
Degrees Conferred	N/A	N/A	598	574	570	618	629

Source: Unitized Data System (UDS), IPEDS Completions and Fall Staff Surveys. IPEDS Fall Staff Surveys are conducted biennially.

Table provided by Southeastern Oklahoma State University Profiles

A CAPSTONE PROPOSAL



FOR THE EHL DEPARTMENT OF SOSU

Lauren MacNeil
English 3903.W2

**A CAPSTONE PROPOSAL
FOR THE EHL DEPARTMENT
OF SOSU**

Dr. John Mischo, EHL Department Chair
By Lauren MacNeil
Cc: Dr. Virginia Parrish, Professor of English 3903
April 23, 2007

Executive Summary

A Capstone Proposal for the English, Humanities and Languages Department of SOSU

At Southeastern Oklahoma State University, senior English majors are required to present a Capstone to the faculty of the English, Humanities and Languages department in order to graduate. Because the Capstone represents the epitome of the past four years of the English major's study of writing and literature, it is imperative that the student be involved in lengthy research, writing, and editing in order to present a scholarly, professionally-written document at the close of his final semester. Due to the amount of work involved in constructing a Capstone, communication and support between the student, his advising professor and fellow capstone students is vital in order to be well prepared and focused. However, due to busy schedules and time constraints, this frequency of needed communication and support is often limited or unavailable.

A lack of Capstone communication and support among faculty and students is problematic in many ways, but one main aspect of the problem involves the English major being unprepared for the task ahead. Knowing the current standards of Capstone papers, previous Capstone examples, topics, sources, guidelines, etc would be extremely helpful to English majors in any stage of their college career, freshman through senior. Other aspects which are problematic due to lack of Capstone communication and support are the limited times when a meeting between student and advising professor can be held, the time constraints of those meetings, the hassle of actually scheduling meetings that fit within the agenda of both parties, and having to deal with outside factors that could prevent a face to face meeting, such as geographic distance, bad weather, phone tag, unreliable e-mail, etc.

A Capstone web link would allow the English student to have instant access to additional communication and support with their advising Capstone professor and fellow Capstone students. The fact that the Capstone web link would include a wide selection of online communication tools such as forums, chat rooms, blogs, instant messaging and e-mail would not only make it possible for students and faculty to conference on a more frequent, unscheduled basis, it would also provide Capstone students an opportunity to help and support one another as they work independently.

Integrating online communication technology as a method of Capstone conferencing would allow students to have immediate access to a world of supportive interaction with advising Capstone professors and fellow students. The Capstone link would prove to be very useful, not only because it would provide a portal for increased dialogue between students and faculty, it would also prepare new students for their upcoming Capstone projects. The ability to establish contact and exchange through online communication tools would allow the Capstone student to find needed support at any time, day or night. With a Capstone link accessible through SOSU's website, instant Capstone communication would be just a couple clicks away.

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Introduction

In the final semester of their senior year, every English major at Southeastern Oklahoma State University is required to present a Capstone, or thesis, to the faculty of the English, Humanities and Languages department in order to graduate. The medium of the Capstone has recently been broadened to include film production and fictional writing, but traditionally it is in the form of a fifteen to twenty-five page research paper on a literary subject of the student's choice. The Capstone represents a crowning achievement of the past four years of the English major's study of writing and literature, so it is imperative that the student be involved in lengthy research, drafting and editing in order to present a scholarly, professionally-written document at the close of the semester. Because of the amount of work involved in constructing a Capstone, communication and support between the student, his advising professor and fellow capstone students is vital in order to be well prepared and focused. However, due to busy schedules and time constraints, this frequency of needed communication and support is often limited or unavailable.

A Capstone web link would allow the English student to have instant access to additional communication and support with their advising Capstone professor and fellow Capstone students. The fact that the Capstone web link would include a wide selection of online communication tools such as forums, chat rooms, blogs, instant messaging and e-mail would not only make it possible for students and faculty to conference on a more frequent, unscheduled basis, it would also provide Capstone students an opportunity to help and support one another as they work independently.

To make this concept a reality, one should better understand both the proposed solution and the problem at hand. To accomplish this, I have investigated the problem of Capstone communication, and have included information on the investigation, research, results and final recommendation in the following report.

Report Writer's Credentials

Lauren MacNeil, a senior English major at Southeastern Oklahoma State University, possesses solid student knowledge of the English major degree program in addition to the senior Capstone project, which she is currently undertaking at this time. Her background experience in various forms of writing and literature, as well as her first-hand Capstone experience, provides a relevant student perspective on the process of preparing a senior English Capstone paper.

Methodology

To begin the investigation, I acquired information regarding Capstone communication and technological communication through subject matter experts (SMEs). Information on Capstone communication was obtained through an interview with the English, Humanities and Languages Department Chair, Dr. John Mischo, while information on technological communication was obtained through interviews with the campus Educational Technology Specialist, Dr. Ellen Hendrix. Any additional information needed was obtained through websites on the internet relating to mainly to electronic educational software and online communication tools.

Investigation

Overview

Integrating online communication technology as a method of Capstone conferencing would allow students to have immediate access to a world of supportive interaction with advising Capstone professors and fellow students. The ability to establish contact and exchange through forums, chat rooms, blogs, instant messaging and e-mail would make it possible not only for students and faculty to communicate on a more frequent, unscheduled basis, it would also allow the Capstone student to find needed support at any time, day or night; and with a Capstone link accessible through SOSU's website, instant Capstone communication would be just a couple clicks away.

To find out what steps must be taken in order for this Capstone link to be built and implemented into SOSU's website, I conducted an investigation to obtain the information required. First, I interviewed two subject matter experts in order to become familiar with what was needed to provide a Capstone link, both technically and academically. Dr. Ellen Hendrix, an Educational Technology Specialist, supplied the answers to my questions concerning the technical construction and maintenance of the Capstone link, such as costs, online communication tools, and educational software systems. Dr. John Mischo, the English, Humanities and Languages Department Chair, supplied the answers to my questions concerning the administrative procedures the EHL Department would need to execute before the Capstone link could be implemented on the university website. After I interviewed my subject matter experts, I conducted research on the internet to obtain any additional information I needed regarding electronic educational software and online communication tools.

The Need

Due to the heavy workload of researching and writing a Capstone, it is important that the student undertaking this project receive as much communication and support as needed from the advising Capstone professor and fellow Capstone students. However, due to busy schedules and time constraints, the frequency of this desired communication and support is often limited or unavailable.

A lack of Capstone communication and support among faculty and students is problematic in many ways, but one main aspect of the problem involves the English major being unprepared for the task ahead. Many English majors I know—myself included—were completely unaware of what a Capstone even was before senior year, and the majority knew nothing of what was involved in actually writing or presenting one. The most important paper of one's college career deserves a fair amount of communication in advance so that the student is able to familiarize himself with what is to be expected from a Capstone before his final semester. Knowing the current standards of Capstone papers, previous Capstone examples, topics, sources, guidelines, etc would be extremely helpful to English majors in any stage of their college career, freshman through senior.

Other aspects which are problematic due to lack of Capstone communication and support are the limited times when a meeting between student and advising professor can be held, the time

constraints of those meetings, the hassle of actually scheduling meetings that fit within the agenda of both parties, and having to deal with outside factors that could prevent a face to face meeting, such as geographic distance, bad weather, phone tag, unreliable e-mail, etc. These issues, along with the unreliability and hassle of the current communication of face to face meetings, only add more stress and frustration to an already unnerving situation.

Description of Criteria for Solutions

The solutions to the Capstone communication problem were first evaluated according to the model of software program to be used, the number of online communication tools available on each model, and the cost of each model. This evaluation is presented in **Table 1** below.

Table 1: Comparison of Blackboard Models

BLACKBOARD MODEL	AVAILABLE TOOLS	ANNUAL COST OF MODEL
Basic Edition™	Forums, E-mail.	\$13,000
The Enterprise Edition™	Forums, E-mail, Chat, IM, Blogs, ePortolios	\$40,000

Courtesy of Lauren MacNeil

SOFTWARE MODEL:

Blackboard™ (Bb) is a popular electronic learning (E-learning) software program used by most colleges to supplement face to face classroom learning (Wikipedia, “Electronic Learning”), providing students with amenities such as assignments, grades and course documents (SOSU, “Blackboard”). Because Blackboard already contains communication tools used for electronic learning, it may be an ideal candidate for the Capstone web link. For the purpose of this investigation, two models of Blackboard are compared below—

Bb Basic Edition™ is the model currently used by SOSU.

Bb Enterprise Edition™ is the newer “elite” model.

TOOLS AVAILABLE:

Bb Basic Edition™--Although this edition has the potential to supply virtual communication tools like chat, (located in Communications > Collaboration) few instructors choose to utilize these tools, so they are not available in all Bb classes. Currently, SOSU’s Basic Edition™ consistently supplies forums and e-mail (Hendrix, C-1).

Bb Enterprise Edition™--Supplies the Basic Edition™ tools as well as more advanced features like chat, IM, blogs, and ePortfolios (Hendrix, B-2). An e-portfolio, or electronic portfolio, "is a collection of electronic evidence (such as Word and PDF files, images, multimedia, blog entries and Web links etc.) assembled and managed by a user, usually online" (Wikipedia, "Electronic Portfolio").

COST:

Bb Basic Edition™-- \$13,000

Bb Enterprise Edition™-- \$40,000
(Hendrix, B-2).

Solutions

The Capstone link would prove to be very useful, not only because it would provide a portal for increased dialogue between students and faculty, it would also prepare new students for their upcoming Capstone projects by showcasing successful papers as examples so that students can have an idea of what to expect when they embark on their own papers. Finally, the forums, chat rooms, instant messaging, e-mail and blogs of the proposed Capstone link would combat the time constraints and hassle of face to face meetings because online communication and support would be instantly accessible at all hours. Essentially, the Capstone link would offer all of the benefits of a traditional face to face office consultation without all of the trouble of scheduling and meeting for one. **Table 2** below compares the pros and cons for each of the three solutions presented for increased Capstone communication and support: the Blackboard Basic Edition™, the Blackboard Enterprise Edition™, and the Capstone Website.

Table 2: Blackboard Editions versus Capstone Website

DATABASE	PROS	CONS
Basic Edition™	Inexpensive; low maintenance; already a feature of SOSU website.	Narrow selection of communication tools available.
The Enterprise Edition™	Wide selection of communication tools available.	Expensive; high maintenance; must be bought as an upgrade.
Capstone Website	Could be tailored in tools and format to meet specific needs of EHL Dept. Many options.	Must be fully constructed by university; requires frequent updates; cost NA.

Courtesy of Lauren MacNeil

Solution #1: Blackboard Basic Edition™

A Capstone link on SOSU's Basic Edition™ Blackboard would serve to facilitate communication because it would treat the Capstone as a Bb class rather than as an independent project. This would allow students to use the communication tools already offered on Blackboard (forums, e-mail, potentially chat) for online conferencing with their advisor as well as other enrolled Capstone students.

Advantages--Inexpensive and low maintenance since it contains a select number of tools, and also because it is already installed on the SOSU website.

Disadvantages—Narrow selection of communication tools available.

Solution #2: Blackboard Enterprise Edition™

A Capstone link on the elite Enterprise Edition™ Blackboard, upgradeable from SOSU's Basic Edition™, would serve to facilitate communication because it would treat the Capstone as a Bb class rather than an independent project. The Enterprise Edition™ would also broaden the range of Capstone communication by supplying more advanced online tools like blogs and ePortfolios. Tools like these could be used by students to post their Capstone papers for viewing by their advisors, as well as for posting Capstone examples which could serve as format guidelines for other students.

Advantages—Wide selection of communication tools available.

Disadvantages—Expensive and high maintenance due to more advanced features. Must be bought as a Bb Basic Edition™ upgrade.

Solution #3: Capstone Website

A Capstone website available as a link on the English major homepage on SOSU's website. This would serve to facilitate communication because it would offer the possibility of several more communication tool options than the Blackboard Capstone links due to being fully constructed and designed by university staff.

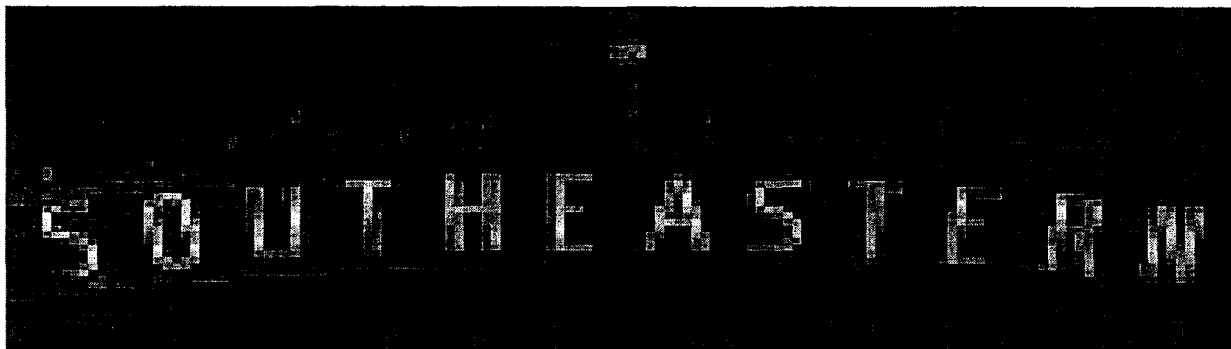
Advantages—Because it would be built by the university's Center for Teaching and Learning (CTL) staff, communication tools could be tailored to meet the specific needs of EHL Department and would provide many different technical options.

Disadvantages—Must be fully constructed by university, which would mean frequent updates and maintenance by (CTL) staff. There is no way to predetermine cost due to the many construction options available (Hendrix, B-2).

Conclusion

This investigation has demonstrated the need for increased Capstone communication and support between faculty and students, the consequences at hand if the need is not solved, and three feasible solutions. The Capstone link would prove to be very useful, not only because it would provide a portal for increased dialogue between students and faculty, it would also prepare new students for their upcoming Capstone projects. The communication tools of the proposed Capstone link would combat the trouble of face to face meetings because online communication and support would be instantly accessible at all hours. In order to prepare SOSU for the incoming waves of advanced

communication technology, it is necessary to revamp SOSU's current technology for the hi-tech years ahead.



Recommendation

Because the solution of a Capstone web site link would mean the construction of an entirely new web site from the ground up, the installation of expensive communication tools, and frequent updates and maintenance, it seems to be more trouble than it's worth. Upgrading our current Blackboard Basic Edition™ software to the Enterprise Edition™ would seem like a better alternative; however, as the previous tables have shown, although the elite Enterprise Edition™ of Blackboard includes many more useful communication amenities like e-portfolios, blogs, chat, etc it is also \$27,000 more expensive than our current Basic Edition™ of Blackboard.

Until SOSU accesses enough funding to afford the price tag of the Enterprise, I recommend that the EHL department construct an informational link on the English major home page which outlines the preparation, expectations and standards involved in researching and writing a senior Capstone paper. There is no need to include technical bells and whistles, just textual facts and perhaps an example excerpt of a previous Capstone paper to help introduce the student to standard Capstone formatting, length and style (this informational Capstone link would also solve the lesser problem of a slightly under furnished English major homepage). Then, in order to supply the additional communication needs of Capstone students until the Blackboard Enterprise Edition™ is integrated, our Basic Edition™ requires only minor adjustments in order to become a full-fledged Capstone communication aid. One adjustment would be to allow the unused "hidden" tools of chat rooms and Instant Messaging to be accessible by students in addition to the accessible tools like forums and e-mail. This would enable a huge increase in communication without the need to build an entirely new web site or upgrade to the expensive Enterprise Edition™. Of course, the most important adjustment would be converting the Capstone project from research hour to Blackboard class period so that the aforementioned communication tools can also be utilized by Capstone students and advisors for conferencing and support. Since the Capstone is not officially a class, students would need to register for it through Dr. Ellen Hendrix, the university's Educational Technology Specialist. By simply enrolling senior English majors in their Capstones as one would do for a regular class, the current Blackboard Basic Edition™ could be used much

more effectively in providing a much needed increase in preparation, communication, and support between Capstone students and faculty alike.

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Graphics courtesy of Lauren MacNeil.

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Appendix: A-1

Interview Transcript: April 25, 2007

Dr. Mischo, EHL Department Chair

- 1) Describe any changes the English capstone project has undergone.

We now accord more latitude, especially to Writing Emphasis majors, to explore alternatives to conventional academic research, such as doing practical technical reports or video documentary projects. It's much more wide open now. Furthermore, the department chair now meets initially with all capstone students to attempt to define the course expectations for students and to assign them to the appropriate coordinator based on the latter's area of expertise.

- 2) What specific changes (if any) will increase the amount of communication and support between English majors and professors during capstone projects?

The capstone is designed to be an independent study with the student ideally taking the active role and the coordinator ideally receptive and responding to communications initiated by the student. There are instances, however, of either student or coordinator or both letting things slide. Nonetheless, if timetables and mutual expectations are agreed to up front, and then adhered to, the issue of communication should not be a problem.

- 3) Do you feel there is any need for increased communication and support between students and faculty as they undertake a capstone?

Please see comment above, question #2.

- 4) My proposal is to have a capstone website link available on SOSU's English major webpage that would allow English students to share capstone ideas and informative sources; post capstone examples as blogs, post helpful guidelines, advice and comments; have online capstone meetings with professors and generally support one another during capstone projects. In your honest opinion, would this proposal have any effect on the amount of communication between students and faculty, or would the website be ignored and the frequency of communication remain unchanged? Why?

First, a FAQ page could be set up. Links to student documents/projects from past semesters could

Appendix: A-2

be provided. Perhaps students could post their projects as works in progress. Links to visual material could also be supplied. Another possibility would be an interactive forum for students only--perhaps for interaction between students and coordinators. I think that students would very likely use the passive components of such a website for basic orientation. My hunch is it would be used less for interactive components.

- 5) Do you think the capstone website would essentially replace face to face capstone meetings between student and professor and lessen the total workload of capstone advisors?

It could, depending on preferences of student and coordinator, either complement or entirely replace the F2F component.

- 6) If the capstone website link were a success, what actions would the EHL department need to take in order to construct and utilize this website?

Once constructed, students and coordinators would need to be familiarized with the website options. We then hope it will be successfully utilized. Then any necessary adjustments could be made where improvements were called for.

- 7) What would be the rough estimations for total cost, labor, materials needed by the EHL department to build and use a capstone website?

The cost would be the time necessary for the department chair to construct the website. A simplified version of the website could be up and running fairly quickly. The department chair, however, would need basic training in setting up an interactive discussion forum.

- 8) List any factors (if at all) that would prevent a capstone website from being constructed by the EHL department.

Laziness and/or techno-incompetence of department chair.

Appendix: B-1

Interview Transcript: April 25, 2007

Ellen Hendrix, Educational Technology Specialist

- 1) A website that includes capstone blogs, discussion boards, chat rooms, e-mail, instant messaging and other forms of online communication would serve as a vehicle in which capstone students and professors could form a supportive online community. If this proposed capstone website link were a success, what actions would the technology department need to take in order to construct and maintain this website?

From an IT perspective, the administrative overhead costs, security/liability issues, and additional manpower necessary to maintain the publishing platforms and systems would be a department-specific and therefore a departmental expense.

- 2) Because the website may have actual capstone papers posted by students, it might be tempting for other students to cut and paste from them. What are some typical methods used to combat the threat of student plagiarism on campus websites?

Detecting plagiarism is an instructor-specific responsibility. It is impossible to legislate morals and ethics, so students must also be responsible concerning academic honesty. However, many universities use websites such as "Turn It In" as a way to detect plagiarism. It is a worldwide recognized standard in online plagiarism prevention. As far as preventing students from copying and pasting from someone else's that may be posted in the capstone site, copying and pasting is a basic function of Internet browser software, such as Internet Explorer. You would need special software that "locks down" the browser on every single computer in the world in order to prevent what you describe above.

- 3) In your opinion, would a password protected log-in entry on the capstone website serve as an effective plagiarism deterrent?

No, not necessarily.

- 4) What is the official term for the non-transferable Word documentation method that does not permit the use of cut and paste from an outside viewer of the paper?

In your experience, would this method serve as an effective plagiarism deterrent?
No, because plagiarism is much more than just "copying and pasting" text.

- 5) On average, how much technical maintenance do campus websites require?

Appendix: B-2

That depends on the size of the website, frequency of new materials/information submitted for updating the site, etc. For example, the website, CNN.com, is updated on the average of every 15-20 minutes, and even more often when there are breaking stories such as the Virginia Tech tragedy last week. Technical maintenance involves many facets, such as constant checking/repairing broken links, updating materials, meeting accessibility and ADA compliancy guidelines, etc.

- 6) What would be the rough estimations for total cost, labor, and materials needed by the technology department to build and use the proposed capstone website, complete with the communication tools listed in question #1?

Our current version of Blackboard has **all** of the communication tools listed in question 1. We will be doing a major upgrade at the end of this semester and the discussion boards are much more robust with enhanced features that will continue to lend itself for this type of use. I don't have a clue about the total cost you mention above, but the cost of our current Bb licensing is approximately \$13,000 annually and the server's price tag was around \$5,000. In addition to the software/hardware, there are two of us full-time Bb software administrators and two networking employees. However, Bb is only part of our job responsibilities.

There is an Enterprise Edition of Bb that includes ePortfolios, as well a number of other advanced features. We are hoping to move to the Enterprise Edition at some point, but with an annual licensing cost of \$40,000 per year, it is cost prohibitive at this time.

- 7) List any factors (if at all) that would prevent a capstone website from being constructed by the technology department.

See answer 6.

Appendix: C-1

Interview Transcript: May 2, 2007

Ellen Hendrix, Educational Technology Specialist

- 1) First, you mentioned in one of your interview answers that there is an elite version of Blackboard, the Enterprise Edition, that contains communication tools like ePortfolios. What other tools does it include?

Attached is a document dated February 2006 that outlines the main features of Bb Enterprise. I don't think there have been any upgrades to it since then. In addition to the ePortfolios, another advantage to the Enterprise Edition is the single-sign-on, meaning users would be able to access all their accounts with a single login. As it is now, users have to log on to the network, Bb, Campus Connect, and SOSU student email with separate login info. The attached document outlines more Enterprise features, such as more detailed statistical reports.

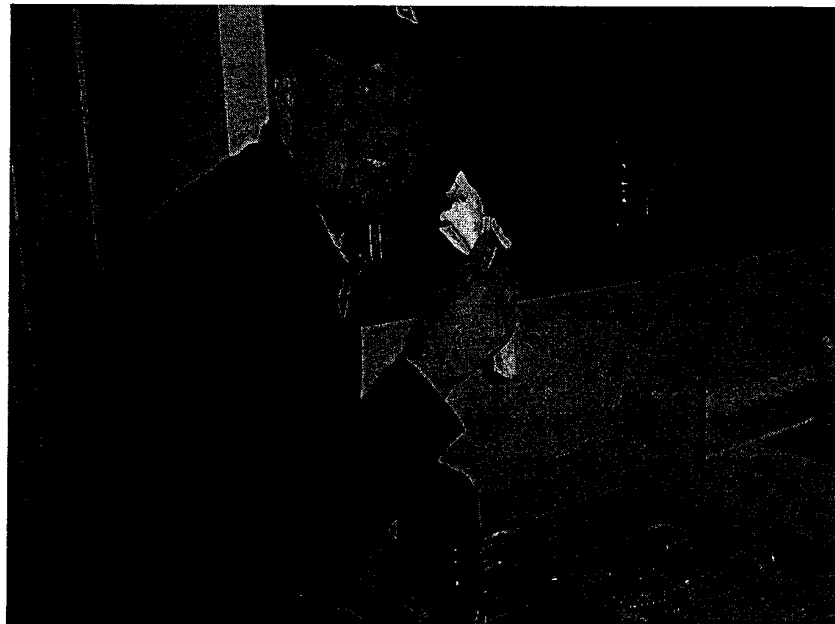
- 2) Also, what is the name of our current Blackboard edition?

Blackboard Learning System™ - **Basic Edition** (6.3.1.645)

- 3) Finally, you said that our current edition contains all of the communication tools I mentioned in question one---I haven't noticed chat rooms or blogs: can you tell me where these are located?

Virtual Classroom/Collaboration Tool supports live, synchronous interaction, through both a text-based Chat environment, as well as a full Virtual Classroom. These tools are located in **Communications > Collaboration**. However, not all instructors choose to utilize these tools, so they may not be available in all Bb classes. For all practical purposes, the Discussion Board can serve as a type of blog, with the instructor setting up a "Blogging" Forum. Again, not all instructors choose to utilize these communication tools.

How to Make a Great Breakfast Burrito!



Courtesy of Jennifer Stuart

Presentation by: Michael Castonguay

Introduction

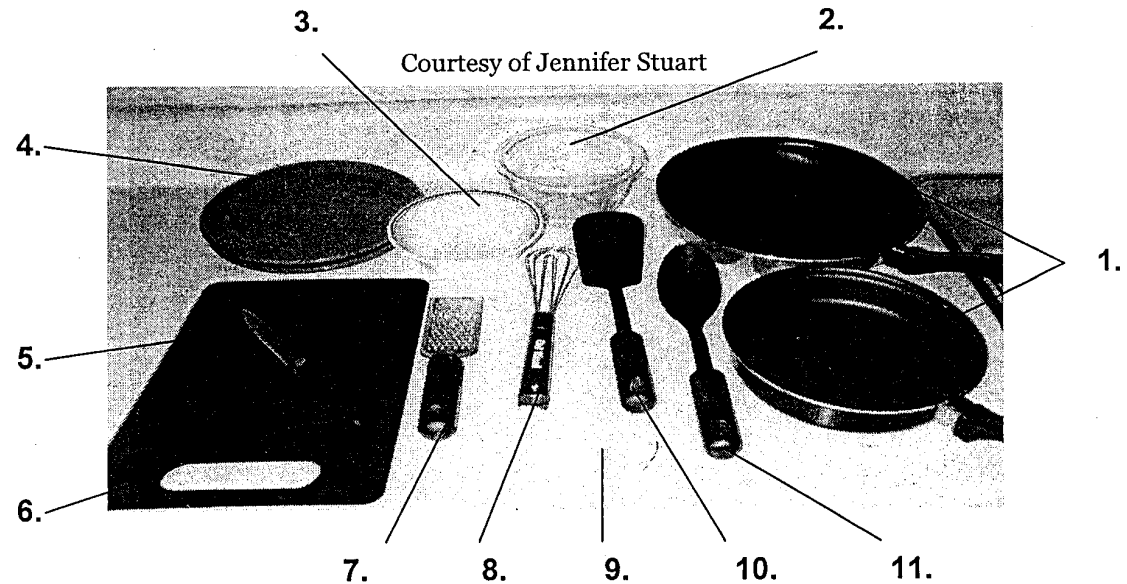
In order to make a breakfast burrito you all need to think about these questions:

- What is happening when a breakfast burrito is made?
- Why would someone make a breakfast burrito?
- What are the elements of a breakfast burrito?
- How does the breakfast burrito make it to a plate?

Now that I have sparked your interest, and made you hungry, I will teach you how to make a great tasting breakfast burrito.

Utensils

- These are the utensils you need to make a breakfast burrito



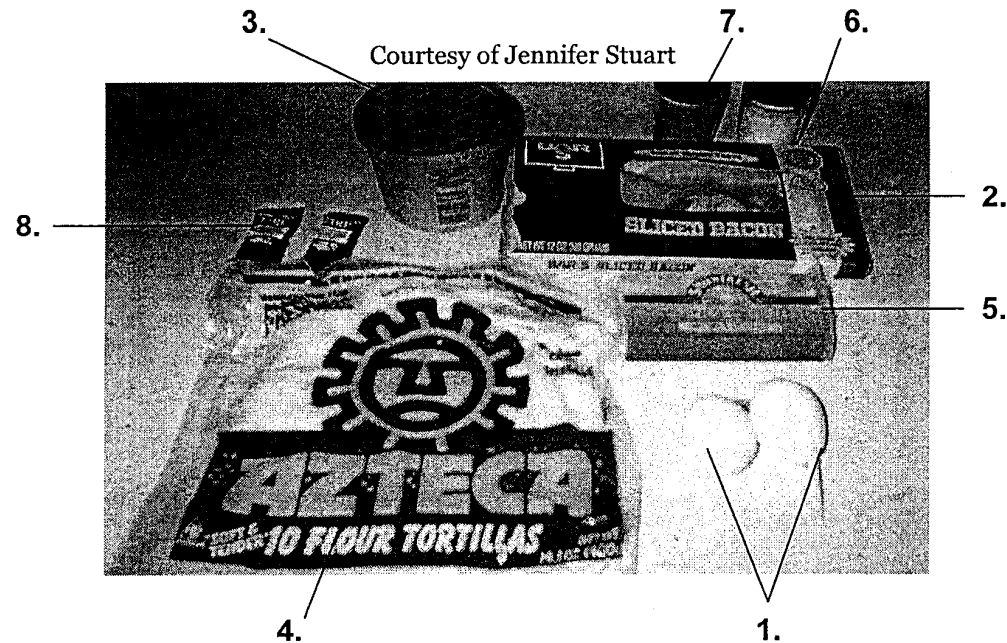
1. Two Frying Pans
2. Mixing Bowl
3. Small dish
4. Two Plates

5. Knife
6. Cutting Board
7. Cheese Grater
8. Wisk

9. Measuring Spoons
 10. Spatula
 11. Spoon
- Toothpick (not pictured)

Ingredients

- These are the ingredients you need to make a breakfast burrito



1. Two Eggs

2. Three Slices of Bacon

3. Butter

4. One Tortilla

5. Block of Cheese

6. 1/4 tsp. Salt

7. 1/4 tsp. Pepper

8. Picante Sauce

Preparation

To start the process of making a breakfast burrito, make sure the utensils and ingredients that were listed in the introduction are set out on the counter.

- Take one egg and gently crack it on the side of the mixing bowl
- Pour the contents of the egg in the bowl (repeat with other egg)
- Take $\frac{1}{4}$ tsp. salt and $\frac{1}{4}$ tsp. pepper pour into the eggs
- Grab the whisk and stir

Preparation (continued)

- Take three strips of bacon and cut into pieces about an inch long
- Take the cheese grater and shred the block of cheese into the small dish until you get the desired amount
- Place one tortilla on a plate and set it in the microwave
- Place 1 tsp. of butter on a frying pan

Cooking

- Spread the bacon pieces out, flat as possible, on the frying pan that has no butter
- Turn the burner onto medium high
- Stir the bacon occasionally with spatula
- Allow the bacon to cook for two minutes before starting the egg mixture
- Keep close watch over the bacon, while cooking the eggs

Cooking (continued)

- Turn on the burner for the frying pan with butter
- When the butter is melted, then pour the egg mixture into the pan
- Gently stir, moving the spoon across the bottom and sides of the pan
- Alternate stirring between the bacon and the eggs
- When the bacon is done, remove the pieces from the frying pan and place them on a plate

Cooking (continued)

- When the eggs are done, pour them on the plate beside the bacon
- Remove the frying pans from the burners
- Turn both burners to “Off”

Assembling

- Turn the microwave on for 15 seconds, just enough time to warm the tortilla
- Take the scrambled eggs, using the spoon, place them in a line going through the center of the tortilla
- Take the bacon pieces, using the spatula, place them on top of the eggs
- Take the shredded cheese and sprinkle the desired amount on top of the eggs and bacon

Assembling (continued)

- Pour the desired amount of picante sauce on the contents that are on the tortilla
- Set the tortilla on the counter with the contents in a parallel line to your body
- Grab the far edge of the tortilla and fold it over to the center covering most of the contents
- Take a toothpick and place it in the center of the first fold, but do not remove your hand from the toothpick

Assembling (continued)

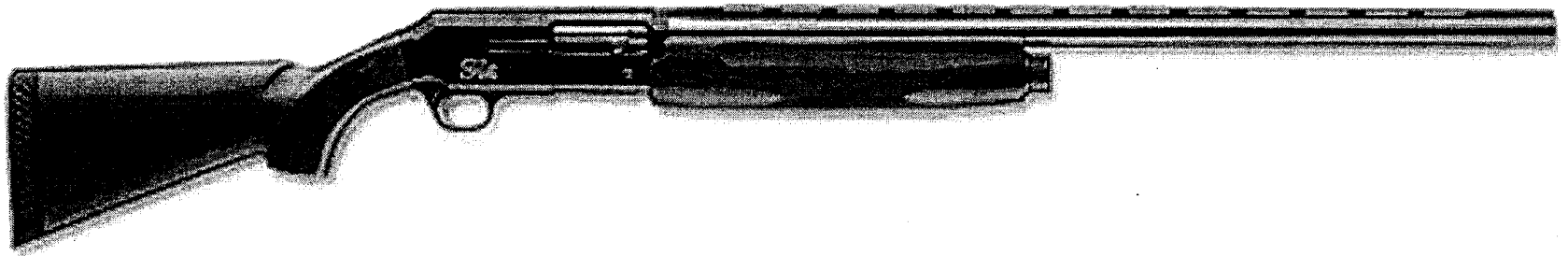
- Hold the toothpick at a slight angle pointing toward your body
- Grab the opposite edge, the one closest to your body, and fold it over the top of the toothpick, but while pulling it tight
- Remove your hand from the toothpick and push the second fold down overlapping the first fold

Tips

Follow these tips to make the best quality breakfast burrito:

- Do not let the bacon or eggs cook to long
- The bacon is done when it is browned and slightly crispy
- If you over cook the bacon it becomes very brittle and taste burned
- The eggs are done when the have thickened, become fluffy, and no-visible liquid eggs are left

How to Clean a Browning® Semi-Automatic 12 Gauge Shotgun for Hunters



Courtesy: Browning Firearms

By: Ryan Johnson

English 3903.1

March 23, 2005

Disclaimer: It is assumed that a person 18 years of age or older and a person who is knowledgeable of shotguns is following these directions.

WARNING!

1. THERE IS NO EXCUSE FOR CARELESS OR ABUSIVE HANDLING OF ANY FIREARM. AT ALL TIMES HANDLE ANY FIREARM WITH THE INTENSE RESPECT FOR ITS POWER AND POTENTIAL DANGER.
2. BE SURE THE SHOTGUN IS UNLOADED BEFORE CLEANING.
3. NEVER RELY TOTALLY ON THE SHOTGUN'S MECHANICAL "SAFETY DEVICE".
4. ALWAYS WEAR SAFETY GLASSES WHEN CLEANING THE SHOTGUN.
5. NEVER DRINK ALCOHOLIC BEVERAGES OR TAKE ANY TYPE OF DRUGS BEFORE OR DURING CLEANING.

6. CLEAN SHOTGUN IN A WELL VENTILATED AREA.
7. NO ONE UNDER THE AGE OF 18 SHOULD BE ALLOWED TO CLEAN THE SHOTGUN WITHOUT SUPERVISION.
8. BE DEFENSIVE AND ON GUARD WHEN IT COMES TO HANDLING THE GUN.
9. DROPPING A LOADED SHOTGUN CAN CAUSE AN ACCIDENTAL DISCHARGE.
10. READ AND HEED ALL WARNINGS!

When cleaning this shotgun, you are accepting a set of demanding responsibilities. Failure to follow any of these instructions can cause extensive damage to your gun and/or possible serious injury or death to yourself and others. The difference between life and death rests on how seriously you take these responsibilities.

BE CAREFUL!

(Warnings courtesy of Browning® Shotguns.)

iv

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Introduction

This set of instructions introduces a step by step process that will help you clean your Browning® Semi-Automatic 12 Gauge Shotgun in a safe and effective manner. The following page contains a list of the equipment you will need to clean the shotgun. This set of instructions is intended for the serious hunter. It is assumed that all users/readers have experience and a working knowledge about shotguns. Throughout this set of instructions you will find step by step information that will be reinforced with pictures and diagrams. It is imperative that you clean your gun periodically in order to keep the gun working in optimum condition. Definitions in each section are marked by the word being in italicized **boldface**. In the Appendix you will find a glossary of those definitions, as well as, a complete diagram of the components of the shotgun. It should take approximately 15 to 20 minutes to complete cleaning the gun. By no means should you rush through this process. You should allow yourself ample time when it comes to cleaning the shotgun. **WARNING**, it is very **IMPORTANT** that you follow all warning and safety information previously discussed and make sure that the shotgun is **UNLOADED**. Failure to do so could result in serious bodily injury or even death.

List of Equipment

1. Browning® 12 gauge shotgun
2. Newspaper or old rags
3. Terry Cloth rags
4. Remington® Bore Cleaner
5. Remington® Rem Oil
6. Safety Glasses 
7. Chamber Lock
8. 12 gauge brass bore brush
9. 12 gauge wool cleaning swab
10. 12 gauge slotted tip
11. Cleaning patches
12. Three (3) piece brass rod set
13. Choke Tube remover
14. Lock for gun cabinet



This symbol is used to display all warning information pertinent to each section.



This symbol denotes tips that could be very useful while cleaning the shotgun. Compliance is not mandatory but extremely recommended.

Section One: Preparing to Clean

In this section, you will begin preparing the shotgun to clean and assemble all of the necessary tools. You will need to select a well ventilated area to clean the gun in. It is very important that you have all the products listed on the list of equipment page before you move on to actually cleaning the gun.



Warning:

- 1. Do not place any of the cleaning solutions near heat or an open flame.**
- 2. Make sure you are in a well ventilated area when cleaning the shotgun.**
- 3. Wear safety glasses at all times.**

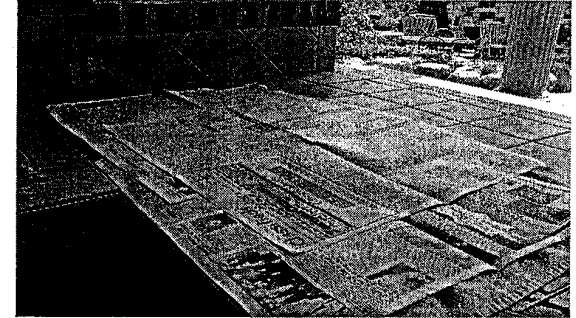


1. Select a well ventilated area with an adequate amount of space.

2. Lay newspapers or old rags on the table. Make sure that you cover a large enough space to clean the shotgun on.

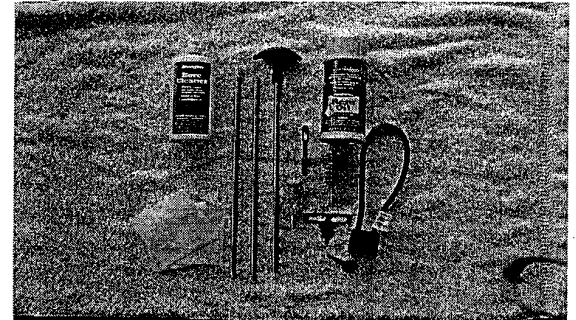
3. Set all of the cleaning products and tools out where they are easily accessible.

Figure 1: Work area



Courtesy: Ryan Johnson

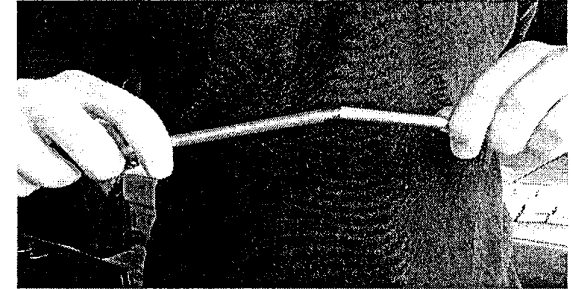
Figure 2: Products and tools



Courtesy: Ryan Johnson

4. Assemble the three (3) piece brass cleaning rod.

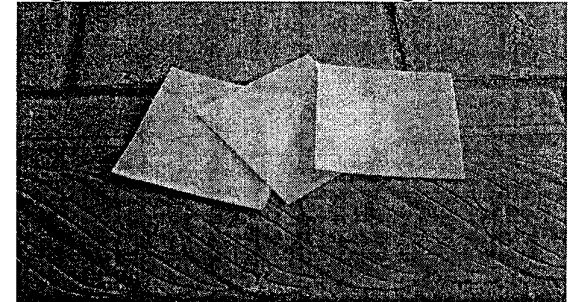
Figure 3: Assembling brass rods



Courtesy: Ryan Johnson

5. Cut cloths into three inch by three inch squares.
(If you did not purchase pre-cut cleaning patches.)

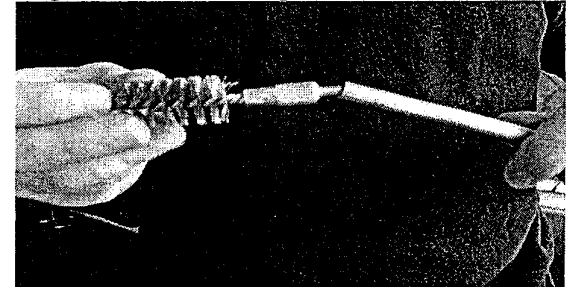
Figure 4: 3X3 inch cleaning patches



Courtesy: Ryan Johnson

6. Screw the brass *bore brush* onto the brass cleaning rod.

Figure 5: Screwing on brass bore brush



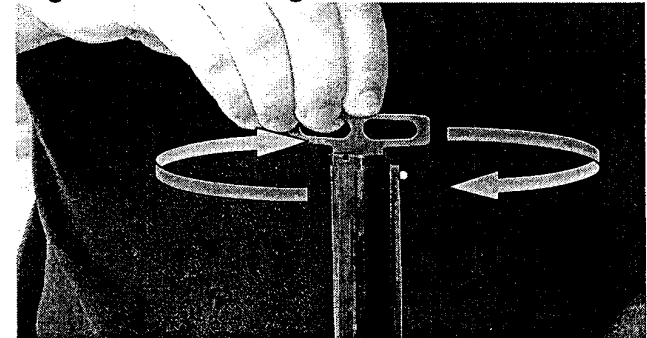
Courtesy: Ryan Johnson

7. Remove the choke from the end of the gun barrel using the *choke remover tool*.



Some shotguns may not have a choke installed at the time of cleaning

Figure 6: Removing the choke



Courtesy: Ryan Johnson


By completing these seven steps, you have prepared the gun and work area for cleaning and have laid the foundation for the next sections. It is important that each and every one of these steps are completed before moving on to the next section. Once you have completed all of these steps, you are now ready to move onto section two. In section two, you will begin cleaning the gun.

Section Two: Cleaning the Shotgun

In this section, you will begin the process of cleaning the shotgun. You will use all of the products that were laid out in the previous section. It is very important that you pay close attention to this section because the quality of the cleaning job will depend on this section. It is important that the shotgun is cleaned well in order to keep it in optimum working condition. Before you begin this section make sure that you read and comply with all of the warnings.



Warning:

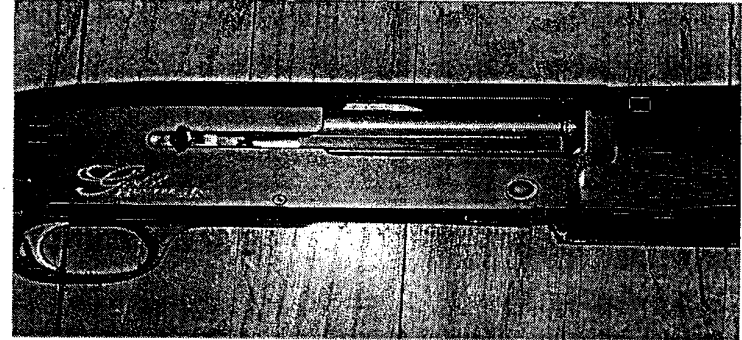
1. Make sure that the gun is unloaded.
2. Be sure the gun is on safety.
3. Wear safety glasses at all times. 
4. Never point the gun directly at you or anyone else.
5. Never spray gun cleaners in your eye.

1. Open the **action** on the shotgun.



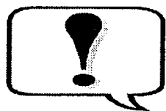
For a picture of the action see Figure 16: Moving the action.

Figure 7: Action Open



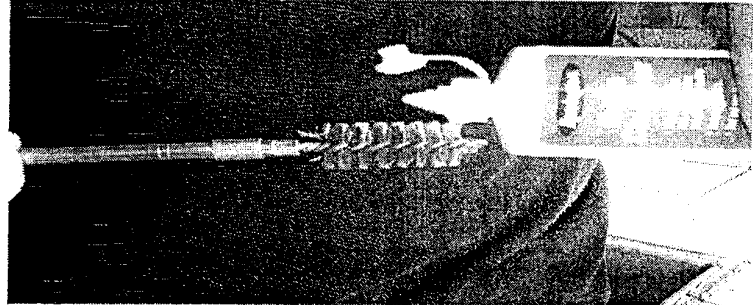
Courtesy: Ryan Johnson

2. Apply Remington® Bore Cleaner to the brass bore brush.



Make sure the brush has a good coating of Bore Cleaner.

Figure 8: Applying Bore Cleaner to brush



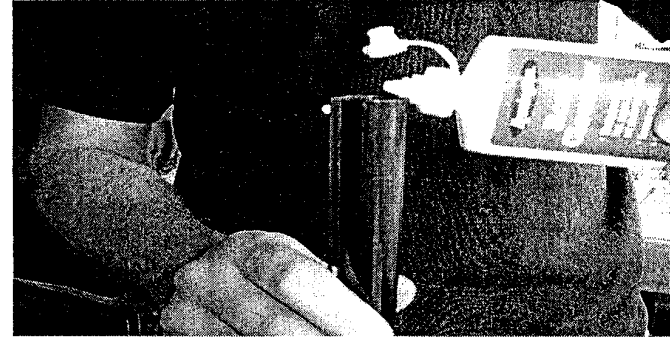
Courtesy: Ryan Johnson

3. Apply Remington® Bore Cleaner to the end of the gun barrel.



Going in a circular motion around the end of the barrel will ensure the inside walls of the barrel are coated.

Figure 9: Applying Bore Cleaner to barrel



Courtesy: Ryan Johnson

4. Insert brass cleaning rod into the end of the barrel.

Figure 10: Inserting cleaning rod



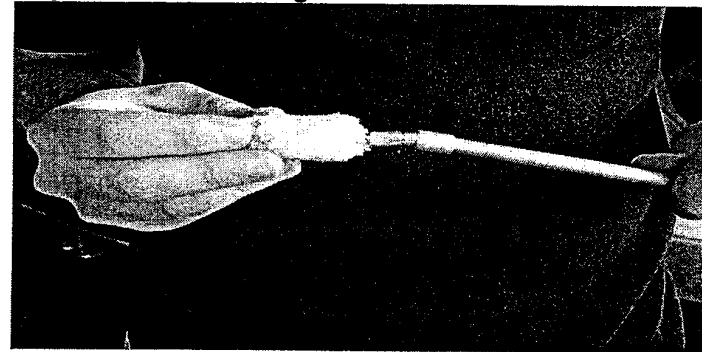
Courtesy: Ryan Johnson

5. Move cleaning rod up and down in the barrel several times.

6. Remove the brass bore brush.

7. Screw wool cleaning swab on the brass rod.

Figure 11: Screwing wool swab on brass rod



Courtesy: Ryan Johnson

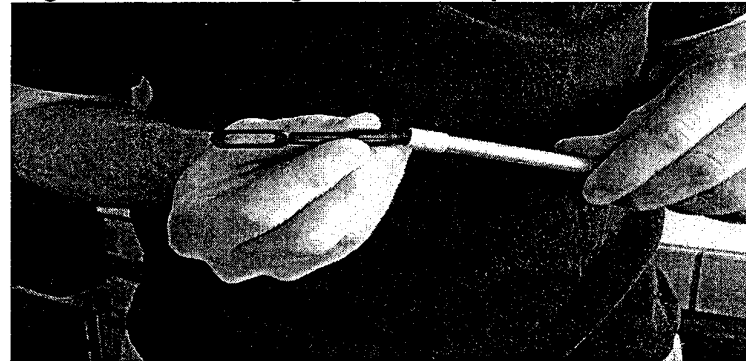
8. Insert brass rod with wool cleaning swab into the end of the barrel.

9. Move cleaning rod up and down several times in barrel.

10. Remove the wool cleaning swab.

11. Screw the slotted tip onto the end of the brass cleaning rod.

Figure 12: Screwing on slotted tip

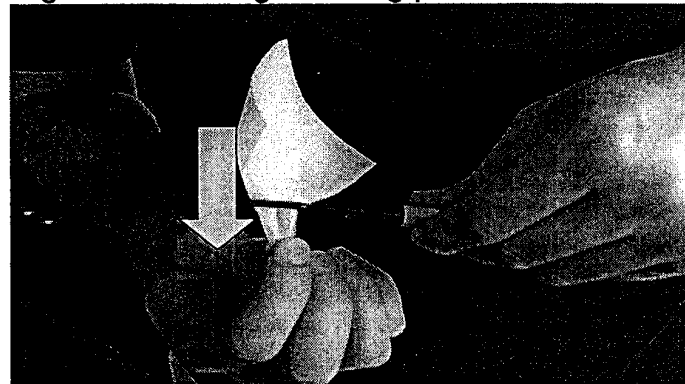


Courtesy: Ryan Johnson

12. Stack three (3) cleaning patches on top of each other.

13. Pull cleaning patches thru slotted tip as shown in the picture.

Figure 13: Pulling cleaning patches



Courtesy: Ryan Johnson

14. Insert brass cleaning rod with cleaning patches into the end of the barrel.

Figure 14: Inserting cleaning patches



Courtesy: Ryan Johnson

15. Move cleaning rod up and down several times.

16. Repeat steps 12 through 15 until cleaning patches come out relatively clean.

17. Spray the Remington® Rem Oil inside of the chamber.



Do not let any Rem Oil get on the finished wood of the gun. Failure to do so could cause the wood finish to diminish in quality.

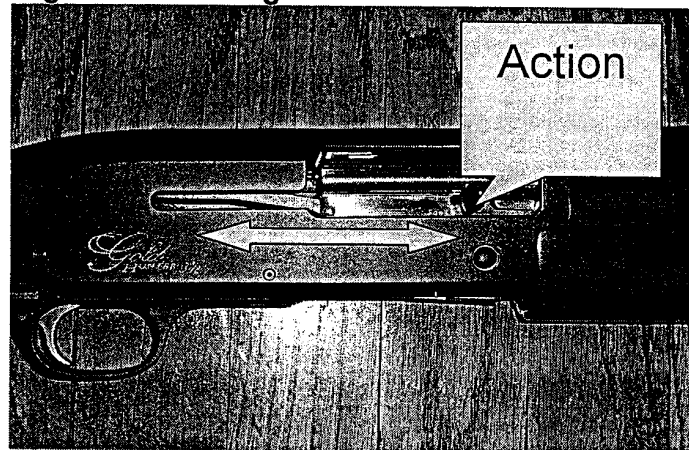
Figure 15: Spraying Rem Oil in chamber



Courtesy: Ryan Johnson

18. Move the action back and forth several times to lubricate the action.

Figure 16: Moving the action



Courtesy: Ryan Johnson

In these steps, you have performed the basic functions of cleaning a shotgun. It is very important that you clean the shotgun periodically to keep it in optimum working condition. You may repeat all of these steps as you deem necessary till the gun is completely clean. Now that the gun is clean, it is time to move onto section three which tells you how to store your freshly cleaned gun.

Section Three: Storing the Shotgun

Now that you have finished cleaning the gun it is time to focus on properly storing the gun. It is very important that you store the gun properly after you clean it. You need to store the gun safely in order to keep it out of the reach of small children. The gun also needs to be stored in a relatively cool dry place. It needs to be stored in a place like this to keep it from rusting or cracking the wood.



Warning:

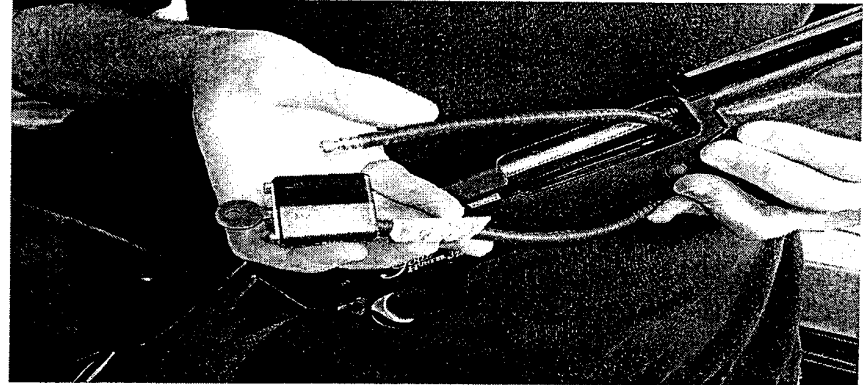
- 1. Never store a loaded gun.**
- 2. Store gun out of the reach of small children.**
- 3. Place the key to the lock in a safe secure location.**

1. Place the choke back in the end of the barrel and use the choke remover tool to tighten the choke.
2. Wipe the gun down completely using terry cloth rags.
3. Unlock the *chamber lock*.
4. Thread the chamber lock thru the chamber.



A trigger lock may be used in lieu of a chamber lock. Either one will do the job!

Figure 17: Threading chamber lock



Courtesy: Ryan Johnson

5. Lock the chamber lock.

Figure 18: Locking chamber lock



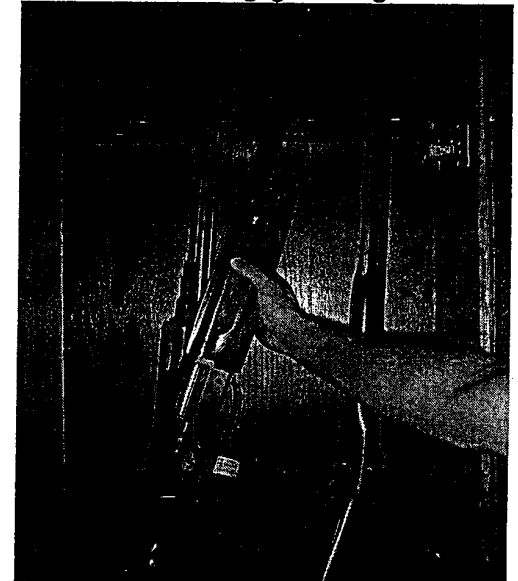
Courtesy: Ryan Johnson

6. Place the gun in a gun cabinet or lockable closet.



A gun safe is preferred but not necessary.

Figure 19: Placing gun in gun cabinet



Courtesy: Ryan Johnson

7. Lock the gun cabinet or the closet.

Figure 20: Locking the cabinet



Courtesy: Ryan Johnson

In these steps, you learned how to properly store a shotgun after it has been cleaned. It is very important to store the shotgun properly. If the gun is stored properly it increases safety by keeping it out of the reach of small children. If stored in the proper climate/condition the gun will not rust or become corroded. Once you have effectively completed these steps, the shotgun storage is complete. With this being the last section in the instructions, you have finished cleaning the shotgun.

Conclusion

Congratulations on cleaning your Browning® Semi-Automatic 12 gauge shotgun. Once you have completed all three sections, you have successfully cleaned your shotgun and you are now ready to start cleaning up the work area. To clean up the work area simply disassemble all of the tools used and fold up the newspapers with all the dirty patches and rags inside. Then discard the newspapers in a proper manner. Each step that you have completed is very fundamental to the cleaning process as a whole. It is very important that you keep your gun maintained in a safe and effective manner. When you take care of the gun and maintain it properly, you are adding years to the enjoyment of shooting the gun.

Works Cited

Browning Firearms. "Warnings, cover picture, and Appendix B diagram". Cover picture retrieved March 21, 2005.

Johnson, Ryan. "Images of cleaning gun". Photos taken on March 20, 2005.

Microsoft Clip Gallery. "All warning and tip icons". Windows 2000. Retrieved March 18, 2005.

Appendix A

Glossary:

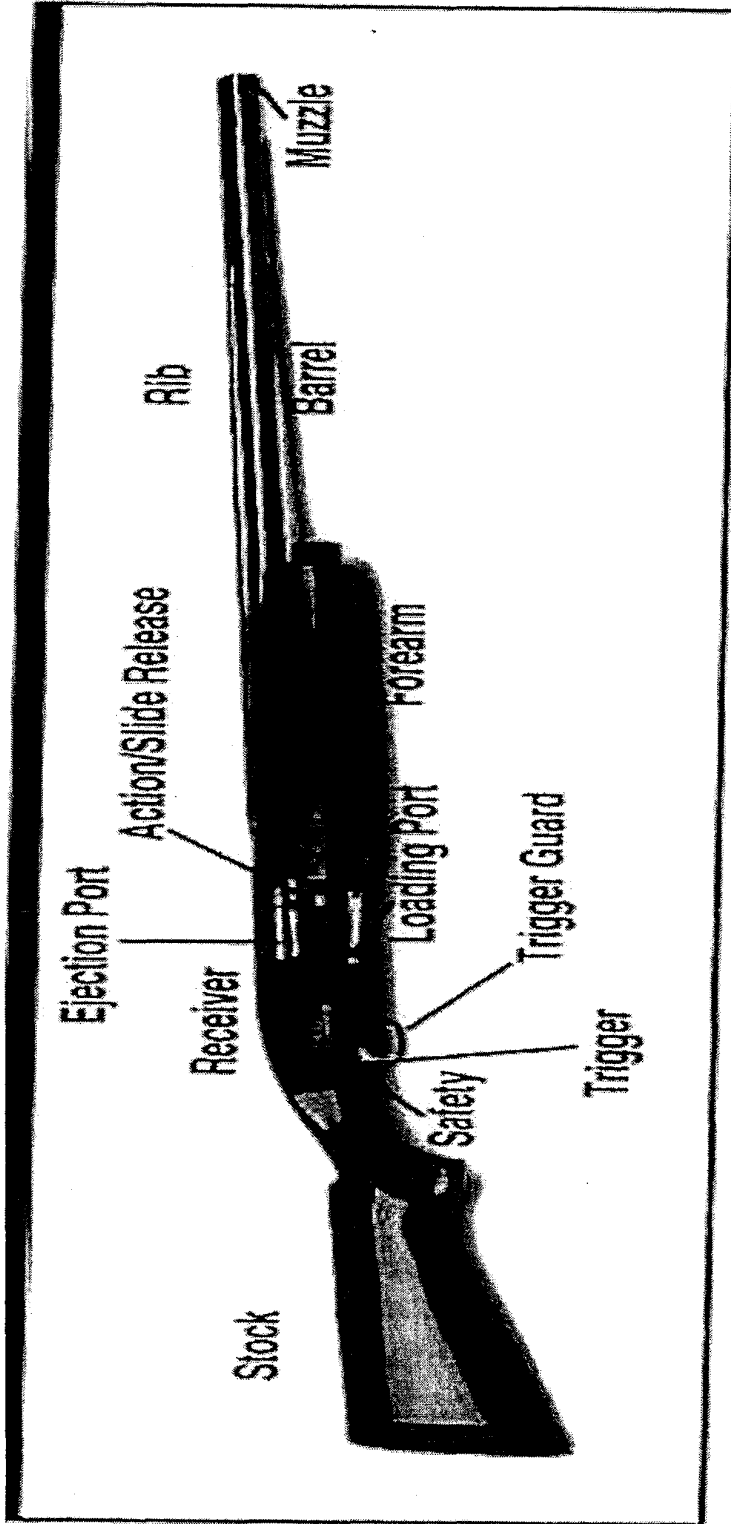
Bore Brush: a small end that goes on the end of the brass cleaning rod. The end is made up of hundreds of small brass bristles. The purpose of this brush is to clean all of the residue inside the bore/barrel.

Choke Remover Tool: a flat anvil shaped tool that has several notches at the base of the tool to remove different size chokes.

Action: a small gas piston that slides back and forth in the chamber. The action fires the shotgun shell, as well as, ejects the shell once it is shot.

Chamber Lock: a lock that resembles a regular pad-lock but has a long flexible rubber coated cable that locks together.

Appendix B



Courtesy of Browning

CERTIFICATE OF COMPLIANCE

This document was scanned for viruses using Symantec Endpoint Protection version 14.2. Any required paper copies to be submitted to the court are exact copies of the version submitted electronically. Additionally, all required privacy redactions have been made in accordance with Fed. R. App. P. 25(a)(5) and 10th Cir. 25.5.

/s/ Zach West

CERTIFICATE OF SERVICE

I certify that on March 4, 2019, I filed the foregoing with this Court and served a copy on all parties via the Court's CM/ECF filing system. A single hard copy of the foregoing, which is an exact copy of the document filed electronically, will be dispatched via commercial carrier to the Clerk of the Court for receipt within 2 business days.

/s/ Zach West

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